Application Coversheet

The East Austin College Prep Academy
Name of Proposed Charter School

The East Austin Academia Inc.
Name of Sponsoring Entity

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.**):
XX 501(c)(3) nonprofit organization __ Governmental Entity __ College or University

Chairperson of Governing Body of Sponsoring Entity: Dr. Juan Sánchez

CEO of Sponsoring Entity: Dr. Juan Sánchez

CEO/Superintendent of Proposed Charter School: Dr. Nellie Cantu

Representative Who Attended Applicant Conference: Ms. Susana Almanza Date of Conference: 12/3/07

Applicant Mailing Address: 6002 Jain Lane, Austin, Texas 78721

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

Number of Campuses Being Requested: Three

Physical Address of Each Proposed Campus: 6002 Jain Lane, Austin, Texas 78721

Contact Name: Dr. Nellie Cantu Contact E-mail Address: ncantu@swkey.org

Contact Phone Number: 512.462.2181 Contact Fax # : 512.462.2028

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: Grades 6 **Maximum Enrollment:** 125

Year 2: Grades 6, and 7 **Maximum Enrollment:** 250

Year 3: Grades 6, 7, and 8 **Maximum Enrollment:** 375

Year 4: Grades 6, 7, 8, and 9 **Maximum Enrollment:** 500

Year 5: Grades 6, 7, 8, 9, and 10 - 12 **Maximum Enrollment:** ~~625~~ 875

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.

Juan J. Sánchez 2/18/08 Juan J. Sánchez
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity Date Printed Name

Nancy Frank 2/18/08 Nancy Frank
(BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? None Was the preparer paid? Yes

East Austin College Prep Academy
Charter School Contingencies

Number of Sites

- The application requests the physical address of each proposed campus. Only one address was listed on the coversheet.

During the interview process with members of the State Board of Education, Committee on School Initiatives, a recommendation was made to include more than 1 site to allow for growth. The facility located at 6002 Jain Lane, Austin, TX, will accommodate students for Year 1 and Year 2.

Year 3 – The following alternatives are being considered to accommodate 6th – 8th grade students:

1) Purchase portable building and add to current site.
2) Build additional classroom space at the current site.
3) Purchase land in the East Austin area and build a new school.

In preparation for year 3, staff is exploring stated options. East Austin College Prep staff will communicate to the Charter School Division at TEA when a facility decision is made for year 3.

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Community Support

- Remove the information in Section 13 of the application, pages 274-457.

Applicant Checklist

The East Austin College Prep Academy — **Proposed Fourteenth Generation Charter School Name**

The East Austin Academia, Inc. — **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

- ☑ Attended Applicant Conference: Date 12/03/07 ; Board Member Who Attended Susana Almanza
- ☑ 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

Attachments A - P

- ☑ 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 the sponsory entity's 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.) If incorporated after January 1, 2006, substitute with Certificate of Formation and Certificate of Filing
- ☑ E Corporate Bylaws or statement that it is not required if sponsoring entity is an institution of higher education or a govemmental 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 fincial 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, 2006 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, 2006 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

☑ 12 *Attachments (Mark here to indicate that all attachments have been included in the order required.)*

Nancy Frank — **Name of Application Preparer (Typed)**

Nancy Frank — **Signature of Application Preparer** **Date**

Dr. Juan J. Sánchez — **Name of CEO of Sponsoring Entity (Typed)**

Juan J. Sánchez — **Signature of CEO of Sponsoring Entity** **Date**

1. Statement of Need

a) Evidence of need for this type of school and sufficient demand

The East Austin Academia, Inc., proposes to create a middle school (sixth, seventh and eighth grades) and high school (ninth, tenth, eleventh and twelfth grades) in the eastern part of Austin-an area of the city with a high concentration of minority and low income families. **Fifty-two percent of East Austin residents living in the Govalle/Johnston Terrace neighborhood, the location of the proposed charter school, 25 years of age or older do not have a high school diploma and 28 percent have less than a ninth grade education.** The school, which will focus on college preparation, will stand in stark contrast to the current East Austin middle and high schools in the Austin Independent School District (AISD), which perform academically at levels well below middle and high schools statewide.

A recent publication by the National Middle School Association states that "[T]thoroughly preparing all American students to succeed in a demanding and evolving global economy makes the transformation of middle level education an imperative. Thriving in the 21st century requires more than a basic understanding of reading, writing, and mathematics. It requires the ability to apply sophisticated skills in a variety of settings, solve complex problems individually and collectively, and learn throughout a lifetime. Unless we take action now to change these patterns, millions of young adolescents will be unable to compete in the world they will encounter in high school and beyond...For example, while middle level students steadily improved their mathematics performance on the National Assessment of Educational Progress (NAEP) in the past decade, only 29% of U.S. eighth graders demonstrated competence with challenging subject matter, and one-fifth of those students scored below the basic level. In addition, while U.S. eighth graders improved their math and science scores on international assessments from 1995 to 2003, they still compared poorly to students from other nations. One-fourth of eighth graders lack fundamental reading skills, according to NAEP. Eighty percent of U.S. eighth graders say they plan to obtain a bachelor's degree or higher, but many do not have access to rigorous classes that provide the stepping stones to higher education. Even when poorly prepared students gain admission to college, they typically need so much remediation that they fail to progress."[1]

According to the Manhattan Institute for Policy Research, nationally, the percentage of all students who left high school with the skills and qualifications necessary to attend college increased from 25% in 1991 to 34% in 2002. However, for many minority students, the picture remains bleak. There remains a large difference among racial and ethnic groups in the percentage of students who leave high school eligible for college admission. About 40% of white students, 23% of African-American students, and 20% of Hispanic students who started public high school graduated college-ready in 2002.[2]

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[1] "Success in the Middle: A Policymaker's Guide to Achieving Quality Middle Level Education," National Middle School Association, May 2006, <http://www.nmsa.org/Advocacy/PolicyGuide/tabid/784/Default.aspx>.

[2] Greene, Jay P. and Marcus A. Winters, "Public High School Graduation and College Readiness Rates: 1991 - 2002," Manhattan Institute for Policy Research, Education Working Paper No. 8, February 2005 <http://www.manhattan-institute.org/html/ewp_08.htm>.

Findings from a 2005 ACT and Education Trust Policy Report indicate that a critical aspect of educational planning-a key element in closing the gap between college-ready white and minority students-involves students taking a curriculum that prepares them for college. Students who take a challenging curriculum, beginning in the middle school, tend to perform better academically in high school and are better prepared for college than those who take less rigorous courses.[3]

The student achievement results from the four AISD middle schools in East Austin-Dobie, Kealing, Martin, and Pearce Middle Schools-indicate that students in these schools are not receiving the type of rigorous academic preparation necessary to be successful college participants. The Texas Assessment of Knowledge and Skills (TAKS) performance of these schools, except for Kealing, which includes students from across the city attending this school's gifted and talented magnet program, falls well below the state average in all subjects tested.

Percentage of East Austin Middle School Students Meeting 2007 TAKS Passing Standard (Sum of all grades tested excluding 8th grade science)

TAKS Test	Dobie	Kealing*	Martin	Pearce	State Average
Reading/ELA	68	89	72	63	89
Math	49	77	50	44	77
Writing	81	94	83	71	92
Social Studies	66	86	61	61	89
All Tests	39	76	44	36	70
State Rating	Acceptable	Acceptable	Unacceptable	Unacceptable	

*includes students from across AISD attending the Kealing magnet program

High school performance results from AISD high schools in East Austin also confirm a lack of success in preparing students for post-secondary education. Johnston High School, the AISD high school in closest proximity to the proposed charter school, has been rated academically unacceptable for four consecutive years and may be closed by the Commissioner of Education after the 2007-2008 school year. Reagan High School has also been rated academically unacceptable for two consecutive years and its performance is well below the state average. LBJ High School had academically acceptable performance, but those results include students citywide who attend the LBJ Arts and Science Academy.

[3] "On Course for Success A Close Look at Selected High School Courses that Prepare Students for College," ACT, Inc. and The Education Trust, February 2005 <http://www.act.org/path/policy/pdf/success_report.pdf>.

Percentage of East Austin High School Students Meeting 2007 TAKS Passing Standard (Sum of all grades tested)

TAKS Test	Johnston	LBJ*	Reagan	State Average
Reading/ELA	59	85	65	89
Math	31	73	32	77
Writing	27	73	40	71
Social Studies	61	91	66	89
All Tests	18	64	27	70
State Rating	Unacceptable	Acceptable	Unacceptable	

*includes students from across AISD attending the LBJ math and science academy

AISD provides diversity and No Child Left Behind choice options to some students living in East Austin. These students have the choice to attend the East Austin school they are assigned to or a school in another part of town. Currently, these choice options allow East Austin middle school students to attend O'Henry, Lamar, and Murchison Middle Schools and high school students to attend Anderson, Austin, Crockett, and Lanier High Schools. Other AISD transfer policies, particularly the one that allows African American and Hispanic students who make up the majority of students on their assigned campus to transfer to any school in which they would be in the minority, give East Austin students additional options. Many East Austin middle and high school students can and do choose to attend higher performing schools across town. While these schools certainly have better academic results, they are located a great distance from East Austin. That distance not only dilutes the sense of community that most students feel attending a neighborhood school, but makes it very difficult for parents to actively participate in school volunteer opportunities and events.

There are two existing charter schools located in the proposed geographic boundary for The East Austin College Prep Academy that serve middle and high school students. The Texas Empowerment Academy, which has operated since 1998, serves about 120 students in grades five through nine (an average of 24 students per grade level) and was rated Academically Acceptable for the 2006-2007 school year. The Austin Can Academy Charter School serves about 270 ninth through twelfth graders (an average of 68 students per grade) and was rated Academically Acceptable in 2006-2007. KIPP Austin College Prep, which is located slightly east of The East Austin College Prep Academy designated attendance zone, enrolls about 315 students in grades five through eight (an average of 79 students per grade). A survey of all three schools indicates that applications for admission always exceed available slots and each has a lengthy waiting list.

The University of Texas (UT) Elementary School, a pre-kindergarten through fifth grade charter school located in East Austin which has the same geographic service area as the one proposed for The East Austin College Prep Academy, will graduate its first class of approximately 40 fifth graders in 2008. It is very likely that these students will seek a charter school option for middle and high school and could choose to attend The East Austin College Prep Academy.

We are confident that the market can support The East Austin College Prep Academy with an anticipated initial enrollment of 125 students for grade six in the fall of 2009, 250 students in grades six and seven in the fall of 2010, and 375 students in grades six, seven and eight in the fall of 2011. The school proposes a maximum total enrollment of 875 students for grades six through twelve.

Currently, there are over 3,000 students attending Dobie, Kealing, Martin and Pearce Middle Schools and about 2,500 students attending Johnston, LBJ, and Reagan High Schools. Data from AISD show that 575 East Austin middle school students transferred from their assigned schools to attend other AISD middle schools for the 2007-2008 school year, and 950 high school students residing in East Austin chose to attend another AISD high school. Therefore, the total number of East Austin students that The East Austin College Prep Academy will draw from is about 3,575 middle schoolers and 3,450 high school students. In addition, some AISD students residing south of the Colorado River but within the proposed geographic service area attend Fulmore Middle School-a school with over 1,000 students. Also, two elementary schools in Del Valle ISD fall within the proposed service area. Baty Elementary is a pre-kindergarten through sixth grade school with about 750 students and Smith Elementary, a kindergarten through sixth grade school, enrolls about 600 students.

The proposed school is a part of a larger initiative called the East Austin Community Development Project (EACDP). The EACDP is an ambitious neighborhood revitalization and community development effort to improve the physical, political, economic, and social landscape of the East Austin community particularly in the Govalle/Johnston Terrace neighborhood. The EACDP will include a multitude of critical education, economic development, and capacity-building opportunities for East Austin residents including:

- Workforce development training
- Entrepreneurial opportunities
- Education programs and services including after-school tutoring, mentoring, GED classes, adult basic education courses, ESL courses, and college preparation
- Personal enrichment and skills-building workshops and training, including home ownership, parenting skills, and voter education and registration
- Cultural arts enrichment programs and events

To assist in guiding the efforts of EACDP, an Advisory Council consisting of East Austin community leaders was established. This Council mobilized the support of the East Austin community for the EACDP, including the charter school, through block walks and community house meetings.

The public hearing on the proposed charter school was attended by about 32 people. There was a lively and supportive discussion about The East Austin College Prep Academy and a definite interest expressed by several parents about enrolling their children in the school. Other public meetings will take place prior to the opening of the school if the charter is granted.

b) Need for Charter School Model

The charter school model is not only appropriate but necessary to break the current cycle of academic malfunction in the East Austin middle and high schools. Many East Austin residents have lost faith in AISD's attempts to redesign/revamp/remodel these failed schools and are seeking other options-especially a school that is dedicated to successfully motivating and preparing students to succeed in not only graduating from high school but matriculating to college. The autonomy, creativity and flexibility afforded to charter schools is critical when serving a student population that is likely to enter the school performing below grade level in all subjects, particularly in reading/English language arts and mathematics. Having a governing board that is keenly focused on the needs of one school with the flexibility to implement policies quickly and effectively and having school leadership and teachers who will create a culture of high academic expectations and do what it takes to make sure students learn is crucial to our success.

The school's key principles, which are best implemented in a charter setting, are:

- **All Students Will Succeed.** The school will set clearly defined and high expectations for the behavior and academic achievement of every student. These high expectations will be attainable because of the high quality and dedication of the teaching and support staff serving the students, often beyond school hours. It will also be attainable because every student and parent is committed to the school and values learning. Each student will graduate from the school with clear college aspirations and a specific plan for achieving his or her goal of attending a college or university.
- **More Time for Student Learning is Key to Success.** All students will have a longer school day, a commitment of one Saturday per semester for service learning, and a mandatory summer program. Students will be required to complete, on average, two hours of homework every night. This additional time will allow students to accelerate their learning and surpass other middle and high school students in academic capabilities and develop the work ethic required to master rigorous high school and college material.
- **Results are the Bottom Line.** The school will continuously monitor the progress of students using national and state tests, diagnostic and benchmark assessments, and other objective measures. The results will guide all facets of the school-instruction, intervention, placement of students, budgets, and teacher and staff professional development. Results will also focus on qualitative achievements, such as student leadership, involvement in service to the community, and artistic expression.

As further evidence of the need for a charter model, the following table shows the difference between features of the proposed school and a traditional school.

Feature	Proposed Charter School	Traditional School
Length of School Day	7:30 a.m.- 4:30 p.m. on Monday-Thursday and 7:30 a.m.- 4:00 p.m.on Friday	8:20 a.m.- 3:30 p.m. (AISD middle schools); 9:00 a.m.- 4:10 p.m. (AISD high schools)
Student Instructional Days in School Year	193 (includes 13 days during summer)	176 (AISD)
Teachers Available to Students During the Evening and Weekends	Yes	No
Parent, Student, Teacher Contract of Commitment to School	Yes, signatures by all parties is strongly encouraged	No
Service Learning Requirement	Yes	No. May be encouraged but not required

These organizational principles are modeled after YES Prep Public Schools, which has proven results in serving low income students and preparing them for success at a college or university. The YES student body is approximately 80 percent economically disadvantaged, 95 percent African American and Hispanic, 86 percent first generation college-bound, and most students enter at least one grade level behind in math and English. Their campuses in the Houston area are all rated Recognized or Exemplary.

The East Austin Academia Inc. and YES Prep Public Schools have entered into a partnership for YES to provide technical assistance in implementing these proven organizational principles during the first two years of The East Austin College Prep Academy.

2. Vision of the School

a) Educational Philosophy and Pedagogy

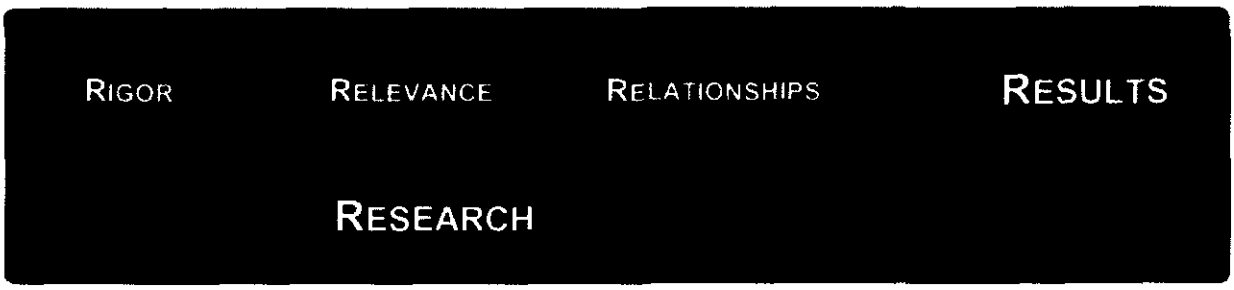
Vision

The vision of The East Austin College Prep Academy is to serve as a model middle school and high school that successfully prepares all students, regardless of economic background, for a rigorous high school curriculum, graduation, and ultimately success in college and career. The school, because of its pervasive atmosphere of high expectations, will inspire students to have clear college aspirations along with the academic skills and work ethic necessary to achieve their goals and be successful. Our vision is to give students opportunities to develop strong leadership skills and exhibit a firm and continuing commitment to commu-

nity service. The school will provide a rigorous college preparatory curriculum, including a strong foundation in math and science for students pursuing a science, technology, engineering, or mathematics (STEM) field. By providing a balanced, comprehensive program, the school will also nurture visual and performing arts and showcase the tremendous talent of students whose skills are often overlooked. Our plan is to create a school where failure is not an option and students are given the knowledge and tools to identify and achieve their dreams.

Framework

The framework for The East Austin College Prep Academy is based on the three Rs of the Bill and Melinda Gates Foundation model for transforming high schools – rigor, relevance, and relationships-with the addition of two important Rs – research and results.



The East Austin College Prep Academy will base its organizational structure, curriculum, and instruction on either rigorous scientific research ("gold standard" research set by the U.S. Department of Education Institute for Education Sciences) or solid best practice research. For example, the school leaders will work with the Vaughn Gross Center for Reading and Language Arts at UT Austin, a national leader in adolescent literacy, to incorporate valid and reliable diagnostic assessments and proven intervention tools to improve literacy for struggling readers.

In addition, The East Austin College Prep Academy will ensure that their entire program is rigorous and made relevant by the inclusion of project-based learning as well as exposure to industry and the arts through close partnerships with the business and fine arts community. A robust advisory system will provide each student with daily access to a knowledgeable advisor, and a mentor program will give students contact with community mentors in fields of interest.

The entire focus of this model is RESULTS-teacher, administrator, and student performance results that will lead to Recognized and Exemplary school ratings on a consistent basis, but more importantly, college readiness, access and success for graduates of this program.

Philosophy

The East Austin College Prep Academy's educational philosophy is grounded in effective schools research. That research supports the premise that all children can learn and the school controls the factors necessary to assure student mastery of core curriculum.[4] The East Austin College Prep Academy recognizes that children have an extraordinary capacity to learn and will realize their highest levels of achievement in a school community that adheres to the Effective School Correlates and contains the following components:

- **Strong School Leadership** – an effective organizational and academic leader that creates a safe school environment conducive to learning and success.
- **Increased Instructional Time, Particularly in Math and Reading/English Language Arts** – the study of math and reading/English language arts for 90 minutes per day to ensure that students are on grade level and poised to tackle rigorous preparatory curriculum.
- **Aligned Curriculum** – a content rich, standards-based curriculum that is aligned with the state standards, in the case of Texas the Texas Essential Knowledge and Skills (TEKS)
- **A Balanced Instructional Approach** – primarily direct instruction that is balanced with opportunities for hands-on and project-based learning.
- **Ongoing Assessment** – diagnostic assessment throughout the school year for instructional planning, intervention, and placement of students.
- **Immediate Intervention for Struggling Students** – identifying struggling students and intervening appropriately in a timely manner.
- **Focused Professional Development** – job-embedded teacher professional development that is focused intensely on student and teacher needs identified through assessments and helping teachers prepare more challenging and thought-provoking lessons and projects.

b) Educational Innovations of School

The school will have many innovative features that set it apart from other traditional public schools. These include:

- A longer school day (7:30 to 4:30 on Monday through Thursday and 7:30 to 4:00 on Friday)
- An average of two hours of homework every night
- Extended time during the day for English language arts and math (90 minute blocks for each subject per day)

[4] Lezotte, Lawrence W., "Revolutionary and Evolutionary: The Effective Schools Movement," http://www.effectiveschools.com/downloads/RevEv.pdf>.

- One Saturday each semester devoted to community service, which is integrated into the academic curriculum
- A three-week summer session for ALL students
- Frequent field lessons, including career/work-related experiences, which are an integral part of the curriculum
- Required extracurricular clubs and sports as a part of the school day to broaden students' experiences
- Teachers and other staff who are "on call" for students beyond the normal school day, up to 9:00 p.m. at night and on weekends
- An advisory system that assigns up to 15 students to an adult advisor who meets daily with his or her advisees
- Extensive eighth grade and senior year research projects and presentations required for graduation
- Continuous monitoring of student learning that includes administration of the Stanford 10 test, TAKS, six-week achievement tests, and other appropriate benchmark or diagnostic assessments
- Multiple opportunities for parental involvement in all aspects of the school
- Performance-based faculty and staff evaluation tied directly to student achievement results
- The integration of technology into instruction at all grade levels
- Implementation of a multi-disciplinary program that teaches students financial literacy, financial responsibility, and entrepreneurship
- A robust visual and performing arts curriculum that allows students to display individual and group talent to the community
- A model health program to combat the increasing obesity and juvenile diabetes plaguing many youth today

The school will also have several distinctive partnerships with:

- The UT Austin College of Education-to use its vast resources and expertise in such areas as research based reading programs for struggling adolescent readers developed by the Vaughn Gross Center for Reading and Language Arts, middle and high school math and science curricula, instructional technology, and the social, emotional and physical development of adolescents
- YES Prep Public Schools-for implementation of the core organizing principles

Letters of commitment from the entities listed above are included as **Appendix 1.**

APPROVED DURING
CONTENCY PROCESS

East Austin College Prep Academy
Audit Contingencies

Vision of the School

Response to Question 1:

The information noted on page 13, section 2.b concerning a three-week summer session for all students, should be deleted and replaced with the following:

- **A three-week summer session for ALL students. Funding will be secured via donations from various corporations, foundations, grants, and community partnerships.**

Note: Staff is currently in discussions with entities to secure this funding. In the event that this funding is not obtained as proposed, Southwest Key Programs (SWK) is prepared to fund the three week summer session. However, as soon as funding confirmation is received, supporting documentation will be forwarded to the Charter School Division at TEA.

3. Educational Plan

a) Scope and Sequence

Students at The East Austin College Prep Academy will adhere to an extended and enriching academic day that starts at 7:30 a.m. and ends at 4:30 p.m., except on Friday, when the day ends at 4:00 p.m. The following is a typical daily schedule:

7:30 a.m. - 7:45 a.m. - Advisory meetings of students and staff

7:45 a.m. - 3:45 p.m. - For middle school students: ninety minutes of reading/English language arts; ninety minutes of math; forty-five minutes of science; forty-five minutes of social studies; forty-five minutes of Spanish; forty-five minutes of visual and performing arts; forty-five minutes of physical education and health; and thirty minutes for lunch.

For high school students: ninety minutes of reading/English language arts; ninety minutes of math; forty-five minutes of science; forty-five minutes of social studies; forty-five minutes of Spanish; forty-five minutes each of two required and elective courses, such as economics, physical education, health, speech, technology applications, fine arts, and yearbook/newspaper; and thirty minutes for lunch.

3:45 p.m. - 4:30 p.m. (except on Friday) - Extracurricular clubs and athletics, such as soccer, volleyball, basketball, photography, guitar, chess, Student Council, running and fitness, and dance

The East Austin College Prep Academy has purchased the curriculum scope and sequence in English language arts, math, science, and social studies for grades six through eight from **Margaret Kilgo of Kilgo Consulting, Inc.** The Kilgo Consulting scope and sequence presents a methodical plan for teaching all of the TEKS and student expectations as mandated by state law. The student expectations for both regular and special education students are identified as well as those student expectations in grades kindergarten through twelve that are tested on the reading and math portions of the SAT. The school will also purchase the curriculum scope and sequence for the following high school courses: English Language Arts I, II, III, IV; Algebra II and Geometry; Biology, Chemistry and Physics; World Geography/History and U.S. History/Government.

The curriculum scope and sequence is a product of Margaret Kilgo's alignment work with dozens of districts over multiple years and a thorough review of the statewide data trends, which led to the identification of gaps in the state curriculum. As a result, the student expectations on which students have historically scored poorly are scaled throughout the curriculum to ensure that they are taught deeply. Student expectations from other years are inserted into each grade level scope and sequence so that the prerequisite and current skills are taught deeply. Any student expectation that is introduced and tested to mastery in the

same year is added to the prior year's curriculum so students are introduced to a concept at least one year before they will be tested on it. Any student expectations tested on TAKS for any given year are incorporated into that year's curriculum. For example, several 2nd, 3rd and 4th grade student expectations are tested on the 5th grade science TAKS but are not included in the 5th grade TEKS and student expectations. In the Kilgo scope and sequence, all student expectations that are tested by TAKS for a particular grade level are taught in that grade.

All core academic teachers will be trained thoroughly by attending the Kilgo workshops which address two areas:

- **Scope and Sequence Workshops** which cover the effective implementation of the scope and sequence, adding aligned resources, relationships between the scope and sequence and lesson planning, and remediation through grade-level TEKS and student expectations.
- **Data-driven Decisions Workshops** which focus on understanding the relationships between TEKS, student expectations, and TAKS and making data-driven decisions for the school's instruction and assessment program based on a history of student performance.

The Kilgo curriculum scope and sequence for English language arts, math, science, and social studies for grades six through eight can be found in **Appendix 2.**

The following is a summary of the scope and sequence and approaches for presenting the material for the core academic classes of English language arts, math, science and social studies for grades six through twelve. Also included is a summary of curricular highlights and approaches for the other courses to be taught at the school-Spanish, performing and visual arts, physical education, health, and communication applications. The technology applications TEKS will be integrated into the subject area curriculum for grades six through eight. A separate technology applications course will be provided during high school to meet graduation requirements.

Reading/English Language Arts

Grades Six, Seven and Eight

Students will receive seven and one-half hours of reading/English language arts instruction weekly (90 minutes per day). The curriculum scope and sequence will cover all TEKS strands at each grade level. Examples of these TEKS strands are vocabulary development, reading comprehension, grammar, spelling, writing, inquiry/research, text structures/literary concepts, literary response, knowledge of culture, critical listening, interpretation, analysis, evaluation, presentations, and production.

Sixth graders will have a separate reading section of class to ensure that students are reading on grade level and have the skills necessary for success in subsequent grades. Novel study is required in seventh and eighth grade where students read, discuss, analyze, and annotate novels to promote an understanding of the literature and world cultures. Writing instruction requires students to write multiple drafts of papers using organizational devices, such as graphic organizers and outlines, and peer and teacher/adult editing. In addition, the school will utilize "writing across the curriculum" in science and social studies to reinforce skills such as reading comprehension, writing, and speaking. English language arts and social studies curricula will be mapped to reinforce content within each subject. Students will also learn to interpret literature through visual and performing arts.

Grades Nine, Ten, Eleven and Twelve

Students will continue to receive seven and one-half hours of reading/English language arts instruction weekly (90 minutes per day). This will allow students to increase and refine their English language arts knowledge and communication skills.

English I

The curriculum scope and sequence will cover all TEKS strands for grade nine. Students will plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing-descriptive, persuasive, and expository-with an emphasis placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students will read extensively in multiple genres-stories, dramas, novels and poetry-from world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

English II

The curriculum scope and sequence will cover all TEKS strands for grade ten. Students will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing with an emphasis placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing will include responses to literature, reflective essays, and autobiographical narratives. Students will read extensively in multiple genres-stories, dramas, novels and poetry-from world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

English III

The curriculum scope and sequence will cover all TEKS strands for grade eleven. Students will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will practice all forms of writing with an emphasis placed on business forms of writing such as reports, business memos, narratives of a procedure, summaries or abstracts, and resumes. Students will read extensively in multiple genres from American literature, including the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century, and other world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

English IV

The curriculum scope and sequence will cover all TEKS strands for grade twelve. Student will continue to plan, draft, and complete written compositions on a regular basis; edit papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English; and produce final, error-free drafts. Students will write in a variety of forms, including business, personal, literary, and persuasive texts. Students will read extensively in multiple genres from British literature, including the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period, and other world literature. Students will learn literary forms and terms associated with selections being read and interpret the possible influences of the historical context on a literary work.

Math

Grades Six, Seven and Eight

Students will receive seven and one-half hours of math instruction weekly (90 minutes per day). The math curriculum is designed to provide students with the foundational math skills necessary to succeed in advanced math in high school and prepare them for higher-level math required in certain university degree programs. The curriculum scope and sequence will cover all TEKS strands at each grade level. Examples of these TEKS strands are rational numbers, patterns, algebraic thinking, coordinate geometry, geometry and spatial reasoning, predictions, measurement, probability and statistics, equivalent forms, proportional relationships, central tendency, and logical reasoning.

All students will take Algebra in eighth grade in preparation for four years of math in high school, culminating with Calculus. The school will work with Kilgo Consulting to integrate the 8th grade TEKS into the 7th grade curriculum and also cover some 8th grade material during the three-week summer program. Dr. Kilgo has cautioned schools not to forget the 8th grade TEKS when moving students on to Algebra in 8th grade because these concepts are tested on the grades 9, 10, and 11 math TAKS, and are also tested on SAT I, SAT II, GRE, GMAT, and LSAT. If schools don't integrate these concepts into the 7th grade curriculum, this "gap" in mathematics conceptual development and understanding could negatively impact students for years.

Technology will be integrated into the math program with students using common computer software, the Internet, and scientific and graphing calculators. Math and science curricula will be mapped to reinforce content in each subject area.

Grades Nine, Ten, Eleven and Twelve

Students will continue to receive seven and one-half hours of math instruction weekly (90 minutes per day). This will allow students to increase and refine their mathematical knowledge and skills and prepare them for higher-level math required in certain university degree programs.

Geometry (Grade Nine)

The curriculum scope and sequence will cover all TEKS strands for Geometry. Students will continue to focus on foundation concepts, such as the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students will understand geometric thinking and spatial reasoning and use geometric thinking to understand mathematical concepts and the relationships among them. Students will study properties and relationships having to do with size, shape, location, direction, and orientation of geometric figures of zero, one, two and three dimensions and the relationships among them. Students will recognize the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships, and properties to solve problems. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to solve meaningful problems by representing and transforming figures and analyzing relationships. Students will continually use problem-solving, language and communication, connections within and outside of mathematics, and reasoning (justification and proof) and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Algebra II (Grade Ten)

The curriculum scope and sequence will cover all TEKS strands for Algebra II. Students will continue to focus on foundation concepts, such as the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students will study algebraic concepts and the relationships among them, including the role that symbolic reasoning plays in algebra. Students will study functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations. Students will understand the relationship between algebra and geometry and use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to model mathematical situations to solve meaningful problems. Students will continually use problem-solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Precalculus (Grade Eleven)

The curriculum scope and sequence will cover all TEKS strands for Precalculus. Students will use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students will use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. Students will continually use problem-solving, language and communication, connections within and outside of mathematics, and reasoning (justification and proof) and use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

AP Calculus (Grade Twelve)

The school will use the curriculum for AP Calculus (AB and BC) developed by The College Board for its calculus class. Students will understand functions, graphs and limits; derivatives; integrals; and polynomial approximations and series (BC only).

Science

Grades Six, Seven and Eight

The science curriculum will emphasize learning the processes-observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting-necessary to understand the scientific method. These processes are learned by hands-on experimentation and investigation, culminating in lab write-ups and reports about the process and observations. The curriculum scope and sequence will cover all TEKS strands at each grade level. Examples of these TEKS strands are force and motion, energy, structure and function in living systems, genetics, components of the solar system, physical and chemical properties, organisms, matter and atoms, and characteristics of the universe.

Field lessons will be used frequently to apply hands-on application of the processes and skills learned in the classroom.

Grades Nine, Ten, Eleven and Twelve

Biology (Grade Nine)

The curriculum scope and sequence will cover all TEKS strands for Biology. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.

Chemistry (Grade Ten)

The curriculum scope and sequence will cover all TEKS strands for Chemistry. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions.

Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.

Physics (Grade Eleven)

The curriculum scope and sequence will cover all TEKS strands for Physics. Students will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students will study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. Students will understand that all systems have basic properties that can be described in terms of space, time, energy, and matter, and that change and constancy occur in systems and can be observed and measured as patterns, which help to predict what will happen next and can change over time. Students will understand that certain types of questions can be answered by investigations, and that models of objects and events are tools for understanding the natural world and can show how systems work.

AP Biology II, AP Chemistry II or AP Physics B or C (Grade Twelve)

The school will use the curriculum for AP Biology, AP Chemistry, or AP Physics B or C developed by The College Board for its senior science class. Students taking AP Biology will understand molecules and cells; heredity and evolution; and organisms and populations. Students taking AP Chemistry will understand structures of matter; states of matter; reactions; descriptive chemistry; and laboratory procedures. Students taking AP Physics will understand Newtonian mechanics; electricity and magnetism; mechanics and thermal physics (B only); and waves and optics (B only).

Social Studies

Grades Six, Seven and Eight

The curriculum will encompass world, United States, and Texas history and geography. Geography instruction will emphasize mastery of the countries, cultures, physical features, environments, and landforms, as well as map use, and interpretation of charts and graphs. Students will gain a thorough understanding of history not only by studying major historical events but by using that historical knowledge to evaluate current events, political structures, economies and philosophies. Original and source documents as well as interactive media will be incorporated into traditional textbook material to make the subject come alive. The Socratic method of discussion will be heavily used in the social studies classes. The curriculum

scope and sequence will cover all TEKS strands at each grade level. Examples of these TEKS strands are the influence of historical events, contributions of individuals, culture/relationships, characteristics of societies, economic systems, governmental organization, citizenship, early Texas statehood, Civil War and reconstruction, industrial revolution, and landmark Supreme Court cases.

The social studies curriculum also "feeds" the visual and performing arts curriculum by focusing on the art, dance, and music of various cultures and civilizations.

Grades Nine, Ten, Eleven and Twelve

World Geography (Grade Nine)

The curriculum scope and sequence will cover all TEKS strands for World Geography. Students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will describe the influence of geography on events of the past and present. Students will study the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students will analyze how location affects economic activities in different economic systems throughout the world. Students will identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students will compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment, and will use problem solving and decision making skills to ask and answer geographic questions. Students will be exposed to a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, sketches, and diagrams.

World History (Grade Ten)

The curriculum scope and sequence will cover all TEKS strands for World History. Students will be given an overview of the history of humankind, with the major emphasis on the study of significant people, events, and issues from the earliest times to the present. Students will identify traditional historical points of reference in world history as they analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students will evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students will examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students will analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students will trace the historical development of important legal and political concepts and examine the history and impact of major religious and philosophical traditions. Students will analyze the connections between major developments in

science and technology and the growth of industrial economies and use the process of historical inquiry to research, interpret, and use multiple sources of evidence. Students will be exposed to a variety of rich primary and secondary source material such as biographies and autobiographies, novels, speeches, letters, poetry, songs, artwork, and other resources from museums, art galleries, and historical sites.

U. S. History (Grade Eleven)

The curriculum scope and sequence will cover all TEKS strands for U. S. History. Students will study the history of the United States from Reconstruction to the present with historical content focusing on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students will examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students will examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students will describe the relationship between the arts and the times during which they were created and analyze the impact of technological innovations on the American labor movement. Students will use critical thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context. Students will be exposed to a variety of rich primary and secondary source material such as biographies and autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, artwork, and other resources from museums, historical sites, presidential libraries, and local and state preservation societies.

U.S. Government (Grade Twelve)

The curriculum scope and sequence will cover all TEKS strands for U. S. Government. Students will focus on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students will study major political ideas and forms of government in history, with a significant focus on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students will analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students will identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students will analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students will examine the relationship between governmental policies and the culture of the United States. Students will be exposed to a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court, biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues.

Economics (Grade Twelve)

The curriculum scope and sequence will cover all TEKS strands for Economics. Students will focus on the basic principles concerning production, consumption, and distribution of goods and services in the United States and compare those with other countries around the world. Students will examine the rights and responsibilities of consumers and businesses, and analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Students will understand the impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy. Students will apply critical thinking skills to create economic models and to evaluate economic activity patterns.

Spanish

The Spanish curriculum will highlight reading and writing Spanish, as well as speaking. Many students attending the school will come from homes where Spanish is the predominant language. However, they may have received little formal instruction in reading and writing the language. Since United States commerce has come to rely heavily on trade with Mexico and other Central and South American countries, and Texas has become a bilingual State, mastery of reading, writing and speaking Spanish gives students an advantage in many university degree programs.

As students reach the high school grades, the school will explore offering languages in addition to Spanish. These other languages could include French, German, or Chinese.

Visual and Performing Arts

Students at The East Austin College Prep Academy will receive a dynamic visual and performing arts curriculum that features painting, drawing, and sculptural expression as well as music performance, theatrical scene and play performance, and dance. As an end-of-school culminating activity, students will create an evening production for the community that includes music, theatrical, and dance performances, and an art and sculpture show. Student artwork will be professionally framed and displayed in the school halls on a rotating basis.

Physical Education and Health

The physical education program will focus on physical fitness and various sports rules and activities. Teamwork will be emphasized to reinforce the school's culture of community and collaboration. A focused health and nutrition curriculum that enables students to develop an individual health and fitness plan will be integrated into the physical education curriculum to ensure that students build a foundation of good health and fitness.

Communication Applications (grades 9-12 only)

The communication applications course will emphasize the identification and development of the communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. This will be reinforced through field lessons and service learning projects and senior year research projects and presentations.

Technology

Students in grades six through eight will be required to learn how to use Microsoft Word, Power Point, Excel and other technology and multi-media tools which will be incorporated into student work assignments on a regular basis.

High school students will take a year-long technology application course of computer science, desktop publishing, or multimedia.

b) High School Students Meeting Graduation Requirements

The East Austin College Prep Academy will serve high school grade levels (grades nine through twelve) beginning with the ninth grade in the 2012-2013 school year and phasing-in the remaining levels with an additional grade each year. All students will exceed the state graduation requirements outlined in the "4 x 4" plan by earning 28 credits and completing the Distinguished Achievement High School Program. The following chart identifies the courses to be taken at each grade of the high school program:

High School Course Sequence

	9th Grade	10th Grade	11th Grade	12th Grade	Credits
English	English I	English II	English III	English IV	4.0
Social Studies/ Economics	World Geography	World History	U. S. History	U.S. Government/ Economics	4.0
Math	Geometry (Algebra I completed in 8th grade)	Algebra II	Precalculus	AP Calculus	5.0
Science	Biology	Chemistry	Physics	AP Biology II, AP Chemistry II, or AP Physics B or C	4.0
Language Other Than English	Spanish II (Spanish I completed in 8th grade)	Spanish III	Spanish IV		4.0
Communication Applications				Communication Applications	.5
PE/Health	PE	PE		Health	2.0
Technology Applications			Computer science, desktop publishing, or multimedia		1.0
Fine Arts	Visual or performing art				1.0
Electives		Visual or performing art, yearbook/ newspaper, or other elective	Visual or performing art, yearbook/ newspaper, or other elective	Original research project, visual or performing art, yearbook/newspaper, or other elective	3.0
Total Credits					28.5 (only 26 required by state)

The following sections explain the teaching methods and strategies/techniques to be used by the school to meet the needs of students, including special education and limited English proficient students. These teaching methods and strategies/techniques, coupled with the longer school day and year and teachers "on call" for students beyond the normal school day, will prepare all students to meet the state's graduation requirements.

c) Teaching Methods and Strategies/Techniques to Meet Student Needs

Teaching Methods

As was stated in a report last year from the Governor's Business Council, "[T]teachers matter. There may be no better or simpler proof of this than the study of prominent researcher, Eric Hanushek, which showed that if a student had an effective teacher, as opposed to an average teacher, for only five years in a row, the increased learning would be sufficient to close entirely the average gap between low and middle income students during that relatively short amount of time. Teachers do indeed matter."[5]

The East Austin College Prep Academy will employ as its basic teaching approach the 3-Tier Model advocated by the Vaughn Gross Center for Reading and Language Arts for reading. This approach, derived from a medical model of primary, secondary and tertiary treatment for patients, can and should apply to all subjects-not just reading. The model transforms a teacher's framework so that a teacher focuses on teaching each student to master the subject, not teaching the subject and hoping students absorb it. Tier One is the core academic program in each subject area that is grounded in scientifically-based research accompanied by continuous progress monitoring. For students not succeeding at that level, Tier Two intervention is applied. This includes additional time for small group, differentiated instruction that is planned according to progress monitoring data. Students who still do not progress with Tier Two intervention are assigned to Tier Three intensive intervention, which includes more explicit additional instruction in smaller groups or one-on-one for an extended time period.

The 3-Tier Model

Classroom teaching methods at The East Austin College Prep Academy will be balanced, with a heavy emphasis on direct instruction that is supplemented with hands-on learning and projects that apply to the students' world. Examples of other instructional methods include:

- Cooperative learning
- Individual coaching
- Discovery learning, such as the 5E Science Model (Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, UT Austin)
- Educational field lessons
- Peer tutoring
- Role playing
- Computer-assisted learning

[5] "Excellence in the Classroom," Governor's Business Council, December 2006.

These instructional methods are grounded in generally-accepted research findings. In addition, the school will employ research-based programs and methods developed by the UT Austin College of Education in the areas of reading, math and science.

For students who are performing below grade level, a combination of instructional techniques has been proven effective in raising academic achievement. Teachers, therefore, will be given great flexibility to employ multiple teaching methods to determine which work with their students, individually and collectively, and achieve the desired results. Most important is that teachers will have extended time to work with students and can use several techniques throughout the day to address the needs of all students.

Students who come to The East Austin College Prep Academy behind in any subject will be required to attend tutoring during the time for extracurricular clubs and athletics and on Saturday until they are on track with their peers. Once again, this additional time on task provides teachers and tutors the opportunity to utilize multiple methods of instruction.

Strategies/Techniques to Meet Student Needs

In addition to the rigorous and rich academic curriculum students will receive and the diverse, research-based instructional methods teachers will employ, The East Austin College Prep Academy proposes other strategies and techniques to ensure that all students are academically prepared, well-rounded individuals.

Student Field Lessons

nificance in the community, colleges and universities, and career/work-related experiences. Examples of field lessons include trips to the Blanton Museum, the Bob Bullock Texas State History Museum, the UT Austin Pickle Research Center, Austin technology businesses such as AMD, Freescale, and Dell, the UT Performing Arts Center, and the State Capitol. All field lessons will be incorporated into the curriculum across subjects. The field lessons will not only play an important role in the curriculum but allow students to gain experiences outside the East Austin community.

