

GENERATION TWENTY-TWO

Open-Enrollment  
**CHARTER APPLICATION**

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

SUBCHAPTER D

APPLICATION DUE  
DECEMBER 5, 2016  
5PM CENTRAL STANDARD TIME

# APPLICATION COVERSHEET

21st Century Life Preparatory Academy

**Proposed Generation Twenty-Two Charter Name**  
Alcamii Global Project

**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 therein.*

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

- 501(c)(3) nonprofit organization
- Governmental Entity
- College or University

Chairperson of Governing Body of Sponsoring Entity: Charles Tran

CEO of Sponsoring Entity: Bright Ihezue

CEO/Superintendent of Proposed Charter School: Rodney H. Johnson, Ed.D.

Contact Name: Rodney Johnson

Contact E-mail Address: info4alcamii@gmail.com

Contact Phone #: 281.796.3740

Contact Fax #: 281.342.5158

Board Member Who Attended an Applicant Conference: Angela Johnson

Date of Conference: 9/19/2016

Applicant Mailing Address (This address will be used for contact regarding this application.): Alcamii Global Project:

Attn: Rodney Johnson, Ed.D.; 7107 Belford Park Lane; Richmond, TX 77407-3807

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

SAME

Number of Campuses Being Requested: 1

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Brazoria County

State the estimated enrollment and check all grade levels to be served for each