Extracurricular Clubs and Athletics

All The East Austin College Prep Academy students will be involved in extracurricular clubs and athletics of their choosing for the last forty-five minutes of the school day, four days each week. Options for clubs/athletics may include soccer, baseball/softball, volleyball, running and fitness, photography, dance, chess, guitar, financial investing, student council, martial arts, and computer. The club and athletic activities contribute to the culture of community at the school and enhance learning opportunities for the students.

Service Learning

Service learning projects, which are integrated into the curriculum, will give students an opportunity to begin developing a life-long commitment to his or her community. A national study of Learn and Serve America programs suggests that effective service learning programs improve grades, increase attendance

Education Plan

- The paragraph concerning ***Student Field Lessons*** on page 28 should be deleted and replaced with:

Students will participate in frequent field lessons that expose them to places of cultural and historical significance in the community, colleges and universities, and career/work-related experiences. Examples of field lessons include trips to the Blanton Museum, the Bob Bullock Texas State History Museum, the UT Austin Pickle Research Center, Austin technology businesses such as AMD, Freescale, and Dell, the UT Performing Arts Center, and the State Capitol. All field lessons will be incorporated into the curriculum across subjects. The field lessons will not only play an important role in the curriculum but allow students to gain experiences outside the East Austin community.

in school, and develop students' personal and social responsibility.[6] A growing body of research recognizes service learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences
- Providing structured time for students to reflect by thinking, discussing and writing about their service experience
- Providing an opportunity for students to use skills and knowledge in real-life situations
- Extending learning beyond the classroom and into the community
- Fostering a sense of caring for others

The East Austin College Prep Academy students will be required to spend one Saturday each semester participating in a variety of community service projects. Examples include:

- Writing, designing, and distributing an immunization pamphlet prepared with nursing students from the UT School of Nursing to distribute to parents of infants, toddlers, and elementary students in the neighborhood
- Organizing and publicizing a neighborhood clean-up day and identifying opportunities to recycle refuse
- Developing a web site for teaching others in the community about food, good nutrition, and the environment

Study and Organizational Skills

Most middle and high schools fall short in the important area of providing instruction in developing study and organizational skills. This includes time management, organizational skills, memory work, note-taking, and listening skills-skills that are essential for a student's academic development. These skills help a student understand and retain information, improve research skills, and prepare for tests and exams. The school will employ a scaffolded curriculum across core academic areas and grade levels to ensure that The East Austin College Prep Academy students are equipped with these skills by the time they graduate.

Teacher Responsibilities

All teachers employed by The East Austin College Prep Academy will be committed to doing what is necessary to ensure that all students at the school succeed. This means being available to students by phone in the evening up to 9:00 p.m. to answer homework questions, providing tutoring after school and on weekends, and meeting with students before school. It also means being accessible to parents and understanding that parents are an integral part of the education process. This level of commitment is not for every teacher. Therefore, when we recruit teachers, we will look for teachers who not only have content area expertise but a passion for teaching and making a difference in the lives of all students.

[6] Center for Human Resources, Brandeis University, "National Evaluation of Learn and Serve America," July 1999 <http:www.learnandserve.gov/pdf/lsa_evaluation.pdf>.

Strategies for Special Education Students

Consistent with the school's vision that all students attending The East Austin College Prep Academy will be prepared academically to graduate from high school and attend and succeed in college, special education students enrolled in the school will be included in the regular academic program with the support necessary to reach the high level of achievement set forth in each student's Individual Education Plan (IEP).

The school's use of the 3-Tier Model as the basic teaching approach is an effective strategy with special education students. In fact, in the most recent reauthorization of the Individuals with Disabilities Education Act (IDEA), there is mention of a process generally recognized as Responsiveness to Intervention (RTI), which is a similar three-tiered approach to intervening with special education students. With RTI, as with the 3-Tier Model, students receive a research-based program in the regular classroom, teachers monitor student progress frequently, tier two and tier three interventions are applied, as appropriate, and individual modifications are made to meet the needs of students.

Special education students will also be provided study and organizational skills instruction along with other students in the school to improve their time management, organizational skills, memory work, note-taking, and listening skills.

Strategies for Bilingual/English as a Second Language (ESL) Students

The East Austin College Prep Academy will meet the needs of bilingual/ESL students with the extended time for reading/English language arts (90 minutes per day). In addition, students making a transition into English will receive individual tutoring during the time for extracurricular clubs and athletics and on Saturday. These students will also have the opportunity to enhance their Spanish speaking, reading and writing in Spanish class.

The East Austin College Prep Academy will tap the English Language Learner resources of the Vaughn Gross Center for Reading and Language Arts and its Center for Research and Educational Achievement and Teaching of English Language Learners (CREATE), which receives funding from the U. S. Department of Education's Institute for Education Sciences. CREATE researches methods of effective instruction with English language learners in grades four through eight. Dr. Sylvia Linan-Thompson, a director at the center, and investigators from five other institutions are conducting a multi-year study to determine the efficacy and feasibility of using certain instructional methods with English language learners in 7th grade. The methods include:

- The use of video and purposeful discussion to build concepts
- The use of writing to build comprehension and vocabulary
- Summarizing by using questioning to build comprehension
- Structured paired grouping arrangements

- The 1st paragraph concerning ***Strategies for Special Education Students*** on page 30 should be deleted and replaced with:

Consistent with the school's vision that all students attending The East Austin College Prep Academy will be prepared academically to graduate from high school and attend and succeed in college, special education students enrolled in the school will be placed in accordance with their IEPs.

- The 1st paragraph concerning ***Strategies for Bilingual/English as a Second Language (ESL) Students*** on page 30 should be deleted and replaced with:

The East Austin College Prep Academy will meet the needs of bilingual/ESL students with the extended time for reading/English language arts (90 minutes per day). In addition, students making a transition into English will receive individual tutoring during the time for extracurricular clubs and athletics and on Saturday. These students will also have the opportunity to enhance their Spanish speaking, reading and writing in Spanish class. Bilingual/ESL instruction will be provided as required under Subchapter B, Chapter 29 in the Texas Education Code.

The East Austin College Prep Academy will be poised to employ the methods that are proven effective and volunteer to serve as a pilot site for on-going research in this area.

d) Teacher to Student Ratio

The teacher to student ratio at The East Austin College Prep Academy will never exceed 1 to 24.

The first class of sixth grade students at The East Austin College Prep Academy will enjoy a teacher to student ratio of about 1 to 16. The school will employ full-time reading/English language arts (ESL certified), math, science, social studies and Spanish teachers; and part-time visual arts, performing arts, special education, and physical education/health teachers. In addition, a full-time technology coordinator/teacher will be hired. With an anticipated enrollment of 125 students, the eight full-time equivalent teachers will yield a teacher to student ratio of approximately 1 to 16.

The school will implement an advisory system that assigns each student to an advisor who will provide support and guidance. The advisor will be the primary point of contact with the parent for quarterly parent conferences, summarizing information from all the subject area teachers for each student. Administrators and all teachers will be assigned advisory groups. Advisory groups will have an even lower teacher to student ratio of no more than 1 to 15. These groups will meet for fifteen minutes at the beginning of each day.

These smaller ratios will allow teachers and students to maintain a close and supportive relationship and permit teachers to meet the needs of students after school and on weekends.

e) Gifted and Talented Program

The school will not offer a separate gifted and talented program. All students are required to participate and succeed in a challenging college preparatory curriculum that includes numerous enriching activities, including field lessons, service learning, and extracurricular clubs and athletics. In addition, eighth and twelfth grade students will participate in a rigorous process of preparing and presenting an extensive research project prior to graduation. These activities, which could be part of any school's gifted and talented program, will be provided to all students at The East Austin College Prep Academy, not just a select few. Should a student who is particularly gifted need accelerated work, for example, in math (an eighth grade student who is ready for geometry), the school will accommodate the gifted student's need.

f) Programs Supporting Other Student Activities

As was stated above, all The East Austin College Prep Academy students will be involved in extracurricular clubs and athletics of their choosing from 3:45 to 4:30 p.m. each school day except Friday. There are a number of options for clubs/athletics, including soccer, baseball/softball, volleyball, running and fitness, photography, dance, chess, guitar, financial investing, student council, martial arts, and computer. The club and athletic activities contribute to the culture of community at the school and enhance

learning opportunities for the students. While the array of clubs/athletics will be set for the first year of school operation, students and parents will be surveyed in the spring of 2010 to identify other clubs/athletics of interest to add to the offering for the 2010-2011 school year.

In addition, students will be exposed to University Interscholastic League competitions for middle and high school students in areas such as theater/one-act play, speech and debate, math, science, social studies, writing, music, and art. They will have the opportunity to participate in other competitions, including Destination Imagination and MATHCOUNTS.

g) Public or Private Agencies Providing Student Activities

It is expected that many of the student activities, including extracurricular clubs and athletics, will be led by teachers. However, the school anticipates hiring private providers for some club activities, such as photography, dance, guitar and martial arts. Another option that will be pursued is to partner with specific schools/departments at UT Austin, such as the College of Fine Arts, to identify graduate students who have expertise in our activity areas and are interested in working with middle and high school students. All individuals providing services at the school will be checked for any criminal history and thoroughly screened for their ability to work with middle and high school students.

The grounds surrounding the proposed school provide ample space for physical education and recreation. However, it may be desirable to partner with Johnston High School, which is one block away from the proposed school, to provide adequate field space for certain sports, such as soccer and baseball/softball.

h) Planned Academic Assessment Program

The East Austin College Prep Academy has planned a comprehensive assessment program to ensure that all students are on track academically, all teachers are instructing students using the most effective methods, and the curriculum and instructional materials are of the highest quality to produce the desired achievement levels.

Students will be assessed annually using Stanford 10, a national norm-referenced test produced by Harcourt Assessment, and the TAKS. All incoming sixth-graders will take the Stanford 10 in each core area upon entering the school to establish a baseline of achievement for each student. That information, along with any available prior performance data, will be used to create an academic growth plan for every student. The Stanford 10 will be administered to the same students at the end of their sixth grade year and each year thereafter to measure growth over time. In addition, all sixth graders will be screened at the beginning of the school year using instruments identified and/or developed by the UT Austin Vaughn Gross Center for Reading and Language Arts to assess their reading fluency and comprehension skills.

The following is the test schedule for each grade level of the school.

Test Schedule by Administration Date

Test	Sixth	Seventh through Eleventh
Stanford 10	September and May	May
TAKS	March and April/May	March and April/May
VGC Reading Fluency and Comprehension Screens	September and as needed	As needed

Progress monitoring instruments will be used as recommended by the Vaughn Gross Center for Reading and Language Arts to monitor the development of fluency and comprehension in struggling readers.

Other important assessment instruments that will be used by the school to monitor the academic performance of students are the six-week achievement tests in each subject at every grade level. The tests, developed by the subject area teacher(s) at each grade level, will be important tools to identify students who are struggling and guide re-teaching and tutoring. The school will give benchmark tests developed by an external vendor such as KAMICO to all students in December to determine TAKS readiness at each grade level.

In addition, eighth and twelfth grade students will complete an extensive research project required for graduation. Students will choose a topic of interest and have the opportunity to showcase his or her skills in research-developing a thesis statement, finding, analyzing and evaluating sources of information, writing- and presenting complex information. Students will also have the opportunity to focus on the creation and presentation of art (visual and performing) associated with their topic.

i) Connection Between TEKS, Classroom Instruction, and Assessment

The TEKS form the foundation of the Kilgo curriculum scope and sequence to be used by the school and therefore will define all curricular planning for each grade level and across grade levels and classroom teaching objectives for each content area. Teachers will incorporate these objectives into classroom instruction. In order to inform teachers about student progress toward each objective, the school will investigate purchasing data disaggregation software developed by companies such as Triand and ETS Pulliam that enables teachers to chart student progress on each TEKS objective and even access lesson plans and quick assessments for those objectives. Such detailed information can provide teachers with the necessary information to adjust instruction to assure each student is progressing.

The selection of textbooks and other instructional materials will be guided by TEKS alignment and the alignment with research-based practices. In addition, all professional development activities of the school will be driven by "gaps" in connecting the TEKS, research-based instruction, and progress monitoring of students.

j) Use of Program Evaluation to Improve Instructional Programs

At the end of each year, the principal/school director will evaluate the instructional programs that have been implemented on two variables: one, the degree to which they have been successfully implemented and, two, the degree to which they have impacted student performance. In addition, the school will conduct a cost-benefit analysis to assess the cost effectiveness of each program in use. The results of these evaluations/analyses will drive the agenda for the two-week campus professional development that takes place prior to the beginning of school. This data will allow staff to make more informed decisions about refining units and lessons and implementing effective teaching strategies for the coming school year.

4. Student Goals

a) and b) Student Goals and Methods Used to Measure Success Toward Goals

In order to make our vision of The East Austin College Prep Academy a reality, student achievement goals and other school goals that support student learning must play a prominent role in the decision-making processes of the Board of Directors of East Austin Academia, the superintendent, and the principal/school director. These goals represent a bold statement by the board, superintendent, principal/school director, and staff of the school to parents and children in the East Austin community that students attending The East Austin College Prep Academy can and will achieve greatness and won't have to settle for a second- or third-class education.

The following are the student achievement goals for The East Austin College Prep Academy:

1. Student Achievement Goal: The East Austin College Prep Academy students will obtain the **reading comprehension, English language, and writing skills** necessary to master a rigorous high school curriculum and graduate, and attend and achieve success at a college or university.

Students in Grades Six through Eight

Performance Objective	2009-2010, 2010-2011 and 2011-2012 school years	2012-2013, 2013-2014 and 2014-2015 school years	Method of Measurement
X% of students will be reading on grade level by the end of the 8th grade	85% (beginning in 2011-2012 school year)	95%	Stanford 10
X% of students will demonstrate more than one year's worth of growth each year in reading, language, and spelling	95%	95%	Stanford 10
X% of students will meet the standard on the reading/ELA TAKS	85%	95%	TAKS
X% of 7th graders will meet the standard on the writing TAKS	85%	95%	TAKS
X% of students will receive commended performance on the reading/ ELA TAKS	25%	40%	TAKS
X% of 7th graders will receive commended performance on the writing TAKS	30%	40%	TAKS

Students in Grades Nine through Twelve

Performance Objective	2012-2013, 2013-2014, and 2014-2015 school years	2015-2016, 2016-2017, and 2017-2018 school years	Method of Measurement
X% of students will demonstrate more than one year's worth of growth each year in reading, language, and spelling	95%	95%	Stanford 10
X% of students will meet the standard on the reading/ELA TAKS	85%	95%	TAKS
X% of students will receive commended performance on the reading/ELA TAKS	25%	40%	TAKS
X% of students will be deemed college ready in ELA	60%	75%	AEIS Report

2. Student Achievement Goal: The East Austin College Prep Academy students will obtain the **mathematical computation and reasoning skills** necessary to master a rigorous high school curriculum and graduate, and attend and achieve success at a college or university.

Students in Grades Six through Eight

Performance Objective	2009-2010, 2010-2011 and 2011-2012 school years	2012-2013, 2013-2014 and 2014-2015 school years	Method of Measurement
X% of students will demonstrate more than one year's worth of growth each year in math	95%	95%	Stanford 10
X% of students will meet the standard on the math TAKS	75%	90%	TAKS
X% of students will receive commended performance on the math TAKS	25%	40%	TAKS

Students in Grades Nine through Twelve

Performance Objective	2012-2013, 2013-2014, and 2014-2015 school years	2015-2016, 2016-2017, and 2017-2018 school years	Method of Measurement
X% of students will demonstrate more than one year's worth of growth each year in math	95%	95%	Stanford 10
X% of students will meet the standard on the math TAKS	75%	90%	TAKS
X% of students will receive commended performance on the math TAKS	25%	40%	TAKS
X% of students will be deemed college ready in math	60%	75%	AEIS Report

3. Student Achievement Goal: The East Austin College Prep Academy students will obtain the scientific and **social science content skills** necessary to master a rigorous high school curriculum and graduate, and attend and achieve success at a college or university.

Students in Grades Six through Eight

Performance Objective	2009-2010, 2010-2011 and 2011-2012 school years	2012-2013, 2013-2014 and 2014-2015 school years	Method of Measurement
X% of students will demonstrate more than one year's worth of growth each year in science and social studies	95%	95%	Stanford 10
X% of 8th graders will meet the standard on the science TAKS'	80% (beginning in 2011-2012 school year)	90%	TAKS
X% of 8th graders will meet the standard on the social studies TAKS	90% (beginning in 2011-2012 school year)	95%	TAKS
X% of 8th graders will receive commended performance on the science TAKS	25% (beginning in 2011-2012 school year)	40%	TAKS
X% of 8th graders will receive commended performance on the social studies TAKS	25% (beginning in 2011-2012 school year)	40%	TAKS

Students in Grades Nine through Twelve

Performance Objective	2012-2013, 2013-2014, and 2014-2015 school years	2015-2016, 2016-2017, and 2017-2018 school years	Method of Measurement
X% of students will demonstrate more than one year's worth of growth each year in science and social studies	95%	95%	Stanford 10
X% of 10th graders will meet the standard on the science TAKS	70%	85%	TAKS
X% of 10th graders will meet the standard on the social studies TAKS	90%	95%	TAKS
X% of 10th graders will receive commended performance on the science TAKS	25%	35%	TAKS
X% of 10th graders will receive commended performance on the social studies TAKS	30%	40%	TAKS
X% of 11th graders will meet the standard on the science TAKS	80%	95%	TAKS
X% of 11th graders will meet the standard on the social studies TAKS	95%	99%	TAKS
X% of 11th graders will receive commended performance on the science TAKS	25%	35%	TAKS
X% of 11th graders will receive commended performance on the social studies TAKS	30%	40%	TAKS

4. Student Achievement Goal: The East Austin College Prep Academy students will master at least one **visual or performing arts skill** that showcases his or her versatility, creativity, and talent.

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
X% of 6th -12th graders will demonstrate a skill or skills culminating in a community-wide performance	100%	100%	School developed rubrics to evaluate project used by internal evaluators

5. Student Achievement Goal: The East Austin College Prep Academy students will obtain the **technological proficiency** necessary to master a rigorous high school curriculum and graduate, and attend and achieve success at a college or university.

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
X% of students will demonstrate computer literacy by mastering word processing, spreadsheets, multimedia publishing, and use of the Internet	95%	100%	Computer literacy exams; electronic presentations evaluated internally

6. Student Achievement Goal: The East Austin College Prep Academy students identified as limited English proficient (LEP) upon entering the school will leave adept at English.

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
X% of LEP students will achieve fluency in English and exit bilingual/ESL services	95%	100%	Aprenda 3, Texas English Language Proficiency Assessment System (TELPAS) or other assessments chosen by LPAC

7. Student Achievement Goal: The East Austin College Prep Academy students identified in need of special education services upon entering the school will leave having met or exceeded ARD expectations.

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
X% of students with IEPs will meet or exceed performance goals as set by the ARD committee	100%	100%	Stanford 10; TAKS; SDAA

8. Student Achievement Goal: The East Austin College Prep Academy students will leave school in better physical condition than when they started.

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
X% of students will meet physical conditioning benchmarks established for each grade level	90%	100%	School-developed conditioning rubric; national fitness rubrics and exams

In addition to these student achievement goals, there are other school goals that support student learning. The East Austin College Prep Academy has adopted the following three school goals:

- The East Austin College Prep Academy will earn a TEA exemplary rating
- The East Austin College Prep Academy will provide a safe learning environment for all students
- Parents will believe in and support The East Austin College Prep Academy

The school will use the following performance objectives and methods of measurement to determine if school goals have been met:

Performance Objective	2009-2010 through 2012-2013 school years	2013-2014 through 2017-2018 school years	Method of Measurement
School accountability rating	Recognized	Exemplary	TEA School Report Card
X% of students suspended or expelled from school	Less than 1%	Less than 1%	School reports
X% of students receiving referrals to Principal/School Director	Less than 10%	Less than 5%	School reports
X% of parents attending Back to School Night	90%	95%	Sign-in sheets
X% of parents spending 4-6 hours a year volunteering at school	60%	75%	Sign-in sheets
X% of letters/ correspondence sent home requiring a parent signature are returned within 2 school days	70%	90%	Letters and correspondence
X% of parents attending visual and performing arts performances	90%	95%	Sign-in sheets

5. Human Resources Information

School Officers

a) Biographical Information on Superintendent/CEO

Dr. Nellie Cantu will serve as superintendent/CEO of The East Austin College Prep Academy. Dr. Cantu currently serves as the Superintendent of Educational Programs at Southwest Key Programs, a joint community development corporation and social service agency that has 1000 employees across seven states providing juvenile justice programs, youth empowerment programs, and workforce development services to thousands each day. The East Austin College Prep Academy will be housed in a building adjacent to the Southwest Key Programs headquarters, and Dr. Cantu will dedicate one-quarter of her time to managing the operations of The East Austin College Prep Academy.

Dr. Cantu has extensive experience in designing and promoting effective educational programs and curricula for children and youth. Starting her professional career as a teacher, Dr. Cantu has seventeen years of experience in the education field, including thirteen years in administration in several school districts in South Texas. These positions include:

2004-2007 (Donna ISD)	Assistant Superintendent for Curriculum and Instruction
2000-2004 (Donna ISD)	Director of Elementary Curriculum
1996-2000 (Edinburg CISD)	Principal, Canterbury Elementary School
1995-1996 (Weslaco ISD)	Assistant Principal, South Palm Gardens High School
1995 (Weslaco ISD)	Instructional Facilitator, Roosevelt Intermediate School
1991-1994 (Edinburg CISD)	Coordinator/Teacher, Edinburg North High School
1990-1991 (Edinburg CISD)	Bilingual Teacher, Sam Houston Elementary School

Dr. Cantu holds Texas professional certificates in: Superintendency, Mid-Management, and Teacher (1st through 8th grade and English).

Dr. Cantu received a Bachelor of Science (1990) and a Master's of Education in Educational Administration (1994) from the University of Texas-Pan American. She earned her doctorate in Educational Administration from the University of Texas-Pan American in May 2007.

Dr. Cantu's notarized biographical affidavit is included as part of **Attachment A**. Dr. Cantu's resume is provided as **Appendix 3**.

b) Job Descriptions for School Officers

The East Austin College Prep Academy will employ three school officers-the superintendent/CEO, principal/school director and business manager-for the initial years of operation. The business manager will serve as the school's PEIMS and student attendance coordinator and receive training in both areas. As the school adds the high school grades, two assistant principals/directors will be brought on board-one for grades six through eight and one for grades nine through twelve-as well as a full-time PEIMS and student attendance coordinator.

The following are job descriptions, including qualifications, for all four positions.

The East Austin College Prep Academy
SUPERINTENDENT/CEO POSITION DESCRIPTION

DEPARTMENT: Administration

REPORTS TO: Board of The East Austin Academia Inc.

EDUCATION REQUIREMENTS: Ph.D. or Ed.D. (Required)

SUMMARY OF JOB QUALIFICATIONS:

The Superintendent/CEO should possess many of the following skills and characteristics:

- The skills to work with the Board of The East Austin Academia Inc.
- A record of successful leadership particularly in schools or districts with high concentrations of low-income and minority students
- An ability to provide the leadership to create strategic plans and implement the vision and mission of the organization
- A keen eye for selecting outstanding school officers and staff and encouraging their professional development
- The skills to create a supportive relationship between the school, parents and community and promote parent and community involvement in the school
- The ability to effectively and efficiently implement school policies set by the Board of The East Austin Academia Inc.
- The knowledge to exercise fiduciary responsibility for the school and successfully seek funding from public and private sources
- The ability to raise funds on behalf of an organization

The superintendent/CEO might or might not possess a superintendent certificate, but should be a model for the skills and characteristics an exemplary school leader would possess in the most rigorous superintendent certification program.

SUMMARY OF JOB RESPONSIBILITIES: The superintendent/CEO is selected, employed, directed, evaluated, renewed, non-renewed, and/or terminated by the Board of The East Austin Academia Inc. The superintendent/CEO will report to the Board of East Austin Academia and bear full responsibility for organizing the school's administration within the policies of the Board of East Austin Academia. Among the superintendent/CEO's specific responsibilities are the following:

Institutional Leadership

- Create a culture of high expectations for the school where failure is not an option and all students will be academically prepared to succeed in high school and college
- Provide instructional leadership to school officers and staff by requiring the school to employ instructional practices grounded in scientifically based or best practice research
- Focus the school on student performance results and require decisions about curriculum, instruction, programs, assessment, and professional development to be driven by results
- Lead the development, implementation and any subsequent revisions of the school's strategic plan
- Build unity for and communicate the school's vision, mission, and goals
- Anticipate the needs of the school through short- and long-term planning and provide timely and responsive action to address the needs
- Develop procedures for the school to report annual school and student performance to students, parents, and the public
- Develop procedures for the school to distribute to parents information related to the qualifications of each professional employee at the school

Board Relations

- Recommend policies to the Board of East Austin Academia for adoption and oversee effective implementation of adopted policies
- Keep the Board of East Austin Academia informed on key issues, needs, and operations of the school
- Assist the Board of East Austin Academia in identifying individual and team training needs and in arranging board training opportunities, particularly those required by law and TEA rules
- Prepare agendas and meeting materials for the Board of East Austin Academia in cooperation with the board's chairman
- Serve as custodian of all minutes and records of meetings of the Board of East Austin Academia
- Attend all meetings of the Board of East Austin Academia except closed meetings when the board wants to evaluate the superintendent/CEO privately
- Communicate with the school's attorney on matters in litigation or matters potentially in litigation except as otherwise directed by the Board of East Austin Academia

Personnel

- Hire and manage the school officers, including the principal and business manager
- Serve as liaison between the Board of East Austin Academia and school officers and staff
- Develop and recommend to the Board of East Austin Academia pay systems, pay increases or pay adjustments, and benefit plans for personnel
- Ensure that school officers and staff are informed about relevant federal and state laws and regulations, including those related to special education and bilingual/ESL, and board policies and procedures
- Ensure that each employee is fairly evaluated and has excellent opportunities for professional development
- Meet with students, parents, and staff and attempt to resolve any complaints or grievances

Community Relations

- Create strong support for the school with parents and the community
- Serve as a leader on educational issues, particularly related to charter schools and addressing the needs of previously underserved students
- Participate in appropriate community organizations and functions
- Hear concerns about the school and attempt to address those concerns

Business Operations

- Exercise fiduciary responsibility, including complying with generally accepted accounting principles and generally accepted standards of fiscal management, to ensure that all resources are used effectively and efficiently
- Approve reports and data submissions to TEA
- Seek and identify sources of income and funding, particularly from foundations and other private sources
- Prepare annually and submit to the Board of East Austin Academia a recommended budget for the upcoming year
- Submit recommendations to the Board of East Austin Academia for any revisions to the school's current budget
- Oversee all contracts and monitor school expenditures to ensure adequate fiscal/accounting controls
- Monitor school property, casualty, and workers' compensation loss experience, and insurance plans to ensure that appropriate risk management and loss strategies are employed

Professional Growth and Development

- Assist the Board of East Austin Academia in designing a process for evaluating the superintendent/CEO's performance
- Pursue professional development through attending conferences and involvement with related agencies and organizations

The East Austin College Prep Academy
PRINCIPAL/SCHOOL DIRECTOR POSITION DESCRIPTION

DEPARTMENT: Administration

REPORTS TO: Superintendent

EDUCATION REQUIREMENTS: Master's Degree (Required); Ph.D. or Ed.D. (Preferred)

SUMMARY OF JOB QUALIFICATIONS:

The Principal/School Director should possess many of the following skills and characteristics:

- An ability to found and nurture a sixth through twelfth grade school and manage its growth
- A record of successful school experience, preferably as an administrator and a teacher
- A personal academic record that indicates high intelligence, passion for learning, content knowledge in a subject area, and knowledge of secondary education
- A knowledge of effective, research-based curriculum and methods of delivery
- A proven ability to make sound data-driven decisions for curriculum and instructional choices
- An ability to take risks and go outside the usual boundaries when existing policies do not work for an individual or group
- The ability to coach and work closely with faculty and staff
- A willingness to be held accountable for agreed-upon results
- The personal strength to recruit outstanding staff, to encourage, lead, and train that staff, and to replace staff as necessary
- A willingness to represent the school in professional and community activities
- Knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools in Texas

The principal/school director might or might not possess administrative certification, but should be a model for the skills and characteristics an exemplary school leader of a charter middle and high school would possess in the most rigorous certification program.

SUMMARY OF JOB RESPONSIBILITIES: The principal/school director is selected, employed, directed, evaluated, renewed, non-renewed, and/or terminated by the superintendent. The principal/school director will report to the superintendent and work with the Board of East Austin Academia. The principal/school director will bear general responsibility for all aspects of the school's operations such as instructional leadership, student safety, and fiscal matters, within the policies of the Board of East Austin Academia. Among the principal/school director's specific responsibilities are the following:

Instructional Management

- Oversee all aspects of the instructional program and ensure that there is a focus on improving student academic performance
- Work with the staff, the Board of East Austin Academia, and the community to develop the curriculum and programs
- Prepare reports and assist the Board of East Austin Academia in evaluating the effectiveness of school programs
- Report annual school and student performance to students, parents, and the public

Organization Management and Community Relations

- Promote goal-oriented performance and support the achievement of student and campus performance objectives
- Develop and implement effective communication within the school and between the school and the broader community
- Represent the school in activities involving other schools, institutions, agencies and professional or community groups

Personnel Management

- Recruit and evaluate the assistant principal, faculty and staff, and recommend to the superintendent/CEO the employment or discharge of faculty and staff
- Define the responsibilities and duties of all personnel
- Design and support faculty and staff professional development activities
- Promote a positive work environment that fosters high staff morale and excellence
- Distribute to parents information related to the qualifications of each professional employee at the school

Fiscal, Administrative and Facilities Management

- Work with the superintendent/CEO to develop administrative procedures and regulations to manage school operations and implement policies adopted by the Board of East Austin Academia
- Work with the business manager to prepare and submit accurate and timely reports required by the board, TEA, and other federal and state agencies and any records subpoenaed by a court of law
- Work with the superintendent/CEO and business manager to prepare and submit the annual operating and capital budgets to the Board of East Austin Academia
- Supervise financial operations to ensure compliance with generally accepted accounting principles and generally accepted standards of fiscal management
- Supervise all financial accounting and ensure that funds are spent in accordance with the approved budget and managed effectively
- Ensure compliance with all applicable state and federal requirements, including special education and bilingual/ESL
- Ensure that the school plant and facilities are properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities

Student Management

- Recruit, enroll, discipline, and dismiss when necessary students
- Ensure an appropriate education program for each student through the implementation of an individual academic plan that meets each student's needs
- Ensure an orderly and safe environment through the implementation of an equitable and effective system of student discipline

Professional Growth and Development

- Formulate with the superintendent/CEO an annual professional development plan and assist him/her in designing a process for evaluating the principal/school director's performance
- Pursue professional development through attending conferences and involvement with related agencies and organizations

The East Austin College Prep Academy
BUSINESS MANAGER POSITION DESCRIPTION

DEPARTMENT: Administration/Business Office

REPORTS TO: Principal/School Director

EDUCATION REQUIREMENTS: Bachelor's Degree (Required); Master's Degree (Preferred)

SUMMARY OF JOB QUALIFICATIONS:

The business manager should possess at least three to five years of exemplary business and accounting work in a school or a for-profit or non-profit organization. It is preferred that the person have two years of experience with the TEA PEIMS Data Standards and the Student Attendance Accounting Handbook and the data submission process.

SUMMARY OF JOB RESPONSIBILITIES: The business manager reports to the principal/school director. In general, the business manager supervises the non-academic areas of the school: business/accounting, office personnel, human resources, copy/mail center, management information system, security, facilities and grounds, and auxiliary services. In addition, the business manager will be responsible for submitting to TEA all required PEIMS information and student enrollment data. Specific responsibilities include:

Fiscal Responsibilities

- Manage the work of the business office and use generally accepted accounting principles and generally accepted standards of fiscal management
- Keep an accurate, continuous record of the cash and financial position of the school and manage the financial operations of the school so that the institution remains financially stable
- Prepare with the principal/school director and oversee the school's annual operating budget
- Prepare with the principal/school director and oversee the school's annual capital budget
- Prepare a monthly operating statement for the principal/school director
- Provide a monthly report of expenditures for use of each individual budget center within the school
- Prepare all necessary reports to the state for financial information and other information as required by the state
- Provide for the securing of an annual audit of the school's financial records and financial positions by an outside CPA firm
- Oversee all school purchasing, financial investments, banking activities, payroll and benefits programs

Fiscal Responsibilities (continued)

- Oversee the management information system that organizes student records, admissions, development, and financial information
- Oversee the maintenance and any construction of school facilities and grounds
- Manage the risk at the school to ensure the safety of personnel and students in their use of the facilities and maintain appropriate levels of insurance to protect the property and to cover the liability of the school
- Provide staff support, in conjunction with the principal/school director, to the board and attend meetings as requested
- Oversee and coordinate the work of the administrative staff
- Oversee school transportation, including transportation routes, schedules and contracts and assess the performance of the transportation companies
- Ensure the effective management of textbooks and the food-service operation and any other auxiliary enterprises of the school
- Assist the principal/school director with decisions regarding salaries and benefits for all personnel, including the evaluation of administrative staff
- Represent the school at various regional, state, and national associations relative to the role of being business manager

PEIMS/Student Accounting

- Prepare all necessary reports to the State for student attendance
- Attend training for PEIMS and student attendance accounting
- Enter all PEIMS data meeting applicable timelines
- Prepare reports and analyses of PEIMS information meeting applicable timelines X Work with the independent auditor to provide all necessary PEIMS information for the audit
- Handle all tasks associated with PEIMS as they are identified
- Collect data and enter all information for new and existing students
- Edit reports and verify data to ensure accuracy of information

The East Austin College Prep Academy
ASSISTANT PRINCIPAL/ASSISTANT SCHOOL DIRECTOR POSITION DESCRIPTION

DEPARTMENT: Administration

REPORTS TO: Principal/School Director

EDUCATION REQUIREMENTS: Bachelor's Degree (Required); Master's Degree (Preferred)

SUMMARY OF JOB QUALIFICATIONS:

The assistant principal/assistant school director should possess at least three to five years of an exemplary teaching record in a middle or high school, preferably in an urban setting or in an area serving large percentages of low income and minority students.

SUMMARY OF JOB RESPONSIBILITIES: The assistant principal/assistant school director reports to the principal/school director. The assistant principal/assistant school director should have strong discipline management skills and the ability to plan and successfully implement the school's rigorous educational program. The assistant principal/assistant school director must be able to effectively promote high expectations for students and staff and work with students and their parents in an effective and positive manner. Specific responsibilities include:

Instructional Management/Improvement

- Monitor the instruction program by reviewing lesson plans, observing classroom instruction, meeting with department and grade-level teams, and carefully analyzing student assessments
- Work closely with instructional staff to plan, implement, and evaluate the curriculum to ensure alignment with TEKS and a high level of rigor
- Recommend improvements to the instructional program based on evaluation results
- Identify and use research and statistical information for program and instructional improvement

School Climate

- Maintain a performance culture in which everyone at the school works toward achieving high academic and personal standards and results
- Establish and maintain a positive work environment conducive to high staff morale
- Communicate with students, staff, and parents in a clear and effective manner
- Promote activities to recognize and honor students and staff for various types of service and accomplishments
- Develop a strong advisory and mentoring system for students
- Manage student discipline issues
- Oversee the school's counseling programs

Personnel Management

- Assist principal/school director in the selection and evaluation of staff
- Assist principal/school director in defining the responsibilities and duties of all personnel
- Assist staff in developing professional growth plans, setting improvement goals, and attending relevant professional development activities

Professional Growth/Practices

- Organize professional development activities for teachers
- Ensure compliance with all applicable state and federal requirements including special education and bilingual/ESL
- Comply with all requirements regarding confidentiality of student information

Student Activities

- Oversee student activities such as field trips and athletic events
- Oversee the implementation of the service learning component of the school

c) Sponsoring Entity's Organizational Chart

The organizational chart for The East Austin Academia Inc., which includes the operation of the proposed charter school, can be found as **Attachment B**.

d) Salary Ranges and Benefits for School Officers

The superintendent/CEO position for The East Austin College Prep Academy will be a one-quarter time position. Dr. Cantu, the designated superintendent/CEO, will be paid $30,000 to carry out the responsibilities enumerated in the superintendent/CEO's job description.

Salary ranges for the school officers-principal/school director, business manager, and assistant principal/assistant school director-were determined after analyzing the salaries for comparable positions in Austin ISD, Del Valle ISD, three charter schools in East Austin, and school districts included in an Employee Pay Study conducted by the Texas Association of School Boards for Round Rock ISD.

According to the TEA publication, Snapshot: School District Profiles, 2005-2006 (the most recent year), average school administrator salaries for the Austin and Del Valle school districts and three charter schools in the East Austin area were:

- Austin ISD - $56,524
- Del Valle ISD - $62,274
- KIPP Austin - $55,385
- Texas Empowerment Academy - $60,500
- Austin Can Academy - $48,700

A current job posting for a high school principal in AISD shows a salary range of $100,000 to $110,000, a middle school principal salary range of $90,000 to $100,000, and a middle school assistant principal salary range of $55,000 to 65,000. The Del Valle ISD Human Resources Office stated that secondary school principals in the district are paid $275 per day ($85,250 per year for a 310 day contract) and assistant principals are paid $221 per day ($68,510 per year for a 310 day contract).

In addition, the Employee Pay Study for 2006-2007 conducted for Round Rock ISD by the Texas Association of School Boards reported average administrative salaries among comparable school districts included in the study. The reported average salaries for high school and middle school principals, high school and middle school assistant principals, and school district finance director were:

- High School Principal - $95,000
- Middle School Principal - $84,000
- High School Assistant Principal - $58,000
- Middle School Assistant Principal - $57,000
- Director of Finance - $88,000

Based on this comparative analysis, the following salary ranges for school officers at The East Austin College Prep Academy have been determined:

School Officer	Salary Range (310 Day Contract)
Superintendent	30,000 *
Principal/School Director	$85,000 - $95,000
Assistant Principal/ Assistant School Director	$50,000 - $70,000
Business Manager	$50,000 - $70,000

* This represents a one-quarter time salary

Benefits for school officers will include sick and personal days, retirement through the Texas Teacher Retirement System (TRS), and health insurance through an independent carrier or TRS Active Care. The school will also provide school officers a cellular phone with a limited plan.

e) Professional Development Opportunities for School Officers

School officers will be given multiple opportunities to attend state and national conferences and trainings to enhance their ability to lead a vibrant and successful organization.

The principal/school director, and assistant principal/assistant school director when that position is activated, will attend state conferences and trainings sponsored by the Texas Association of School Administrators, Texas Association of School Boards, and the Texas Association of Secondary School Principals. They will also participate in national conferences and trainings. These include the National Charter Schools Conference sponsored by the National Alliance for Public Charter Schools, the leadership training, A Baldrige-Based Approach to Organization Learning and Improvement offered by the American Society for Quality, and the Southern Regional Education Board High Schools That Work and Making Middle Grades Work professional development. The principal/school director will also receive training on administering the Professional Development and Appraisal System (PDAS) for teachers.

The business manager will attend conferences and trainings offered by the Texas Association of School Business Officials. He/she will be required to participate in Region 13 Education Service Center training for PEIMS and student attendance accounting.

All school officers will comply with the training required in 19 TAC §§100.1103-100.1105 for their respective positions.

The Principal/School Director and/or other designated school officers will obtain American Red Cross training and certification for first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED).

f) Methods Used to Evaluate School Officers

All administrative personnel will be evaluated in accordance with provisions of Chapter 150, Subchapter BB, Texas Administrative Code. The Commissioner's rules regarding administrator appraisal identify ten domains and descriptors for evaluating performance.

- **Instructional management.** The administrator promotes improvement of instruction through activities such as the following: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom.
- **School or organization morale.** The administrator fosters a positive school or organization morale through activities such as the following: assessing and planning improvement of the school, school district, or community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills.
- **School or organization improvement.** The administrator promotes leadership in efforts to improve the school or organization through activities such as the following: collaborating in the development and articulation of a common vision of improvement; encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods.
- **Personnel management.** The administrator manages personnel effectively through activities such as the following: delegating appropriately; recognizing exemplary performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel.
- **Management of administrative, fiscal and facilities.**The administrator manages administrative, fiscal, and facilities functions responsibly through activities such as the following: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).
- **Student management.** The administrator promotes positive student conduct through activities such as the following: helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; disciplining students for misconduct in an effective and fair manner; supporting collaboration by working with faculty; and encouraging the participation of students and parents.
- **School or community relations.** The administrator promotes a positive tone for school or community relations through activities such as the following: fostering collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and involving himself or herself in community activities that foster rapport between the school district and the larger community.

- **Professional growth and development.** The administrator provides leadership in professional growth and development through activities such as the following: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance.
- **Academic excellence indicators and campus performance objectives.**
- **School board relations.** The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as the following: meeting the board's needs for information; interacting with board members in an ethical, sensitive, and professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.
- **Student performance domain.** The principal promotes improvement of the performance of students on the campus through activities such as comparing campus disaggregated student performance results to state accountability standards and to prior year performance.

These domains will be organized into an evaluation system that draws on practices in business, such as the balanced scorecard approach and those outlined in the Malcolm Baldrige Criteria for Performance Excellence. All administrative staff will meet with their supervisors at the beginning of the year to set performance objectives for each established domain, and will meet twice during the year to assess progress in meeting those objectives.

g) School Officer Responsibilities

School officers at The East Austin College Prep Academy, in conjunction with the Board of Directors of The East Austin Academia Inc., have a clear understanding of their responsibilities because they are enumerated in the school officer job descriptions and contained within the domains of the evaluation system that will be used to judge the performance of each school officer.

The following table shows the link between the responsibilities listed in the charter application guidelines, the responsibilities identified in the job postings, and the evaluation domains.

Responsibility in Charter Application	Related Responsibilities in Job Postings	Evaluation Domain
1) Student and school performance	Superintendent/CEO: : Create a culture of high expectations for the school where failure is not an option and all students will be academically prepared to succeed in high school and college; provide instructional leadership to school officers and staff by requiring the school to employ instructional practices grounded in scientifically based or best practice research; focus the school on student performance results and require decisions about curriculum, instruction, programs, assessment, and professional development to be driven by results Principal:Oversee all aspects of the instructional program and ensure a focus on improving student performance; work with staff, Board of East Austin Academia, and community to develop curriculum and programs; prepare reports evaluating the effectiveness of school programs; promote goal-oriented performance and support achievement of student and campus performance objectives; ensure an appropriate education program for each student with an individual academic plan that meets each student's needs Asst. Principal: Monitor the instruction program; work closely with instructional staff on the curriculum to ensure alignment with TEKS and a high level of rigor; recommend improvement to the instruction program; identify and use research and statistical information for program and instructional improvement; develop a strong advisory and mentoring system for students; oversee the school's counseling programs	Instructional management; school or organization improvement; AEIS and campus performance objectives; student performance

- The information concerning the governing body of the sponsoring entity on pages 58-61, add the following paragraph (top of page 58):

The governing body of the sponsoring entity understands it is ultimately responsible for: student and school performance; management and administrative practices; student attendance accounting requirements; compliance with generally accepted accounting principles and generally accepted standards of fiscal management; compliance with special education and bilingual, English as a second language (ESL) program requirements; financial accounting reporting requirements, including grant reporting requirements; reporting requirements including those through the Public Education Information Management System (PEIMS); reporting annual school and student performance to students, parents, and the public; 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.

***Responsibility in* Charter Application**	**Related Responsibilities in Job Postings**	***Evaluation* Domain**
2) Management and administrative practices	Superintendent/CEO: Lead the development, implementation and any subsequent revisions of the school's strategic plan; build unity for and communicate the school's vision, mission, and goals; anticipate the needs of the school through short- and long-term planning and provide timely and responsive action to address the needs Principal: Work with the Superintendent/CEO to develop administrative procedures to manage school operations and implement policies; ensure that school plant and facilities are properly maintained and provide for the safety of students and staff; define the responsibilities and duties of all personnel; recruit and evaluate faculty and staff, and recommend to the superintendent/CEO the employment or discharge of faculty and staff Asst. Principal: Assist staff in developing professional growth plans; establish and maintain a positive work environment conducive to high staff morale; communicate with students, staff, and parents in a clear and effective manner	Management of administrative, fiscal and facilities; personnel management; school or organization morale
3) Student attendance accounting reporting requirements	Superintendent/CEO: Approve reports and data submissions to TEA Principal: Work with business manager to prepare and submit accurate and timely reports to TEA Business Manager: Prepare all necessary reports to the State for student attendance	Management of administrative, fiscal and facilities

Responsibility in Charter Application	Related Responsibilities in Job Postings	Evaluation Domain
4) Compliance with generally accepted accounting principles and generally accepted standards of fiscal management	Superintendent/CEO: Exercise fiduciary responsibility, including complying with generally accepted accounting principles and generally accepted standards of fiscal management, to ensure that all resources are used effectively and efficiently Principal: Supervise financial operations to ensure compliance with GAAP and GASFM Business Manager: Manage the work of the business office and use GAAP and GASFM	Management of administrative, fiscal and facilities
5) Compliance with special education and bilingual/ English as a second language program requirements	Superintendent/CEO: Ensure that school officers and staff are informed about relevant federal and state laws and regulation, including those related to special education and bilingual/ESL, and board policies and procedures Principal: Ensure compliance with all applicable state and federal requirements, including special education and bilingual/ESL; hire and manage staff to support these populations Asst. Principal: Ensure compliance with all applicable state and federal requirements, including special education and bilingual/ESL	Instructional management of school
6) Financial accounting reporting requirements, including grant reporting requirements	Superintendent/CEO: Hire and evaluate the business manager; approve reports and data submissions to TEA Principal: Work with business manager to prepare and submit accurate and timely reports to TEA Business Manager: Prepare all necessary reports to the State for financial information and other information required by the State	Management of administrative, fiscal and facilities

Responsibility in Charter Application	Related Responsibilities in Job Postings	Evaluation Domain
7) Reporting requirements, including those through PEIMS	Superintendent/CEO: Approve reports and data submissions to TEA Principal: Work with business manager to prepare and submit accurate and timely reports to TEA Business Manager: Enter all PEIMS data meeting timelines; prepare reports and analyses of PEIMS information; work with independent auditor to provide all necessary PEIMS information for the audit; handle all tasks associated with PEIMS as identified	Management of administrative, fiscal and facilities
8) Reporting annual school and student performance to students, parents, and the public	Superintendent/CEO: Develop procedures for the school to report annual school and student performance to students, parents, and the public Principal: Report annual school and student performance to students, parents, and the public	AEIS and campus performance objectives; school or community relations
9) Distributing to parents information related to the qualifications of each professional employee	Superintendent/CEO: Develop procedures for the school to distribute to parents information related to the qualifications of each professional employee at the school Principal: Distribute to parents information related to the qualifications of each professional employee at the school.	Personnel management

Teachers and Other Instructional Staff

h) Job Descriptions for Teachers and Other Instructional Staff

The East Austin College Prep Academy will employ subject area teachers for reading/English language arts, math, science, social studies, Spanish, performing arts, visual arts, and physical education and health. The reading/English language arts teacher will possess a bilingual or ESL certification or license. Additional instructional staff will include a special education teacher, a counselor, and a technology teacher/coordinator. The technology teacher/coordinator, in addition to instructing, will be responsible for the proper functioning of technology in the computer lab and throughout the school.

Since The East Austin College Prep Academy is partnering with YES Prep Public Schools to implement their core organizing principles, we will recruit teachers, as YES has, who are intelligent, passionate, and committed individuals who are willing to be accessible to students until 9:00 p.m. each night to answer homework questions and available for tutoring students before school, after school, and on weekends. They must also commit to a longer school day and longer year.

All teachers and instructional staff will possess a bachelor's degree. Those teaching a core academic subject will also have demonstrated competency in the assigned academic area. The East Austin College Prep Academy will seek teachers and instructional staff with strong verbal ability, an understanding of the scientifically based research in their teaching field, excellent classroom management skills, an understanding and appreciation of students from diverse backgrounds, and a belief in teamwork and cooperation. A high percentage of school instructional staff will be from Hispanic and African American backgrounds to mirror the student population. All special education and related services and all bilingual/ESL services will be provided by personnel who are appropriately certified or licensed in the area of assignment.

Following are job descriptions, including qualifications, for instructional staff.

The East Austin College Prep Academy
TEACHER POSITION DESCRIPTION

DEPARTMENT: Instruction

REPORTS TO: Principal/School Director

The teachers will function as an instructional leader in each of their individual classrooms, directing instruction for all students, assessing abilities and strengths, developing goals and learning programs to meet the unique needs of each student, and ensuring that parents have appropriate access to their children and classroom.

Qualifications

- Bachelor's degree from an accredited institution of higher education; Master's preferred
- Certification in the teaching field; passion for the subject being taught
- Excellent verbal and written communication skills and strong interpersonal skills
- Demonstrated success in previous teaching or student teaching experience
- Demonstrated knowledge and skill in research-based instructional strategies
- Compassion and respect coupled with high expectations for all students
- Ability to solve problems and manage conflicts
- Strong classroom management
- Demonstrated ability to work with a diverse student population
- Strong planning, organization, and facilitation skills
- Demonstrated interest in continuous growth and learning

Specific areas of responsibilities include:

- Employs appropriate instruction/learning strategies, activities, and materials to accommodate students' gifts, talents, and differences and ensures individual student progress toward meeting TEKS objectives
- Demonstrates current knowledge and skill in using research-based instructional methods
- Uses diagnostic assessments to understand the learning needs of students as related to the TEKS objectives
- Creates a safe learning environment conducive to learning, in which students are actively engaged in the learning process
- Works with students before school, after school, and on weekends to provide the additional instruction necessary to ensure mastery of material
- Answers student questions about homework via a cell phone provided by the school until 9:00 p.m. each night
- Works with colleagues to create horizontal and vertical alignment of the curriculum
- Uses appropriate instructional technology to meet the individual learning needs of students
- Maintains frequent and excellent communication with students and their parents
- Maintains accurate and complete student records
- Demonstrates interest and initiative in ongoing professional development

- Maintains a collegial team approach with all school staff
- Demonstrates behavior that is professional, ethical, and responsible
- Accepts responsibility for extracurricular activities as assigned
- Assists in public relations and development activities of the school
- Attends and participates in all staff and parent meetings

The East Austin College Prep Academy
SPECIAL EDUCATION TEACHER POSITION DESCRIPTION

DEPARTMENT: Instruction

REPORTS TO: Principal/School Director

The teacher will provide special education students with high-quality support in the classroom to meet or exceed all goals outlined in each student's IEP. The teacher will develop instructional strategies, materials, and activities to meet the learning styles and needs of each student. The teacher will work with classroom teachers to implement required modifications to ensure a high level of student success.

Qualifications

- Bachelor's degree from an accredited institution of higher education; Master's preferred X Certification with a Special Education endorsement or license
- Complete knowledge of the Admission, Review, and Dismissal (ARD) process and Individual Education Plan (IEP) goal setting process and implementation
- Excellent verbal and written communication skills and strong interpersonal skills
- Demonstrated success in previous teaching or student teaching experience
- Demonstrated knowledge and skill in research-based instructional strategies
- Ability to solve problems and manage conflicts
- Strong classroom management
- Demonstrated ability to work with a diverse student population
- Strong planning, organization, and facilitation skills
- Demonstrated interest in continuous growth and learning

Specific areas of responsibilities include:

- Collaborates with students, parents, and other staff members to develop student IEPs through the ARD committee process
- Develops instructional, therapeutic, or skill development programs for students, as appropriate
- Ensures that student learning styles and needs are met through appropriate instructional learning strategies, activities, materials, and equipment
- Works with teachers to understand all IEP required modifications and assists in the classroom when appropriate
- Participates in ARD committee meetings
- Uses a variety of media and techniques, including technology, to meet the needs of students
- Understands SDAA and other assessments used to evaluate student success
- Employs various assessments and screens to monitor the progress of students throughout the year
- Collaborates with classroom teachers regarding student behavior management consistent with the student's IEP
- Maintains frequent and excellent communication with students and their parents
- Maintains accurate and complete student records
- Demonstrates interest and initiative in ongoing professional development
- Maintains a collegial team approach with all school staff
- Demonstrates behavior that is professional, ethical, and responsible
- Accepts responsibility for extracurricular activities as assigned
- Assists in public relations and development activities of the school
- Attends and participates in all staff and parent meetings

The East Austin College Prep Academy
COUNSELOR POSITION DESCRIPTION

DEPARTMENT: Instruction

REPORTS TO: Principal/School Director

Qualifications

- Master's degree from an accredited institution of higher education
- Licensure or certification as a counselor
- Knowledge of counseling procedures, student assessment, career development, and college and university admission requirements
- Knowledge of family and peer group dynamics
- Demonstrated success in previous counseling experiences
- Ability to solve problems and manage conflicts
- Demonstrated ability to work with a diverse student population
- Strong planning, organization, and facilitation skills
- Demonstrated interest in continuous growth and learning

Specific areas of responsibilities include:

- Implements a comprehensive program of counseling services, including individual and small group counseling
- Provides robust information to students on career options, including educational requirements for careers, and college and university admission criteria
- Guides students in selecting courses to meet their educational goal of attending a college or university
- Assists principal/school director in planning and implementing the school's student assessment program
- Establishes an effective information and referral process to help students and their families access special programs and services
- Consults with the principal/school director, teachers, and parents to create effective individual academic plans for each student
- Assists the principal/school director in adding and/or adapting school programs to meet student needs
- Maintains frequent and excellent communication with students and their parents
- Maintains accurate and complete student records
- Demonstrates interest and initiative in ongoing professional development
- Maintains a collegial team approach with all school staff
- Demonstrates behavior that is professional, ethical, and responsible
- Accepts responsibility for extracurricular activities as assigned
- Assists in public relations and development activities of the school
- Attends and participates in all staff and parent meetings

The East Austin College Prep Academy
TECHNOLOGY TEACHER/COORDINATOR POSITION DESCRIPTION

DEPARTMENT: Instruction

REPORTS TO: Principal/School Director

Qualifications

- Bachelor's degree from an accredited institution of higher education; master's preferred
- Extensive knowledge of hardware components, software programs, and their connections
- Proficiency in the use of a variety of software programs and input devices
- Experience in web design
- Ability to solve problems and manage conflicts
- Demonstrated ability to work with a diverse student population
- Strong planning, organization, and facilitation skills
- Demonstrated interest in continuous growth and learning

Specific areas of responsibilities include:

- Manages and maintains the school computer lab
- Works with instructional staff to integrate the technology applications TEKS into the middle school subject area curriculum
- Instructs high school students in computer science, desktop publishing and multimedia classes
- Provides instruction to students on use of the Internet and various software packages including word processing, spreadsheet, database, presentation, publication, multimedia, and animation software
- Understands the uses of and research behind various forms of instructional technology
- Creates and maintains the school's web site and school databases
- Evaluates with the staff and recommends appropriate software and technology for purchase
- Maintains the proper functioning of all computers in the school
- Networks computers as needed in classrooms and administrative areas
- Provides support to faculty and staff for computer applications.

i) Distribution of Employee Qualification Information

As required in Texas Education Code 12.130, the school will notify each parent or guardian about the qualifications of each teacher employed by the school, including degrees, certifications held, and other relevant experience. Written biographical sketches of all teachers will be sent home at the beginning of school to all parents and guardians. Parents and guardians will be required to return a signed form acknowledging receipt of the information. These biographical sketches will also be posted on the school's web site and available by request to anyone in the community.

j) Salary Ranges and Benefits for Teachers and Other Instructional Staff

The salary schedule for The East Austin College Prep Academy teachers and other instructional staff has been developed to keep salaries within the range of Austin ISD and Del Valle ISD salary schedules adjusted for the longer school year required for East Austin Academy teachers (13 additional days for a 200 day annual salary). The starting annual salary for teachers with a bachelor's degree in AISD is $39,790 and the top-end salary for a teacher with a master's/Ph.D. and 39 years of experience is $61,210 (187 day annual base salary). In Del Valle, the beginning teacher salary with a bachelor's degree is $39,700 and a teacher with a Master's and over 25 years teaching experience makes $54,380. KIPP Austin, an East Austin charter school, pays its beginning teachers an average of $43,736 for an extended day/year program similar to the one proposed by The East Austin College Prep Academy.

- The information concerning the ***Distribution of Employee Qualification Information*** on page 68 should be deleted and replaced with:

As required in Texas Education Code 12.130, the school will notify each parent or guardian about the qualifications of all professional employees employed by the school, including degrees, certifications held, and other relevant experience. Written biographical sketches of all teachers will be sent home at the beginning of school to all parents and guardians. Parents and guardians will be required to return a signed form acknowledging receipt of the information. These biographical sketches will also be posted on the school's web site and available by request to anyone in the community.

Proposed Pay Scale for The East Austin College Prep Academy Teachers, including Technology Teacher/Coordinator, and Counselor
200 Day Annual Base

Years of Experience	Bachelor's Degree	Master's Degree/Ph.D.
0	$42,400	$43,300
1-2	$42,600	$43,500
3	$42,800	$43,700
4	$43,000	$43,900
5	$43,200	$44,100
6	$43,500	$44,400
7	$43,800	$44,700
8	$44,200	$45,100
9	$44,600	$45,500
10	$45,100	$46,000
11	$45,600	$46,500
12	$46,200	$47,100
13	$46,800	$47,700
14	$47,500	$48,400
15	$48,200	$49,100
16	$48,900	$49,800
17	$49,700	$50,600
18	$50,500	$51,400
19	$51,300	$52,200
20	$52,100	$53,000
21	$52,900	$53,800
22	$53,700	$54,600
23	$54,500	$55,400
24	$55,300	$56,200
25	$56,100	$57,000
Over 25 years	$56,900 - $64,400	$57,800 - $65,300

Benefits for teachers and other instructional staff will include sick and personal days, retirement through TRS, and health insurance through either an independent carrier or TRS Active Care. The school will also provide instructional staff a cellular phone with a limited plan.

k) Professional Development Opportunities for Teachers and Other Instructional Staff

The East Austin College Prep Academy views high-quality staff development programs as essential to creating a school in which all students and staff are learners who continually improve their performance. Therefore, teachers and other instructional staff will complete a minimum of 40 hours of professional development each year. Professional development provided by the school during campus in-service days may be included in the 40 hours.

All teachers of English language arts, math, science, and social studies will be required to attend the Kilgo Consulting workshops before teaching in the classroom. These workshops address two areas:

- Scope and Sequence Workshops which cover the effective implementation of the scope and sequence, adding aligned resources, relationships between the scope and sequence and lesson planning, and remediation through grade-level TEKS and student expectations.
- Data-driven Decisions Workshops which focus on understanding the relationships between TEKS, student expectations, and TAKS and making data-driven decisions for the school's instruction and assessment program based on a history of student performance.

Instructional staff will also be given the opportunity to visit exemplary schools to observe other academically rigorous college preparatory programs and meet with teachers there to analyze their curriculum scope and sequence, teaching methods, strategies, materials and techniques. An example of sites to visit include our partner, YES College Prep Schools in Houston.

Another important aspect of professional development is networking with colleagues and learning about the latest scientific research and best practices at conferences offered by state and national organizations. The East Austin College Prep Academy instructional staff will be encouraged to attend conferences spon sored by organizations such as the American Educational Research Association, the National and Texas Council of Teachers of English, and the National Council of Teachers of Math.

The East Austin College Prep Academy instructional staff will have access to excellent staff development provided by the UT Austin College of Education, including the Vaughn Gross Center for Reading and Language Arts. The research based professional development by the Vaughn Gross will cover the use of the 3-Tier Model, administration of assessments and screens to diagnose reading fluency, comprehension, and vocabulary, implementation of lessons and activities for struggling readers, the execution of strategies to enhance vocabulary, communication, reading, and writing instruction, and strategies for English Language Learners.

The principal/school director will also identify consultants and other providers of exemplary professional development to either deliver on-campus or have staff attend workshops on topics within the school's professional development framework. During the first year of school operation, the principal/school director and instructional staff will develop a comprehensive professional development framework for the school. However, the initial topics will include:

- Capturing Kids' Hearts by The Flippen Group
- Pre-AP and AP Training
- Behavior Management and Conflict Resolution
- Content Enhancement - Strategic Instruction Model
- Differentiation
- Special Education Law/ARD Process and Assessment
- Technology Competencies
- Analyzing Performance Data
- Data-Driven Instruction
- Professional Development and Appraisal System

l) Methods to Evaluate Teachers and Other Instructional Staff

The Professional Development and Appraisal System (PDAS), approved by TEA, will form the core of the school's teacher evaluation system. The process includes a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted by the State Board for Educator Certification (SBEC).

Each teacher will meet with the principal/school director at the beginning of the year to establish performance objectives in the following PDAS domains:

- Active, successful student participation in the learning process
- Learner-centered instruction
- Evaluation and feedback on student progress
- Management of student discipline, instructional strategies, time and materials
- Professional communication
- Professional development
- Compliance with policies, operating procedures, and requirements
- Improvement of academic performance of all students on the campus.

The evaluation process at The East Austin College Prep Academy will involve two classroom observations by the principal/school director - one each semester. The teacher will also be required to complete his/her self evaluation. The principal/school director will then have a summative conference with the teacher at the end of the year to discuss the results of the observations and self appraisal. The meeting will focus on the teacher's progress in meeting the performance objectives identified at the beginning of the school year. For teachers in need of assistance, an extensive intervention plan will be developed.

In addition to the PDAS, teachers will also be evaluated based on student improvement on major assessments (Stanford 10, TAKS, six-week achievement tests). The principal/school director will also take into account results from a school developed survey of parents and guardians regarding the effectiveness of each student's teachers for the school year.

The appraisal framework, scoring criteria, and forms, as well as training on administering PDAS, are available from the Region 13 Education Service Center, and will be accessed by the school.

PEIMS Coordinator, Student Attendance Staff, and Other Staff

m) Job Descriptions for PEIMS Coordinator, Student Attendance Staff, and Other Staff

As was noted in the previous section, Job Descriptions for School Officers, the business manager will serve as the school's PEIMS and student attendance coordinator until the school adds the high school grade levels. At that time, a full-time PEIMS and student attendance coordinator will be hired. The listed qualifications for the business manager include a preference for a person who has two years of experience with the TEA PEIMS Data Standards and the Student Attendance Accounting Handbook and the data submission process. In the business manager job description listing of responsibilities, these are the ones related to PEIMS and student attendance accounting:

- Prepare all necessary reports to the State for student attendance
- Attend training for PEIMS and student attendance accounting
- Enter all PEIMS data meeting applicable timelines
- Prepare reports and analyses of PEIMS information meeting applicable timelines
- Work with the independent auditor to provide all necessary PEIMS information for the audit
- Handle all tasks associated with PEIMS as they are identified
- Collect data and enter all information for new and existing students
- Edit reports and verify data to ensure accuracy of information

The following is the job description, including qualifications, for the PEIMS and student attendance coordinator once that position is activated

The East Austin College Prep Academy
PEIMS AND STUDENT ATTENDANCE COORDINATOR POSITION DESCRIPTION

DEPARTMENT: Administration

REPORTS TO: Principal/School Director

Qualifications

- High school diploma is required, Associate's or Bachelor's degree preferred
- Experience with the TEA PEIMS Data Standards and the Student Attendance Accounting Handbook and the data submission process preferred
- Excellent interpersonal and communication skills

Specific areas of responsibilities include:

- Prepares all necessary reports to the State for student attendance
- Attends training for PEIMS and student attendance accounting
- Enters all PEIMS data meeting applicable timelines
- Prepares reports and analyses of PEIMS information meeting applicable timelines
- Works with the independent auditor to provide all necessary PEIMS information for the audit
- Handles all tasks associated with PEIMS as they are identified
- Collects data and enter all information for new and existing students
- Edits reports and verify data to ensure accuracy of information

The East Austin College Prep Academy will employ administrative staff for the school to support the principal/school director, the counselor, and teachers. Administrative staff will man the front office of the school and be the first-line of contact with parents visiting the school. Therefore, these individuals must possess exceptional interpersonal skills. They will be cross-trained to handle a variety of duties, including those of a receptionist, administrative assistant, and school registrar.

The following is the job description, including qualifications, for the administrative staff:

The East Austin College Prep Academy
RECEPTIONIST/ADMINISTRATIVE ASSISTANT/REGISTRAR POSITION DESCRIPTION

DEPARTMENT: Administration

REPORTS TO: Principal/School Director

Qualifications

- High school diploma is required, Associate's or Bachelor's degree preferred
- Knowledge of Microsoft Windows and Word, Excel, and Power Point
- Excellent interpersonal and communication skills and strong writing ability.

Specific areas of responsibilities include:

- Conducts all standard school office work and support the instructional mission of the school
- Attends scheduled faculty meetings
- Answers phones and direct callers to appropriate person
- Greets visitors and ensure that they check in and put on visitor tags
- Assists the principal/school director with preparation of letters, reports, power point presentations, and other written communication
- Assists the principal/school director with logistics for special functions, such as Back to School Night, parent meetings, and school governing board meetings
- Assists with fundraising efforts by preparing budgets and tracking funds
- Enters student enrollment data into a database system
- Updates and maintain student cumulative files
- Updates and maintain all personnel files
- Verifies student enrollment forms and documents, recognizes discrepancies and takes corrective action
- Processes student transcripts as needed
- Processes student schedules
- Processes student report card

n) Salary Ranges and Benefits for the PEIMS Coordinator, Student Attendance Staff, and Other Staff

The salary ranges and benefits for the PEIMS Coordinator and student attendance staff were handled in the section, Salary Ranges and Benefits for School Officers, since the Business Manager will perform these duties until the school adds the high school grade levels.

The salary ranges for administrative staff at The East Austin College Prep Academy were determined after analyzing the salaries for comparable positions in Austin ISD and Del Valle ISD. Postings for two positions in AISD-one for a secretary and one for a clerk-showed salary ranges of $13.28 to $16.62 per hour and $11.67 per hour, respectively. The salary ranges for similar positions in Del Valle ISD range from $11.25 to $16.85 per hour.

Based on this analysis, the salary ranges for administrative staff for the school are as follows:

- $12.00 to $17.50 per hour, or
- $28,000 to $30,285 annually (an eight hour day for 200 days per year)

Benefits for administrative staff will include sick and personal days, retirement through the TRS, and health insurance through either an independent carrier or TRS Active Care.

o) Professional Development Opportunities for the PEIMS Coordinator, Student Attendance Staff, and Other Staff

In the section, *Professional Development Opportunities for School Officers*, it is noted that the business manager will receive training from the Region 13 Education Service Center for PEIMS coordinators and on the Student Attendance Accounting Handbook. When the school grows to include the high school grade levels and a full-time PEIMS and student attendance coordinator is hired, that individual will receive the same training from Region 13.

Designated administrative personnel will obtain American Red Cross training and certification for first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillation (AED).

Administrative personnel will also be given opportunities to pursue continuing education to enhance their professional knowledge. Examples of potential classes are: Visual Communication and Desktop Publishing; and Computer Applications. The school will reimburse administrative staff for continuing education expenses if the classes are part of the personal growth plan agreed to by the principal/school director and employee during the employee's annual evaluation.

p) Methods Used to Evaluate the PEIMS Coordinator, Student Attendance Staff, and Other Staff

The business manager, who will handle all PEIMS and student attendance duties, will be evaluated in the same manner as other school officers.

The evaluation process for administrative personnel will be based on the responsibilities of their job and the professionalism and timeliness shown in performing the duties. The principal/school director will meet with administrative staff at the beginning of each year to establish performance objectives for the year and collaborate on a personal growth plan. They will meet again at the end of the year to determine if the performance objectives have been met. However, administrative personnel are evaluated every day by the principal/school director and can be terminated at any time for non-performance.

6. Governance

Governing Body of a Sponsoring Entity

a) Members of the Governing Body of the Sponsoring Entity

There are currently three members of the Board of Directors of The East Austin Academia Inc. Their notarized biographical affidavits are included as part of **Attachment A**. The following is a list of the members of the board:

- Dr. Juan José Sánchez
  President
  Austin, Texas

- Ms. Susana Almanza
  Secretary
  Austin, Texas

- Ms. Martha Cotera
  Austin, Texa

The East Austin Academia Inc. is in the process of identifying additional leaders in education and the community to serve on the board and anticipates electing additional board members, up to the seven allowed in the bylaws, in the near future.

b) Location of Sponsoring Entity and Board Members

The East Austin Academia Inc. is a Texas non-profit corporation headquartered in Austin, Texas. All members of the Board of Directors reside in Texas.

c) IRS Determination Letter

The 501(c)(3) determination letter from the IRS is found as **Attachment C**.

d) Articles of Incorporation

Since The East Austin Academia Inc. was incorporated after January 1, 2006, the Certificate of Formation and Certificate of Filing with the Texas Secretary of State are submitted as **Attachment D**.

e) Bylaws of the Sponsoring Entity

The bylaws for the Board of Directors of The East Austin Academia Inc. are included as **Attachment E**.

f) Date Sponsoring Entity Established

The East Austin Academia Inc. was incorporated on December 19, 2007.

g) Purpose of Sponsoring Entity

The East Austin Academia Inc. was organized exclusively to finance, develop, operate, and manage The East Austin College Prep Academy. The school will serve as a model sixth through twelfth grade school that successfully prepares all students, regardless of economic background, for a rigorous high school curriculum, graduation, and success in college and career.

h) Activities of the Sponsoring Entity

The East Austin Academia Inc. was recently established for the sole purpose of financing, developing, operating, and managing The East Austin College Prep Academy. Therefore, the sponsoring entity has not engaged in the past, and is not currently engaged, in any other activities.

i) Disclosure of Daycare and School Operations

The East Austin Academia Inc. has not operated a private or public daycare or a private or public school.

j) Disclosure of Religious or Faith-based Affiliation

The East Austin Academia Inc. is not a religious or faith-based organization and does not engage in any activities with a religious purpose.

k) Involvement in Any Litigation

The East Austin Academia Inc. has not been involved in any litigation.

l) Disclosure of Sanctions by a State Regulatory Agency

The East Austin Academia Inc. has not been sanctioned by any state regulatory agency.

m) Initial Incorporators of Sponsoring Entity

As listed in its Certificate of Formation, the three individuals vested with the management of the affairs of The East Austin Academia Inc. are the Board of Directors, Dr. Juan Sánchez, Ms. Susana Almanza, and Ms. Martha Cotera. The professional background of these individuals is as follows:

- Dr. Juan Sánchez - Dr. Sánchez is founder and Chief Executive Officer of Southwest Key Programs, a nonprofit community development corporation and social service agency that has 1000 employees across seven states providing juvenile justice programs, shelters for children, quality education, youth empowerment programs, and workforce development services to thousands each day. Dr. Sánchez has a Masters Degree in Social Work from the University of Washington and was among the first Chicanos to receive a doctorate from the School of Education at Harvard University. He is a nationally recognized leader in the field of juvenile justice serving on the Board of the National Council on Crime and Delinquency, as an associate with the Vera Institute of Justice, as technical assistance provider for the Annie E. Casey Foundation's Juvenile Justice Alternative Initiative, and as a recent appointee to the National Council of La Raza's Board of Directors.
- Ms. Susana Almanza - Ms. Almanza is a native of East Austin and a longtime community organizer. Ms. Almanza is the founding member and director of the organization People Organized in Defense of Earth and Her Resources (PODER), a grassroots environmental, economic and social justice organization that works with neighborhood organizations, regulatory agencies and elected officials. She is also a founding member of the Texas Network of Environment and Economic Justice, an organization formed to provide a unique opportunity for people of color in Texas to build a unified voice and offer direction and leadership for the future. Ms. Almanza has developed strong nonprofit leadership skills by working with these two organizations and is a well-regarded leader in the community who has been a strong advocate for the creation of The East Austin College Prep Academy.

- Ms. Martha Cotera - Ms. Cotera is a founding member and officer of the Greater Austin Hispanic Chamber of Commerce, the Mexican American Business and Professional Women of Austin, and the Hispanic Women's Network of Austin and of Texas. She has been a pioneer in public participation and public relations involving minority community stakeholders. She is currently owner of Information Systems Development, an information brokerage firm specializing in Hispanic outreach, bilingual editorial services and translations.

n) Plans for Recruiting Additional Organizers of the School

The East Austin Academia Inc. has no plans to recruit additional organizers of the proposed school.

o) Methods to Inform Parents, Students, and Employees about Complaint Procedures

Parents/guardians and students will receive The East Austin College Prep Academy Student Handbook at the beginning of the school year that includes an explanation of the procedures for receiving and responding to complaints. (See **Appendix 4**, The East Austin College Prep Academy Student Handbook) Parents/guardians and students will be required to sign and return a form acknowledging that they have received and read the handbook.

The four-level complaint process described in the handbook will require parents/guardians and students to direct complaints or concerns initially to the teacher-either by phone call, email, or conference. If the complaint or concern is not addressed by the teacher, the complaint or concern should be brought to the attention of the principal/school director by requesting and scheduling a meeting. Most concerns can be resolved at this level when the parent/guardian, student, and principal/school director meet to discuss and identify solutions together. In those rare instances when concerns can't be resolved by the principal/school director, a written complaint on a form provided by the school should be referred to the superintendent with a request for a meeting. Concerns/complaints not resolved by the superintendent can be presented to the Board of Directors of East Austin Academia upon written request at the Board's next scheduled meeting.

All The East Austin College Prep Academy employees will receive an employee handbook when hired that outlines employee complaint and grievance procedures. The process for complaints or grievances for employees is essentially the same as for parent/guardian and student complaints and concerns. Any complaint or grievance will be brought to the principal/school director first. If not resolved at that level, the employee can file a written complaint with the superintendent and request a meeting. Continuing complaints will be addressed by the Board pf Directors of The East Austin Academia Inc. upon written request at their next meeting. Exceptions to this process are harassment and whistleblower complaints, which will be brought directly to the Board.

p) Description of Elements of Governance Structure of Board of Sponsoring Entity

1. Officer positions designated: The officers of the Board of Directors of The East Austin Academia Inc. are President and Secretary. At the discretion of the Board of Directors, other officers may be appointed.
2. Manner in which officers are selected and removed from office: The Board of Directors elect or appoint a President and Secretary or other officers deemed to be necessary. Any officer elected or appointed by the Board of Directors can be removed by the Board of Directors at any time, with or without cause.
3. Manner in which members of the Board of Directors are selected and removed from office: The number of directors will be at least three and not greater than seven. Directors may nominate a person to serve on the Board of Directors with the second of any other director. A person who meets the qualifications for director and who has been duly nominated may be elected by a vote of the board. Any director may be removed without cause, at any time, by a majority of the Board of Directors, at a regular or special meeting called for that purpose.
4. Manner in which vacancies on the Board of Directors are filled: The board will fill the unexpired portion of a director's term by the affirmative vote of the majority of the remaining directors or sole remaining director, even if it is a vote of less than a quorum of the board. The director elected to fill a vacancy is elected for the unexpired term of his or her predecessor.
5. Term for which members of the Board of Directors serve: A member of the board is elected for a term of three years. A director may be elected to succeed himself or herself.
6. Whether the terms are to be staggered: The board members' terms are not staggered.

Governing Body of the Charter School (q-s)

The East Austin College Prep Academy will not have a separate school governing body.

Other Governance

t) Involvement of Private Entity in the Operation of the Charter School

No 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.

7. Community Support

a) Description of Community Where School Located and Why Location Was Chosen

East Austin is a predominately minority area where the quality of life for youth and families is undermined by poor economic, educational, and social conditions. In the East Austin neighborhood of Govalle/Johnston Terrace, where the school will be physically located, the education and economic data are troubling.

- 52%% of residents 25 years of age or older do not have a high school diploma
- 28% of residents 25 years of age or older have less than a ninth-grade education
- The per capita income is $9,533 compared to the national level of $21,587
- For residents who are 25 years of age or older, 27% of families live below poverty guidelines
- The unemployment rate for the area is 13.3%, more than double the national unemployment rate of 5.7%

As the President of the Board of Directors of The East Austin Academia Inc., Dr. Juan J. Sánchez, stated, "East Austin is a community in crisis. We must invest now in this community and its youth and families to create and sustain positive change."

The reasons East Austin was chosen as the location for the school are three-fold. One is the major physical presence of Southwest Key Programs in the community. Three years ago, Southwest Key acquired a seven-acre parcel of land in East Austin and constructed a three-story, 30,000 square foot building to house its corporate offices and community space for a technology center, training and meeting rooms, an Internet café, an amphitheater, and recreational areas. The school will be housed in a separate building in this complex. From that location, The East Austin College Prep Academy students and their parents will have access to numerous critical educational, economic development, and capacity-building opportunities, including workforce development training, entrepreneurial opportunities, after-school tutoring and mentoring, GED classes, adult basic education and ESL courses, parenting skills workshops, and cultural arts enrichment programs and events.

Two is the extreme educational need of the area. As was noted in the section of the application, Statement of Need, high-quality educational opportunities for middle and high school students in East Austin are very limited. Two of the four East Austin middle schools have been rated by the state as unacceptable. The other two-Kealing and Dobie-have been rated acceptable, but Kealing's performance results include students attending their gifted and talented magnet program. Dobie, while rated as acceptable, still posts very low academic performance with only 39 percent of students passing all TAKS tests last year. This lack of performance continues on into high school with both Johnston and Reagan High Schools, two of the three high schools in East Austin, receiving unacceptable ratings from the State-Johnston for four consecutive years and Reagan for two consecutive years. LBJ High School, the third East Austin high school, is rated acceptable but the school's performance results include students from across the city who attend the LBJ Arts and Science Academy. These performance results doom the majority of East Austin youth to a life of underemployment and often poverty and limit the possibility of attending a college or university to very few.

The third reason for choosing East Austin as the location for the school is the urging by leaders in the community, particularly the Govalle/Johnston Terrace neighborhood, to create a charter sixth through twelfth grade school that is focused on college preparation. (See **Appendix 5** for community letters of support for The East Austin College Prep Academy, including letters from U. S. Congressman Lloyd Doggett, Travis County Judge Samuel T. Biscoe, Former Austin Mayor Gustavo L. Garcia, and Austin City Council Member Mike Martinez).

b) Involvement of Community Groups in Charter School Planning Process

The advisory council of a neighborhood revitalization project called the East Austin Community Development Project (EACDP) has been instrumental in the initial planning of the proposed charter school. The goal of EACDP is to improve the physical, political, economic, and social well-being of members of the community, particularly in the Govalle/Johnston Terrace neighborhood in East Austin. The EACDP Advisory Council, comprised of East Austin community leaders, sees the creation of a charter school that fully prepares students to obtain a high school diploma and college degree as paramount to preventing the unemployment and poverty that plagues the East Austin community.

As the school planning has progressed, a separate advisory council was recently created to focus solely on guiding the development of the proposed charter school. The following East Austin community leaders are members of the school advisory council:

The East Austin College Prep Academy Advisory Council

Carmen Llanes
PODER

Cristin Alvarado
Mentor Program Coordinator
Partners in Education

Kelly Jullien
Director
Boys & Girls Clubs of Austin

Pastor Paula Crist
The Lord's Vineyard Christian Church
East Austin

Johnny Townsend
Youth Minister
Solid Rock Missionary Baptist Church
East Austin

The East Austin Academy Advisory Council will supply the school with a direct link to parents and other community members in the school's service area and provide guidance to the superintendent/CEO (and the principal/school director when that person is hired) regarding:

- Recruitment of students
- Curriculum and instructional materials
- Staffing patterns, including the recruitment and selection of the principal/school director
- School organization, including the creation of the school Parent Advisory Committee
- School programs

The Board of Directors of The East Austin Academia Inc., which is comprised of leaders in Austin and the East Austin community, will also play a key role in planning all aspects of the school leading up to the school's opening in August 2009. In addition to creating The East Austin College Prep Academy Advisory Council to assist them in supporting and facilitating the founding of the school, it is anticipated that the Board of Directors or superintendent/CEO will appoint a number of advisory committees, comprised of parents, students, and community members, during the start-up year to provide additional direction on staffing, curriculum, programs, and other facets of the school.

c) Notice of Public Hearing

A copy of the notice of public hearing that was published in the Austin American Statesman on January 31, 2008 is submitted as **Attachment F.**

In addition to the notice in the Austin American Statesman, East Austin Academia publicized the hearing by handing out flyers in the community prior to the hearing and issuing a press release. A copy of the press release and flyers are included as **Appendix 6**.

d) Public Hearing Attendance

The public hearing for the proposed The East Austin College Prep Academy was held on February 5, 2008, at 6:00 p.m. at the Southwest Key East Austin Community Center. The number of community members in attendance who are not affiliated with the sponsoring entity or the proposed school was 32. An information brochure about the proposed school was available to those who attended the public hearing. A copy of the brochure is enclosed as **Appendix 7**.

e) Synopsis of Public Hearing

A synopsis of the public hearing held to discuss the proposed The East Austin College Prep Academy is provided as **Attachment G**.

8. Geographic Boundary

a) Designated Geographic Boundary

The proposed charter school will accept students living in portions of Austin ISD and Del Valle ISD. Specifically, The East Austin College Prep Academy will serve students residing in the geographic area east of Interstate 35, south of U. S. Highway 290, west of U. S. Highway 183, and north of State Highway 71.

b) Transfer Policy

The East Austin College Prep Academy will have a "transfer policy" in accordance with 19 TAC § 100.1207(e). The school will admit any student residing in the entire area served by Austin ISD once all eligible applicants who reside within the designated geographic boundary have submitted a timely application and have been enrolled.

c) Statement of Impact Certified Mail Receipts

The certified mail receipt cards showing the dates that Statement of Impact forms and accompanying documents were received and signed for by staff of the districts and charter schools within proposed school's designated geographic boundary and transfer boundary or certified mail receipt showing each addressee, fees paid, and the date mailed are submitted as **Attachment H**.

9. Admissions Policy

a) Period to Accept Applications

From November through January of each year, the school will implement a strategic marketing plan to broadly disseminate information about the school. At the core of the marketing materials will be a brochure describing the school programs and faculty and staff qualifications, identifying members of the board of the sponsoring entity, and outlining expectations for students and their families. Also included in the materials will be a detailed explanation of the admission process, including a timeline, for the next school year.

These marketing materials will be shared with parents and potential students in a variety of ways, including:

- Direct mail to community groups or families living in the designated geographic boundary
- Advertisements in the Austin American Statesman and East Austin community publications
- Presentations at meetings of community organizations
- Presentations at places of worship
- Visits to local schools, including the UT Elementary School
- Door-to-door canvassing of neighborhoods
- Information booths at community recreation centers and sports complexes
- Open House sessions in which interested families can visit the school and meet students and teachers

Geographic Boundaries

- The information concerning ***Designated Geographic Boundary*** on page 84 should be deleted and replaced with:

The proposed charter school will accept students living in portions of Austin ISD and Del Valle ISD in which students reside in the area east of Interstate 35, south of U. S. Highway 290, west of U. S. Highway 183, and north of State Highway 71.

- The information concerning ***Transfer Policy*** on page 84 should be deleted and replaced with:

The East Austin College Prep Academy will have a "transfer policy" in accordance with 19 TAC §100.1207(e). The school will admit any student residing in other parts of Austin ISD if space will allow once all eligible applicants who reside within the designated geographic boundary have submitted a timely application and have been enrolled.

The East Austin College Prep Academy has modeled its admission process after the successful program at YES Prep Public Schools. Interested families will be invited to attend one of four information sessions about the school. These will be arranged on various days and times so all families will have an opportunity to attend. During the information session, prospective students and parents will meet with staff members to discuss the program and ensure that families understand their commitment to a challenging academic program and doing what is necessary to succeed, such as summer school, Saturday service learning, a longer school day, and tutoring on weekends when students fall behind. It will also be explained that when a student and his/her family decide to enroll, they will be asked to sign The East Austin College Prep Academy Commitment to Excellence (see **Appendix 8**) showing they understand the expectations asked of all students and parents. Families who remain interested in the program after the information sessions will fill out a general information application and submit it to the school.

The following is a timeline and activities for admitting students:

Date	Admission Activity
November - January	Implement marketing plan
January	Open House sessions (2)
Third Week in February	Information session 1
Fourth Week in February	Information session 2
First Week in March	Information session 3
Second Week in March	Information session 4
April 1	First date applications due to school
April 5	Admission lottery 1 (if necessary)
May 1	Second date applications due to school if slots are still available
May 5	Admission lottery 2 (if necessary)
June 1	Third date applications due to school from "transfer students" living within secondary boundary if slots are still available
June 5	Admission lottery 3 (if necessary)
April - June	Home visits

As the timetable indicates, the **beginning date for The East Austin College Prep Academy to accept applications for admission during the designated application period will be from April 1 to June 1**. There are several possible scenarios, however, for how the process will work.

- If the number of applications received by the school on the first application due date of April 1 equals available slots, all applicants will be accepted and any student applying from that point through the second application due date of May 1 will be put in a "waiting pool" for any slots that open up because of students declining acceptance. If slots become available and all students in the waiting pool can be accommodated, they will be admitted. If not, the students in the waiting pool will have their names selected randomly to fill available slots during the admission lottery on May 5.
- If the number of applications received by the school on the first application due date of April 1 exceeds available slots, all applicants will be put in the waiting pool and on April 5, the admission lottery will take place and names will be chosen randomly to fill all slots. Applicants not chosen will have their names put on a waiting list for slots that become available if any students chosen decline acceptance.
- If the number of applications received by the school on the first application due date of April 1 falls short of available slots, all applicants will be accepted. Additional students may apply from that point through the second application due date of May 1. If applications received by the second application due date exceed available slots, a lottery will take place on May 5. Any applicant not chosen in the lottery will be put on the waiting list for any slots that become available.
- If the number of applications received by the school on the first application due date of April 1 falls short of available slots, all applicants will be accepted. Additional students may apply from that point through the second application due date of May 1. If all slots are still not filled by the second application due date, applications from "transfer students"-students residing in the school's secondary service area of Austin ISD-will be due by June 1. If the number of applications received from transfer students exceeds available slots, a third lottery will take place on June 5. If the number of applications received from transfer students equal or fall short of available slots, all applicants will be accepted.

b) Procedures for a Lottery

The lottery process The East Austin College Prep Academy will use when a grade is oversubscribed is a random selection process, as required by federal law. Each applicant will be assigned a number, all numbers placed in a secure container, and all numbers selected randomly by the principal/director of the school to fill available slots and determine the order for the waiting list. The random selection process will be witnessed by at least one other school employee and a Notary Public, who will certify the results of the lottery. All applicants will be notified in writing within ten days of the lottery about the results of the selection process.

c) Exemptions from Lottery

Beginning in the second year of operation, The East Austin College Prep Academy will exempt from the lottery any returning students and siblings of returning students. The school will also exempt from the lottery children of the school's founders beginning in the first year of operation.

d) Lottery Dates

As was noted in the timetable in the section above, Period to Accept Applications, there are three possible dates to conduct a lottery, if necessary,-April 5, May 5, and June 5. Because we want to give parents and students residing in the primary geographic boundary of the school every opportunity to apply to attend The East Austin College Prep Academy, we have established two application due dates, the first on April 1 and the second on May 1. If slots are still available after these two application opportunities, a third application due date of June 1 is set for transfer students residing within the school's secondary boundary.

e) Waiting List

A waiting list will be developed for applicants who were not admitted through the lottery. If any student declines acceptance to The East Austin College Prep Academy after being selected during the lottery process, students on the waiting list will be admitted in the order determined by the lottery.

f) Other Times Applications Accepted

The East Austin College Prep Academy will accept applications outside the designated application period under two scenarios. If there are still open slots at the school, late applicants will fill these slots in the order in which their applications are received. If there are not open slots, the school will take these late applicants and add them to the end of the waiting list based on the date in which their applications are filed.

g) Non-discrimination Statement

The East Austin College Prep Academy will include in its admission policy a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.

h) School for Performing Arts

The East Austin College Prep Academy is not a school for the performing arts and, therefore, applicants will not be required to demonstrate artistic ability for admission to the school.

i) Excluding Students with a Criminal History

The proposed school will exclude students who have a documented history of certain criminal offenses including the following:

- aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;
- arson under Section 28.02, Penal Code;

- murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code, to commit murder or capital murder;
- indecency with a child under Section 21.11, Penal Code;
- aggravated kidnapping under Section 20.04, Penal Code;
- aggravated robbery under Section 29.03, Penal Code;
- manslaughter under Section 19.04, Penal Code;
- criminally negligent homicide under Section 19.05, Penal Code;
- selling, giving, or delivering to another person or possessing or using or is under the influence of marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.; or a dangerous drug, as defined by Chapter 483, Health and Safety Code if the conduct is punishable as a felony; and
- selling, giving, or delivering to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, committing a serious act or offense while under the influence of alcohol, or possessing, using, or is under the influence of an alcoholic beverage if the conduct is punishable as a felony.

The East Austin College Prep Academy also reserves the right to exclude students with documented histories of other criminal offenses, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Texas Education Code if a student has the potential to pose a threat to other students and staff of the school or to interfere with other students' learning.

All students will be expected to adhere to the school's code of conduct established by the Board of Directors of The East Austin Academia Inc. Within the code of conduct will be clearly defined standards for behavior and consequences for exhibiting prohibited behaviors, including expulsion.

j) Required Application Information

A student application form must be filled out and submitted by an application due date in order to be admitted to the school or included in the lottery process if the school is oversubscribed. The information required on the application includes:

Student Information

- Grade for upcoming school year
- Name
- Social Security Number
- Date of Birth
- Sex
- Ethnicity
- Home Address
- Last School Attended
- District of Residence
- Telephone Number (cell)

cont.

REVISED DURING CONTINGENCY PROCESS. SEE INSERT.

Parent or Guardian Information

- Name(s)
- Relationship to Student
- Home Address
- Employer
- Email Address
- Telephone Number (home, work, cell/pager, fax)
- Language Preference

The student/parent/guardian will also be asked to attach to the application a copy of the child's birth certificate, social security card, and proof of residency (utility bill, lease) to verify that the student resides in the designated geographic boundary or the transfer boundary.

The proposed application form is included as **Appendix 9**.

k) Compliance with Reporting Transfer Students

All students attending The East Austin College Prep Academy are considered transfer students for purposes of complying with Civil Action 5281. The school will adhere to the TEA deadline of May each year to submit information through the Student Transfer System (STS) regarding the number of transfer students (all students in the school) it has accepted for the coming school year. These transfer students will be identified by ethnicity and district of residence. This information will be used by TEA, in conjunction with PEIMS data, to calculate: (1) the ethnic percentages reflecting transfers out of the district or districts (what the district(s) looks like after transfers) and; (2) the ethnic percentages if no students had transferred out of the district or districts (what the district(s) would look like if there had been no transfers). Not included in these calculations are students who are eligible for exemptions/hardships. These percentages are then compared to determine if the ethnic ratio of a district has changed more than one percent because of transfers. Once this initial submission takes place, the school will report immediately in STS any new, returning or withdrawing students.

It will be the responsibility of the Business Manager to complete this reporting by the May deadline and to submit any new information immediately throughout the year.

Since the majority of The East Austin College Prep Academy's students will come from Austin ISD, a very large school district, it is highly unlikely that the number of students attending The East Austin College Prep Academy will cause the ethnic ratio of AISD to change even close to one percent.

APPROVED DURING CONTINGENCY PROCESS

The East Austin College Prep Academy

New Student Application Form
2009-2010 School Year

Student Information

Legal Name: _____ **Social Security Number:** _____

Birth Date: _____ **Age on Sept. 1, 2009** _____

Home Address: _____ **Zip Code:** _____

Last School Attended: _____ **District of Residence:** **AISD** **Del Valle**

With Whom is the Student Currently Living? _____

Parent/Legal Guardian Information

Full Name: _____ **Relationship:** _____

Home Address: _____

Home Phone: _____ **Cellular Phone:** _____

Email Address: _____ **Fax Number:** _____

Language Preference: _____ **Cell/Pager:** _____

Full Name: _____ **Relationship:** _____

Home Address: _____

Home Phone: _____ **Cellular Phone:** _____

Email Address: _____ **Fax Number:** _____

Language Preference: _____ **Cell/Pager:** _____

Thank you for your interest in the East Austin College Prep Academy!

THE EAST AUSTIN COLLEGE PREP ACADEMY
COMMITMENT TO EXCELLENCE FORM
(Adapted from YES Prep Public Schools)

TEACHERS' COMMITMENTS: APPROVED DURING CONTINGENCY PROCESS

We fully commit to TEACPA in the following ways:

- We will arrive at TEACPA every day by 7:00 A.M. (Mon. - Fri.)
- We will remain at TEACPA until 4:45 P.M., Monday – Thursday, and 4:15 P.M. on Friday.
- We will come to TEACPA on appropriate Saturdays for service learning projects and tutoring.
- We will teach at TEACPA during the summer program.
- We will attend and pariticpate in all staff meetings.
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn including furnishing students with a cell phone number for questions about homework until 9:00 P.M.
- We will always make ourselves available to students and parents, and attempt to address any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Failure to adhere to these commitments can lead to our removal from TEACPA.

Signature:_____ Please print name here:_____ Date:_____

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to TEACPA in the following ways:

- We will make sure our child arrives at TEACPA every day by 7:25 A..M. (Mon. - Fri.), or boards the bus at the scheduled time to arrive by 7:25 A.M.
- We will make arrangements so our child can remain at TEACPA until 4:30 P.M. (Monday - Thursday) and 4:00 P.M. on Friday.
- We will make arrangement for our child to come to TEACPA on appropriate Saturdays for service learning projects and tutoring.
- We will ensure that our child attends the TEACPA summer program.
- We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night and let him/her call the teacher if there is a problem with the homework.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the school as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our child to go on all field lessons.
- We will make sure our child follows the TEACPA dress code.
- We understand that our child must follow the TEACPA rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments will require a parent conference with school administration.

Signature:_____ Please print name here:_____ Date:_____

STUDENT'S COMMITMENT:

I fully commit to TEACPA in the following ways:

- I will arrive at TEACPA every day by 7:25 A.M. (Mon. - Fri.).
- I will remain at TEACPA until 4:30 P.M., Monday – Thursday, and 4:00 P.M. on Friday.
- I will attend the TEACPA summer program.
- I will come to TEACPA on appropriate Saturdays for service learning project and tutoring.
- I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my TEACPA classmates and give everyone my respect.
- I will follow the TEACPA dress code.
- I am responsible for my own behavior, and I will follow the teachers' and administrators' directions.

Failure to adhere to these commitments will require a parent conference with school administration and can cause me to lose various TEACPA privileges.

Signature:_____ Please print name here:_____ Date:_____

10. Special Needs Students and Programs

Special Education Assurances and Development of Policies and Procedures

Applicant Assurance Statement

If a charter is granted, the CEO of The East Austin Academia Inc. will sign an assurance statement certifying that The East Austin College Prep Academy will have in place upon opening special education policies and procedures that comply with all federal and state requirements and will submit those policies and procedures through the online Legal Framework.

Electronic Submission of Charter Policies and Procedures Assurances

If a charter is granted, The East Austin College Prep Academy will submit online through the Legal Framework for the Child-Centered Process Phase IV: "Charting the Course," a plan that provides assurances that it has in effect policies, procedures and programs consistent with federal and state requirements governing special education.

11. Business Plan

Financial History of Sponsoring Entity

a) Sources of Funding for Start-up of Sponsoring Entity

The East Austin Academia Inc. was incorporated on December 19, 2007 for the sole purpose of financing, developing, operating, and managing The East Austin College Prep Academy. Therefore, the source of funding for start-up of The East Austin Academia Inc. will be the same as the projected revenue identified in the school's start-up budget. The total projected amount of start-up funding is $100,000. The start-up funding will come from the charter school start-up grant from the U. S. Department of Education.

b) Current Assets of Sponsoring Entity

The East Austin Academia Inc. was incorporated on December 19, 2007 for the sole purpose of financing, developing, operating, and managing The East Austin College Prep Academy. The East Austin Academia Inc. has no current assets. If the charter application is approved, the expected assets for fiscal year 2009 for The East Austin Academia Inc. will be the same as the projected revenue identified in the school's start-up budget. The total projected amount of start-up revenue is $100,000.

c) Current Liabilities of Sponsoring Entity

The East Austin Academia Inc. was incorporated on December 19, 2007 for the sole purpose of financing, developing, operating, and managing The East Austin College Prep Academy. The East Austin Academia Inc. has no current liabilities. If the charter application is approved, the expected liabilities for fiscal year 2009 for The East Austin Academia Inc. will be the same as the projected expenses identified in the school's start-up budget. The total projected amount of start-up expenditures is $100.000.

d) Disclosure of Liens, Litigation History and Sanctions

The East Austin Academia Inc. does not have any liens, has not been involved in any litigation, and has not been sanctioned by any state regulatory agency.

e) Charters Held by Sponsoring Entity

The East Austin Academia Inc. does not hold any open-enrollment charters at the present time.

f) Most Recent Audit Report

No documents are being provided because The East Austin Academia Inc. incorporated after January 1, 2006 and has less than $5,000 in receipts and total assets.

g) Credit Report

No documents are being provided because The East Austin Academia Inc.incorporated after January 1, 2006 and has less than $5,000 in receipts and total assets.

h) IRS Form 990

The East Austin Academia Inc. was incorporated on December 19, 2007 and therefore has not yet filed a Form 990 with the Internal Revenue Service.

Current Operations of Sponsoring Entity

i) Existing Non-charter Programs and Relationship to Proposed School

The East Austin Academia Inc. does not currently operate any non-charter programs.

j) New Non-Charter Programs and Relationship to Proposed School

The East Austin Academia Inc. has no plans to begin operating any non-charter program within the next two years.

k) Physical Location of Non-Charter Programs and Maintaining Separate Administrative Structures

The East Austin Academia Inc. has no plans to begin operating any non-charter program within the next two years.

Start Up of Charter School Operations

l) Projected Amounts of Start-up Funding

The projected amount of start-up funding for The East Austin College Prep Academy comes from the charter school start-up grant from the U. S. Department of Education. The estimated amount for this grant is $100,000. Therefore, the total projected amount of start-up funding is $100,000.

m) Verification of All Sources of Funding

The notice of grant award for the federal charter school start-up grant will not be available until after the school receives its charter and the grant application has been submitted and approved by TEA. There are no other sources of funds and no documentation to provide for **Attachment L**.

n) Process of Adopting an Annual Budget

During the spring semester every year, the principal/school director and business manager will begin meeting with staff at the school, either as a group or by grade level or subject area, to examine the school's current budget for any adjustments that need to be made and to discuss new budget requests. The principal/school director and business manager will also meet with the Parent Advisory Committee of the school and the Student Council for budget input from parents and students. The principal/school director will then communicate budget priorities to the business manager and direct him/her to prepare a preliminary budget for the next school year.

Once the preliminary budget has been prepared, the principal/school director and business manager will present it to the Superintendent for his input and direction. Then the budget will be presented to the Board of Directors of The East Austin Academia Inc. no later than four months prior to the start of school. The Board of Directors of The East Austin Academia Inc. will meet no later than two months prior to the start of school to adopt the budget. At that meeting or an earlier scheduled meeting, a public hearing will be held to provide an opportunity for community members, parents, students, and staff to offer additional input. Taking into account any input from the public hearing, the Board of Directors will make final budget adjustments and adopt the budget. The minutes of the Board meeting will reflect the adoption of the budget for the school.

o) Start-up Budget

The start-up budget for the proposed school is submitted as **Attachment M**. It has been prepared using the template required for the application.

p) Budgets for First, Second and Third Year of Operations

Budgets for the first, second and third year of operations are offered as **Attachment N**. Second and third year budgets were prepared because the school will escalate enrollment, starting with sixth grade in year one, sixth and seventh grade in year two, and sixth, seventh and eighth grade in year three. They have been prepared using the template required for the application.

Management Company and Other Contracted Services

q) Annual Audit of Financial Operations

The annual audit of the financial operations of The East Austin College Prep Academy will start in October following the fiscal year to be audited and will be completed in November. The audit will be conducted by Padgett, Stratemann & Co., L.L.P. Padgett, Stratemann & Co. is headquartered in San Antonio with offices in Austin and has been in business for over sixty years serving clients in Texas and throughout the U.S. They are a full service CPA firm that offers a comprehensive array of auditing, tax, accounting, and business advisory services. The audit will be conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the U.S.

r) Organizations or Individuals Providing Financial, Tax, or Payroll Services

The East Austin College Prep Academy will contract with Southwest Key Programs to provide payroll services to the school. The business manager of The East Austin College Prep Academy will handle all financial accounting and tax accounting for the school.

s) Qualifications of Organizations or Individuals Providing Financial, Tax, or Payroll Services

Southwest Key Programs will provide payroll and human resource services for the employees of The East Austin College Prep Academy. Southwest Key Programs currently offer these services to its 1,000 employees in seven states.

t) Copy of Negotiated Service Agreements for Financial, Tax, or Payroll Services

A letter of agreement with Southwest Key Programs is provided as **Attachment O**.

u) Process for Awarding Contracts

The charter holder will adopt the provisions of Texas Education Code, Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

Financial Accounting System

v) Financial Accounting Software

The East Austin College Prep Academy will use the Regional Service Center Computer Cooperative (RSCCC) Business System for its financial accounting software. The RSCCC software is currently being used by over 700 school districts and charter schools throughout Texas. The system includes accounts receivable, asset management, budget, finance, human resources, and requisition applications. The following is a list of features of each of those applications:

Accounts Receivable

- Credit and debit memos
- Customer information including customer number, name, and address
- Customer listing
- Inquiry by invoice and customer
- Invoice information including invoice number, request date, customer purchase order number, quantity, and budget codes assigned
- Invoice printing
- Recording of full and partial payments

Asset Management

- Automatic item numbering
- Automatic item retrieval from RSCCC Finance
- Depreciation of capital assets
- Forecasting of replacement needs
- Inventory check in and check out
- Manual entry of items
- Mass updates for inventory records
- Required audit trail
- Tracking of manufacturer information
- User-defined codes, for example, property class

Budget

- Ability to copy funds to historical file at year-end
- Ability to lock down funds or individual accounts
- District-defined cutoff dates for updating purposes
- Archiving of multiple years of budget accounts and amounts
- Automatic interface with general ledger
- Campus/Departmental entry of budget requests
- Efficient budget creation process
- Percentage increase capability by amended/ actual
- Ability to add notes to each account line item

Finance

- Ability to copy funds to historical file at year-end
- Ability to "inactivate" an account on the general ledger
- Ability to preview and reprint checks
- Archiving of multiple years of general ledger accounts and transactions
- Automatic assignment of vendor and/or cash receipt numbers
- Bank reconciliation that extracts cash receipts and check transactions
- Generation of a 1099 Work File for 1099 processing and customization of 1099 forms Inquiries for PO transactions by vendor and check transactions by vendor
- Option to automatically generate benefit accounts with creation of salary account System-forced balanced journal entries
- User-defined bank account groups, cash objects, and investment objects
- Validation of total debits and credits by fund on journal entry screen

Human Resources

- Ability to apply different leave dock rates for different durations
- Ability to handle different pay concepts within frequency: annual, mid-point, hourly, daily
- Adjustment of leave previously reported
- Automatic assignment of employee ID
- Automatic computation of pay rate, daily rate, absence rate, accrual rate, and overtime rate
- Automatic generation of grant codes in distribution records based on fund table
- Ability to apply different leave dock rates for different durations
- Calculation of non-TRS payments for business expense
- Capability of handling multiple jobs and pay rates
- Creating and archiving of multiple Calendar YTD, School YTD, and W-2 records Direct deposit into multiple banks and accounts
- Positive Pay Exports
- Employee payroll simulation capability
- Inquiry of all types of transmittal transactions and totals
- Inquiry of employees' annual TRS deposits and grant data, Calendar YTD data, School YTD data, and W-2 information
- Installing/Updating of tables from external sources
- Mass addition and deletion of deduction and leave codes from employees' records

Human Resources (continued)

- Mass change of account codes
- Mass deletion of permit, responsibility, and employee data
- Mass generation of hourly transmittals for hourly employees
- Online inquiry of employee check stub information
- Option to collapse benefit accounts during interface to Finance
- Quick setup screen for substitutes and hourly staff
- Real-time computation of leave balances including unprocessed transmittals
- Refunding of system-generated deductions for FICA, TRS, withholding, etc.
- Teacher Service Records maintenance
- User-selected object codes for overtime

Requisition

- Ability to add/change vendor and account numbers prior to approval of requisition Ability to create requisitions without vendor
- Ability to modify order addresses on vendors
- Ability to select an alternate approver for requisitions
- Attribution of discounts and freight costs by line item
- Automatic assignment of requisition and/or purchase order numbers
- Creation of requisitions and purchase orders for next school year without affecting current year
- Creation of requisitions without account number
- Creation of user levels and options for next year
- District-determined, unlimited user levels
- Reversal of purchase orders in Requisition reverses the purchase orders in Finance
- Short or long description of items on purchase orders
- Through receiving, accounts payable transactions automatically created in Finance Uniform account distribution for requisitions
- Unlimited user approval paths
- User control of blind receiving, partial receiving, and receiving overages

The system is PEIMS-compliant for reporting required data to the Texas Education Agency and the finance and human resources applications interface with PEIMS.

Student Attendance Accounting

w) Student Attendance Software

The East Austin College Prep Academy will use the RSCCC Student System for its student attendance accounting software. The system includes attendance, discipline, grade reporting, registration, scheduling, special education, and student health assessment, record and evaluation (SHARE) applications. The attendance application is designed to adhere to the specific state regulations that apply to student attendance reporting. The following is a list of features of the attendance application and reports that can be generated from the system:

Attendance Features

- 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

Attendance Reports

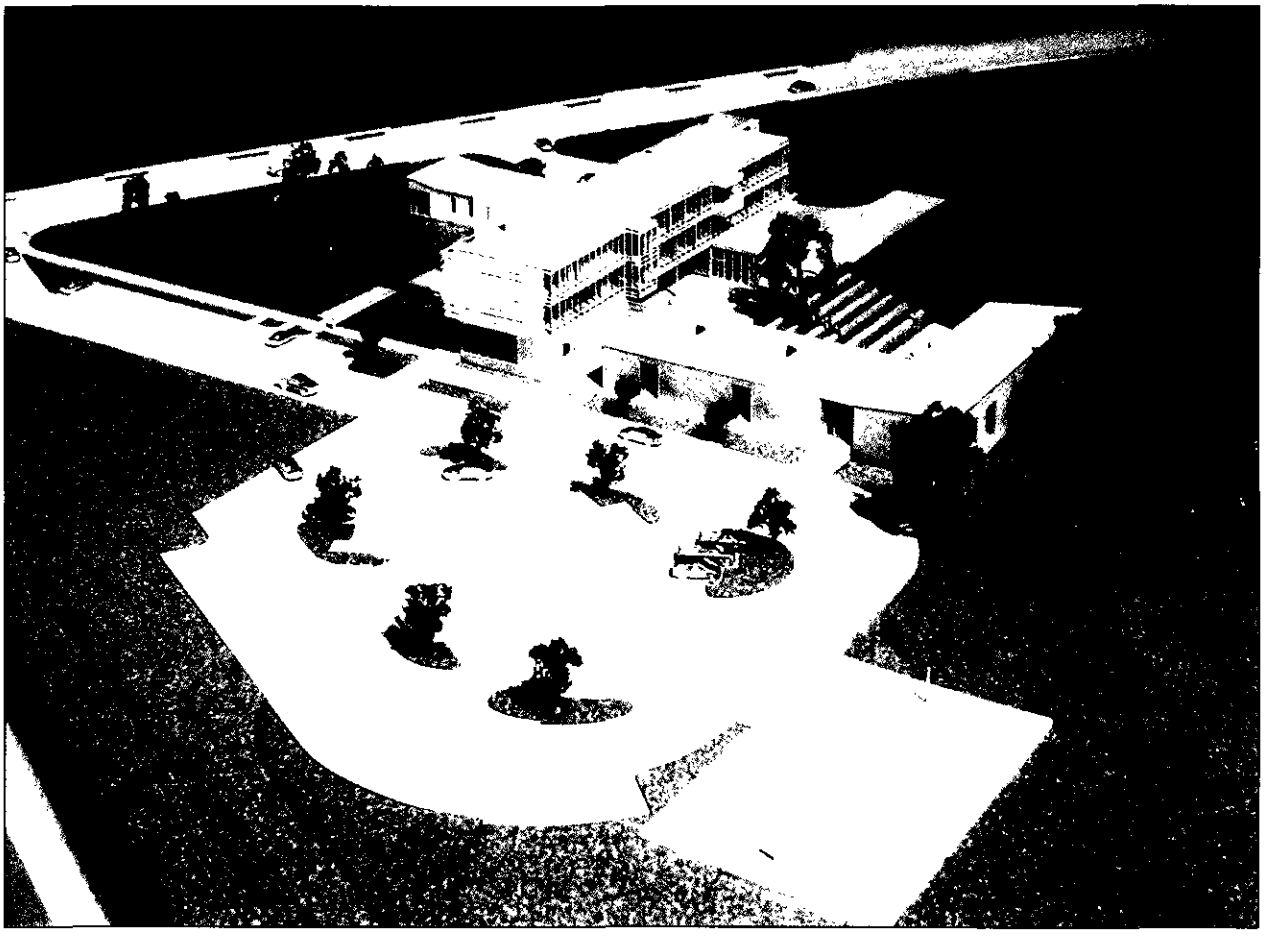
- Attendance Proof List
- Attendance Rosters by Period/Control Number
- Campus Attendance Summary
- Class Attendance Roster
- Daily Attendance Reports I & II
- Daily Attendance Summary
- Daily Register/Weekly Summary
- Entry/Withdrawal Summary

The system is PEIMS-compliant for reporting required data to the Texas Education Agency and includes an ability to extract student data for all PEIMS submissions.

Facility Management

x) Suitability of Facility

The East Austin College Prep Academy will be located in a new, 8,098 square foot L-shaped building that will be leased from Southwest Key Programs. The building is part of the Southwest Key Programs complex, which consists of approximately seven acres. The Southwest Key headquarters building, driveways, parking, walkways, and covered and uncovered plazas take up a little over two acres, leaving almost five acres for recreational space and future construction at the site. Included in the complex are a covered basketball court with bleachers, a large field area for sporting activities, and an eight foot wide running path that will also be used as a hike and bike trail, which as been funded by Texas Parks and Wildlife. This path routes around the perimeter of the entire seven acres, a third of which runs along Boggy Creek. There will also be a designated area onsite for a community garden, and a portion of this area will be dedicated garden space for the school. A picture of the architectural rendering is below:



The juxtaposition of the headquarters building to the school building creates a beautifully landscaped sloping space for a terraced amphitheater with a stage that abuts the school. The amphitheater will be used by the school's performing arts classes for play productions and music and dance performances. From the upper level of the amphitheater and the top of the L of the school building, students will access the school's 1,300 square foot cafetorium from the plaza. The cafetorium will be used for breakfast and lunch, assemblies, and other school activities. There are additional outdoor covered and uncovered spaces around the cafetorium and amphitheater that can be used by the school for informal or formal gatherings, lectures, seminars, exhibits, displays, demonstrations and performances. They can also be used for outdoor classroom experiences.

The $1.5 million school building includes space for five classes-three individual classrooms for English language arts, math and social studies, a double-sized classroom that will serve as a well-equipped science lab and a computer lab that will function as classroom space for Spanish instruction that will utilize technology. In addition there is space for a library, content mastery room to provide additional assistance to special education students, health center, counselor's office, conference room, principal's office, business manager's office, lobby/waiting area with space for a receptionist/administrative assistant, teacher workroom, teacher lounges, bathrooms, and two small waiting areas. The architectural floor plan for the school and surrounding space and other site drawings are provided in **Appendix 10**.

The total space available for the school includes:

Conditioned space:

School building:	8,098
Cafetorium:	1,300
Total:	**9,398 Square Feet**

Unconditioned space:

Amphitheater:	4,200
Stage:	1,800
Upper Plaza:	2,240
(Uncovered) Inspirational Plaza:	2,080
(Covered) Basketball court w/Bleachers	6,500
Total:	**16,820 Square Feet**

Total of conditioned and unconditioned space: 26,218 Square Feet

Since it is critical to provide the safest and most secure environment for students at the school during the day and at night, a state of the art security system has been installed to monitor all complex facilities. Monitors have been placed onsite and 21 cameras with day and night vision capabilities capture movement throughout the complex. All buildings are monitored for fire, safety, intrusion, and burglary. This system serves not only the immediate site, but the surrounding neighborhood as well by acting as a deterrent to criminal activity.

As the school adds grade levels and gains enrollment, additional space will be needed for classrooms. In the second year of operation, the school will lease two portable buildings from Southwest Key Programs that will be placed on the grounds adjacent to the school building. Each portable will contain space for two classrooms. In year three of operation, three additional portable buildings will be placed on site and leased by the school. These three portable buildings will provide up to six additional classrooms.

Once the school begins serving students in grades nine through twelve, it is likely that The East Austin Academia Inc. will need to secure another site for the high school. While a specific facility has not been identified at this time, the campus will be located in East Austin within the school's geographic service area.

y) School Accessibility to Disabled Persons

Because The East Austin College Prep Academy will be housed in a newly-constructed facility, it meets all current building codes, health and fire safety requirements, and the most stringent of the Americans with Disabilities Act requirements. All portable building added to the site will also be in compliance with Americans with Disabilities Act requirements.

z) Repair and Renovation of Facility

Since The East Austin College Prep Academy will be housed in a new facility, information about the repair and renovation of the school facility does not apply.

aa) Future Acquisition of Facility and/or Land

The East Austin Academia Inc. does not have current or future plans to purchase a facility or land for the school. As was noted earlier, The East Austin Academia Inc. will have long-term access to the school facilities being leased from Southwest Key Programs. When another campus is started for grades nine through twelve, it is likely that the high school facility will be leased.

bb) Facility Documents

A copy of the negotiated lease agreement between The East Austin Academia Inc. and Southwest Key Programs is submitted as **Attachment P**.

cc) Negotiation of Facility Lease or Purchase

Susana Almanza, Secretary of the Board of The East Austin Academia Inc., negotiated the lease of the facility on behalf of The East Austin Academia Inc. Melody Chung, Chief Financial Officer of Southwest Key Programs, negotiated the lease on behalf of the lessor. There is no relationship or business affiliation between the individuals identified above. The lease amount is based on the free market value of the facility.

dd) Use of School Facility

Some of the school space will be used by the Boys and Girls Club of the Capital Area and Austin Community College. The Boys and Girls Club will maintain an office at the school to manage the after-school activities they sponsor in East Austin. Austin Community College will use the school's computer lab in the evenings to teach English as a Second Language and General Educational Development (GED) classes to people in the community.

Transportation and Food Service

ee) Student Transportation

The East Austin College Prep Academy will offer transportation to any eligible sixth grade student enrolled in the school who lives within the designated geographic boundary of the school. The school will also provide transportation to students eligible for special education and related services as required by the student's IEP.

The East Austin College Prep Academy is in discussions with UT Elementary School, which has the same designated geographic service area, about sharing costs to provide bus service to its sixth grade students living more than two miles from campus or in a designated hazardous traffic area within two miles of school. UT Elementary School currently uses Durham School Services out of Pflugerville to provide bus service to and from the school. The bus stops at seven locations throughout East Austin at an apartment complex and six AISD elementary schools. Since the bus is not close to rider capacity, The East Austin College Prep Academy can share costs with UT Elementary for transportation for its sixth grade students.

The East Austin College Prep Academy seventh and eighth grade students who are eligible for transportation services-those living more than two miles away or in a designated hazardous traffic area-will be provided bus passes/tokens to ride Capital Metro busses to school.

ff) Student Food Service

The East Austin College Prep Academy will contract with Café del Sol to provide lunch and breakfast service to all students. Café del Sol currently provides food service at the Southwest Key complex. They will adhere to all federal and state nutrition policies and requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories. The meals will be prepared on-site and served to students in an eating area in the cafetorium. The school will offer hot and cold breakfast on alternating days and a hot lunch.

The school will participate in the National School Lunch Program and the School Breakfast Program. All students at the school who qualify based on household income will receive either free or reduced price lunches and breakfasts.

APPROVED DURING
CONTENCY PROCESS

Business Plan

Response to Question 2:

The information concerning the Business Plan, item 11.dd on page 102, identifies the Boys and Girls Club of the Capital Area and Austin Community College will also be using the facilities (office space) for after school activities for the club and the computer lab for evenings to teach English for ACC. The following two paragraphs clarify the following question, is the applicant aware that a fee or an exchange of services is required to avoid the use of the facilities being a gift of public funds?

Yes, the applicant is aware of this issue.

The Boys and Girls Club is currently paying a minimal fee for the use of SWK facilities. Austin Community College (ACC) will continue to use our facilities to teach English and GED classes. Both the Boys and Girls Club and ACC *are providing an exchange of services via "free of charge" to members of the East Austin Community*. Due to this exchange of services, the use of facilities is NOT a gift of public funds.

In addition, construction funding provided by the *City of Austin* for the completion of this facility stipulates that Southwest Key Programs will offer resources (training, hand-on projects, work source development, etc.) to members of the East Austin community to improve the quality of life in East Austin. Due to this funding requirement, SWK is committed to the continuation of these partnerships to provide an exchange of services to the East Austin community.

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment A

Notarized Biographical Affidavits

Fourteenth 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: The East Austin Academia, Inc.

Full Name of Proposed Charter School: The East Austin College Prep Academy

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

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

1. Full Name (Initials Not Acceptable): Dr. Juan Jose Sanchez

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: 6105 Highlandale Drive, Austin, TX 78731

   If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, 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 or the sponsoring entity is based in Texas).

4. Current home telephone number: 512-452-3090

5. Education: Dates, Names, Locations and Degrees

   College: St. Mary's University, San Antonio, TX BA

   Graduate Studies: University of Washington, Seattle, WA MSW

   Others: Harvard University, Cambridge, MA Ed.D

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

National Council on Crime and Delinquency

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
10-15-87 to Present	Southwest Key Programs	6002 Jain Lane, Austin, TX 78721	El Presidente/CEO

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

N/A

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
N/A			

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

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
N/A			

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:

N/A

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 managment 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-granparent, 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-granparent, 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 6th *day of* February, 2008.
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 knowle[redacted]lief.

Juan José Sánchez
(Signature of Affiant)

VERIFICATION

State of Texas
County of Travis

On this day, Juan Sanchez (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 6th day of February, 2008.

LaRasha Smith
(Notary Public)

(SEAL)

LARASHA SMITH
NOTARY PUBLIC
State of Texas
Comm. Exp. 04-25-2011

My commission expires 4-25-2011

Fourteenth 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 The East Austin Academia, Inc.

Full Name of Proposed Charter School The East Austin College Prep Academy

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) Susana R. Almanza

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): Susana Renteria

   Other names used at any time: none

3. Current home address: 1406 Vargas Road

   If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, 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 or the sponsoring entity is based in Texas).

4. Current home telephone number: 512-386-8858

5. Education: Dates, Names, Locations and Degrees

   College: Career Center of Texas

   Graduate Studies: Paralegal

   Others: n/a

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

n/a

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
June 1996-Present	Poder, Inc.	2604 East Cesar Chaves, Austin, Texas	Co-Director

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

n/a

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
n./a			

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

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
n/a			

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:

n/a

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 managment 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-granparent, 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-granparent, 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 28th *day of* February, 2008

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.

Susana R. Almanza
(Signature of Affiant)

VERIFICATION

State of TEXAS
County of TRAVIS

On this day, Susana R. Almanza (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 28th day of February, 2008.

(Notary Public)

(SEAL) MARIA PERCASTEGUI
NOTARY PUBLIC
State of Texas
Comm. Exp. 04-25-2011

My commission expires 4-25-11

Fourteenth 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: The East Austin Academia, Inc.

Full Name of Proposed Charter School: The East Austin College Prep Academy

- 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): Martha Pina Cotera

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

   If yes, give reason for the change: Changed to married name in 1963

   Maiden name (if female): Martha Pina

   Other names used at any time: None

3. Current home address: 1502 Norris Drive, Austin, TX 78704

   If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, 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 or the sponsoring entity is based in Texas).

4. Current home telephone number: 512-444-8431

5. Education: Dates, Names, Locations and Degrees

   College: University of Texas at El Paso, 1956-1963, Bachelor of Arts

   Graduate Studies: Antioch Graduate School of Education; 1971; Masters in Education

   Others: Graduate studies on Latin America at the University of Texas at Austin, 1969 - no degree

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

American Translators Association; Greater Austin Hispanic Chamber of Commerce; Hispanic Women Network of Texas; TX

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
1975-present	Part time-Univ. of Texas Libraries	P.O. Box P-SRH1 -109	Professional Librarian

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

Information Systems Development Company, owner/sole propietorship, 100% ownership

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
no previous experience with charter schools			

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

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
No previous experience with charter schools			

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:

Currently a Notary Public of the State of Texas, my commission expires on July 1, 2009 (current certificate effective on July 1, 2

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 managment 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-granparent, 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-granparent, 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:

X *Dated and signed this* 28th *day of* February, 2008.
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 Travis

On this day, _____ (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 28th day of February, 2008

(Notary Public)

(SEAL) LARASHA SMITH NOTARY PUBLIC State of Texas Comm. Exp. 04-25-2011

My commission expires 4-25-2011

Fourteenth 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: The East Austin Academia, Inc.

Full Name of Proposed Charter School: The East Austin College Prep Academy

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): Nereida Cantu

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: 6400 Back Bay Lane, Austin, Texas 78739

   If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, 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 or the sponsoring entity is based in Texas).

4. Current home telephone number: 512-288-1904

5. Education: Dates, Names, Locations and Degrees

   College: Dec. 1990 - University of Texas - Pan American Bachelor of Science- Major: Elementary Education, Minor: Engl

   Graduate Studies: May 1994 - University of Texas Pan American M.Ed. in Educational Administration

   Others: May 2007 - University of Texas Pan American, Doctor of Education, Educational Leadership

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

Association of Texas Professional Educators (ATPE), Association of Supervision and Curriculum Development (ASCD)

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
2007-Present	Southwest Key Programs, Inc.	6002 Jain Lane, Austin, TX	Superintendent of Educational Programs
2004-2007	Donna ISD	116 N. 10th Street, Donna,	Asst. Supt. for Curriculum and Instruction
2000-2004	Donna ISD	116 N. 10th Street, Donna, TX	Director of Elementary Curriculum
1996-2000	Edinburg CISD	101 N. 8th Street, Edinburg, TX	Elementary School Principal

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:

Superintendent - (9/08) Mid-Management - (Life) Elementary Self Contained, 1st-8th Gr.- (Life) English Teacher - (Life)

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 managment 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.

25% (30,000/yr) from sponsoring entity; Dr. Cantu will receive the remainder of 75% compensation from Southwest Key

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-granparent, 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-granparent, 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 20 *day of* February, 2008.
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.

Neredia Cantu
(Signature of Affiant)

VERIFICATION

State of Texas
County of Travis

On this day, Neredia Cantu (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 20th day of February, 2008.

LaRasha Smith
(Notary Public)

SEAL LARASHA SMITH NOTARY PUBLIC State of Texas Comm. Exp. 04-25-2011

My commission expires 4-25-2011

THE EAST AUSTIN COLLEGE PREP ACADEMY

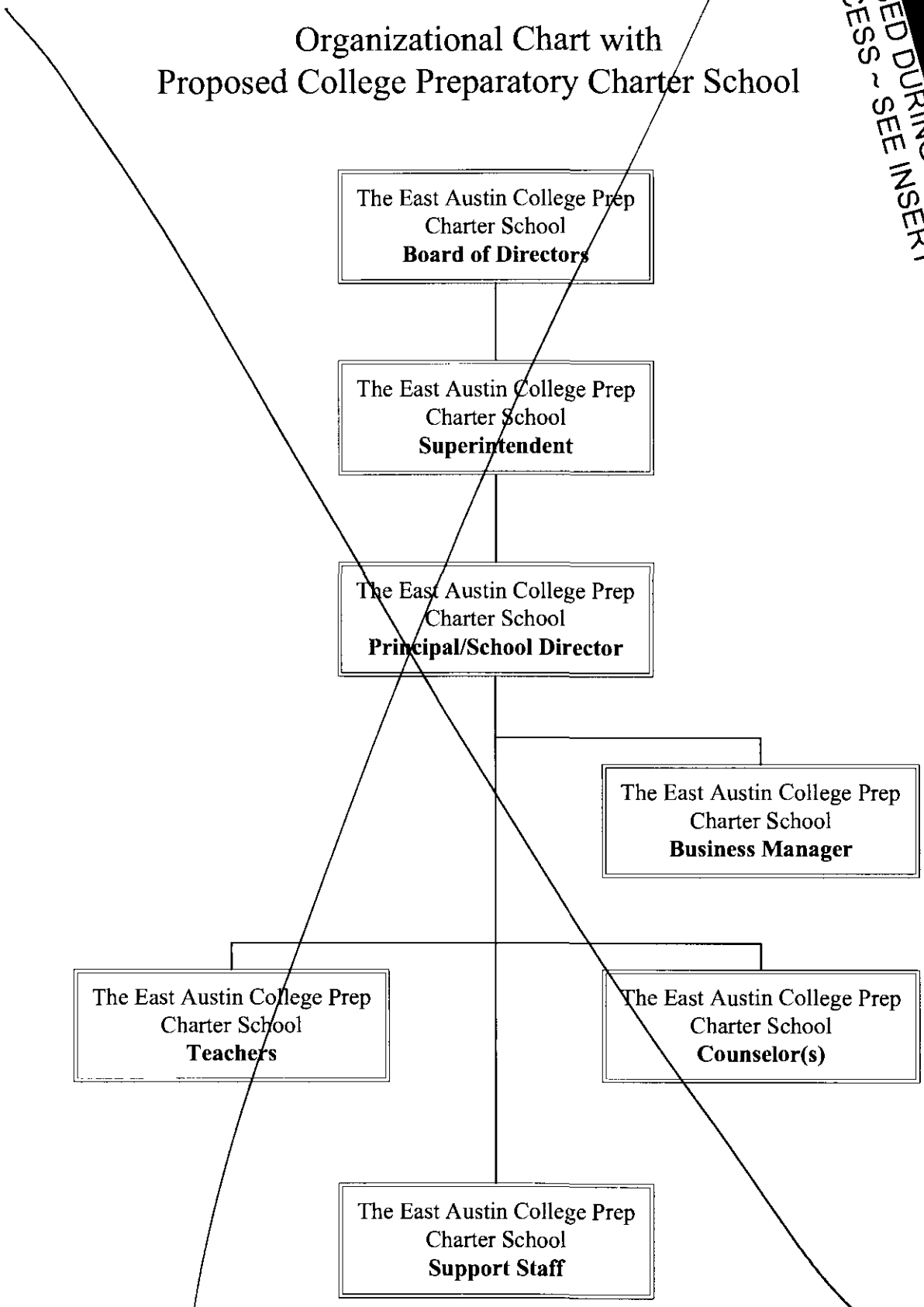
Attachment B

Organizational Chart

REVISED DURING CONTINGENCY PROCESS ~ SEE INSERT

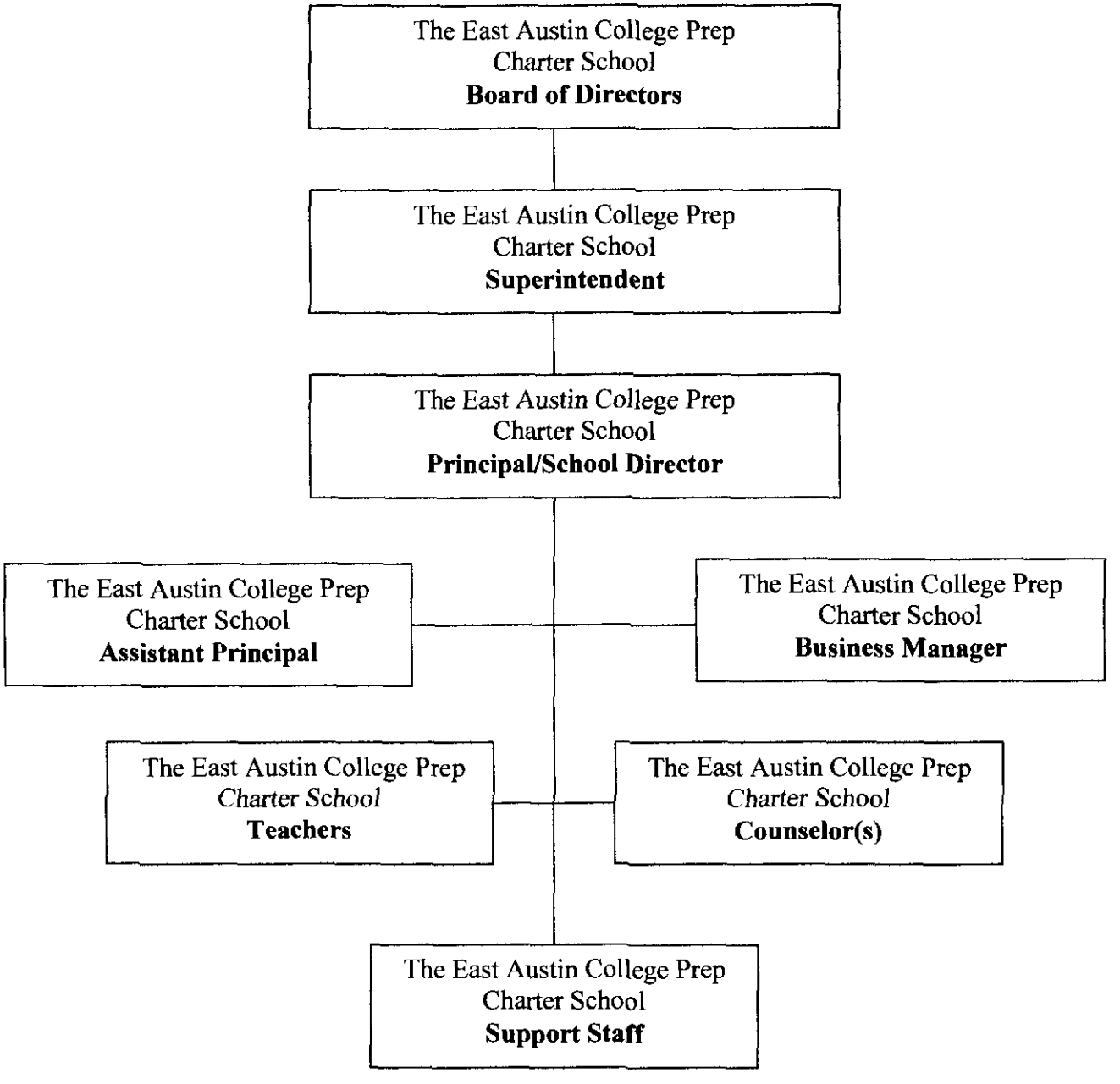
The East Austin Academia, Inc.

Organizational Chart with Proposed College Preparatory Charter School



The East Austin Academia, Inc.

Organizational Chart with Proposed College Preparatory Charter School



THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment C

501 (c)(3) Determination Letter from IRS

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 25 2008

THE EAST AUSTIN ACADEMIA INC
C/O CLAUDIA C MORGAN
6002 JAIN LN
AUSTIN, TX 78721

Employer Identification Number:
26-1609474
DLN:
17053007000008
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
December 19, 2007
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
August 31, 2012
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

THE EAST AUSTIN ACADEMIA INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension

Letter 1045 (DO/CG)

THE EAST AUSTIN ACADEMIA INC

ADDENDUM

This is to reiterate that currently your public charity status (foundation status classification) is recognized under Code sections 509(a)(3) and 170(b)(1)(A)(vi) rather IRC 509(a)(1) and 170(b)(1)(A)(ii) as a school. You have previously agreed to this foundation status ruling.

In the future, you may request to have your foundation status classification modified (when you actually start operating a school).

Letter 1045 (DO/CG)

SOUTHWEST KEY COLLEGE PREP SCHOOL

Attachment D

Certificate of Formation and Certificate of Filing

Form 202
(Revised 10/07)

Return in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: $25

Certificate of Formation
Nonprofit Corporation

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas

DEC 19 2007

Corporations Section

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

The East Austin Academia, Inc.

Article 2 – Registered Agent and Registered Office

(Select and complete either A or B and complete C)

☐ A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

☒ B. The initial registered agent is an individual resident of the state whose name is set forth below:

First Name	M.I.	Last Name	Suffix
Rachel		Luna	

C. The business address of the registered agent and the registered office address is:

Street Address	City	State	Zip Code
6002 Jain Lane	Austin	TX	78721

Article 3 – Management

The management of the affairs of the corporation is vested in the board of directors. The number of directors constituting the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting of members or until their successors are elected and qualified are as follows:

A minimum of three directors is required.

Director 1

First Name	M.I.	Last Name	Suffix
Martha		Cotera	

Street or Mailing Address	City	State	Zip Code	Country
6002 Jain Lane	Austin	TX	78721	USA

Director 2

First Name	M.I.	Last Name	Suffix
Susana		Almanza	

6002 Jain Lane	Austin	TX	78721	USA
Street or Mailing Address	*City*	*State*	*Zip Code*	*Country*

Director 3				
Juan	J.	Sanchez		
First Name	*M.I.*	*Last Name*		*Suffix*
6002 Jain Lane	Austin	TX	78721	USA
Street or Mailing Address	*City*	*State*	*Zip Code*	*Country*

OR

☐ The management of the affairs of the corporation is to be vested in the nonprofit corporation's members.

Article 4 – Membership

(See instructions. Do not select statement B if the corporation is to be managed by its members.)

☒ A. The nonprofit corporation shall have members.

☐ B. The nonprofit corporation will have no members.

Article 5 – Purpose

(See instructions. *This form does not contain language needed to obtain a tax-exempt status on the state or federal level.*)

The nonprofit corporation is organized for the following purpose or purposes:

The organization is organized exclusively for charitable, religious, educational and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The following text area may be used to include any additional language or provisions that may be needed to obtain tax-exempt status.

Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Supplemental Provisions/Information

(See instructions.)

Text Area: [The attached addendum, if any, is incorporated herein by reference.]

Indemnification and insurance. The Board of Directors of the Corporation, in its sole discretion, shall have the power, on behalf of the Corporation, to indemnify persons for whom indemnification is permitted by applicable Texas law, to the fullest extent permissible under Texas law and to the extent permissible by a tax-exempt organization described in section 501(c)(3) of the Internal Revenue Code, and may purchase such liability, indemnification and/or other similar insurance as the Board of Directors from time to time shall deem necessary or appropriate, in its sole discretion.

Director Liability. No member of the Board of Directors of the Corporation shall be liable, personally or otherwise, in any way to the Corporation or its shareholders for monetary damages caused in any way by an act or omission occurring in the Director's capacity as a Director of the Corporation, except as otherwise provided by applicable Texas law. Provided, however, that this relief from liability shall not apply in any instance where such relief is inconsistent with any provision of the Internal Revenue Code applicable to corporations described in Section 501(c)(3) of the Internal Revenue Code.

Organizer

The name and address of the organizer:

Claudia C. Morgan
Name

6002 Jain Lane	Austin	TX	78721
Street or Mailing Address	*City*	*State*	*Zip Code*

Effectiveness of Filing (Select either A, B, or C.)

A. ☒ This document becomes effective when the document is filed by the secretary of state.

B. ☐ This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____

C. ☐ This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

_____

_____

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument.

Date: 12/19/07

Claudia C. Morgan
Signature of organizer

Form 202

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Phil Wilson
Secretary of State

Office of the Secretary of State

December 20, 2007

Attn: Claudia C. Morgan

Southwest Key Programs, Inc.
6002 Jain Lane
Austin, TX 78721 USA

RE: The East Austin Academia, Inc.
File Number: 800913465

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. If you need to contact the Comptroller about franchise taxes or exemption therefrom, you may contact the agency by calling (800) 252-1381, by e-mail to tax.help@cpa.state.tx.us or by writing P. O. Box 13528, Austin, TX 78711-3528. Telephone questions regarding other business taxes, including sales taxes, should be directed to (800) 252-5555. Information on exemption from federal taxes is available from the Internal Revenue Service.

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation.

If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555
Enclosure

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Phil Wilson
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

The East Austin Academia, Inc.
File Number: 800913465

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

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

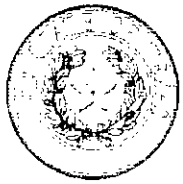
Dated: 12/19/2007

Effective: 12/19/2007

Phil Wilson
Secretary of State

The State of Texas

Corporations Section
P.O. Box 13697
Austin, Texas 78711-3697



Phone: 512-463-5555
Fax: 512-463-5709
Dial 7-1-1 For Relay Services
www.sos.state.tx.us

Phil Wilson
Secretary of State

PLEASE NOTE:

THE ENCLOSED CERTIFICATE IS YOUR OFFICAL CERTIFICATE OF FILING, WHICH CAN BE USED AS EVIDENCE OF FILING.

IF YOU DESIRE A FILED MARK COPY OF YOUR DOCUMENT PLEASE CALL OUR CERTIFYING TEAM @512-463-5578 FOR ADDITIONAL INFORMATION.

THANK YOU

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Phil Wilson
Secretary of State

Office of the Secretary of State

Packing Slip

December 20, 2007

Attn: Claudia C. Morgan
Southwest Key Programs, Inc.
6002 Jain Lane
Austin, TX 78721

Batch Number: 19709738
Batch Date: 12-19-2007
Client ID: 214223882
Return Method: Fax and Mail
5124622028
Phone No: 5124622181

Document Number	Document Detail	Filing Number / Name	Page Count	Fee
197097380002	Expedited	The East Austin Academia, Inc.	0	$25.00
197097380002	Certificate of Formation	The East Austin Academia, Inc.	0	$25.00
		Total Document Fees		**$50.00**

Payment Type	Payment Status	Payment Reference	Amount
Credit Card	Received	[redacted]	$50.00
		Total Payments Received	**$50.00**
		Total Amount Charged to Client Account	$0.00
		Total Amount Credited to Client Account	$0.00

Note. This is not a bill. Please do not send any payments until the monthly statement is received.
Any amount credited to Client Account may be refunded upon request.
Refunds (if applicable) will be processed within 10 business days.
Acknowledgement of Filing Document(s) (if present) is attached.

There is a 2.7% convenience fee on credit card payments. This additional amount will be computed and shown on your credit card statement when the credit card transaction is settled.

User ID: SWEBB

DEC 20 2007

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment E

Corporate Bylaws

REVISED DURING CONTINGENCY PROCESS - SEE INSERT

BYLAWS OF
THE EAST AUSTIN ACADEMIA, INC.
A TEXAS NONPROFIT CORPORATION

ARTICLE I
STRUCTURE AND PURPOSE

1.1 Structure. The Corporation is a nonprofit corporation organized under the laws of Texas. These bylaws govern the affairs of the Corporation.

1.2 Purposes. The Corporation is organized exclusively and shall be operated solely for the charitable and educational purposes set out in within the meaning of the Internal Revenue Code Section 501(c)(3) (the "Code"). In accomplishment, of such charitable and educational purposes, the Corporation shall among other things, promote education, through the ownership and financing, developing operating, managing, and conducting of The East Austin Academia in Austin, Texas (the "School"). The School will serve as a model, which will successfully prepare all students, for success in college and career.

ARTICLE II
OFFICES

2.1 Registered Office. The registered office of the Corporation shall be located at such place within the State of Texas as the Board of Directors may from time to time designate. The initial registered office of the Corporation shall be specified in the Certificate of Formation of the Corporation.

2.2 Other Offices. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE III
MEMBERS

3.1 Member. The sole Member of the Corporation shall be Southwest Key Programs, Inc., a Texas nonprofit corporation that is exempt from federal income tax under Section 501(c)(3) of the Code.

3.2 Meeting of the Member. A meeting of the Member shall be held annually on a date and at a place and time fixed from time to time by the Member for the approval of Directors and the transaction of other business. Special meetings of the Member, for any purpose or purposes, may be called by the Member.

3.3 Notices of Meetings. Notice of all meetings of the Member shall be provided in compliance with the Texas Business Organization Code and the Texas Open Meetings Act.

REVISED DURING CONTINGENCY PROCESS - SEE INSERT

3.4 Dissolution or Resignation of the Member. Upon dissolution or resignation of the Member, the Board of Directors shall succeed to all the powers of the Member under the Certificate of Formation of the Corporation and these bylaws.

ARTICLE IV
BOARD OF DIRECTORS

4.1 Duties and Powers. The Board of Directors shall be responsible for the control and management of the affairs, property and interests of the Corporation, and may exercise all powers of the Corporation, except as limited by statute, the Certificate of Formation or these bylaws. The Board of Directors shall not approve or undertake any corporate reorganization, including, but not limited to, merger, consolidation, redemption, or sale of a substantial portion of the Corporation's assets without Member approval.

Directors will discharge their duties in good faith, with ordinary care, and in the Corporation's best interest. In discharging any duty imposed or power conferred on directors, Directors may, in good faith, rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another entity that has been prepared or presented by a variety of persons, including officers and employees of the Corporation, professional advisors or experts such as accountants or legal counsel. A director is not relying in good faith if he or she has knowledge concerning a matter in question that renders reliance unwarranted.

4.2 Number, Qualification and Tenure of Directors. The number of directors of the Corporation shall be at least three (3) and not greater than seven (7). Each director shall hold office for three (3) years, until the annual board meeting in the year following their election, and until their successor is elected and qualified or until such director's death, resignation or removal. No decrease in the number of directors shall have the effect of reducing the term of any incumbent director. Directorships shall not be denied to any person on the basis of race, creed, sex, religion, or national origin.

4.3 Electing Directors and Terms of Office. Directors may nominate a person to serve on the Board with the second of any other director. A person who meets the qualifications for director and who has been duly nominated may be elected as a director. Directors will be elected by the vote of the Board. Subsequent, to election by the Board of Directors, the Board shall request approval of the nomination from the Member. A newly elected Director may take office only after he or she has been approved by the Member. Inaction by the Member for twenty (20) days constitutes approval, so that if the Member fails to act within twenty (20) days after the election of a Director by the Board of Directors, the newly elected Director may take office. A director may be elected to succeed himself or herself as Director.

4.4 Vacancies. Any vacancy in the Board shall be filled for the unexpired portion of the term by the affirmative vote of a majority of the remaining directors (or by the sole remaining director), though less than a quorum of the Board of Directors. A director

REVISED DURING CONTINGENCY PROCESS - SEE INSERT

elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

4.5 Annual Meeting. The annual meeting of the Board of Directors of the Corporation shall be held at such time and date as may be designated by the Board of Directors.

4.6 Regular Meetings. Regular meetings of the Board will be held at such time and places as the Board may from time to time determine, provided that any Director who is absent when such determination is made shall be given notice of the determination

4.7 Special Meetings. Special meetings of the Board shall be held whenever called by the President of the Corporation or by any two directors, at such time and place as may be specified in the respective notice or waivers of notice thereof. Written notice shall be given to each director at least five (5) days before the date of the meeting.

4.8 Notice. Notice of all meetings of the Board of Directors shall be provided in compliance with the Texas Business Organization Code and the Texas Open Meetings Act.

4.9 Quorum and Adjournments. At all meetings of the Board, the presence of a majority of the entire Board shall be necessary and sufficient to constitute a quorum for the transaction of business, except as otherwise provided by law, by the Certificate of Formation, or by these bylaws. A majority of the directors present at the time and place of any regular or special meeting, although less than a quorum, may adjourn the same from time to time without notice, until a quorum shall be present.

4.10 Board Action. At all meetings of the Board, each director present shall have one vote. Except as otherwise provided by statute, the action of a majority of directors present at any meeting at which a quorum is present shall be the act of the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by the means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time, provided such meeting and notice thereof comply with the open meetings laws. Participation by such method shall constitute presence in person at such meeting.

4.11 Resignation and Removal. Any director may resign at any time by giving written notice to another Board member, the President or the Secretary of the Corporation. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by an authorized individual and the acceptance of such resignation shall not be necessary to make it effective. Any director may be removed with or without cause at any time by a majority vote of the Board, at a regular or special meeting called for that purpose or at a special meeting of the Member called for that purpose.

4.12 Compensation. No stated salary shall be paid to directors, as such for their service. However, by resolution of the Board a reasonable fixed sum and/or expense of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

4.13 Committees of Directors. The Board of Directors, by resolution adopted by a majority of the whole Board, may designate from among its members one or more committees, each of which shall be comprised of one or more of its members. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise all the power and authority of the Board, except that a committee shall not have any power or authority as to the following: (i) the adoption, amendment or repeal of the bylaws or certificate of formation; (ii) the amendment or repeal of any resolution of the Board; or (iii) any action a committee is precluded from taking by law, Board resolution, or the bylaws or other governing documents of the Corporation. The number of members on each committee may be increased or decreased from time to time by resolution of the Board of Directors. Any member of any committee may be removed from such committee at any time by resolution of the Board of Directors. Vacancies in the membership of a committee, whether by death, resignation or otherwise, may be filled by resolution of the Board of Directors. The time, place and notice, if any, of meetings of any committee shall be determined by such committee. At meetings of any committee, a majority of the number of members of such committee shall constitute a quorum for the transaction of business, and the act of a majority of the members present at any meeting at which a quorum is present shall be the act of such committee, except as otherwise specifically provided by statute, the Certificate of Formation, or these bylaws.

ARTICLE V
OFFICERS

5.1 General. The officers shall consist of a President of the Corporation and a Secretary of the Corporation and may also include a President of the Board, a Chief Financial Officer of the Corporation and such other officers of the Corporation or the Board, as the Board may from time to time deem advisable. Any officer of the Corporation may be, but is not required to be, a director of the Corporation. Officers of the Corporation and officers of the Board shall, unless otherwise provided by the Board, each have such powers and duties as generally pertain to their respective offices as well as such powers and duties as may from time to time be specifically authorized by the Board. No paid employee or officer of the Corporation shall serve as a Director during his or her employment.

5.2 Election of Officers. The Board of Directors shall elect or appoint a President of the Corporation and a Secretary of the Corporation and any such other officers and assistant officers and agents of the Corporation or the Board as may be deemed necessary.

5.3 Term of Office, Resignation and Removal. The officers of the Corporation or Board of Directors shall hold office until their respective successors are chosen and

qualify. Any officer or agent who is elected or appointed by the Board of Directors may be removed by the Board of Directors at any time, with or without cause; provided that such removal shall be without prejudice to the contract rights, if any, of the person so removed. Any officer may resign at any time by giving written notice of such resignation to the President or the Secretary of the Corporation or to a member of the Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board member or by such officer and the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring in any office of the Corporation, whether by death, resignation, removal or otherwise, shall be filled by the Board of Directors.

5.4 Delegation of Duties. In the absence or disability of any officer of the Corporation or for any other reason deemed sufficient by the Board of Directors, the Board may delegate such officer's powers or duties to any other officer or to any director.

5.5 President of the Corporation. The President of the Corporation shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Directors are carried to effect. The President may sign and execute contracts, agreements and other documents on behalf of the Corporation, and may sign and execute bonds, mortgages and other contracts, except where required or permitted by law to be otherwise signed and executed and except where signing and execution thereof shall be expressly delegated to the Board of Directors or some other officer or agent of the Corporation. In addition, the President shall have such other powers and perform such other duties as shall be designated by the Board of Directors from time to time.

5.6 Secretary of the Corporation. The Secretary of the Corporation shall attend all meetings of the Board of Directors and all meetings of the Member concerning the Corporation, and record all proceedings of the meetings of the Corporation and of the Board of Directors in a book to be kept for that purpose and shall perform like duties for any committees when required. The Secretary shall give, or cause to be given, notice of all meetings of the Member and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President. In addition, the Secretary shall have such other powers and perform such other duties as shall be designated by the Board of Directors from time to time.

5.7 President of the Board. The Board of Directors may, in its discretion, choose a director to serve as President of the Board. The President of the Board, if any, shall preside at meetings of the Board of Directors, shall be an ex officio member of all committees, and shall have such other powers and perform such other duties as the Board of Directors may from time to time prescribe..

5.8 Secretary of the Board. The Board of Directors may, in its discretion, choose a director to serve as Secretary of the Board. The Secretary of the Board is responsible for ensuring that accurate and sufficient documentation exists to meet legal requirements, and to enable authorized persons to determine when, how, and by whom the board's

business was conducted. In order to fulfill these responsibilities, and subject to the organization's bylaws, the Secretary shall ensure accurate minutes of meetings are recorded and available, propose policies and practices, submit various reports to the Board, and perform other duties as the Board of Directors may from time to time prescribe.

ARTICLE VI
INDEMNIFICATION

6.1 Indemnification. Any officer, director or employee of the Corporation shall be indemnified to the fullest extent permitted by the laws of the State of Texas and the Code. The Corporation may purchase such indemnification insurance as the Board of Directors from time to time shall determine.

ARTICLE VII.
RACIALLY NON-DISCRIMINATORY POLICY

7.1 The East Austin Academia, Inc. admits students of any race, color, national origin and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VIII
MISCELLANEOUS

8.1 Books and Records. The Corporation shall keep books and records of account and shall keep minutes of the proceedings of the Member, the Board of Directors and each committee of the Board of Directors.

8.2 Checks, notes and contracts. All bills, notes, receipts, acceptances, endorsements and checks or demands for money of the Corporation shall be signed by such persons or persons as the Board of Directors may from time to time designate.

8.3 Fiscal Year. The Corporation's fiscal year will begin on the first day of September and end on the last day of August of each year.

8.4 Legal Authorities Governing Construction of Bylaws. These bylaws will be construed under Texas law. All references in these bylaws to statutes, regulations, or other sources of legal authority will refer to the authorities cited, or their successors, as they may be amended from time to time.

REVISED DURING CONTINGENCY PROCESS - SEE INSERT

8.5 Construction. To the greatest extent possible, these bylaws shall be construed to conform to all legal requirements and all requirements for obtaining and maintaining all tax exemptions that may be available to nonprofit corporations. Whenever the context or circumstances so require, for all terms used herein the masculine shall include the feminine and neuter, and the singular shall include the plural and vice versa. If any provision of these bylaws shall be held illegal, invalid or inoperative, then, so far as is reasonable and possible (1) the remainder of the bylaws shall be and remain legal, valid and operative and (2) effect shall be given the intent manifested by the provision held illegal, invalid or inoperative and to that end, such illegal, invalid or inoperative provision shall be deemed to have been replaced by a provision that is as similar to such illegal invalid or inoperative provision as possible and still be legal, valid and operative,

8.6 Headings. Headings used in these bylaws have been inserted for administrative convenience only and do not constitute matter to be construed in interpretation of the substantive provisions of these bylaws.

ARTICLE IX
AMENDMENTS

9.1 Amendments. The Corporation's Certificate of Formation may be amended by the Member as provided by Texas statutes. These bylaws may be amended or replaced by the Board of Directors subject to the approval of the Member.

APPROVED DURING
CONTINGENCY PROCESS

BYLAWS OF
THE EAST AUSTIN ACADEMIA, INC.
A TEXAS NONPROFIT CORPORATION

ARTICLE I
STRUCTURE AND PURPOSE

1.1 Structure. The Corporation is a nonprofit corporation organized under the laws of Texas. These bylaws govern the affairs of the Corporation.

1.2 Purposes. The Corporation is organized exclusively and shall be operated solely for the charitable and educational purposes set out within the meaning of the Internal Revenue Code Section 501(c)(3) (the "Code"). In accomplishment of such charitable and educational purposes, the Corporation shall among other things, promote education, through the ownership, financing, developing, operating, managing, and conducting of a charter school in Austin, Texas (the "School"). The School will serve as a model, which will successfully prepare all students, for success in college and career.

ARTICLE II
OFFICES

2.1 Registered Office. The registered office of the Corporation shall be located at such place within the State of Texas as the Board of Directors may from time to time designate. The initial registered office of the Corporation shall be specified in the Certificate of Formation of the Corporation.

2.2 Other Offices. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE III
MEMBERS

3.1 Member. The sole Member of the Corporation shall be Southwest Key Programs, Inc., a Texas nonprofit corporation that is exempt from federal income tax under Section 501(c)(3) of the Code.

3.2 Meeting of the Member. A meeting of the Member shall be held annually on a date and at a place and time fixed from time to time by the Member for the approval of directors and the transaction of other business. Special meetings of the Member, for any purpose or purposes, may be called by the Member. All meetings of the Member shall be in compliance with the Texas Open Meetings Act ("TOMA").

3.3 Notices of Meetings. Notice of all meetings of the Member shall be provided in compliance with the Texas Business Organization Code and TOMA.

3.4 Dissolution or Resignation of the Member. Upon dissolution or resignation of the Member, the Board of Directors shall succeed to all the powers of the Member under the Certificate of Formation of the Corporation and these bylaws.

ARTICLE IV
BOARD OF DIRECTORS

4.1 Duties and Powers. The Board of Directors shall be responsible for the control and management of the affairs, property and interests of the Corporation, and may exercise all powers of the Corporation, except as limited by statute, the Certificate of Formation or these bylaws. The Board of Directors shall not approve or undertake any corporate reorganization, including, but not limited to, merger, consolidation, redemption, or sale of a substantial portion of the Corporation's assets without Member approval.

Directors will discharge their duties in good faith, with ordinary care, and in the Corporation's best interest. In discharging any duty imposed or power conferred on directors, directors may, in good faith, rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the Corporation or another entity that has been prepared or presented by a variety of persons, including officers and employees of the Corporation, professional advisors or experts such as accountants or legal counsel. A director is not relying in good faith if he or she has knowledge concerning a matter in question that renders reliance unwarranted.

4.2 Number, Qualification and Tenure of Directors. The number of directors of the Corporation shall be at least three (3) and not greater than seven (7). Each director shall hold office for three (3) years, until the annual board meeting in the year following their election, and until their successor is elected and qualified or until such director's death, resignation or removal. No decrease in the number of directors shall have the effect of reducing the term of any incumbent director. Directorships shall not be denied to any person on the basis of race, creed, sex, religion, or national origin.

4.3 Electing Directors and Terms of Office. Directors may nominate a person to serve on the Board with the second of any other director. A person who meets the qualifications for director and who has been duly nominated may be elected as a director. Directors will be nominated by the vote of the Board. Subsequent to nomination by the Board of Directors, the Board shall request approval of the nomination from the Member. A nominated director may take office only after he or she has been approved by the Member. Inaction by the Member for twenty (20) days constitutes approval, so that if the Member fails to act within twenty (20) days after the nomination of a director by the Board of Directors, the newly elected director may take office. A director may be elected to succeed himself or herself as director.

4.4 Vacancies. Any vacancy in the Board shall be filled for the unexpired portion of the term by the affirmative vote of a majority of the remaining directors (or by the sole remaining director), though less than a quorum of the Board of Directors. A director

elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

4.5 Annual Meeting. The annual meeting of the Board of Directors of the Corporation shall be held at such time and date as may be designated by the Board of Directors. All annual meetings of the Board of Directors shall be in compliance with TOMA.

4.6 Regular Meetings. Regular meetings of the Board will be held at such time and place as the Board may from time to time determine, provided that any director who is absent when such determination is made shall be given notice of the determination. All regular meetings of the Board of Directors shall be in compliance with TOMA.

4.7 Special Meetings. Special meetings of the Board shall be held whenever called by the President of the Corporation or by any two directors, at such time and place as may be specified in the respective notice or waivers of notice thereof. Written notice shall be given to each director at least five (5) days before the date of the meeting. All special meetings of the Board of Directors shall be in compliance with TOMA.

4.8 Notice. Notice of all meetings of the Board of Directors shall be provided in compliance with the Texas Business Organization Code and TOMA.

4.9 Quorum and Adjournments. At all meetings of the Board, the presence of a majority of the entire Board shall be necessary and sufficient to constitute a quorum for the transaction of business, except as otherwise provided by law, by the Certificate of Formation, or by these bylaws. A majority of the directors present at the time and place of any regular or special meeting, although less than a quorum, may adjourn the same from time to time without notice, until a quorum shall be present.

4.10 Board Action. At all meetings of the Board, each director present shall have one vote. Except as otherwise provided by statute, the action of a majority of directors present at any meeting at which a quorum is present shall be the act of the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by the means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such method shall constitute presence in person at such meeting.

4.11 Resignation and Removal. Any director may resign at any time by giving written notice to another Board member, the President or the Secretary of the Corporation. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by an authorized individual and the acceptance of such resignation shall not be necessary to make it effective. Any director may be removed with or without cause at any time by a majority vote of the Board, at a regular or special meeting called for that purpose or at a special meeting of the Member called for that purpose.

4.12 Compensation. No stated salary shall be paid to directors, as such for their service. However, by resolution of the Board a reasonable fixed sum and/or expense of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

4.13 Committees of Directors. The Board of Directors, by resolution adopted by a majority of the whole Board, may designate from among its members one or more committees, each of which shall be comprised of one or more of its members. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise all the power and authority of the Board, except that a committee shall not have any power or authority as to the following: (i) the adoption, amendment or repeal of the bylaws or certificate of formation; (ii) the amendment or repeal of any resolution of the Board; or (iii) any action a committee is precluded from taking by law, Board resolution, or the bylaws or other governing documents of the Corporation. The number of members on each committee may be increased or decreased from time to time by resolution of the Board of Directors. Any member of any committee may be removed from such committee at any time by resolution of the Board of Directors. Vacancies in the membership of a committee, whether by death, resignation or otherwise, may be filled by resolution of the Board of Directors. The time, place and notice, if any, of meetings of any committee shall be determined by such committee. At meetings of any committee, a majority of the number of members of such committee shall constitute a quorum for the transaction of business, and the act of a majority of the members present at any meeting at which a quorum is present shall be the act of such committee, except as otherwise specifically provided by statute, the Certificate of Formation, or these bylaws. All committee meetings shall be in compliance with TOMA.

ARTICLE V
OFFICERS

5.1 General. The officers shall consist of a President of the Corporation and a Secretary of the Corporation and may also include a President of the Board, a Chief Financial Officer of the Corporation and such other officers of the Corporation or the Board, as the Board may from time to time deem advisable. Any officer of the Corporation may be, but is not required to be, a director of the Corporation. Officers of the Corporation and officers of the Board shall, unless otherwise provided by the Board, each have such powers and duties as generally pertain to their respective offices as well as such powers and duties as may from time to time be specifically authorized by the Board. No paid employee or officer of the Corporation shall serve as a director during his or her employment.

5.2 Election of Officers. The Board of Directors shall elect or appoint a President of the Corporation and a Secretary of the Corporation and any such other officers and assistant officers and agents of the Corporation or the Board as may be deemed necessary.

APPROVED DURING
CONTINGENCY PROCESS

5.3 Term of Office, Resignation and Removal. The officers of the Corporation or Board of Directors shall hold office until their respective successors are chosen and qualify. Any officer or agent who is elected or appointed by the Board of Directors may be removed by the Board of Directors at any time, with or without cause; provided that such removal shall be without prejudice to the contract rights, if any, of the person so removed. Any officer may resign at any time by giving written notice of such resignation to the President or the Secretary of the Corporation or to a member of the Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof by the Board member or by such officer and the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring in any office of the Corporation, whether by death, resignation, removal or otherwise, shall be filled by the Board of Directors.

5.4 Delegation of Duties. In the absence or disability of any officer of the Corporation or for any other reason deemed sufficient by the Board of Directors, the Board may delegate such officer's powers or duties to any other officer or to any director.

5.5 President of the Corporation. The President of the Corporation shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Directors are carried to effect. The President may sign and execute contracts, agreements and other documents on behalf of the Corporation, and may sign and execute bonds, mortgages and other contracts, except where required or permitted by law to be otherwise signed and executed and except where signing and execution thereof shall be expressly delegated to the Board of Directors or some other officer or agent of the Corporation. In addition, the President shall have such other powers and perform such other duties as shall be designated by the Board of Directors from time to time.

5.6 Secretary of the Corporation. The Secretary of the Corporation shall attend all meetings of the Board of Directors and all meetings of the Member concerning the Corporation, and record all proceedings of the meetings of the Corporation and of the Board of Directors in a book to be kept for that purpose and shall perform like duties for any committees when required. The Secretary shall give, or cause to be given, notice of all meetings of the Member and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President. In addition, the Secretary shall have such other powers and perform such other duties as shall be designated by the Board of Directors from time to time.

5.7 President of the Board. The Board of Directors may, in its discretion, choose a director to serve as President of the Board. The President of the Board, if any, shall preside at meetings of the Board of Directors, shall be an ex officio member of all committees, and shall have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

5.8 Secretary of the Board. The Board of Directors may, in its discretion, choose a director to serve as Secretary of the Board. The Secretary of the Board is responsible for

ensuring that accurate and sufficient documentation exists to meet legal requirements, and to enable authorized persons to determine when, how, and by whom the board's business was conducted. In order to fulfill these responsibilities, and subject to the organization's bylaws, the Secretary shall ensure accurate minutes of meetings are recorded and available, propose policies and practices, submit various reports to the Board, and perform other duties as the Board of Directors may from time to time prescribe.

ARTICLE VI
INDEMNIFICATION

6.1 Indemnification. Any officer, director or employee of the Corporation shall be indemnified to the fullest extent permitted by the laws of the State of Texas and the Code. The Corporation may purchase such indemnification insurance as the Board of Directors from time to time shall determine.

ARTICLE VII.
RACIALLY NON-DISCRIMINATORY POLICY

7.1 The East Austin Academia, Inc. admits students of any race, color, national origin and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VIII
MISCELLANEOUS

8.1 Books and Records. The Corporation shall keep books and records of account and shall keep minutes of the proceedings of the Member, the Board of Directors and each committee of the Board of Directors.

8.2 Checks, notes and contracts. All bills, notes, receipts, acceptances, endorsements and checks or demands for money of the Corporation shall be signed by such persons or persons as the Board of Directors may from time to time designate.

8.3 Fiscal Year. The Corporation's fiscal year will begin on the first day of September and end on the last day of August of each year.

8.4 Legal Authorities Governing Construction of Bylaws. These bylaws will be construed under Texas law. All references in these bylaws to statutes, regulations, or other sources of legal authority will refer to the authorities cited, or their successors, as they may be amended from time to time.

8.5 Construction. To the greatest extent possible, these bylaws shall be construed to conform to all legal requirements and all requirements for obtaining and maintaining all tax exemptions that may be available to nonprofit corporations. Whenever the context or circumstances so require, for all terms used herein the masculine shall include the feminine and neuter, and the singular shall include the plural and vice versa. If any provision of these bylaws shall be held illegal, invalid or inoperative, then, so far as is reasonable and possible (1) the remainder of the bylaws shall be and remain legal, valid and operative and (2) effect shall be given the intent manifested by the provision held illegal, invalid or inoperative and to that end, such illegal, invalid or inoperative provision shall be deemed to have been replaced by a provision that is as similar to such illegal invalid or inoperative provision as possible and still be legal, valid and operative,

8.6 Headings. Headings used in these bylaws have been inserted for administrative convenience only and do not constitute matter to be construed in interpretation of the substantive provisions of these bylaws.

ARTICLE IX
AMENDMENTS

9.1 Amendments. The Corporation's Certificate of Formation may be amended by the Member as provided by Texas statutes. These bylaws may be amended or replaced by the Board of Directors subject to the approval of the Member.

APPROVED DURING
CONTINGENCY PROCESS

CERTIFICATE OF BOARD SECRETARY

I certify that I am the duly elected and acting Secretary of the Board of Directors of The East Austin Academia, Inc., and that these Bylaws constitute the Corporation's Bylaws. These Bylaws were duly adopted at a meeting of the Board of Directors held on the 23rd day of January 2009.

Secretary of the Board of Directors of the Corporation

ATTESTED BY:

Chair of the Board of Directors of the Corporation

THE EAST AUSTIN COLLEGE PREP ACADEMY

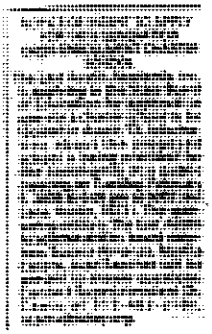
Attachment F

Published Notice of Public Hearing

Austin American-Statesman

PO#:
Ad ID#: **3197460**
Acct#[redacted]
Account Name: **SOUTHWEST KEY PROGRAM**

SOUTHWEST KEY PROGRAM
6002 JAIN LN
AUSTIN, TX 78721



AFFIDAVIT OF PUBLICATION

THE STATE OF TEXAS
COUNTY OF TRAVIS

Before me, the undersigned authority, a Notary Public in and for the County of Travis, State of Texas, on this day personally appeared:

Tamara Puckett

Classified Advertising Agent of the Austin American-Statesman, a daily newspaper published in said County and State that is generally circulated in Bastrop, Bell, Blanco, Brazos, Burleson, Burnet, Caldwell, Colorado, Comal, Coryell, Fayette, Gillespie, Gonzales, Guadalupe, Hays, Kerr, Lampasas, Lee, Llano, Milam, Nueces, San Saba, Travis, Washington, and Williamson Counties, who being duly sworn by me, states that the attached advertisement was published at the lowest published rate for Classified advertising in said newspaper on the following date(s), to wit:

First Published:	**1/31/2008**	Last Published:	**1/31/2008**
Times Published:	**1**	Classification:	**Legal Notices (9980)**
Lines:	**23**	Cost:	**$102.81**

and that the attached is a true copy of said advertisement.

Tamara Puckett

SWORN AND SUBSCRIBED TO BEFORE ME, this the 31 day of Jan., 2008.

Sara Staricha Smith

SARA STARICHA SMITH
My Commission Expires
November 5, 2011

Notary Public in and for
TRAVIS COUNTY, TEXAS

Austin American-Statesman
305 South Congress Ave., P.O. Box 670, Austin, Texas 78767-0670 512-445-3832

RECEIVED
FEB 04 2008
Thursday, January 31, 2008 8:02 AM

BY .....

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment G

Synopsis of Public Hearing

PUBLIC HEARING

PROPOSED EAST AUSTIN ACADEMIA CHARTER SCHOOL

6:00 p.m.
February 5, 2008

Southwest Key East Austin Community Center
6002 Jain Lane
Austin, Texas

P R O C E E D I N G S

MR. GARCIA: -- the way education is done in this part of the city. The initiative is called the proposed East Austin Academia College Prep School, and we intend to start with middle school -- grades sixth, seventh, and eighth -- and if that works well, we'll start one year at a time. And if the need shows that we need to move beyond that, then the board will consider proposals from the administration to expand beyond that.

There's a great need for college preparation. I was talking to a parent that I'm going -- that will go unmentioned today. Their son graduated from one of the neighborhood schools here, Johnston High School. And because he was -- he graduated as valedictorian, automatically admitted into the classroom into the -- of the state -- [inaudible] or the state.

He was admitted to the University of Texas. And the first semester, I think, he received a pretty rude shock, going from a school like Johnston into that wild place called the University of Texas. Take it from somebody who also did that -- it'll be 50 years pretty soon. You know, I came to the university in '57 -- yeah, going on 50 years.

It was tough. And back then, we only 14,000 students at UT; they now have upwards of 50,000. You get

there and you're lost. So the decision that the administration has made and that the board has approved is that we need to have here in this part of the town, our town, a school that prepares these young people to function effectively in post-secondary institutions like the University of Texas.

I'm sure that the young man that I'm talking about will do better once he gets his feet wet. Once he gets to know how the waters run in those big institutions, he'll do better. I guarantee that. But in the meantime, he's struggling. And we don't want that to happen any more. We want the students that come out of these schools to be ready to function well.

So tonight we want to have a public hearing. We want to hear from people about what you all think ought to be done for the students that depend on schools on this side of town when it comes to preparation for education that they'll need to be successful in their careers and their lives.

To give you an idea as to the vision and the mission and the history of Southwest Key, we have with us El Presidente and CEO of Southwest Key, Dr. Juan Jose Sanchez, a Harvard doctor, now neighbors in this friendly neighborhood. So if you all would help me welcome Dr. Juan Sanchez, he will talk to you about the vision that

this administration and this board have for a proposed East Austin Academia College Prep Middle School to begin with.

Dr. Sanchez.

(Applause.)

DR. SANCHEZ: Thank you, Gustavo.

Gus Garcia is one of our very active board members at Southwest Key. And I want to just start by making sure that there was somebody here that -- I mean that nobody understood English? [Speaking Spanish] -- besides Marcello?

(Laughter.)

DR. SANCHEZ: Marcello, we'll find a translator for you so that we don't have to translate everything. Okay?

But anyway, I wanted to say thank you to all of you and welcome to this public hearing. You know, Southwest Key is an organization that started 20 years ago. We're actually celebrating 20 years now of working for young people. We have devoted all our 20 years of work here at Southwest Key to keep kids out of prisons and jails and detention centers, and one of the areas that we think is so important is education, because there is a connection between young people who do not do good in school and kids winding up in trouble and kids winding up

in detention facilities and jails and prisons.

That's what Southwest Key has done for many years. So when we came to this community, we came with the idea that we should go to the community where some of our young people are having trouble came from. And we wanted to come to this neighborhood and say, How can we make a difference?

And we've been very fortunate that we have a very active advisory council. You can look back.

If you would raise your hand. There are great members of the advisory counsel that are here. Raise your hands. Raise your hands. I see about seven or eight people that have guided us over the last five years, almost six years now, and have said, These are the things and the kind of programs that this neighborhood needs. And education was one thing that keeps coming up, and one of our advisory council members will talk about that in a little bit.

We have a couple of school board members here. Susana Almanza is on the school board. Martha Cotera is here; she's on our school board. I'm on the school board of this new entity we're proposing to start.

We want to explain to you what this kind of school is proposing to do. It's going to be a college prep school. And we're proposing to start that, and our

application is coming in to start this in August of '09. And it will be a college prep school. If you come to this school, the intention is you're on your way to do good in high school, and that you will do good in any college, not only the University of Texas or A&M, but any college throughout this country. And that's our intention.

And so we looked at the best charter school models in the state of Texas, and we said, We want to look at which are the best, and we want to create a model that is like that. But -- and we had some ideas, and some of our folks that are here from our advisory council, from our staff -- I see David here -- went to visit one of those schools Houston, because they've been around for ten years and they've done very well. And we want to use that as a way of getting started and start from there, because they have been very successful in what they do.

So we're looking at what they're doing. We're looking at another school that has a wonderful cultural arts program; we want to add that But the reality of it is there are plans to work with our staff, with our advisory council, with the parents of young people, with the young people themselves, so we have to create our own model here in this neighborhood and something that other people across the state are going to some day come and say, Let's go look at that model that's on the east side

of Austin, because that has done very well. And that's how we want our schools to be.

So our students -- I mean, our -- today we want to explain to you -- and we'll introduce our superintendent of schools, Mary Cantu, Dr. Cantu. She will walk you very briefly through what is going to make this a very unique school and a college preparatory school, and then we want to hear from you.

We have a couple of other presentations from some of our school board members and some of our other folks that are in this community. And we want to hear from you, any questions, any comments that can be made to this particular school.

I want to say thank you, *muchas gracias*, for taking the time. And we'll try to make this as brief and concise and as informative as possible.

Mary?

(Applause.)

DR. CANTU: I, too, would like to thank everyone for being here this evening. We know that we all have very busy schedules, so the fact that you're here expresses your commitment, and we certainly appreciate that. So thank you for being here.

What I would like to do is share with you a quick overview of our proposed charter school. I want to

make sure that everyone here receives three very important documents. One is the brochure, so please make sure that you have that brochure with you. Also, there's a one-page, cover page, with the different components of the charter school, and then, of course, our agenda.

The information that I'm going to be sharing with you this evening is included in the brochure and also in the one-page summary page. And I will direct you to that as I give you a quick overview.

What I'd like to start sharing with you -- or start is by sharing with you: What is our vision? What is it that we're proposing?

As Dr. Sanchez mentioned, we are proposing a college prep school. What this means is that we're going to prepare all students that attend this school -- and let me emphasize -- all students that attend the East Austin Academia School, we're going to prepare them for a rigorous -- first of all, we're going to be giving a rigorous curriculum. And our goal is to make sure that they graduate from high school, but most importantly, we want them to go on and be successful in college. We want -- these students are going to be inspired, not only to have college aspirations, because we know the aspirations are one thing, but to actually to get students to get there and meet those goals, gain skills. So this

college prep school is going to strengthen these skills, but not only academic skills, but leadership skills and a commitment to community service.

We believe and we understand that many of the careers have a strong foundation in math and science. The college prep school is going to include these as very strong components, but also it's going to have an integration of technology and a fine arts component.

If you'll look at your brochure on -- turn the first page, and you'll see that second page where we have the East Austin Academic College Prep School. I'd like to walk you through a time line.

As Dr. Sanchez mentioned, the application is due to the Texas Education Agency by the end of this month, February 28. If we're approved for a charter school, we will open the school in July of 2009. It will be located in this -- at this site, and all of you know that we have our school facilities here. The maximum enrollment that we're looking at is we're going to begin with sixth-grade students, 150 sixth-grade students, for the 2009-2010 school year. And we will add a grade level every year after that with approximate enrollment of 150 students.

It's also important that you know the area that we're targeting. As I mentioned, it is an East Austin

Academia. Further in our presentation this evening, you're going to learn about how this idea came about and why. Why is it that we're in East Austin? So what I'd like to just -- to draw your attention to that last paragraph, where it talks about the geographic boundaries. The boundaries are east of Interstate 35, south of U.S. Highway 290, west of U.S. Highway 183, and north of State Highway 71.

This is the primary service area. However, if we do not have, for example, the 150 students from this geographic area, then these slots will be filled by students living in the Austin ISD, and they will be able to apply under what we call a transfer policy.

So I know that some of our employees had asked, Will my child be able to attend? That answers that question. The priority is the service area, that is priority interest, the area that I explained, the geographic area. However, if we do not have those numbers, then it will be open to any student in the Austin ISD vicinity.

What makes this school different, you might ask. We talk about a college prep, but what are some innovative ideas that are going to make up the school system? What I'd like to do is share three different components, and I will direct your attention to the flyer.

The three components that I'd like to share with you is, first, the instructional day. All the data [inaudible] cited regarding an extended instructional day. We do have more time, and it is a rigorous curriculum. It is a structured curriculum where you have better performance. So our school day will be from 7:30 to 4:30, Monday through Thursday, with the exception of Friday. We understand that Friday, students and parents are ready for the weekend, so we will conclude at four o'clock.

We also understand that there's a big need in the math and language arts -- English language arts area, so those will have 90-minute blocks. Our average block is -- usually runs anywhere between 45 and 50 minutes. For the college prep school, it will last -- it will be a 90-minute block day.

We will have one Saturday a month the students will be asked to complete a community project. The idea behind this is, is that as I started with the presentation, when I talked about leadership skills and community commitment, so the students are going to be having the opportunity to complete community projects, but it is not community projects that are different [inaudible]. It's very focused, and it's in alignment, and it's integrated to the curriculum that will be in place.

All students will attend a summer session, a three-week summer session. And this is an important component. We don't want to send out a message that only certain students are required to come to the three-week institute, but we recognize that there are students that need enrichment; there are students that need intervention. And we also realize there are students who need acceleration. So the three-week summer session will be tailored to meet the students' needs. And that's an important component.

The field lessons -- what that refers to is an opportunity for students to actually have hands-on experiences on lessons. It's not about just the books. It's not about just paper-and-pencil lessons. It's about actually getting out there and learning either through a field trip or tours and so forth. So that's the field lesson component.

The clubs and sports. Most of you have had an opportunity to visit the proposed charter school facility. There's an outdoor amphitheater. That's a very important component, because we believe that our goal is develop the whole child. It's not about just the academics. The fine arts and the performing arts theater are free [inaudible] when you offer them. So every student will be given that opportunity to have -- to participate in the fine arts

theater, clubs, and sports, and all students will be given this opportunity.

We believe that there's talent out there that sometimes is not discovered. So what our intention is, we're going to discover those talents and develop them.

Regarding the personnel, we know that in order to have a successful program, you have to have the best teachers out there. The law requires that we have highly qualified people. Well, we recognize that, but we're also going to do some -- not only the highly qualified, but the best qualified in each area.

Our teachers will be on call till 9:00 p.m. They will be provided a cell phone. Students needing help, either for questions on clarification for homework or just need some reassurance of a skill or an objective that was taught, the teachers will be available to answer questions.

We also recognize an important piece is a community advisory need. We have a community advisory committee for Southwest Key. We want to help them grow a school, because we know that that community advisory will give us a feedback, will give us the information that we need to [inaudible], to even modify things to make things better for students and for staff.

The third component that is innovative and

makes our school different is our curriculum and instruction piece. We know that in order to have effective instruction, it needs to be research based. Dr. Sanchez mentioned that there was a lot of extensive work done regarding what models are out there that have a proven record of success with this type of population, a population that has not had a rigorous curriculum. And in exploring that, we found several models.

While we took good things from different models, we didn't -- we were not able to say, Okay, this is the one model that we can replicate exactly for East Austin Academia. We know that that's not a possibility, because the population is very different in different areas. But we did look at what is research saying? What does the data tell us about effective instruction?

We also looked at -- in the curriculum instruction piece, we understand that partnership and the parental involvement is a critical piece. We had one of our parents that visited with us during our recent trip to one of these schools, and we talked about this, how parents must be involved, must be [inaudible]. And we know that that brings success when you bring that as part of a part of a curriculum.

We also know that continuous monitoring is important. And let me explain a little bit about this.

This is a critical piece that sometimes does not happen in a public school: individualized instruction. What that means is that every student, as they come into the school, is going to be assessed as to where are their areas of concern. Once we identify the areas of concern, then we target these. That's what makes a difference. Target teaching is a matter of individualizing.

All of this occurred in the past about individualized instruction for special-ed students. Well, times have changed now. Individualized instruction is for all students and that will equal success, and that's what we're looking at.

We also recognize that a health program that addresses the needs of the community is very important. We know that there are several topics that we could spend time discussing that are on the rise in minority populations. We want to include this health education in our curriculum. Again, the proposal is to develop a whole child. It is not isolated, and it is not with the academics.

We also have a technology piece of our curriculum. If you have not visited our computer lab here at the school facility, we certainly encourage you to come out and visit it. The technology center, we have 32 state-of-the-art computers, all wired with Internet

access, again, for research projects, for completion of making sure that the students obtain the technology skills necessary. We all know that we're very dependent on the use of technology. Students will not only be introduced to the technology skills, but also complete knowledge in other pieces of the curriculum, including that technology. It's what we call integration.

Multi-disciplinary instruction. This is a terminology that is very common to educators, but what this means is that we teach content integrated with each other. For example, when we talk about a main-idea skill in reading, well, there is a main idea in math. There's a main idea in social studies. There's a main idea in science. What that means is that you take the different content areas and they're intertwined because that makes the students be able to make a connection to their real life.

[inaudible] instruction: Subjects will not be taught in isolation. And, of course, I had mentioned earlier a few items regarding the visual and the performing arts. Again, we have a beautiful amphitheater, not quite complete, but we're excited about it, because we know that this is a need. All students will be given this opportunity. It's not about the students that are taking lessons in the visual and performing arts. It's about

working with all our students.

So in summary, I would like to tell you that this is a wonderful vision. It's a wonderful opportunity for the students here in the East Austin community. The components are focused, are very direct. The curriculum is rigorous, with highly qualified personnel. And when you have all these components, you can't go wrong with student success. If you noticed in our flyer, in our agenda: Academic success; no excuses. All students in the East Austin Academia College Prep School will have academic success, and no excuses will be accepted.

Thank you very much.

(Applause.)

MR. GARCIA: Also with us tonight is one of our board members and a very active community leader, Susana Almanza. She is a board member, also an advisory council member.

So, Susana, will you come up and join us?

(Applause.)

MS. ALMANZA: Thank you, Gus.

You know, over five years ago, we started working with Southwest Key on this particular development, and we can really see the results here. It's truly a blessing. But as we began to work with Southwest Key, one of the things that was really missing in this particular

community was the middle school.

[inaudible] junior high [inaudible], and shortly after that, we began to see our children bused all the way across town to West Austin. And we also saw the results of that, and they were not positive, that when our children left at sixth grade, they were just doing fine, but then when they returned to come back to Johnston, they were way behind, as if they had gotten lost somewhere. And we really began to see why there was such a great need for a neighborhood middle school.

I also think that our parents are [inaudible] because when we didn't have our friendly conversation [inaudible] real issue for community, is that we began to work and say, You know what? We need a middle school, but not just a middle school, one that would prepare our children for college. And so we began to work on that process with Southwest Key.

And I'm glad to say that I was one of those that got the chance to go to Houston to visit the YES Charter School, and I cannot tell you just how happy I am to see when there is someone preparing our youth for college. And even though there was a lot of work, that these kids have to really catch up, have tons of homework, lots of things to be involved in, they said, no. They really said, You know what, it was hard at the beginning,

but now it's not. We've kind of gotten used to it, and now we're ready.

And when I saw that 87 percent of those youth were going to college, you don't know what it did to me, because inside I was so happy, but at the same time, I just wanted to cry, because we have been missing all of that.

If I could say 87 percent of all our all our East Austin youth were going off to college, what a remarkable thing I could be saying, but there in Houston, the majority youth of color, 87 percent were going on to college, and they were working to make sure that they were going to some particular college [inaudible].

When you have that many youth going to college in your community, it brings the [inaudible]. Economically it [inaudible]; culturally it [inaudible]. So to me, when I see that this -- the East Austin Academia is going to be a college preparatory school, my -- the vision I see is when I went to visit those college preparatory schools in Houston and see that here were kids that were the same as our kids, from the same background as our kids here, and yet they were so enthused, and I sat in -- let me tell you, I sat in on a geometry class. And I barely passed geometry; I was glad to get by there by a C-plus. I was not even -- I wanted to excel in

everything, but when I got to that, I just thought, dear God, just let me pass. That's all I thought about.

Do you know, the teacher was so good that I thought, Wow, if I had had a teacher like that, explaining in that class the way she did with those kids, I got it! I actually got it! You know, I was like, Oh, my goodness.

(Laughter.)

MS. ALMANZA: And just to see all of these kids lifting their hands and knowing about all these angles and everything else, I can't tell you just how happy that made me, because it makes a big difference when you have, like Gus said, real qualified teachers who want to see that -- who want to break it down and make sure you understand it.

And we also sat in a social studies class. I can tell you, that was one of the most enlightening social studies classes I ever did. I even learned a lot in there. They were talking about China and development and all of that, and it was being done with a PowerPoint, and you didn't feel like you had been in there for 45 minutes. All of a sudden, it was like time to go, and we thought, Wow. I've never been so excited about sitting in a class and it not being boring. And I've learned something.

So when I see that they're preparing all these youth for college and that we're going to have that here in East Austin, I have to thank all of y'all for making

that happen, especially to Dr. Juan Sanchez, you know, and all the staff here for really making sure that we have that same opportunity that everyone else has.

And so I look forward, and I'm real positive being on this board, and I'm going to do whatever it takes to make sure that we get all those kids and fill up those classrooms so that they can all go to college.

Thank you.

(Applause.)

MR. GARCIA: Susana, thank you very much.

This organization, Southwest Key, is run very well, but it's very, very [inaudible]. We have the best people running a very tight ship, and we want to look here today talk about the work that they've done in determining what the needs of education are in this area.

So help me welcome Joella Brooks, Deputy Executive Director of Southwest Key.

Joella.

(Applause.)

MS. BROOKS: Thank you, Gus. Good evening and welcome, and thank you all for joining us this evening.

I'll briefly speak to you about the educational needs in East Austin and in this particular neighborhood. As I was asked to make this presentation, I was just reviewing some of the information and thinking about how I

wanted to approach it and what I wanted to discuss with you all. And I had just come across again, just some alarming statistics that plague this Govalle-Johnston-Harris neighborhood, and wanted to share that information with you all who may not be familiar.

But 52 percent of the East Austin residents in this Govalle-Johnston neighborhood who are 25 years or older do not have a high-school diploma. Twenty-eight percent of those same residents have less than a ninth-grade education.

How do we expect for a community to grow, to prosper, to become productive members of society, when they're plagued with educational issues such as that? Fifty-two percent with no high-school diploma, and 28 percent of those residents not having a ninth-grade education.

(End of side 1 of tape.)

MS. BROOKS: -- largely contribute to why this community's unemployment rate is three times higher than that of the greater Austin area: three times higher than that of greater Austin.

And as Susana, our board member, has said, there's no middle school in the Govalle-Johnston-Harris neighborhood. Of the four middle schools in East Austin, last year two of them were rated as unacceptable middle

schools. Two of them were acceptable, and two were unacceptable.

East Austin -- the East Austin Academia School has a strong desire to prepare you in East Austin and in this particular neighborhood for college. So the East Austin Academia School will create a school where failure is not an option and students are given the knowledge and tools to identify and achieve their dreams.

Thank you.

(Applause.)

MR. GARCIA: Thank you, Joella.

Now it's your turn for questions and answers, and I'm going to walk around with a mike so that you don't have to come up here, unless you just want to come up here. So if you want to raise your hand, I'll walk over to wherever you are.

I'll keep walking.

[redacted] My name is [redacted], and I've had an opportunity to go with the people here now to the YES Academy in Houston and to see what's going on.

My concern is for my children. Right now I have some [redacted] at the University of Texas Charter School. And five years ago when they opened that school, we were excited, and we ran over and we did whatever we could to get into that school, because we knew that it was a good

opportunity for our children and has since panned out to be such.

And that's what I think is happening here tonight, and that is that Southwest Key is going to provide an excellent opportunity for our children, an opportunity for our children to go on to college.

A lot of times, parents -- maybe parents who have never been to college and don't understand what it takes, don't realize when the process begins, thinks that -- they think that the process begins in ninth grade when you're in high school or just before you graduate from high school. The reality is that the process begins in pre-K or in kindergarten. And this preparatory school is going to teach the children and their parents what it takes to send their children to college.

Beyond that, the school that we went to in Houston, the YES Academy, as a parent I was very concerned about the rigor of the curriculum and the hours. And so I -- every chance I got, I would stop some kids and ask them. Every chance. I talked to about 25 kids. And I would say, Okay, tell me the truth. The homework's just terrible, isn't it?

And most of the time, the answer I got was, Yes, but it's doable. I had one kid who just refused to give any -- Man, it's terrible. I hate doing it. I just

do it and get it over with, and then I don't have to worry about it any more.

But the rest of them, when I would press them on the subject, they would tell me, Yes, it's hard; yes, it's difficult. But then out of their mouth, on their own, would come, But this is -- they're preparing us to go to college. This is what it's going to take to -- the work that we're doing now is nothing compared to what they're going to require us to do when we go to college. And out of almost every one of their mouths, that's what they said. The children understood that that was the goal and that that was what they were there for.

And so that is just -- it was just remarkable. What they're doing down there is great. Southwest Key now is going to gather the good aspects of that prep school and combine it with some of their own ideas, the idea of liberal arts and some other ideas that they have, and
try -- and they're going -- from what I understand, they're going to try to incorporate the good -- the best things that they can get from all of these different angles and bring together a school that will truly serve the children of this community.

It's going to be an opportunity. Right now, you couldn't get your kid into UT Elementary if you tried.

The list is long. And that's what this school is going to end up being. Once this school gets off and going, in my mind, all I can think of is that the kids that are here are going to be grateful for being here. The kids that aren't here are going to be wishing they could get in.

But anyway, what Southwest Key is doing in this community is just remarkable, the fact that they're here with this new facility. They've already got the school; they just don't have the charter. You know, most of the time, from what I understand, the charters work the other way. They go get a charter, they start the school, and then they go looking for a facility. But now they've got the facility. They're just looking for the charter.

So, thank you.

(Applause.)

MR. GARCIA: Where?

SPEAKER: Right here. First of all, I don't know what took you so long to come into the east side. We needed you a long time ago. But what I felt -- you know, what I felt -- they have built so many prisons. Every day you read the paper, they're building more prisons, building more prisons, and -- but they're closing schools, low-performance schools, especially in East Austin. You know, we've got to get these kids to come to this charter school so that they can prepare to go to our high school

where they can be at their level.

If Johnston -- wherever they go, you've got to prepare them. We need this school. And let me tell you, when I first spoke to Veronica -- I love Veronica -- she said it's good. You know, what I mean. I just fell in love with that woman; let me tell you. She took us in like we were her family. There was no, oh, they've got their PhD, they've got -- no. We were all family. And when they approached us -- you know, they gave us this vision, so it became our dream.

And the last dream that the City of Austin gave us was to put the [inaudible] right here. We're going to have all those trails. We're going to have all these -- everything we needed. Right? Especially for the youth and the elderly.

Well, if anybody's ever gone out Airport, we've got a salvage yard, we've got a car lot, an auto mechanic place, oil, and not any money-making; I'm talking just there; you know, nobody wants it. So when Southwest Key came to them and said, We want to come to east side; we want to be able to do this for your children; we're going to help you; we want to build this charter school -- I didn't believe them.

I thought, Y'all, you're going to come out here, maybe do what you want to do and then go back home.

So if it's good enough for us, why don't you move your corporate office up here? And, by golly, they did that. They moved over here.

(Applause.)

SPEAKER: And our dream did not become a nightmare like the other dreams have. I mean, we're actually living this dream every day. I remember when we were out here, we were out here breaking ground. We broke ground, planted a tree. And, lo and behold, the oak tree became a pecan tree.

(Laughter.)

SPEAKER: And that's how I feel they're going to grow, you know. And we've needed this school for so long, and I just love Southwest because they were thinking of our kids. They had our kids in mind.

And I know that, you know, we've done, you know, all kind of bake sales and all kind of garage -- everything to raise money because we want this so bad. And if other people would look to see, like, this is happening on the east side, then maybe, you know, they would bring their kids [inaudible] and see, you know, like this is not like it used to be before. East Austin has been cleaned up. You know, we've been working real hard. Well, they have been working; I've got to give them that. We have worked so hard to get the east side where it is

now, and Gus can tell you. We started with the recycling company. We got rid of that trash, and now we've got a school. We've got a beautiful school here.

So you go back, tell your friends, tell your family about Southwest Key. Bring them out here to see what we've done to the east side. I brought one of my cousins out, just driving around, What the hell is that? Hey, that's our middle school; that's our charter school. Wow! What's it doing in here?

(Laughter.)

SPEAKER: It's going to be teaching the neighborhood kids. You know, our kids, even though they come from low-income families, from poor families, uneducated families, you know what, they deserve the best too. You cannot see this child -- he's a poor child. He doesn't want to learn. Forget about it. No. That's where we start. If we start at this young age, we don't have to build any more prisons. We can build more Southwest Key charter schools, and that's what we need to build.

Thank you. And thank you, Juan.

And thank Gus Garcia. We used to get off work, I mean, you know, tired [inaudible], but, you know, it was important enough so that my family understood. My poor husband's like -- my husband -- (laughs). You know,

everything's going to work out fine; don't stress, you know. Well, it was a little stress at first, but now, I can feel comfortable that, you know, like I said, you know, it has to [inaudible] and I owe Southwest Key, because my grand-kids are going to be coming too. And when they get to middle school, they better have a slot there for them too.

(Laughter.)

SPEAKER: That's right! All right. Thank you.

(Applause.)

MR. GARCIA: I think [redacted] said the key words: They deserve the best. And this is one of the issues that parents have told us over and over again: We want our children to have to the best education possible. And that's what we're talking about.

SPEAKER: I'm curious of the enrollment of the sixth grade that will be coming in from UT. It's supposed to be 160 sixth graders. What is the [inaudible]? How many sixth graders do they have at UT?

MR. GARCIA: Do you know how many sixth graders they have at UT?

SPEAKER: I think it's about -- they have about [inaudible], but from what I understand, the enrollment here is open to people from all schools with different boundaries. So it's not like there will be children here

with [inaudible].

MR. GARCIA: The other thing that I think you need to understand is that those kids that are coming now to UT Charter School have two schools that are magnet schools. One is Kealing. A lot of those kids are going to go to Kealing. And the other one is [inaudible]. Those schools are in our attendance zone, so the school [inaudible]. So I think that our -- all of the kids at UT [inaudible] they'll be going to [inaudible], which are college prep. Kealing is a college prep school. Fortunately, [inaudible] all district.

SPEAKER: [inaudible] so we have the boundaries, up to 183, 71, 35 and 290. That's our primary neighborhood area. So any student that's interested in coming will fill out an application, and then we'll have a lottery. Whether you went to UT or you went [inaudible] you will be picked out of that lottery. And there will be -- that's how we'll [inaudible], so everybody's going to have an equal chance.

SPEAKER: What about siblings?

SPEAKER: And siblings. Yes. Well, if your sibling is here, they'll take priority. [inaudible]

SPEAKER: Is there a criteria --

MR. GARCIA: Hold it. Hold it.

SPEAKER: What I wanted to ask you, Dr.

Sanchez, is there a criteria in that lottery system that a student has to have a certain grade, or do they have anything else, or just in general?

DR. SANCHEZ: The only criteria is going to be is that we're going to lay out, These are the requirements for you to go to school. You've got to be committed to come from 7:30 to 4:30. You've got to be committed to come one Saturday a month. You've got to be committed to come to three weeks in the summer, and then we're going to -- you've got to be -- and the parents have to be involved with you. And that's the only criteria. If you meet that criteria, you are willing to make that commitment, it's open to everybody.

We don't care how you've done in school, if you made straight Cs or straight Fs. When you come here, we're going to change your attitude.

SPEAKER: [inaudible] now because I went through the whole process once before, but I think in something like this, I think everybody has to know a little bit more on the process that, you know, like especially within our area. If we don't have enough students, even if we have to go to the Manor district, too, they can also request to come in here. It's a different system, a different way of doing it. And that's what I've been thinking --

MR. SANCHEZ: Sure. No. Any question is good.

MR. GARCIA: Anybody else? Just a second. Hold on.

SPEAKER: What's the next step in the bureaucracy?

MR. GARCIA: What bureaucracy? We don't have one.

(Laughter.)

SPEAKER: Well, the next step in the approval process.

MR. SANCHEZ: The next step is that we have to complete the application by February 28. It's about a 500-page application, but that is all completed to the very last. It goes through a group of reviewers, people who will review the application to make sure you meet all these criteria set out by the state.

Once you go through that, then you go to the next level. Then you'll be interviewed by a committee, called a committee of coalition of -- it's part of the State Board of Education, a five-member board. And they interview you. You go through an hour to an hour and a half question and answer. Then that committee recommends to the entire board of the State Board of Education -- which I think has about four members -- and then they have a -- but once you get there, in front of the committee,

that's pretty much [inaudible]. The challenge is to go to this committee.

The other challenge is going to be that there are only going to be -- there are going to be over a hundred-and-something applicants, and they're only going to give four charter schools this coming year. So the competition is going to be tremendous and fierce and, you know, I'm sure if anyone has political connections, they're going to be calling for their favor in. But we feel very confident that we're, you know -- with the strong support that we have here, that we have a very good opportunity of getting one of the four charters.

MR. GARCIA: As I mentioned earlier, we have a [inaudible] already. We have a superintendent already. We're not going to start something if we get the charter. We're ready to start now.

SPEAKER: [inaudible]

MR. GARCIA: [inaudible], you want to talk about that?

SPEAKER: We know that that's a critical piece of an effective school. Our intentions are we are going to do a recruiting process that we're going to -- the intention of the recruiting process is to find the best out there. We're going to look at the data that they bring with them, the experience. You can always look at

the data, for example, in the district that they've been or the place that they've been. How has this [inaudible] performed? How have the students that they've been teaching AP courses -- what are their experiences there? What are their certifications? Because you look at all aspects of the personnel to be highly qualified. It's not simply [inaudible]. It is their past experiences, their certifications, where they have specialties, and then making sure that the data that's coming with them [inaudible].

Does that answer your question?

MR. SANCHEZ: [inaudible] they're going to want to come here. And they're going to be passionate about making a difference in the lives of young people. So [inaudible] described, they have to be passionate and committed, to say, We want to create something different, because if you don't have the heart for this, if you don't have a heart for the kind of school you're going to be dealing with here, if you don't have a heart for wanting to create something different, no matter how intelligent you are or how many certificates you have, if you don't have that heart, I don't think it's going to be very effective.

SPEAKER: I think you said you have 150 slots. What if you have 200 children from the neighborhood that

want to go to that school? Then what happens to the other 50 that don't get in?

MR. GARCIA: Very good question.

Dr. Cantu?

DR. CANTU: Yes. If we have -- okay. We open up, we have 150 spots. Keep in mind that the area priority is about [inaudible]. Those students would have a priority. The second thing we do is we would look at a lottery. The students all [inaudible]. We would be looking at our lottery. If we have 150 from this area, then there is no lottery option. If we don't have 150 --

SPEAKER: The question is [inaudible].

DR. CANTU: Then there would be a lottery system. We would have to go to the lottery and in the fairest manner, we would get 150 if we had 200 [inaudible].

MR. GARCIA: And then, hopefully, over the longer term, we want to make school larger. If the community gets the word that this -- that the students that come here are going to succeed, yes, there's going to be more people wanting to come here. And hopefully, as years go by, we will expand the base and admit more students.

DR. CANTU: That's a very good question. That's one of the aspects. What we have looked at for a

beginning charter school, at the beginning, we don't have those types of numbers. Now, we do hope that with the help of the different organizations in the East Austin [inaudible], council and people like [inaudible], that we will get the 150 from the community. But what we have found in other schools, the charter schools, when they start up, they don't get those numbers, but then that would be the lottery.

SPEAKER: I have some questions, actually. I want to know what your background is and how you came here, to be here. That's one question. And the other is more like a comment. I think that -- I mean, Gus and I have been involved in lots of school districts --

(Break in recording.)

SPEAKER: Comments, questions. I've talked enough.

(Break in recording.)

SPEAKER: So I think [inaudible] it was -- for me it was a challenge, you know. And not only that, but it was in the same school district, but I'll tell you, they're like three or four chapters ahead than what he is. And that was another thing. That was one of our biggest struggles. You know, three or four chapters makes a difference, especially when it comes down to math. I don't know about y'all, but I was always behind in math.

(Laughter.)

SPEAKER: My math skills weren't that great. So anyhow, but it was -- I guess what I'm trying to say is that this area needs a middle school. It needs a charter school. It needs a school that will prepare them for college, that will prepare them for high school, for college at the next level. These kids need that.

I am very passionate about this. I have family in the school district; I have a little cousin that lives around this area. So to me, this is something that they don't want; this is something that the community needs. You know? I mean, we need to lower the dropout rate, and we need to raise the kids graduating from high school, and we need more kids going to college over here. We need more kids, you know, going for their master's, going for their PhDs in this area. I mean, this is what this area needs.

And what other people talk and say that the east side is growing, not only growing with having buildings built, but also kids, you know, being successful, you know, going to college, making something of themselves. And you know what [inaudible] Govalle-Johnston. Then maybe they'll listen up. You know? I mean, we need this. We need this as a community.

(Applause.)

SPEAKER: I just want to, again, say thank you to everybody. We want to make sure you sign up before you leave. We have our friends from the Boys and Girls Club. We want to ask you to stand up, please.

(Applause.)

SPEAKER: Two hundred and twenty young people that are signed up in this area for [inaudible] And they're wonderful, and they're doing a good job.

SPEAKER: [inaudible]

(Laughter.)

SPEAKER: I grew up in the Boys and Girls Club. I'm a success story from it. I grew up in Louisiana. Politicians like to throw around words, and sometimes they mean things: It does take a village to raise a child. And changing their environment in a total way, which is what a school like this would do, and something complementary like my program helps to assist them; it is essential in areas they really need it. And there is no child that can't benefit from this type school. And it really doesn't matter the background; what really matters is the focus of what the school is up to, what the kids are being exposed to day to day. There are kids who are living on the west side of Austin who also not prepared. However, this place is [inaudible], this school, and we are very proud of you.

(Applause.)

MR. SANCHEZ: Our staff is here. Our members of our advisory council. I want to introduce Juan Cotera, who helped design this building.

(Applause.)

SPEAKER: He had to put up with us.

MR. SANCHEZ: And we have not been easy on him. but --

SPEAKER: And I had to put up with him.

(Laughter.)

SPEAKER: But it's going well, and with Cheryl's help, this is going to be a wonderful building when it's all finished. It's looking prettier every day. We're one step to completion every day. How many more days is it going to take? I don't know, but anyway, I just want to say *muchas gracias*. Thank you, Gus -- Gus and Janet, for being so supportive.

(Applause.)

SPEAKER: Make sure you sign up, please. It's important that we have the numbers and the names and so forth. So thank you all very much. Have a wonderful evening, and we'll see you again very soon.

(Whereupon, the public hearing was concluded.)

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment H

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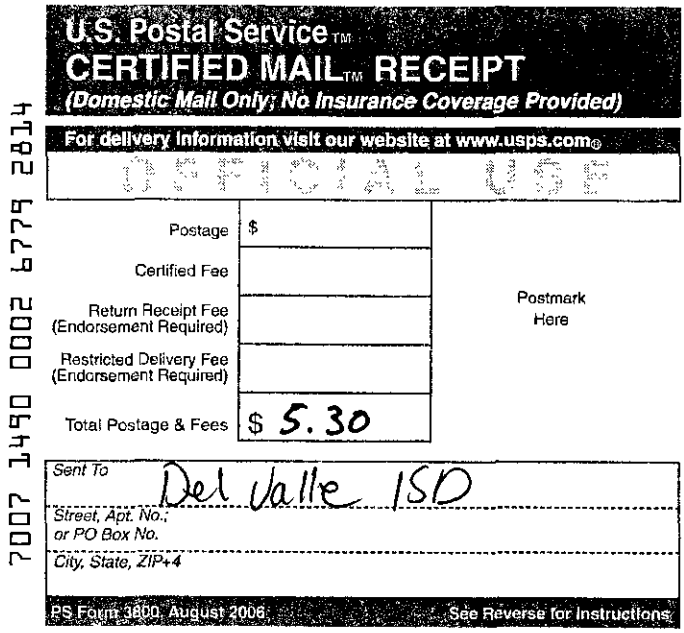
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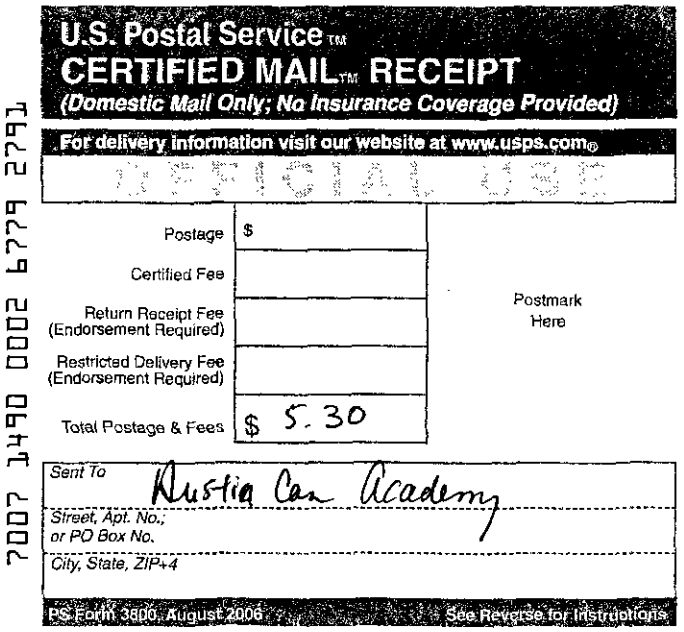

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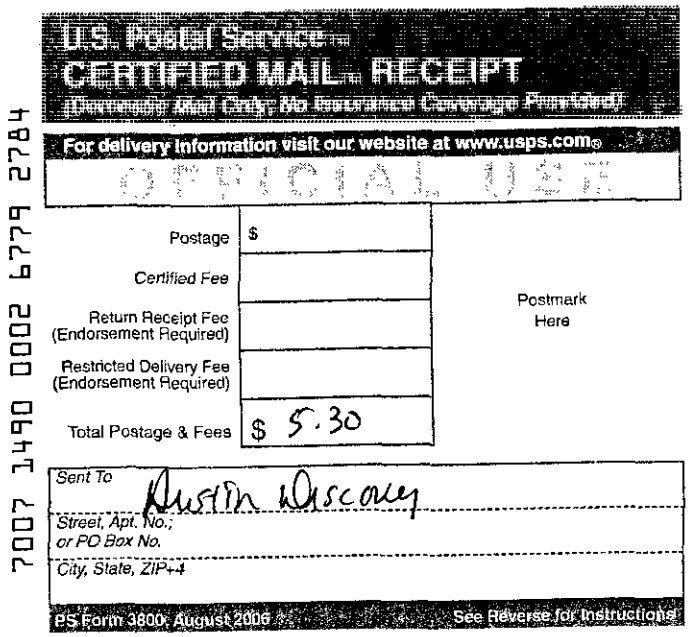

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Premier High School of Austin
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Austin, TX 78704

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PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2753

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Eagle Academies of Tx @ Austin
Street, Apt. No., or PO Box No.
City, State, ZIP+4

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:

Eden Park Academy
6715 Menchaca Rd, Bldg D
Austin, TX 78745

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Martha Pennington ☐ Agent ☐ Addressee

B. Received by (Printed Name) Martha Pennington C. Date of Delivery 2-19-8

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) 7007 1490 0002 6779 2760

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2760

U.S. Postal Service
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Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Eden Park Academy
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

PS Form 3800, April 2006 See Reverse for Instructions

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:

Harmony Elementary of Austin
11800 Stonehollow Dr, Suite 100
Austin, TX 78758

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X D. WRIGHT ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
2/16/08

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) 7007 1490 0002 6779 3002

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 3002

U.S. Postal Service
CERTIFIED MAIL RECEIPT
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For delivery information visit our website at www.usps.com

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Harmony Elementary
Street, Apt. No., or PO Box No.
City, State, ZIP+4

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:

Harmony Science Academy
of Austin
11800 Stonehollow Dr, Suite 100
Austin, TX 78758

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X D. Rias ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery
Cruz 2/6/08

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) 7007 1490 0002 6779 2746

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2746

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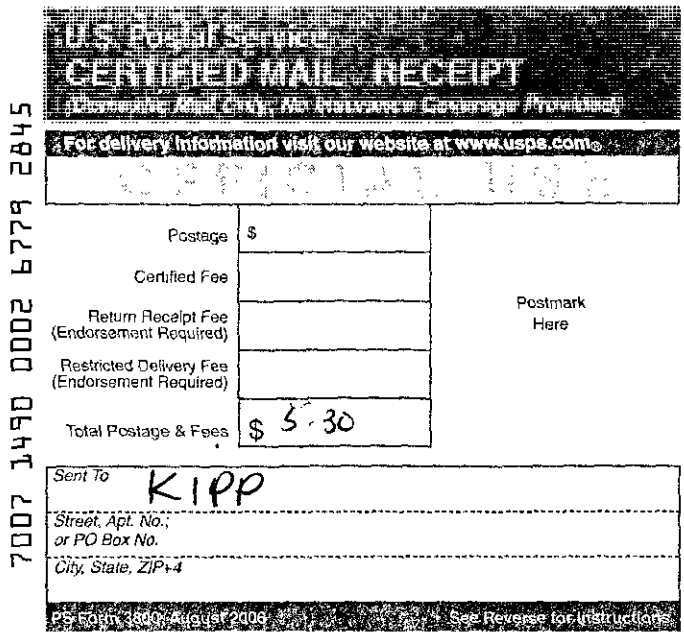
Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Harmony Science Academy
Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions



U.S. Postal Service
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Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

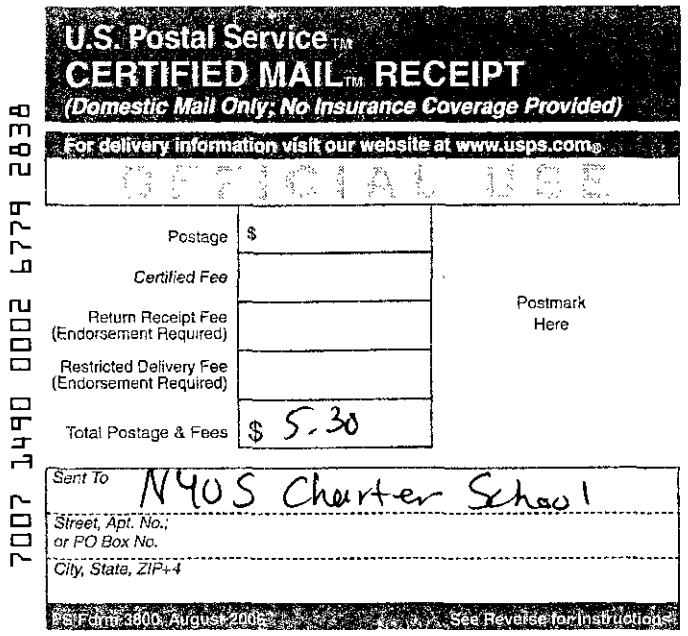
Sent To KIPP

Street, Apt. No.; or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7007 1490 0002 6729 2845



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Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

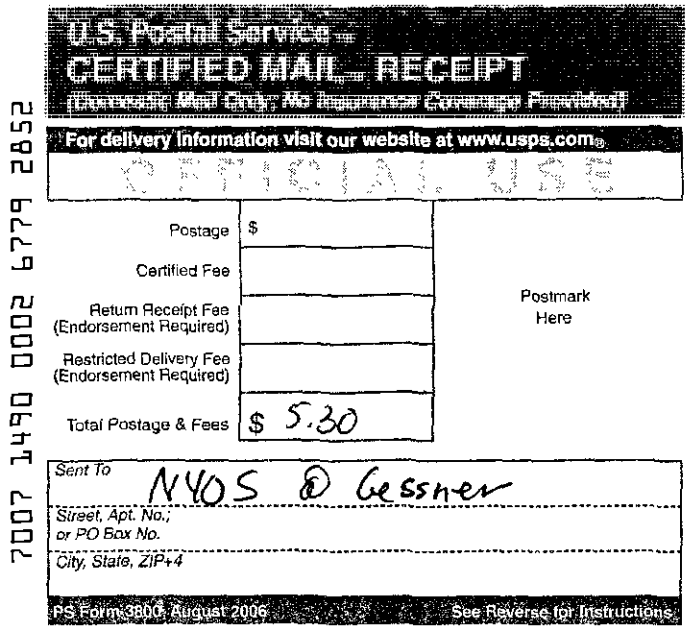
Sent To N40S Charter School

Street, Apt. No.; or PO Box No.

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7007 1490 0002 6779 2838


U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
OFFICIAL USE
Postage $
Certified Fee
Return Receipt Fee (Endorsement Required)
Restricted Delivery Fee (Endorsement Required)
Total Postage & Fees $ 5.30
Postmark Here
Sent To NYOS & Gessner
Street, Apt. No.; or PO Box No.
City, State, ZIP+4
PS Form 3800, August 2006
See Reverse for Instructions
7007 1490 0002 6779 2852

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:

Saill Charter School
1611 Headway Circle, Bldg 3
Austin, Texas 78754

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [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) 7007 1490 0002 6779 2739

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2739

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Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Saill Charter School
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

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:

Star Charter School
1901 Fleischer Dr
Austin, Tx 78728

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Diana Threatt ☐ Agent ☐ Addressee

B. Received by (Printed Name) Diana Threatt
C. Date of Delivery

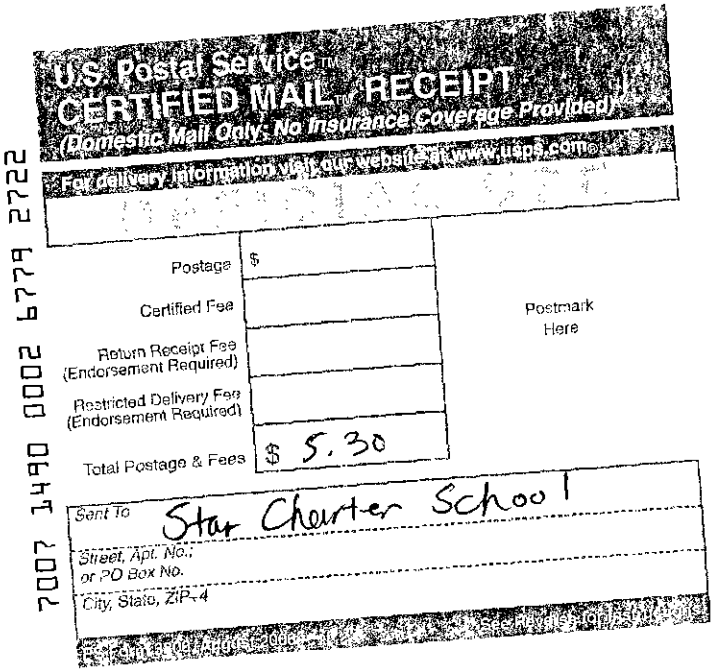
D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

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) 7007 1490 0002 6779 2722

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540



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:

Texas Empowerment Academy
3613 Ed Bluestein Dr
Austin, Tx 78721

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Robert Muhammad | C. Date of Delivery 2/19/08

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) 7007 1490 0002 6779 2715

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2715

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Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Texas Empowerment Academy
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

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:

Univ. of Texas Elementary Charter School
2220 E. 6th Street
Austin, TX 78702

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X N Espinosa ☐ Agent ☐ Addressee

B. Received by (*Printed Name*): Denise Espinosa
C. Date of Delivery: 02-19-08

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*) 7007 1490 0002 6779 2692

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2692

CERTIFIED MAIL™ RECEIPT

For delivery information visit our website at www.usps.com

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To: Univ. of TX Elementary Charter School
Street, Apt. No., or PO Box No.
City, State, ZIP+4

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:

Univ. of Texas University Charter School
P.O. Box 7667
Austin, TX 78713-7667

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X D. Carlos Roberson ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* D. CARLOS ROBERSON 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)* 7007 1490 0002 6779 2708

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7007 1490 0002 6779 2708

U.S. Postal Service™
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AUSTIN, TX

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 5.30

Postmark Here

Sent To Univ of Tx Univ Charter School
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment I

Audit Report

*No documents are being provided because The East Austin Academia Inc. incorporated after January 1, 2006 and has less than $5,000 in receipts and total assets.

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment J

Credit Report

*No documents are being provided because The East Austin Academia Inc. incorporated after January 1, 2006 and has less than $5,000 in receipts and total assets.

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment K

IRS 990 Filing

*No documents are being provided because The East Austin Academia Inc. incorporated after January 1, 2006 and has less than $5,000 in receipts and total assets.

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment L

Documentation Verifying All Sources of Funding

*The only start-up funding for the school will come from the charter school start-up grant from the U.S. Department of Education. There are no other sources of funds and no documentation to provide for **Attachment L**.

APPROVED DURING
CONTENCY PROCESS

Letters Indicating Sources of Funding

Response to Question 3:

The information regarding the in-kind donation of $44,450 from Advance Micro Devices was noted on page 224 of the application. In addition, account code 5749 on page 221 reports $311,530 for year one of operations and $62,980 for year two of operations from grants and donations. The following serves to clarify the request to provide documentation to support these sources of funding:

East Austin College Prep Academy staff is actively pursuing means to secure this funding from various corporations, foundations, grants, and community partnerships. The data can be divided into two categories – current guarantees and pending notice of award.

Current guarantees

- Advanced Micro Devices (AMD) – supporting documentation is attached
- Add: IBM donation – supporting documentation is attached
- The guaranteed total donation (combination of AMD and IBM) = $44,450.00

Pending Notice of Award

- Various corporations, foundations, grants, and community partnerships have been contacted for donations. As soon as an award/donation is received, supporting documentation will be submitted to the Charter School Division at TEA.

Note: In the event that this funding is not obtained as proposed, Southwest Key Programs (SWK) is prepared to provide stated funding for Year 1 and Year 2 of operations as identified on page 221. However, as soon as funding confirmation is received, supporting documentation will be forwarded to the Charter School Division at TEA.

Southwest Key Programs Inc.
Computer and equipments in School
As of 1/8/09

Date	Description		Comments
IBM Donation		**17,774.85**	In-Kind Donation from IBM
December-07	Computer (Desktop)		
December-07	17" Monitor		
AMD grant on School equipments		**26,675.15**	AMD cash donation of $250K - $26,675.15 of that are for equipment purchase in school
November-07	Computer (Desktop) with monitors		
September-07	Office Professional Plus 2007		
September-07	Windows Vista Business		
August-07	3 Laser Printer & 1 Color Printer		
August-07	Dual Core 2210 Processor (Server)		
August-07	Server License		
August-07	SYMC GHOST Solutions Suite		
September-07	Projector, Board, DVD & Installation		
July-07	Network Equipment		
	PowerConnect		
	Power Supply		
	Cisco Aironet Wireless		
	Cisco Aironet Antenna		
	SMARTnet		
	Total	**44,450.00**	

APPROVED DURING
CONTENCY PROCESS

APPROVED DURING
CONTENCY PROCESS

AMD

5204 E. Ben White Blvd.
Austin, TX 78741
Tel (512) 602-1000

June 5, 2007

Dr. Juan J. Sanchez, Ed.D.
President/Chief Executive Officer
Southwest Key Program, Inc.
3000 South IH-35, Suite 410
Austin, TX 78704

Re: Grant Request #83025

Dear Dr. Sanchez: * $26,675.15 applies to the equipment purchase in school.

I am pleased to inform you that AMD recently approved a contribution in the amount of $250,000 to support the *AMD Community Technology Center at Southwest Key.* *

We are excited about this new initiative and look forward to working with you. In follow-up to our May 10 meeting, please forward the following information to Karin Dicks, karin.dicks@amd.com by July 15th.

1. Current budget for the AMD Community Technology Center detailing how the $250,000 will be earmarked. Please also include the technology equipment costs.
2. Construction schedule for the Technology Center and for the East Austin Community Development Project.
3. Current list of community partners and their roles with Southwest Key.
4. Media plan for the Grand Opening, including the Technology Center and the EACDP (to be jointly developed by Southwest Key and AMD).

Furthermore, because we are interested in the ongoing success of your project, we are asking you to provide AMD with the following program updates quarterly starting on October 1, 2007.

1. Measurement results of the Community Technology Center (criteria to be developed jointly by AMD and Southwest Key)
2. Community outreach and status of partners
3. PR/Media opportunities
4. Highlights and challenges of the Community Technology Center

APPROVED DURING CONTENCY PROCESS

Kindly sign and return the enclosed copy of this letter and the Contribution Acknowledgment form as a receipt for our files. By your signature, you are accepting the conditions of AMD's grant. Future funding is contingent upon receipt of the following:

- Signed receipt of this letter
- Signed Contribution Acknowledgment Form (enclosed)
- Receipt of the above mentioned documents (budget, construction schedule, list of community partners and media plan for grand opening)
- Completed Quarterly Report
- Annual Stewardship Report (enclosed)

We believe organizations such as yours are important to the Austin community. For this reason, AMD is especially pleased to be able to help with this worthwhile project.

Sincerely,

Allyson Peerman
Director, Global Community Affairs

Enclosures

RECEIVED BY: Juan J. Sanchez DATE: 7-13-07

AMD

Contribution Acknowlec

APPROVED DURING CONTENCY PROCESS

Organization: **Southwest Key Program**
AMD Community Technology Center

Grant Reference Number: 83025

In order for AMD to comply with the Revenue Reconciliation Act of 1993, we ask that you acknowledge the attached charitable contribution **within 15 days of receipt**, by completing and returning this form.

1. Date Contribution Received: $250,000 recv'd 3/30/07

2. Amount of cash or description of property received from AMD: $250,000

   or Description: _____

3. Please indicate whether or not any goods or services were provided by your organization to AMD in consideration for this contribution.

   Description: N/A Est. Value $_____

4. Where will your organization use this contribution? Please check one:

   Solely in U.S. activities: x Solely outside of U.S.: _____

PENALTIES OF $10 PER CONTRIBUTION (CAPPED AT $5,000) MAY BE IMPOSED BY THE INTERNAL REVENUE SERVICE ON CHARITIES THAT FAIL TO MAKE THE REQUIRED DISCLOSURE. THE PENALTIES APPLY FOR FAILURE TO MAKE THE DISCLOSURE OR FOR MAKING A DISCLOSURE THAT IS INCOMPLETE OR INACCURATE.

The information above is provided for the purpose of complying with IRS requirements and is accurate to the best of my knowledge.

Name: Dr. Juan J. Sanchez
(Please print)

Title: CEO/ Presidente

Organization Name: Southwest Key Programs

Organization Tax ID #: 74-2481167

Signature: Juan J. Sanchez

Please return completed form to: AMD Community Affairs Department
5204 E. Ben White Blvd., MS 529
Austin, TX 78741

IBM

11400 Burnet Road
Austin, TX 78758

APPROVED DURING
CONTENCY PROCESS

December, 2007

COPY

Dear 2007 IBM grant recipient,

Congratulations upon your 2007 IBM Discretionary Grant award! To ensure accurate auditing records for your organization/school and IBM, please complete all sections indicated with an "x" in the attached.

Return the **original(s)** to my attention no later than **Monday, December 17.** Thank you for your valued partnership. I look forward to receiving mid-year information about the utilization of your technology and/or cash contributions from IBM.

I look forward to enhanced collaborative opportunities.

Sincerely,

Beth Tracy

Beth Tracy
Program Manager
Corporate Citizenship & Corporate Affairs
IBM
11400 Burnet Road, MC 045-1F-012
Austin, TX 78758

RECEIVED
DEC 12 2007
BY:.....

APPROVED DURING
CONTENCY PROCESS

IBM

2007 IBM CORPORATION CONTRIBUTION CERTIFICATION FORM

****

This form must be completed by the Executive Director, President, Chief Financial Official or Other Authorized Official of the Recipient Organization specifically designated to sign this Certification Form.

****

CERTIFICATION SECTION:

I do hereby certify that the Recipient Organization named below is currently described in 170(c) of the Internal Revenue Code as a qualified charitable organization and has NOT received notice from the Internal Revenue Service that it will be deleted from such status.

I further certify that a contribution in the amount of $ -0- cash and $ 14,325 in market value of equipment in the attached listing has been received from IBM Corporation and $ -0- in goods and/or services have been provided to IBM, if any, in return for the above donation. Therefore, the net deductible charitable contribution that IBM may use is $ 14,325 (Note: If no goods & services were provided fill in zero & the net contribution amount). The cash or equipment received from IBM shall not be used to:

- influence the outcome of legislation or any specific public election;
- carry on, directly or indirectly, any voter registration drive within the meaning of Section 4945(d)(2) of Internal Revenue Code;
- make any political expenditure within the meaning of Section 4955(d) of the Internal Revenue Code; or
- undertake any activity for any purpose other than the one specified in Section 170(c)(2)(B) of the Internal Revenue Code.

I further certify that the IBM Corporation has not designated its grant for:

- any specific individual for travel, study, or other similar purposes by such individual, unless such grant satisfies the requirements of Section 4945(g) of the Internal Revenue Code;
- any organization other than the one which is described in Section 509(a)(1), 509(a)(2), or 509(a)(3) or an exempt operating foundation defined in 4940(d)(2) of the Internal Revenue Code.

****

X Southwest Key Programs, Inc. — Name of Recipient Organization

X 74-2481167 — Fed EIN #

X [signature] — Signature of Certifying Individual

10/2/07 — Date

X CFO — Name and Title of Certifying Individual

****

MAIL COMPLETED FORM TO:

IBM CORPORATION
c/o Sandy Dochen
Corporate Citizenship/Corporate Affairs Manager
11400 Burnet Road MC 045 1F 013
Austin, TX 78758

Donee # 3767 Program # 180 State TX Area/Site 966 Ref/Prop#2007 1002021

APPROVED DURING CONTENCY PROCESS

Form **8283**
(Rev. December 2006)
Department of the Treasury
Internal Revenue Service

Noncash Charitable Contributions

▶ Attach to your tax return if you claimed a total deduction of over $500 for all contributed property.
▶ See separate instructions.

OMB No. 1545-0908
Attachment Sequence No. **155**

Name(s) shown on your income tax return

Identifying number

Note. Figure the amount of your contribution deduction before completing this form. See your tax return instructions.

Section A. Donated Property of $5,000 or Less and Certain Publicly Traded Securities—List in this section **only** items (or groups of similar items) for which you claimed a deduction of $5,000 or less. Also, list certain publicly traded securities even if the deduction is more than $5,000 (see instructions).

Part I **Information on Donated Property**—If you need more space, attach a statement.

1	(a) Name and address of the donee organization	(b) Description of donated property (For a donated vehicle, enter the year, make, model, condition, and mileage, and attach Form 1098-C if required.)
A	Southwest Key Program Inc. 6002 Jain Lane Austin, TX 78721	See reverse side
B		
C		
D		
E		

Note. If the amount you claimed as a deduction for an item is $500 or less, you do not have to complete columns (d), (e), and (f).

	(c) Date of the contribution	(d) Date acquired by donor (mo., yr.)	(e) How acquired by donor	(f) Donor's cost or adjusted basis	(g) Fair market value (see instructions)	(h) Method used to determine the fair market value
A						
B						
C						
D						
E						

Part II **Partial Interests and Restricted Use Property**—Complete lines 2a through 2e if you gave less than an entire interest in a property listed in Part I. Complete lines 3a through 3c if conditions were placed on a contribution listed in Part I; also attach the required statement (see instructions).

2a Enter the letter from Part I that identifies the property for which you gave less than an entire interest ▶ _____. If Part II applies to more than one property, attach a separate statement.

b Total amount claimed as a deduction for the property listed in Part I: **(1)** For this tax year ▶ _____.
(2) For any prior tax years ▶ _____.

c Name and address of each organization to which any such contribution was made in a prior year (complete only if different from the donee organization above):

Name of charitable organization (donee)

Address (number, street, and room or suite no.)

City or town, state, and ZIP code

d For tangible property, enter the place where the property is located or kept ▶ _____

e Name of any person, other than the donee organization, having actual possession of the property ▶ _____

		Yes	No
3a	Is there a restriction, either temporary or permanent, on the donee's right to use or dispose of the donated property?		
b	Did you give to anyone (other than the donee organization or another organization participating with the donee organization in cooperative fundraising) the right to the income from the donated property or to the possession of the property, including the right to vote donated securities, to acquire the property by purchase or otherwise, or to designate the person having such income, possession, or right to acquire?		
c	Is there a restriction limiting the donated property for a particular use?		

APPROVED DURING
CONTENCY PROCESS

Name(s) shown on your income tax return | Identifying number

Section B. Donated Property Over $5,000 (Except Certain Publicly Traded Securities)—List in this section only items (or groups of similar items) for which you claimed a deduction of more than $5,000 per item or group (except contributions of certain publicly traded securities reported in Section A). An appraisal is generally required for property listed in Section B (see instructions).

Part I Information on Donated Property—To be completed by the taxpayer and/or the appraiser.

4 Check the box that describes the type of property donated:

- ☐ Art* (contribution of $20,000 or more)
- ☐ Art* (contribution of less than $20,000)
- ☐ Collectibles**
- ☐ Qualified Conservation Contribution
- ☐ Other Real Estate
- ☐ Intellectual Property
- ☑ Equipment
- ☐ Securities
- ☐ Other

*Art includes paintings, sculptures, watercolors, prints, drawings, ceramics, antiques, decorative arts, textiles, carpets, silver, rare manuscripts, historical memorabilia, and other similar objects.

**Collectibles include coins, stamps, books, gems, jewelry, sports memorabilia, dolls, etc., but not art as defined above.

Note. *In certain cases, you must attach a qualified appraisal of the property. See instructions.*

5	(a) Description of donated property (if you need more space, attach a separate statement)	(b) If tangible property was donated, give a brief summary of the overall physical condition of the property at the time of the gift	(c) Appraised fair market value
A	(15) Think Centre A41	New	$14,325.00
B			
C			
D			

	(d) Date acquired by donor (mo., yr.)	(e) How acquired by donor	(f) Donor's cost or adjusted basis	(g) For bargain sales, enter amount received	See instructions (h) Amount claimed as a deduction	See instructions (i) Average trading price of securities
A						
B						
C						
D						

Part II Taxpayer (Donor) Statement—List each item included in Part I above that the appraisal identifies as having a value of $500 or less. See instructions.

I declare that the following item(s) included in Part I above has to the best of my knowledge and belief an appraised value of not more than $500 (per item). Enter identifying letter from Part I and describe the specific item. See instructions. ▶ _____

Signature of taxpayer (donor) ▶ Date ▶

Part III Declaration of Appraiser

I declare that I am not the donor, the donee, a party to the transaction in which the donor acquired the property, employed by, or related to any of the foregoing persons, or married to any person who is related to any of the foregoing persons. And, if regularly used by the donor, donee, or party to the transaction, I performed the majority of my appraisals during my tax year for other persons.

Also, I declare that I hold myself out to the public as an appraiser or perform appraisals on a regular basis; and that because of my qualifications as described in the appraisal, I am qualified to make appraisals of the type of property being valued. I certify that the appraisal fees were not based on a percentage of the appraised property value. Furthermore, I understand that a false or fraudulent overstatement of the property value as described in the qualified appraisal or this Form 8283 may subject me to the penalty under section 6701(a) (aiding and abetting the understatement of tax liability). In addition, I understand that a substantial or gross valuation misstatement resulting from the appraisal of the value of the property that I know, or reasonably should know, would be used in connection with a return or claim for refund, may subject me to the penalty under section 6695A. I affirm that I have not been barred from presenting evidence or testimony by the Office of Professional Responsibility.

Sign Here Signature ▶ Title ▶ Date ▶

Business address (including room or suite no.) | Identifying number

City or town, state, and ZIP code

Part IV Donee Acknowledgment—To be completed by the charitable organization.

This charitable organization acknowledges that it is a qualified organization under section 170(c) and that it received the donated property as described in Section B, Part I, above on the following date ▶ October 2, 2007

Furthermore, this organization affirms that in the event it sells, exchanges, or otherwise disposes of the property described in Section B, Part I (or any portion thereof) within 3 years after the date of receipt, it will file **Form 8282,** Donee Information Return, with the IRS and give the donor a copy of that form. This acknowledgment does not represent agreement with the claimed fair market value.

Does the organization intend to use the property for an unrelated use? ▶ ☐ Yes ☑ No

Name of charitable organization (donee)	Employer identification number
Southwest Key Programs, Inc.	74-2481167
Address (number, street, and room or suite no.)	City or town, state, and ZIP code
6002 Jain Ln	Austin, TX 78721
Authorized signature	Title / Date
[signature]	CFO / 10/2/07

11400 Burnet Road
Austin, TX 78758

APPROVED DURING
CONTENCY PROCESS

(2)

December, 2007

Dear 2007 IBM grant recipient,

Congratulations upon your 2007 IBM Discretionary Grant award! To ensure accurate auditing records for your organization/school and IBM, please complete all sections indicated with an "x" in the attached.

Return the **original(s)** to my attention no later than **Monday, December 17.** Thank you for your valued partnership. I look forward to receiving mid-year information about the utilization of your technology and/or cash contributions from IBM.

I look forward to enhanced collaborative opportunities.

Sincerely,

Beth Tracy

Beth Tracy
Program Manager
Corporate Citizenship & Corporate Affairs
IBM
11400 Burnet Road, MC 045-1F-012
Austin, TX 78758

APPROVED DURING CONTENCY PROCESS

Form **8283** (Rev. December 2006)

Department of the Treasury Internal Revenue Service

Noncash Charitable

▶ Attach to your tax return if you claimed a total deduction of over $500 for all contributed property.

▶ See separate instructions.

OMB No. 1545-0908

Attachment Sequence No. **155**

Name(s) shown on your income tax return

Identifying number

Note. Figure the amount of your contribution deduction before completing this form. See your tax return instructions.

Section A. Donated Property of $5,000 or Less and Certain Publicly Traded Securities—List in this section **only** items (or groups of similar items) for which you claimed a deduction of $5,000 or less. Also, list certain publicly traded securities even if the deduction is more than $5,000 (see instructions).

Part I Information on Donated Property—If you need more space, attach a statement.

1	(a) Name and address of the donee organization	(b) Description of donated property (For a donated vehicle, enter the year, make, model, condition, and mileage, and attach Form 1098-C if required.)
A	Southwest Key	(15) 17" Monitors
B	Program Inc.	$3,449.85
C	6002 Jain Lane	
D	Austin, TX 78724	
E		

Note. If the amount you claimed as a deduction for an item is $500 or less, you do not have to complete columns (d), (e), and (f).

	(c) Date of the contribution	(d) Date acquired by donor (mo., yr.)	(e) How acquired by donor	(f) Donor's cost or adjusted basis	(g) Fair market value (see instructions)	(h) Method used to determine the fair market value
A						
B						
C						
D						
E						

Part II Partial Interests and Restricted Use Property—Complete lines 2a through 2e if you gave less than an entire interest in a property listed in Part I. Complete lines 3a through 3c if conditions were placed on a contribution listed in Part I; also attach the required statement (see instructions).

2a Enter the letter from Part I that identifies the property for which you gave less than an entire interest ▶ _____. If Part II applies to more than one property, attach a separate statement.

b Total amount claimed as a deduction for the property listed in Part I: (1) For this tax year ▶ _____.
(2) For any prior tax years ▶ _____.

c Name and address of each organization to which any such contribution was made in a prior year (complete only if different from the donee organization above):

Name of charitable organization (donee)

Address (number, street, and room or suite no.)

City or town, state, and ZIP code

d For tangible property, enter the place where the property is located or kept ▶ _____

e Name of any person, other than the donee organization, having actual possession of the property ▶ _____

		Yes	No
3a	Is there a restriction, either temporary or permanent, on the donee's right to use or dispose of the donated property?		
b	Did you give to anyone (other than the donee organization or another organization participating with the donee organization in cooperative fundraising) the right to the income from the donated property or to the possession of the property, including the right to vote donated securities, to acquire the property by purchase or otherwise, or to designate the person having such income, possession, or right to acquire?		
c	Is there a restriction limiting the donated property for a particular use?		

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment M

Start-Up Budget

Application for an Open-Enrollment Charter School - Fourteenth Generation
Start-Up Budget Template Instructions

Instructions to complete Start-up budget template.

1 Enter the name of the sponsoring entity: East Austin Academia, Inc.

2 Enter the name of the proposed charter school: East Austin College Prep Academy

3 Enter the date range for the proposed charter School's start-up budget: 11/1/2008 to 8/31/2009

4 Enter the date in cells requiring a number of 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. The special supplement can be found in the School Finance Section of the TEA website.

6 The Summary of Estimated Revenues and Expenses reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.

7 Enter information regarding beginning net asset to be made available to the charter school in the Schedule of Estimated Net Assets at Beginning of the Year. Include a description and a dollar amount for each source of funds identified as net asset. The source of funding must be supported by the documentation included in Attachment L.

8 Enter information regarding revenues in the Schedule of Estimared Revenues. Include a description and a dollar amount for each souce of funds identified as Revenues

9 Enter information regarding expenditures in the Schedule of Estimated Expenses.

10 The start-up budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ $30,000 annual salary = $90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed budget template.

11 Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	$ -	$ -	$ -	-
Total Estimated Revenues	$ 100,000	$ -	$ -	$ 100,000
Estimated Expenses:				
6100 Payroll Costs	40,590	-	-	40,590
6200 Professional and Contracted Services	15,430	-	-	15,430
6300 Supplies and Materials	37,500	-	-	37,500
6400 Other Operating Costs	6,480	-	-	6,480
6500 Debt Expenses	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	$ 100,000	$ -	$ -	$ 100,000
Change in Net Assets	$ -	$ -	$ -	$ -
Net Assets at End of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Net Assets at Beginning of Year

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

Description of Net Assets	Unrestricted Net Assets	Temporary 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.]				-
[Enter description here.]				-
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

Description Estimated Revenues	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[TEA Startup Grant]	100,000			100,000
[Grant and Donations]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Estimated Revenues	$ 100,000	$ -	$ -	$ 100,000

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

	Description of Other Sources of Revenue	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses					
6100	Payroll Costs				
6112	Salaries or Wages for Substitute Teachers				-
6119	Salaries or Wages -- Teacher and Other Professional Personnel	31,760			31,760
6121	Extra Duty Pay/Overtime - Support Personnel				-
6129	Salaries or Wages for Support Personnel				-
6139	Employee Allowances				-
6141	Social Security/Medicare	2,430			2,430
6142	Group Health and Life Insurance	3,120			3,120
6143	Worker's Compensation	950			950
6145	Unemployment Compensation	270			270
6146	Teacher Retirement/TRS Care	2,060			2,060
6149	Employee Benefits				-
	Total Payroll Costs	$ 40,590	$ -	$ -	$ 40,590

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

		Unrestricted Net Assets	Temporary 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 School				-
6223	Student Tuition--Other than Public Schools				-
6239	Education Service Center Services				-
6249	Contracted Maintenance and Repair	5,440			5,440
6259	Utilities	4,690			4,690
6269	Rentals--Operating Leases	5,180			5,180
6299	Miscellaneous Contracted Services	120			120
	Total Professional and Contracted Services	$ 15,430	$ -	$ -	$ 15,430

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

		Unrestricted Net Assets	Temporary 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	520			520
6321	Textbooks				-
6329	Reading Materials				-
6339	Testing Materials				-
6341	Food				-
9342	Non-Food				-
6343	Items for Sale				-
6344	USDA Donated Commodities				-
6349	Food Service Supplies				-
6399	General Supplies	36,980			36,980
	Total Supplies and Materials	$ 37,500	$ -	$ -	$ 37,500

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
	Estimated Expenses				
6400	Other Operating Costs				
6411	Travel and Subsistence--Employee Only	500			500
6412	Travel and Subsistence--Students				-
6413	Stipends--Non--Employees				-
6419	Travel and Subsistence--Non Employees				-
6429	Insurance and Bonding Costs	1,180			1,180
6449	Depreciation Expense				-
6494	Reclassified Transportation Expenses				-
6499	*Miscellaneous Operating Costs*	4,800			4,800
	Total Other Operating Costs	$ 6,480	$ -	$ -	$ 6,480

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Period 11/1/2008 to 8/31/2009

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Other Expenses				
[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 Expenses	$ -	$ -	$ -	$ -
Total Estimated Expenses	$ *100,000*	$ -	$ -	$ *100,000*

East Austin College Prep Academy

Start-Up Narrative - Projected Operating Budget

2008-2009

		Students	125
			Startup Year
		Description	**2008-2009**
		TEA Start-Up Grant	100,000
		Total Revenue	**$ 100,000**
		Estimated Expenditure/Expenses	
		(All numbers rounded to 10)	
6100	**Payroll Cost**		**40,590**
	6110	**Teacher and Other Professional Personnel**	
	6119	*Fund for staff include one month salary to start up of the school*	*31,760*
		1 superintendent @ $2,500 for 25% of her time,	
		1 principal @ $7,080	
		4 teacher @ $3,585 each = $14,340	
		1 counselor @ $3,670 each.	
		1 business manager @ $4,170	
	6140	**Employees Benefits**	8,830
		Employees benefits are calculated at current tax and insurance rates.	
	6141	*Social security and Medicare is calculated @ 7.65% of $31,760 (total salary)*	*2,430*
	6142	*Health Insurance is calculated @ $430 per employee per month*	*3,120*
		for 7.25 employees.	
	6143	*Worker compensation is calculated @ 3% of $31,760 (total salary)*	*950*
	6145	*State Unemployment is calculated @ $9,000 (taxable limit wage)**	*270*
		*7.25 (employees) * 3.31% (rate) * 1.5/12 months (turn over rate)*	
	6146	*Retirement is 6.5% of $31,760 (total salary)*	*2,060*
6200	**Professional & Contracted Service**		**15,430**
	6240	**Contracted Maintenance & Repair Services**	
	6249	*Maintenance/Janitor @ $20/hr *160 hrs = $3,200*	*5,440*
		*2 contractual cleaning @ $14/hour * 80 hrs = $2,240*	
	6250	**Utilities**	
	6259	*Utilities of $4,690 includes one month expenses for phone, electricity,*	*4,690*
		water and gas.	
	6260	**Rental - Operating Lease**	
	6269	*This line item will cover one month expenses for a leased copier at $300,*	*5,180*
		and one month of building lease at $4,880	
	6290	**Miscellaneous Contracted Services**	
	6299	*Payroll Service for one month of service*	*120*
6300	**Supplies and Materials**		**37,500**
	6319	*Supplies and Maintenance and/or Operations*	*520*
		will cover expenses for cleaning supplies	
	6390	**Supplies and Materials - General**	
	6399	*General Supplies*	*36,980*
		We will budget $230 for office supplies, $1,000 for supplies for classrooms,	
		*$286*125 students for furniture for classrooms = $35,750*	

				Startup Year
			Description	**2008-2009**
6400	**Other Operating Costs**			**6,480**
	6410	**Travel, Subsistence and Stipends**		
		6411	*Travel and Subsistence - Employee Only*	*500*
			Expenses related to transportation, meal, room and other related to	
			traveling on official school business.	
	6420	**Insurance and Bonding Costs**		
		6429	*Insurance and Bonding Cost includes one month expenses of $840*	*1,180*
			for General & Prof. Liability Insurance and $340 for Property Insurance	
	6490	**Miscellaneous Operating Costs**		
		6499	*Miscellaneous Operating Cost will be used to cover*	*4,800*
			$800 for food and refreshment for school-related meetings with	
			prospective parents, and $4,000 for advertising and marketing	
			Total Expenses	**$ 100,000**
			Operating Profit or Deficit	-

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment N

Budgets for Year One, Year Two, And Year Three of Operation

East Austin College Prep Academy

3 Years Projected Operating Budget

		Students			**125**		**250**		**375**
			Startup Year		**Year 1**		**Year 2**		**Year 3**
			2008-2009		**2009-2010**		**2010-2011**		**2011-2012**
		Description					(All numbers rounded to 10)		
	5812	ADA from enrollment ($4,750* # of students)		-	593,750		1,187,500		1,781,250
	5812	TEA Start-Up Grant		100,000	100,000		100,000		-
	5812	State Transportation Funds($100*# of students)		-	12,500		25,000		37,500
	5921	NSLP - breakfast ($1.61*180days*# of students@.85)		-	30,790		61,580		92,370
	5922	NSLP - lunch ($2.49*180days*# of students@.85)		-	47,620		95,240		142,860
	5929	Title I, II, IV and V: ($400*# of students@.80)		-	40,000		80,000		120,000
	5749	Grants and donations income		-	311,530		62,980		-
	5749	Annual fundraising events		-	2,500		5,000		7,500
	5751	Food Service Income		-	16,200		33,750		52,650
		Total Revenue		**$ 100,000**	**$ 1,154,890**		**$ 1,651,050**		**$ 2,234,130**
		Estimated Expenditure/Expenses							
6100	**Payroll Cost**			**40,590**	**749,330**		**1,079,620**		**1,443,830**
6110	**Teacher and Other Professional Personnel**								
	6112	Substitute teachers							
	6119	Teacher and Other Professional Personnel	7.25	31,760	12.25	581,000	17.50	837,820	23.25	1,121,180
		Superintendent	*0.25*	*2,500*	*0.25*	*30,000*	*0.25*	*30,000*	*0.25*	*30,000*
		Principal/CEO	*1*	*7,080*	*1*	*85,000*	*1*	*88,400*	*1*	*91,940*
		Core teachers	*4*	*14,340*	*8*	*344,000*	*13.25*	*592,540*	*18*	*837,000*
		Counselor	*1*	*3,670*	*1*	*44,000*	*1*	*45,760*	*1*	*47,590*
		Business manager	*1*	*4,170*	*1*	*50,000*	*1*	*52,000*	*1*	*54,080*
		Receptionist/administrative assistant			*1*	*28,000*	*1*	*29,120*	*2*	*60,570*
6120	**Support Personnel**									
6140	**Employees Benefits**									
	6141	Social Security & Medicare @ 7.65%		2,430		44,450		64,090		85,770
	6142	Group Health and Life Insurance ($430*#of Emp)		3,120		63,210		90,300		119,970
	6143	Workers' Compensation @3%		950		17,430		25,130		33,640
	6145	Unemployment Compensation		270		5,470		7,820		10,390
	6146	Retirement @ 6.5%		2,060		37,770		54,460		72,880
		Total Fringe Benefits	0.28	8,830	0.29	168,330	0.29	241,800	0.29	322,650
6200	**Professional & Contracted Service**			**15,430**	**157,810**		**182,600**		**207,110**
6210	**Professional Services:**									
	6211	Legal Service								
	6212	Audit Service		-		8,000		10,000		12,000
6220	**Tuition and Transfer Payment**									
	6221	Staff Tuition and Related Fees		-		4,500		7,130		9,500
6240	**Contracted Maintenance & Repair Services**									
	6249	Contracted Maintenance and Repair		5,440		24,480		36,720		45,360
		Maintenance/Janitor		*3,200*		*14,400*		*21,600*		*25,200*
		Contract cleaning		*2,240*		*10,080*		*15,120*		*20,160*
6250	**Utilities**									
	6259	Utilities		4,690		56,870		61,000		68,300
		Telephone		*800*		*10,200*		*12,000*		*16,800*
		Electricity, water and gas		*3,890*		*46,670*		*49,000*		*51,500*
6260	**Rental - Operating Lease**									
	6269	Rental - Operating Lease		5,180		62,190		65,150		68,160
		Building lease		*4,880*		*58,590*		*60,350*		*62,160*
		Copier lease		*300*		*3,600*		*4,800*		*6,000*
6290	**Miscellaneous Contracted Services**									
	6299	Miscellaneous Contracted Services		120		1,770		2,600		3,790
		Payroll service		*120*		*1,770*		*2,600*		*3,790*
6300	**Supplies and Materials**			**37,500**	**186,390**		**302,950**		**486,710**
	6319	Supplies and Maintenance and/or Operations		520		4,000		6,000		9,000
		Maintenance and cleaning supplies		*520*		*2,000*		*3,000*		*4,500*
		Equipment and furniture maintenance supplies		-		*2,000*		*3,000*		*4,500*
6320	**Textbooks and Other Reading Materials**									
	6321	Textbooks		-		3,750		7,500		11,250
		Supplemental materials		-		*3,750*		*7,500*		*11,250*

		Description	Startup Year 2008-2009	Year 1 2009-2010	Year 2 2010-2011 (All numbers rounded to 10)	Year 3 2011-2012
	6329	Reading Material		5,500	2,250	1,300
6330		**Testing Materials**				
	6339	Testing Materials	-	9,380	18,750	28,130
6340		**Food Service**				
	6341	Food	-	108,000	225,000	364,500
		*Breakfast program ($*180*#of students)*	-	*41,625*	*87,750*	*145,125*
		*Lunch program ($*180 School days*#of students)*	-	*66,375*	*137,250*	*219,375*
	6349	Food Service Supplies		2,000	3,000	6,000
6390		**Supplies and Materials - General**				
	6399	General Supplies	36,980	53,760	40,450	46,530
		Computer supplies	-	*2,000*	*3,500*	*4,980*
		Office supplies	*230*	*1,200*	*1,500*	*3,000*
		Postage & overnight	-	*600*	*1,000*	*2,000*
		Supplies for classrooms	*1,000*	*2,500*	*5,000*	*7,500*
		Furniture for classrooms	*35,750*	-	*29,450*	*29,050*
		Computer equipment	-	*44,450*	-	-
		Basic software license	-	*3,010*	-	-
6400		**Other Operating Costs**	**6,480**	**48,900**	**74,850**	**104,900**
6410		**Travel, Subsistence and Stipends**				
	6411	Travel and Subsistence - Employee Only	500	2,600	3,000	4,000
6420		**Insurance and Bonding Costs**				
	6429	Insurance and Bonding Cost	1,180	14,000	23,000	32,000
		General & professional liability Ins.	*840*	*10,000*	*15,000*	*20,000*
		Property insurance	*340*	*4,000*	*8,000*	*12,000*
6490		**Miscellaneous Operating Costs**				
	6494	Reclassified Transportation Expenditures/Expenses	-	27,300	43,350	59,400
		Students transportation	-	*22,500*	*33,750*	*45,000*
		*Student field trips 8 per year @ $600*grade*	-	*4,800*	*9,600*	*14,400*
	6499	Miscellaneous Operating Cost	4,800	5,000	5,500	9,500
		Food/refreshment for school-related meetings	*800*	*1,000*	*1,500*	*2,500*
		Newspaper advertisement/marketing, etc	*4,000*	*4,000*	*4,000*	*4,000*
		Graduation Expenses				*3,000*
6600		**Capital Outlay - Land, Building and Equipment**	**-**	**12,460**	**11,030**	**11,580**
	6659	Furniture, Equipment and Software	-	12,460	11,030	11,580
		Software - Business System	-	*12,460*	*11,030*	*11,580*
		Total Expenses	**$ 100,000**	**$ 1,154,890**	**$ 1,651,050**	**$ 2,234,130**
		Operating Profit or Deficit	-	-	-	-

East Austin College Prep Academy
3 Years Projected Operating Budget

Teachers	**Year 1**	**Year 2**	**Year 3**
English language arts	1	2	3
Spanish	1	1	1
Math	1	2	3
Science	1	2	3
Social studies	1	2	3
Special education	0.5	1	1
Arts (performing)	0.5	0.75	1
Arts (visual)	0.5	0.75	1
PE and health	0.5	0.75	1
Technology coordinator / teacher	1	1	1
Total	**8.00**	**13.25**	**18.00**
Students	125	250	375

East Austin College Prep Academy

Advance Micro Devices Donation Income

Donation Income:	Number	Cost	Total
Computers	35	971	33,985
Wireless Adapter	35	85	2,975
Monitor & flat panel speaker bar	35	214	7,490
Total In-Kind donation from Advance Micro Devices			**$ 44,450.00**

East Austin College Prep Academy

Estimated Furniture Budget

	Students	125			125		125	
6399	**Classroom Furniture**			**Start-up**		**2nd year**		**3rd year**
	Description	Units	Unit/Price	Total				
	Cafeteria - big tables	3	1,000	3,000	1	1,000	1	1,000
	Student Desk and Chair	125	120	15,000	125	15,000	125	15,000
	Chalkboard	5	150	750	5	750	5	750
	Teacher Desks	5	300	1,500	5	1,500	5	1,500
	Lockers	125	40	5,000	125	5,000	125	5,000
	Book Case	5	380	1,900	5	1,900	5	1,900
	Shelving	10	350	3,500	10	3,500	10	3,500
	Computer Tables	18	150	2,700	0	-	0	-
	Chairs	60	40	2,400	20	800	20	400
	Total Furniture			**$ 35,750**		**$ 29,450**		**$ 29,050**
	Cost per student			**$ 286.00**		**$ 235.60**		**$ 232.40**

East Austin College Prep Academy

Data Processing Services

	TIER	ENROLLMENT	OneTime Charges	Total
YEAR 1	400	10,500	1,960	12,460
YEAR 2	400	11,030	-	11,030
YEAR 3	400	11,580	-	11,580
		33,110		$ 35,070.00

East Austin College Prep Academy

Estimated Utilities Expenses

Total Charter School	SF	B. Lease cost per SF	B. Lease cost per Year	Utilities Cost per SF	Utilities Cost per Year
	8,275	0.59	$ 58,590	0.47	$ 46,670
Monthly Charges			$ 4,882.50		$ 3,889.17

Application for an Open-Enrollment Charter School - Fourteenth Generation
Budget Template Instructions

Instructions to complete budget template.

1	Enter the name of the sponsoring entity:	East Austin Academia, Inc.
2	Enter the name of the proposed charter school:	East Austin College Prep Academy
3	Enter the date of the fiscal year end:	8/31/2010

4 Enter the date in cells requiring a number of 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. The special supplement can be found in the School Finance Section of the TEA website.

6 The Summary of Estimated Revenues and Expenses reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.

7 Enter information regarding beginning net asset to be made available to the charter school in the Schedule of Estimated Net Assets at Beginning of the Year. Include a description and a dollar amount for each net asset. The source of funding must be supported by the documentation included in Attachment L.

8 Enter information regarding local revenues in the Schedule of Estimated Local Revenues (object code 5700)

9 Enter information regarding state revenues in the Schedule of Estimated State Revenues (object code 5800)

10 Enter information regarding federal revenues in the Schedule of Estimated Federal Revenues (object code 5900)

11 Enter information regarding expenditures in the Schedule of Estimated Expenses (object code 6000)

12 The budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ $30,000 annual salary = $90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed budget template.

13 Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -
Estimated Revenue				
5700 Local Sources	330,230	-	-	330,230
5800 State Sources	706,250	-	-	706,250
5900 Federal Sources	118,410	-	-	118,410
Other Sources	-	-	-	-
Total Estimated Revenues	$ 1,154,890	$ -	$ -	$ 1,154,890
Estimated Expenses:				
6100 Payroll Costs	749,330	-	-	749,330
6200 Professional and Contracted Services	157,810	-	-	157,810
6300 Supplies and Materials	186,390	-	-	186,390
6400 Other Operating Costs	48,900	-	-	48,900
6500 Debt Expenses	-	-	-	-
Other Expenses	12,460	-	-	12,460
Total Estimated Expenses	$ 1,154,890	$ -	$ -	$ 1,154,890
Change in Net Assets	$ -	$ -	$ -	$ -
Net Assets at End of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Net Assets at Beginning of Year

East Austin Academia, Inc.

East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried forward from Start Up Phase				-
[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.]				-
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Local Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passes 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				-
	[Grant and Donation Income]	311,530			311,530
	[Annual Fundraising Income]	2,500			2,500
	[Enter description here.]				-
5751	Food Service Activity	16,200			16,200
5752	Athletic Activities				-
5753	Extracurricular/Cocurricular Activities Other than Attletics				-
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	$ 330,230	$ -	$ -	$ 330,230

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated State Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment				-
5812	Foundation School Program Act Entitlements	706,250			706,250
5813	Foundation School Program Act Incentive Aid				-
5819	Other Foundation School Program Act Revenues				-
5829	State Program Revenues Distributed by Texas Education Agency				-
5899	State Revenues from State of Texas Government Agencies				-
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total State Revenues	$ 706,250	$ -	$ -	$ 706,250

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Federal Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencie				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
5921	School Breakfast Program	30,790			30,790
5922	National School Lunch Program	47,620			47,620
2923	United States Department of Agriculture (USDA) Donated Commodities				-
5929	Federal Revenues Distributes by Texas Education Agency				
	[Title I, II, IV and V]	40,000			40,000
	[Enter description here.]				-
	[Enter description here.]				-
5931	School Health and Related Services				-
5932	Medicaid Administrative Claiming Program				-
5939	Federal Revenues Distributed by other State of Texas Government Agencies				-
5949	Federal Revenues Distributes Directly from the Federal Government				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total Local Revenues	$ 118,410	$ -	$ -	$ 118,410

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Net Assets at Beginning of Year

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2010

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporary 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.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Sources	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6100	Payroll Costs				
6112	Salaries or Wages for Substitute Teachers				-
6119	Salaries or Wages -- Teacher and Other Professional Personnel	581,000			581,000
6121	Extra Duty Pay/Overtime - Support Personnel				-
6129	Salaries or Wages for Support Personnel				-
6139	Employee Allowances				-
6141	Social Security/Medicare	44,450			44,450
6142	Group Health and Life Insurance	63,210			63,210
6143	Worker's Compensation	17,430			17,430
6145	Unemployment Compensation	5,470			5,470
6146	Teacher Retirement/TRS Care	37,770			37,770
6149	Employee Benefits				-
	Total Payroll Costs	$ 749,330	$ -	$ -	$ 749,330

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6200	Professional and Contracted Services				
6211	Legal Services				-
6212	Audit Services	8,000			8,000
6219	Professional Services				-
6221	Staff Tuition and Related Fees--Higher Education	4,500			4,500
6222	Student Tuition-Public School				-
6223	Student Tuition--Other than Public Schools				-
6229	Tuition and Transfer Payment				-
6239	Education Service Center Services				-
6249	Contracted Maintenance and Repair	24,480			24,480
6259	Utilities	56,870			56,870
6269	Rentals--Operating Leases	62,190			62,190
6299	Miscellaneous Contracted Services	1,770			1,770
	Total Professional and Contracted Services	$ 157,810	$ -	$ -	$ 157,810

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

		Unrestricted Net Assets	Temporary 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	4,000			4,000
6321	Textbooks	3,750			3,750
6329	Reading Materials	5,500			5,500
6339	Testing Materials	9,380			9,380
6341	Food	108,000			108,000
9342	Non-Food				-
6343	Items for Sale				-
6344	USDA Donated Commodities				-
6349	Food Service Supplies	2,000			2,000
6399	General Supplies	53,760			53,760
	Total Supplies and Materials	$ 186,390	$ -	$ -	$ 186,390

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6400	Other Operating Costs				
6411	Travel and Subsistence--Employee Only	2,600			2,600
6412	Travel and Subsistence--Students				-
6413	Stipends--Non--Employees				-
6419	Travel and Subsistence--Non Employees				-
6429	Insurance and Bonding Costs	14,000			14,000
6449	Depreciation Expense				-
6494	Reclassified Transportation Expenses	27,300			27,300
6499	Miscellaneous Operating Costs	5,000			5,000
	Total Other Operating Costs	$ 48,900	$ -	$ -	$ 48,900
6500	Debt Expenses				
6521	Interest on Bonds				-
6522	Capital Lease Interest				-
6523	Interest on Debt				-
6523	Interest Expenses				-
6529	Interest Expenses				-
6599	Other Deb Fees				-
	Total Other Operating Costs	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2010

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[6659 - Furniture, Equipment and Software]	12,460			12,460
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Expenses	$ 12,460	$ -	$ -	$ 12,460
Total Estimated Expenses	$ 1,154,890	$ -	$ -	$ 1,154,890

East Austin College Prep Academy

1st. Year Projected Operating Budget

2009-2010

		Students		125
				Year 1
		(All numbers rounded to 10)		**2009-2010**
		Description		
	5812	ADA from enrollment ($4,750*125 students)		593,750
	5812	TEA Start-Up Grant		100,000
	5812	State Transportation Funds ($100*125 students)		12,500
	5921	NSLP - breakfast ($1.61*180 days*125 students @ 85%)		30,790
	5922	NSLP - lunch ($2.49*180 days*125 students@85%)		47,620
	5929	Title I, II, IV and V ($400*125 students @ 80%)		40,000
	5749	Grants and Donations Income: We will write grants		311,530
	5749	Annual Fundraising Events: We will have activities with parents and students		2,500
	5751	Food Service Income (125 students@15%*($1.85+$2.95)*180 days)		16,200
		Total Revenue		**$ 1,154,890**
		Estimated Expenditure/Expenses		
6100	**Payroll Cost**			**749,330**
6110		**Teacher and Other Professional Personnel**		
	6119	*Teacher and other professional personnel*	*12.25*	*581,000*
		1 Superintendent @ $30,000 for 25% of her time	*0.25*	
		1 Principal @ $85,000/year	*1.00*	
		8 Core teachers @ $43,000 each/year = $344,000	*4.00*	
		1 Counselor @ $44,000/year	*1.00*	
		1 Business manager @ $50,000/year	*1.00*	
		1 Receptionist/administrative assistant @ $28,000/year	*0.00*	
6140		**Employees Benefits**		168,330
		Employees benefits are calculated at current tax and insurance rates.		
	6141	*Social security and medicare is calculated @ 7.65% of $581,000 (total salary)*		*44,450*
	6142	*Health insurance @ $430 per 12.25 employees for 12 months*		*63,210*
	6143	*Worker compensation is calculated @ 3% of $581,000 (total salary)*		*17,430*
	6145	*State unemployment is calculate @ $9,000 (taxable limit wage)**		*5,470*
		*12.25 (employees)*3.31% (rate)*1.5 (turn over rate)*		
	6146	*Retirement is 6.5% of $581,000 (total salary)*		*37,770*
6200	**Professional & Contracted Service**			**157,810**
6210		**Professional Services:**		
	6212	*Audit Service will be used to pay for the audit fee for 2009-2010 year. (Estimated)*		*8,000*
6220		**Tuition and Transfer Payment**		
	6221	*Staff Tuition and Related Fees is budgeted @ $500*9 employees*		*4,500*
		(8 Teachers and 1 Principal)		
6240		**Contracted Maintenance & Repair Services**		
	6249	*Contracted Maintenance and Repair*		*24,480*
		*1 contracted maintenance @ $20/hr * 20 hrs/week * 36 weeks =$14,400*		
		1 contracted person to clean @ $14/hra 20hrs/week * 36 weeks = $10,080*		
6250		**Utilities**		
	6259	*Utilities:*		*56,870*
		*Estimated $850*12 for telephone expenses = $10,200*		
		*$3,889.16*12 for electricity, water and gas = $46,670*		
6260		**Rental - Operating Lease**		
	6269	*Rental - Operating Lease*		*62,190*
		Building Lease 8,275 SF at $4,882.50 per month = $58,590		
		*A copier lease for $300/month*12 = $3,600*		
6290		**Miscellaneous Contracted Services**		
	6299	*Miscellaneous Contracted Services*		*1,770*
		*Payroll service is $144.49*12.25 employees = $1,770*		

			Year 1
		(All numbers rounded to 10)	2009-2010
		Description	
6300	**Supplies and Materials**		**186,390**
	6319	*Supplies and Maintenance and/or Operations*	*4,000*
		We will used $2,000 for cleaning supplies and $2,000 for maintenance	
		of furniture and equipment.	
	6320	**Textbooks and Other Reading Materials**	
	6321	*Textbooks for 6th grade*	*3,750*
		*Supplemental materials $30 * 125 students*	
	6329	*Reading Material : $500 for newspaper or magazine for students*	*5,500*
		and $5,000 for books for the Library	
	6330	**Testing Materials**	
	6339	*Testing Materials: Estimated expenses*	*9,380*
		*125 students * $75*	
	6340	**Food Service**	
	6341	*Food*	*108,000*
		*Breakfast program $1.85*180*125 students = $41,625*	
		*Lunch program $2.95*180*125 students = $66,375*	
	6349	*Food Service Supplies*	*2,000*
		Expenses for items such as napkins, straws, brooms, plates, etc	
	6390	**Supplies and Materials - General**	
	6399	*General Supplies will be used as follow:*	*53,760*
		Computer supplies (ink and any small item for computers) $2,000	
		Office supplies (paper, pen, pencil, etc) $1,200	
		Postage & overnight $600	
		Supplies for classrooms $2,500	
		35 computers, adapter and flat panel @ $1,270 each = $44,450	
		*Basic software license 35 computer * $86 = $3,010*	
6400	**Other Operating Costs**		**48,900**
	6410	**Travel, Subsistence and Stipends**	
	6411	*Travel and Subsistence - Employee Only*	*2,600*
		Expenses related to transportation, meal, room and other related to	
		traveling on official school business.	
	6420	**Insurance and Bonding Costs**	
	6429	*Insurance and Bonding Cost*	*14,000*
		General & professional liability Ins. $10,000	
		Property insurance $4,000	
	6490	**Miscellaneous Operating Costs**	
	6494	*Reclassified Transportation Expenditures/Expenses*	*27,300*
		Students transportation to and from school = $22,500	
		8 student field trips $600 = $4,800*	
	6499	*Miscellaneous Operating Cost*	*5,000*
		$1,000 for food and refreshment for school-related meeting with prospective	
		parents and $4,000 for advertising and marketing	
6600	**Capital Outlay - Land, Building and Equipment**		**12,460**
	6659	Furniture, Equipment and Software	12,460
		$10,500 Software for accounting and school system $1,960 first time fee	
		We will purchase the RSCCC Business system that includes Account	
		Receivable, Asset Management, Budget, Finance, Human Resources, and	
		Requisition application. This software comply with the required data to the TEA.	
		Total Expenses	**$ 1,154,890**
		Operating Profit or Deficit	-

Application for an Open-Enrollment Charter School - Fourteenth Generation
Budget Template Instructions

Instructions to complete budget template.

1	Enter the name of the sponsoring entity:	East Austin Academia, Inc.
2	Enter the name of the proposed charter school:	East Austin College Prep Academy
3	Enter the date of the fiscal year end:	8/31/2011

4 Enter the date in cells requiring a number of 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. The special supplement can be found in the School Finance Section of the TEA website.

6 The Summary of Estimated Revenues and Expenses reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.

7 Enter information regarding beginning net asset to be made available to the charter school in the Schedule of Estimated Net Assets at Beginning of the Year. Include a description and a dollar amount for each net asset. The source of funding must be supported by the documentation included in Attachment L.

8 Enter information regarding local revenues in the Schedule of Estimated Local Revenues (object code 5700)

9 Enter information regarding state revenues in the Schedule of Estimated State Revenues (object code 5800)

10 Enter information regarding federal revenues in the Schedule of Estimated Federal Revenues (object code 5900)

11 Enter information regarding expenditures in the Schedule of Estimated Expenses (object code 6000)

12 The budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ $30,000 annual salary = $90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed budget template.

13 Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -
Estimated Revenue				
5700 Local Sources	101,730	-	-	101,730
5800 State Sources	1,312,500	-	-	1,312,500
5900 Federal Sources	236,820	-	-	236,820
Other Sources	-	-	-	-
Total Estimated Revenues	$ 1,651,050	$ -	$ -	$ 1,651,050
Estimated Expenses:				
6100 Payroll Costs	1,079,620	-	-	1,079,620
6200 Professional and Contracted Services	182,600	-	-	182,600
6300 Supplies and Materials	302,950	-	-	302,950
6400 Other Operating Costs	74,850	-	-	74,850
6500 Debt Expenses	-	-	-	-
Other Expenses	11,030	-	-	11,030
Total Estimated Expenses	$ 1,651,050	$ -	$ -	$ 1,651,050
Change in Net Assets				
Net Assets at End of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Net Assets at Beginning of Year

East Austin Academia, Inc.

East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried forward from Start Up Phase				-
[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.]				-
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Local Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2011

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passes 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				-
	[Grant and Donation Income]	62,980			62,980
	[Annual Fundraising Income]	5,000			5,000
	[Enter description here.]				-
5751	Food Service Activity	33,750			33,750
5752	Athletic Activities				-
5753	Extracurricular/Cocurricular Activities Other than Attletics				-
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	$ 101,730	$ -	$ -	$ 101,730

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated State Revenue

East Austin Academia, *Inc.*
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2011

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment				-
5812	Foundation School Program Act Entitlements	1,312,500			1,312,500
5813	Foundation School Program Act Incentive Aid				-
5819	Other Foundation School Program Act Revenues				-
5829	State Program Revenues Distributed by Texas Education Agency				-
5899	State Revenues from State of Texas Government Agencies				-
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total State Revenues	$ 1,312,500	$ -	$ -	$ 1,312,500

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Federal Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2011

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencie				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
5921	School Breakfast Program	61,580			61,580
5922	National School Lunch Program	95,240			95,240
2923	United States Department of Agriculture (USDA) Donated Commodities				-
5929	Federal Revenues Distributes by Texas Education Agency				
	[Title I, II, IV, V.]	80,000			80,000
	[Enter description here.]				-
	[Enter description here.]				-
5931	School Health and Related Services				-
5932	Medicaid Administrative Claiming Program				-
5939	Federal Revenues Distributed by other State of Texas Government Agencies				-
5949	Federal Revenues Distributes Directly from the Federal Government				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total Local Revenues	$ 236,820	$ -	$ -	$ 236,820

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Net Assets at Beginning of Year

East Austin Academia, Inc.

East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporary 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.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Sources	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses					
6100	Payroll Costs				
6112	Salaries or Wages for Substitute Teachers				-
6119	Salaries or Wages -- Teacher and Other Professional Personnel	837,820			837,820
6121	Extra Duty Pay/Overtime - Support Personnel				-
6129	Salaries or Wages for Support Personnel				-
6139	Employee Allowances				-
6141	Social Security/Medicare	64,090			64,090
6142	Group Health and Life Insurance	90,300			90,300
6143	Worker's Compensation	25,130			25,130
6145	Unemployment Compensation	7,820			7,820
6146	Teacher Retirement/TRS Care	54,460			54,460
6149	Employee Benefits				-
	Total Payroll Costs	$ 1,079,620	$ -	$ -	$ 1,079,620

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6200	Professional and Contracted Services				
6211	Legal Services				-
6212	Audit Services	10,000			10,000
6219	Professional Services				-
6221	Staff Tuition and Related Fees--Higher Education	7,130			7,130
6222	Student Tuition-Public School				-
6223	Student Tuition--Other than Public Schools				-
6229	Tuition and Transfer Payment				-
6239	Education Service Center Services				-
6249	Contracted Maintenance and Repair	36,720			36,720
6259	Utilities	61,000			61,000
6269	Rentals--Operating Leases	65,150			65,150
6299	Miscellaneous Contracted Services	2,600			2,600
	Total Professional and Contracted Services	$ 182,600	$ -	$ -	$ 182,600

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

		Unrestricted Net Assets	Temporary 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	6,000			6,000
6321	Textbooks	7,500			7,500
6329	Reading Materials	2,250			2,250
6339	Testing Materials	18,750			18,750
6341	Food	225,000			225,000
9342	Non-Food				-
6343	Items for Sale				-
6344	USDA Donated Commodities				-
6349	Food Service Supplies	3,000			3,000
6399	General Supplies	40,450			40,450
	Total Supplies and Materials	$ 302,950	$ -	$ -	$ 302,950

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6400	Other Operating Costs				
6411	Travel and Subsistence--Employee Only	3,000			3,000
6412	Travel and Subsistence--Students				-
6413	Stipends--Non--Employees				-
6419	Travel and Subsistence--Non Employees				-
6429	Insurance and Bonding Costs	23,000			23,000
6449	Depreciation Expense				-
6494	Reclassified Transportation Expenses	43,350			43,350
6499	Miscellaneous Operating Costs	5,500			5,500
	Total Other Operating Costs	$ 74,850	$ -	$ -	$ 74,850
6500	Debt Expenses				
6521	Interest on Bonds				-
6522	Capital Lease Interest				-
6523	Interest on Debt				-
6523	Interest Expenses				-
6529	Interest Expenses				-
6599	Other Deb Fees				-
	Total Other Operating Costs	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2011

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[6659 - Furniture, Equipment and Software]	11,030			11,030
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Expenses	$ 11,030	$ -	$ -	$ 11,030
Total Estimated Expenses	$ 1,651,050	$ -	$ -	$ 1,651,050

East Austin College Prep Academy

2nd Year Projected Operating Budget

2010-2011

		Students		250
				Year 2
		(All numbers rounded to 10)		**2010-2011**
		Description		
	5812	ADA from enrollment ($4,750*250 students)		1,187,500
	5812	TEA Start-Up Grant		100,000
	5812	State Transportation Funds($100*250 students)		25,000
	5921	NSLP - breakfast ($1.61*180days*250 students)		61,580
	5922	NSLP - lunch ($2.49*180 days*250 students)		95,240
	5929	Title I, II, IV and V ($400*250 students @ 80%)		80,000
	5749	Grants and Donations Income: We will write grants		62,980
	5749	Annual Fundraising Events: We will have activities with parents and students		5,000
	5751	Food Service Income (250 students*15%*($1.95+$3.05)*180 days)		33,750
		Total Revenue		**$ 1,651,050**
		Estimated Expenditure/Expenses		
6100	**Payroll Cost**			**1,079,620**
6110		**Teacher and Other Professional Personnel**		
	6119	*Teacher and Other Professional Personnel*	*17.50*	*837,820*
		1 Superintendent @ $30,000 for 25% of his time	*0.25*	
		1 Principal/CEO @ $88,400/year	*1.00*	
		13.25 Core teachers @ $44,720 each/year = $592,540	*13.25*	
		1 Counselor @ $45,760 /year	*1.00*	
		1 Business manager @ $52,000/year	*1.00*	
		1 Receptionist/administrative assistant @ $29,120/year	*1.00*	
6140		**Employees Benefits**		241,800
		Employees benefits are calculated at current tax and insurance rates.		
	6141	*Social security and medicare is calculated @ 7.65% of $837,820 (total salary)*		*64,090*
	6142	*Health insurance @ $430 per 17.50 employee per 12 months.*		*90,300*
	6143	*Worker compensation is calculated @ 3% of $837,820 (total salary)*		*25,130*
	6145	*State unemployment is calculated @ $9,000 (taxable limit wage)**		*7,820*
		*17.50 (employees)*3.31%(rate)*1.5 (turn over rate)*		
	6146	*Retirement is 6.5% of $837,820 (total salary)*		*54,460*
6200	**Professional & Contracted Service**			**182,600**
6210		**Professional Services:**		
	6212	*Audit Service will be used to pay for the audit fee for 2010-2011 year. (Estimated)*		*10,000*
6220		**Tuition and Transfer Payment**		
	6221	*Staff Tuition and Related Fees is budgeted $500*14.25*		*7,130*
		(13.25 Teachers and 1 Principal)		
6240		**Contracted Maintenance & Repair Services**		
	6249	*Contracted Maintenance and Repair*		*36,720*
		*1 contracted maintenance @ $20/hra * 30 hrs/week * 36 weeks =$21,600*		
		*1 contracted person to Clean @ $14/hr * 30hrs/week * 36 weeks = $15,120*		
6250		**Utilities**		
	6259	*Utilities: Estimated $1,000*12 for telephone expenses =$12,000*		*61,000*
		*$4,083.35*12 for electricity, water and gas = $49,000*		
6260	**Utiliti**	**Rental - Operating Lease**		
	6269	*Rental - Operating Lease*		*65,150*
		Building Lease 8,275 SF at $5,029.16 per month = $60,350		
		*A copier lease for $400/month*12 = $4,800*		
6290		**Miscellaneous Contracted Services**		
	6299	*Miscellaneous Contracted Services*		*2,600*
		*Payroll service is $148.58*17.50 employees*		

			Year 2
		(All numbers rounded to 10)	2010-2011
		Description	
6300	**Supplies and Materials**		**302,950**
	6319	*Supplies and Maintenance and/or Operations*	*6,000*
		We will used $3,000 for cleaning supplies and $3,000 for maintenance of	
		furniture and equipment.	
	6320	**Textbooks and Other Reading Materials**	
	6321	*Textbooks for 7th grade*	*7,500*
		*Supplemental materials $30 * 250 students = $7,500*	
	6329	*Reading Material : $250 for newspaper or magazine for students*	*2,250*
		and $2,000 for books for the Library	
	6330	**Testing Materials**	
	6339	*Testing Materials: Estimated expenses for testing material and booklets.*	*18,750*
		*6 grade = 125 students * $75 = $9,375*	
		*7 grade =125 students * $75 = $9,375*	
	6340	**Food Service**	
	6341	*Food*	*225,000*
		*Breakfast program $1.95*180*250 students = $87,750*	
		*Lunch program $3.05*180*250 students = $132,720*	
	6349	*Food Service Supplies*	*3,000*
		Expenses for items such as napkins, straws, brooms, plates, etc	
	6390	**Supplies and Materials - General**	
	6399	*General Supplies*	*40,450*
		Computer supplies (ink and any small item for computers) $3,500	
		Office supplies (paper, pen, pencil, etc) $1,500	
		Postage & overnight $1,000	
		Supplies for classrooms $5,000	
		*Furniture for classrooms $235.60 * 125 new students =29,450*	
6400	**Other Operating Costs**		**74,850**
	6410	**Travel, Subsistence and Stipends**	
	6411	*Travel and Subsistence - Employee Only*	*3,000*
		Expenses related to transportation, meal, room and other related to	
		traveling on official school business.	
	6420	**Insurance and Bonding Costs**	
	6429	*Insurance and Bonding Cost*	*23,000*
		General & professional liability Ins. $15,000	
		Property insurance $8,000	
	6490	**Miscellaneous Operating Costs**	
	6494	*Reclassified Transportation Expenditures/Expenses*	*43,350*
		Students transportation to and from school = $33,750	
		8 student field trips $600 * 2 grades = $9,600*	
	6499	Miscellaneous Operating Cost	*5,500*
		$1,500 for food and refreshment for school-related meeting with prospective	
		parents and $4,000 for advertising and marketing.	
6600	**Capital Outlay - Land, Building and Equipment**		**11,030**
	6659	Furniture, Equipment and Software	*11,030*
		$11,030 Software for accounting and school system - 2nd year	
		We will purchase the RSCCC Business system that includes Account	
		Receivable, Asset Management, Budget, Finance, Human Resources, and	
		Requisition application. This software comply with the required data to the TEA.	
		Total Expenses	**$ 1,651,050**
		Operating Profit or Deficit	-

Application for an Open-Enrollment Charter School - Fourteenth Generation
Budget Template Instructions

Instructions to complete budget template.

1 Enter the name of the sponsoring entity: East Austin Academia, Inc.

2 Enter the name of the proposed charter school: East Austin College Prep Academy

3 Enter the date of the fiscal year end: 8/31/2012

4 Enter the date in cells requiring a number of indicating that a description needs to be entered. Totals and subtotals will automatically calculate.

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9 Enter information regarding state revenues in the Schedule of Estimated State Revenues (object code 5800)

10 Enter information regarding federal revenues in the Schedule of Estimated Federal Revenues (object code 5900)

11 Enter information regarding expenditures in the Schedule of Estimated Expenses (object code 6000)

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Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -
Estimated Revenue				
5700 Local Sources	60,150	-	-	60,150
5800 State Sources	1,818,750	-	-	1,818,750
5900 Federal Sources	355,230	-	-	355,230
Other Sources	-	-	-	-
Total Estimated Revenues	$ 2,234,130	$ -	$ -	$ 2,234,130
Estimated Expenses:				
6100 Payroll Costs	1,443,830	-	-	1,443,830
6200 Professional and Contracted Services	207,110	-	-	207,110
6300 Supplies and Materials	466,710	-	-	466,710
6400 Other Operating Costs	104,900	-	-	104,900
6500 Debt Expenses	-	-	-	-
Other Expenses	11,580	-	-	11,580
Total Estimated Expenses	$ 2,234,130	$ -	$ -	$ 2,234,130
Change in Net Assets				
Net Assets at End of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Net Assets at Beginning of Year

East Austin Academia, Inc.

East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried forward from Start Up Phase				-
[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.]				-
Net Assets at Beginning of Year	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Local Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passes 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				-
	[Grant and Donation Income]	-			-
	[Annual Fundraising Income]	7,500			7,500
	[Enter description here.]				-
5751	Food Service Activity	52,650			52,650
5752	Athletic Activities				-
5753	Extracurricular/Cocurricular Activities Other than Attletics				-
5759	Cocurricular, Enterprising Services or Activities				-
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
5769					-
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total Local Revenues	$ 60,150	$ -	$ -	$ 60,150

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated State Revenue

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2012

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	*Per Capita Apportionment*				-
5812	Foundation School Program Act Entitlements	1,818,750			1,818,750
5813	Foundation School Program Act Incentive Aid				-
5819	Other Foundation School Program Act Revenues				-
5829	State Program Revenues Distributed by Texas Education Agency				-
5899	State Revenues from State of Texas Government Agencies				-
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total State Revenues	$ 1,818,750	$ -	$ -	$ 1,818,750

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Federal Revenue

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencie				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
5921	School Breakfast Program	92,370			92,370
5922	National School Lunch Program	142,860			142,860
2923	United States Department of Agriculture (USDA) Donated Commodities				-
5929	Federal Revenues Distributes by Texas Education Agency				
	[Title I, II, IV, V.]	120,000			120,000
	[Enter description here.]				-
	[Enter description here.]				-
5931	School Health and Related Services				-
5932	Medicaid Administrative Claiming Program				-
5939	Federal Revenues Distributed by other State of Texas Government Agencies				-
5949	Federal Revenues Distributes Directly from the Federal Government				
	[Enter description here.]				-
	[Enter description here.]				-
	[Enter description here.]				-
	Total Local Revenues	$ 355,230	$ -	$ -	$ 355,230

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Net Assets at Beginning of Year

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2012

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporary 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.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Sources	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2012

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses					
6100	Payroll Costs				
6112	Salaries or Wages for Substitute Teachers				-
6119	Salaries or Wages -- Teacher and Other Professional Personnel	1,121,180			1,121,180
6121	Extra Duty Pay/Overtime - Support Personnel				-
6129	Salaries or Wages for Support Personnel				-
6139	Employee Allowances				-
6141	Social Security/Medicare	85,770			85,770
6142	Group Health and Life Insurance	119,970			119,970
6143	Worker's Compensation	33,640			33,640
6145	Unemployment Compensation	10,390			10,390
6146	Teacher Retirement/TRS Care	72,880			72,880
6149	Employee Benefits				-
	Total Payroll Costs	$ 1,443,830	$ -	$ -	$ 1,443,830

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2012

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6200	Professional and Contracted Services				
6211	Legal Services				-
6212	Audit Services	12,000			12,000
6219	Professional Services				-
6221	Staff Tuition and Related Fees--Higher Education	9,500			9,500
6222	Student Tuition-Public School				-
6223	Student Tuition--Other than Public Schools				-
6229	Tuition and Transfer Payment				-
6239	Education Service Center Services				-
6249	*Contracted Maintenance and Repair*	45,360			45,360
6259	Utilities	68,300			68,300
6269	Rentals--Operating Leases	68,160			68,160
6299	Miscellaneous Contracted Services	3,790			3,790
	Total Professional and Contracted Services	$ 207,110	$ -	$ -	$ 207,110

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy
Budget for the Fiscal Year Ended 8/31/2012

		Unrestricted Net Assets	Temporary 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	9,000			9,000
6321	Textbooks	11,250			11,250
6329	Reading Materials	1,300			1,300
6339	Testing Materials	28,130			28,130
6341	Food	364,500			364,500
9342	Non-Food				-
6343	Items for Sale				-
6344	USDA Donated Commodities				-
6349	Food Service Supplies	6,000			6,000
6399	General Supplies	46,530			46,530
	Total Supplies and Materials	$ 466,710	$ -	$ -	$ 466,710

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

		Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:					
6400	Other Operating Costs				
6411	Travel and Subsistence--Employee Only	4,000			4,000
6412	Travel and Subsistence--Students				-
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	59,400			59,400
6499	Miscellaneous Operating Costs	9,500			9,500
	Total Other Operating Costs	$ 104,900	$ -	$ -	$ 104,900
6500	Debt Expenses				
6521	Interest on Bonds				-
6522	Capital Lease Interest				-
6523	Interest on Debt				-
6523	Interest Expenses				-
6529	Interest Expenses				-
6599	Other Deb Fees				-
	Total Other Operating Costs	$ -	$ -	$ -	$ -

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

East Austin Academia, Inc.
East Austin College Prep Academy

Budget for the Fiscal Year Ended 8/31/2012

	Unrestricted Net Assets	Temporary Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[6659 - Furniture, Equipment and Software]	11,580			11,580
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
[Enter description here.]				-
Total Other Expenses	$ 11,580	$ -	$ -	$ 11,580
Total Estimated Expenses	$ 2,234,130	$ -	$ -	$ 2,234,130

East Austin College Prep Academy

3rd Years Projected Operating Budget

2011-2012

		Students		375
				Year 3
		(All numbers rounded to 10)		**2011-2012**
		Description		
	5812	ADA from enrollment ($4,750 * 375 students)		1,781,250
	5812	State Transportation Funds ($100*375 students)		37,500
	5921	NSLP - breakfast ($1.61*180days*# of students@85%)		92,370
	5922	NSLP - lunch ($2.49*180days*# of students@85%)		142,860
	5929	Title I, II, IV and V ($400*# of students@80%)		120,000
	5749	Grants and Donations Income: We will write grants		-
	5749	Annual Fundraising Events: We will have activities with parents and students		7,500
	5751	Food Service Income (375 students*.15*($2.05+$3.15)*180 days)		52,650
		Total Revenue		**2,234,130**
		Estimated Expenditure/Expenses		
6100	**Payroll Cost**			**1,443,830**
6110	**Teacher and Other Professional Personnel**			
	6119	*Teacher and Other Professional Personnel*	*23.25*	*1,121,180*
		1 Superintendent @ $30,000 for 25% of his time	*0.25*	
		1 Principal/CEO @ $91,940/year	*1.00*	
		18 Core teachers @ $46,500 each/year = $837,000	*18.00*	
		1 Counselor @ $47,590 /year	*1.00*	
		1 Business manager @ $54,080/year	*1.00*	
		2 Receptionist/administrative assistant @ $30,285 each/year = $60,570	*2.00*	
6140	**Employees Benefits**			322,650
	6141	*Social security and medicare is calculated @ 7.65% of $1,121,180 (total salary)*		*85,770*
	6142	*Health insurance @ $430 per 23.25 employee per 12 months.*		*119,970*
	6143	*Worker compensation is calculated @ 3% of $1,121,180 (total salary)*		*33,640*
	6145	*State unemployment is calculate @ $9,000 (taxable limit wage)**		*10,390*
		*23.25 (employees)*3.31%(rate)*1.5 (turn over rate)*		
	6146	*Retirement is 6.5% of $1,121,180 (total salary)*		*72,880*
6200	**Professional & Contracted Service**			**207,110**
6210	**Professional Services:**			
	6212	*Audit Service will be used to pay for the audit fee for 20011-12 year. (Estimated)*		*12,000*
6220	**Tuition and Transfer Payment**			
	6221	*Staff Tuition and Related Fees is budgeted $500*19*		*9,500*
		(18 Teachers and 1 Principal)		
6240	**Contracted Maintenance & Repair Services**			
	6249	*Contracted Maintenance and Repair*		*45,360*
		*We will contract a maintenance for 35 hrs. a week * $20 * 36 weeks =$25,200*		
		*1 person to clean for $14/hour * 40/week * 36 weeks = $20,160*		
6250	**Utilities**			
	6259	*Utilities: Estimated $1,400*12 for telephone expenses = $16,800*		*68,300*
		*$4,291.66*12 for electricity, water and gas = $51,500*		
6260	**Utiliti Rental - Operating Lease**			
	6269	*Rental - Operating Lease*		*68,160*
		Building Lease 8,275 SF at $5,180 per month = $62,160		
		*A copier lease for $500/month*12 = $6,000*		
6290	**Miscellaneous Contracted Services**			
	6299	*Miscellaneous Contracted Services*		*3,790*
		*Payroll service is $163*23.25 employees*		
6300	**Supplies and Materials**			**466,710**

			Year 3
		(All numbers rounded to 10)	2011-2012
		Description	
	6319	*Supplies and Maintenance and/or Operations*	*9,000*
		We will used $4,500 for cleaning supplies and $4,500 for maintenance	
		of furniture and equipment.	
6320	**Textbooks and Other Reading Materials**		
	6321	*Textbooks*	*11,250*
		*Supplemental materials $30 * 375 students*	
	6329	*Reading Material : $300 for newspaper or magazine for students*	*1,300*
		and $1,000 for books for the Library.	
6330	**Testing Materials**		
	6339	*Testing Materials: Estimated expenses for testing material and booklets.*	*28,130*
		*6 grade = 125 students * $75 = $9,375*	
		*7 grade =125 students * $75 = $9,375*	
		*8 grade =125 students * $75 = $9,375*	
6340	**Food Service**		
	6341	*Food*	*364,500*
		*Breakfast program ($2.15*180* 375 of students = $145,125*	
		*Lunch program $3.25*180* 375 students = $219,375*	
	6349	*Food Service Supplies*	*6,000*
		Expenses for items such as napkins, straws, brooms, plates, etc	
6390	**Supplies and Materials - General**		
	6399	*General Supplies*	*46,530*
		Computer supplies (ink and any small item for computers) $4,980	
		Office supplies (paper, pen, pencil, etc) $3,000	
		Postage & overnight $2,000	
		Supplies for classrooms $7,500	
		*Furniture for classrooms $232.4 * 125 new students =29,050*	
6400	**Other Operating Costs**		**104,900**
6410	**Travel, Subsistence and Stipends**		
	6411	*Travel and Subsistence - Employee Only*	*4,000*
		Expenses related to transportation, meal, room and other related to	
		traveling on official school business.	
6420	**Insurance and Bonding Costs**		
	6429	*Insurance and Bonding Cost*	*32,000*
		General & Professional Liability Ins. $20,000	
		Property Insurance $12,000	
6490	**Miscellaneous Operating Costs**		
	6494	*Reclassified Transportation Expenditures/Expenses*	*59,400*
		Students transportation to and from school = $45,000	
		8 student field trips $600 * 3 grades = $14,400*	
	6499	*Miscellaneous Operating Cost*	*9,500*
		$2,500 for food and refreshment for school-related meeting with prospective	
		parents, $4,000 for advertising and marketing and $3,000 for graduation	
		expenses.	
6600	**Capital Outlay - Land, Building and Equipment**		**11,580**
	6659	*Furniture, Equipment and Software*	*11,580*
		$11,580 Software for accounting and school system - 3rd year	
		We will purchase the RSCCC Business system that includes Account	
		Receivable, Asset Management, Budget, Finance, Human Resources, and	
		Requisition application. This software comply with the required data to the TEA.	
		Total Expenses	**$ 2,234,130**
		Operating Profit or Deficit	-

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment O

Negotiated Service Agreement

southwest key programs

6002 Jain Lane › Austin, TX 78721
Tel: 512.462.2181 › Payroll Fax: 512.416.7819

Dr.. Nereida Cantu
The East Austin Academia, Inc.
6002 Jain Lane
Austin, TX 78721

Dear Dr. Cantu:

As we recently discussed, Southwest Key Programs is prepared to offer Payroll and Human Resource services for the employees of The East Austin Academia.

Based on proposed number of employees each year, the annual Payroll service fees are estimated to be:

- $1,770 for the 1st year
- $2,600 for the 2nd year
- $3,790 for the 3rd year

If you need additional information, please feel free to contact me at 512-462-2181.

Best regards,

Melody Chung
Chief Financial Officer
Southwest Key Programs, Inc.

THE EAST AUSTIN COLLEGE PREP ACADEMY

Attachment P

Negotiated Lease Agreement

southwest key programs

National Headquarters
6002 Jain Lane, Austin, Texas 78721

512.462.2181 • fax: 512.462.2028 • email: info@swkey.org • www.swkey.org

our mission
nuestra misión

...to advocate for children worldwide and to impact children, youth and their families by empowering them to succeed.

...abogar por los niños del mundo e impactar las vidas de niños, jóvenes, y sus familias capacitándolos para triunfar en la vida.

board of directors

Juan José Sánchez, Ed.D.
President
Austin, Texas

Ofelia de los Santos, J.D.
Vice-President
Edinburg, Texas

Edward Cline
Secretary
Houston, Texas

Victor Garza
Treasurer
Fresno, California

Frank J. Felix, Ph.D.
Member
Tucson, Arizona

Gustavo L. García
Member
Austin, Texas

Otis B. Head
Member
Tuskegee, Alabama

Orlando Martinez
Member
Atlanta, Georgia

Catherine Peña
Member
New Braunfels, Texas

February 26, 2008

Dr. Nellie Cantu
Superintendent
The East Austin Academia, Inc.
6002 Jain Lane
Austin, Texas 78721

RE: LEASE AGREEMENT

Dear Dr. Cantu:

Southwest Key Programs, Inc. ("SWK") hereby agrees to lease space in Austin, Texas to The East Austin Academia, Inc. ("TEAA") for its charter school operation. SWK agrees to lease 8,725 square feet of furnished classroom and office space for school operation.

The base rent shall be Fifty Eight Thousand Five Hundred Ninety Dollars ($58,590) and shall increase by three percent (3%) each year. The lease term will be Five (5) Years and shall commence on July 1, 2009. This lease agreement is contingent upon TEAA obtaining a charter from the Texas Education Agency.

By signing below the parties hereby agree to the terms and conditions contained herein. This agreement may be amended as long as both parties agree on the amendments in writing.

Rachel Luna, General Counsel
Southwest Key Programs, Inc.

Juan J. Sanchez, President
The East Austin Academia, Inc.

Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and *19 TAC §§89.1201-.1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

☒ Yes
☐ No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794,* prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

☒ Yes
☐ No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794,* require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

☒ Yes
☐ No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Juan J. Sánchez

Signature of Charter Holder Board Chair
(must sign in blue ink)

1/14/09

Date

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 ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at **http://framework.esc18.net/**.

Applicant Assurance Statement
The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. The charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures
Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance
For questions concerning or information about the electronic submission of charter policies and procedures, please contact your regional ESC special education contact at **http://www.tea.state.tx.us/special.ed/escinfo/contact.html**.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place upon opening policies and procedures that ensure implementation of IDEA 2004 and *all* federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Juan C. Sánchez 1/14/09

(BLUE INK) Signature of CEO of Sponsoring Entity Date

The East Austin Academia, Inc.
Official Name of Charter Holder

26-1609474
FEI No./Taxpayer ID

The East Austin College Prep Academy
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)
Dr. Juan Sanchez	09/10/08	512-462-2181	Juan Sánchez
Typed Title of Authorized Official of Charter Holder			
President			

Address of Charter Holder	City	State	Zip Code
6002 Jain Lane	Austin	Texas	78721

227824

DIVISION OF CHARTER SCHOOL ADMINISTRATION
APPLICATION REVIEW/CONTINGENCIES
GENERATION 14 APPLICANT

Proposed Charter School: The East Austin College Prep Academy
Proposed Charter Holder: The East Austin Academia, Inc.
New or Conversion: New
Employer ID Number (EIN): 26-1609474
Education Service Center: Region XIII

AREAS	Information and Issues Identified
Grades Served	▪ 6 - 12
Maximum Enrollment	▪ 875
Number of Sites	▪ 3 ▪ 6002 Jain Lane, Austin, Texas 78721 ▪ The application requests the physical address of each proposed campus. Only one address was listed on the coversheet.
Education Plan	▪ P. 28 – Clarify the Student Field Lessons paragraph. It begins with a sentence fragment and is unclear. ▪ P. 30 – Change this to state that special education students will be placed in accordance with their IEPs. It cannot be predetermined that all special education students will be placed in a regular academic program. ▪ P. 30 - State that bilingual/ESL instruction will be provided as required under Subchapter B, Chapter 29 in the Texas Education Code.
Teacher to Student Ratio	▪ 1:24
Student Goals	▪ Okay

Human Resources Information	▪ P. 121 – Show the assistant principal on the organizational chart.
	▪ PP. 58 - 61 - State that the governing body of the sponsoring entity understands it is ultimately responsible for:
	  ▪ student and school performance;
	  ▪ management and administrative practices;
	  ▪ student attendance accounting reporting requirements;
	  ▪ compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
	  ▪ compliance with special education and bilingual. English as a second language (ESL) program requirements;
	  ▪ financial accounting reporting requirements, including grant reporting requirements;
	  ▪ reporting requirements, including those through the Public Education Information Management System

	(PEIMS); ▪ reporting annual school and student performance to students, parents, and the public; ▪ 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. ▪ P. 68 - Indicate that the qualifications for all professional employees, not just teachers, will be distributed to all parents.
Community Support	▪ Remove Section 13 from the application.
Geographic Boundaries	▪ A portion of Austin ISD and Del Valle ISD in which students reside in the area east of Interstate 35, south of U.S. Highway 290, west of U.S. Highway 183, and north of State Highway 71. ▪ Other parts of Austin ISD if space will allow
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.

TEXAS EDUCATION AGENCY
DIVISION OF FINANCIAL AUDITS

MEMORANDUM

TO: Mary Perry, Director
Division of Charter Schools

THROUGH: Fred Tracy, Director of Desk Reviews

FROM: Alma Obregon, Auditor

DATE: August 29, 2008

REFERENCE: The East Austin College Prep Academy
Application Review # 701-07-116/039

Auditors reviewed the Application for an Open-Enrollment Charter School – Fourteenth Generation (document # 701-07-116-039) (the charter application) filed by The East Austin Academia, Inc. (FEIN: 26-1609474) (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 The East Austin College Prep Academy. 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.

Vision of the School

Question 1: It was noted on page 13, section 2.b., that a three-week summer session for all students would be offered. Please note that funding of an Average Daily Attendance (ADA) is based on one full-time student attending school for the entire year (180 days); however, additional days in the school year will not increase funding. Effectively, average funding for one school day would decrease. There is no indication of additional sources of funding noted in the budgets for the proposed summer session. What source of funds will be used to fund the three-week summer session?

Business Plan

Question 2: The charter applicant indicated in item 11.dd, page 102, that the Boys and Girls Club of the Capital Area and Austin Community College will

also be the using the facilities (office space for after school activities for the club and computer lab in the evenings to teach English for ACC). Will any responsibility for utilities, building insurances, rent, maintenance and repairs be shared with these organizations? If not, is the applicant aware that a fee or an exchange of services is required to avoid the use of the facilities being a gift of public funds?

(Attachment L) Letters Indicating Sources of Funding

Question 3: An in-kind donation of $44,450 from Advance Micro Devices was noted on page 224 of the application. In addition, account code 5749 on page 221 reports $311,530 for year one of operations and $62,980 for year two of operations from grants and donations. The instructions for completion of the start-up budget under instruction 12 states that all sources of funding and anticipated expenses should be identified. The sources of funding must be supported by the documentation included in Attachment L. Please provide documentation to support these sources of funding.

LEGAL REVIEW OF FOURTEENTH GENERATION APPLICATION

Charter School: The East Austin College Prep Academy

Charter Holder: The East Austin Academia 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 the Texas Open Meetings Act. • It appears that additional board members are contemplated. If there are new members, their Biographical Affidavits must be submitted. • Southwest Key College Prep School is the name on the title page for Attachment D. • The By-Laws state that the sole member of The East Austin Academia, Inc. is Southwest Key Programs, Inc. As such, the sole member of the corporation maintains total control over sponsoring entity.
Biographical Affidavits	• New members of the Board will need to submit Biographical Affidavits when appointed or elected.
Admissions Policy	• If a charter is granted, a review of the Admissions Application, Enrollment Forms and Promotional Information will be conducted during the contingency process. • Although you can encourage parents to attend your Open House and Information Session, you cannot make it a requirement for their child's admission to the school. • The Admissions Application needs to be revised as it requires too much information prior to acceptance. Inquiries as to sex and ethnicity are not allowed on the application. Inquiry as to the parent's employer is also not allowed. • The applicant proposes having multiple short applications periods and three different lotteries over a three-month period. Such a process is atypical. If a charter is granted, legal staff will discuss the issue with the applicant and may require that the application process be modified if it is determined that there is not a good basis for the process. After the lottery is conducted, those not chosen are placed on a waiting list in the order drawn, not placed in a waiting pool. • Appendix 8 needs to be changed. Parent's refusal to abide by Parent Commitment to Excellence cannot result in dismissal of student.
Nonprofit Status	• OK
Other	• The East Austin College Prep Academy is leasing space from its sole member of its sponsoring entity. The lease amount must be at an equitable rate and be negotiated as an arm's length transaction.

CONTRACT FOR OPEN-ENROLLMENT CHARTER SCHOOL

This contract is executed between the Texas State Board of Education (the "Board") and **The East Austin Academia, Inc.** ("Charter Holder") to operate **The East Austin College Prep Academy**, a Fourteenth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Fourteenth 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 Fourteenth 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 Fourteenth 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) 701-07-116 (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, 2014 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 701-07-116; (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 Fourteenth 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 15 day of March, 2009

Texas State Board of Education:

Don McLeroy 3/05/09
Don McLeroy, Chair Date

The East Austin Academia, Inc.:

Juan Sanchez 3/9/09
Dr. Juan Sanchez, Chair Date

Nellie Cantu 3/9/09
Dr. Nellie Cantu, Chief Operating Officer Date

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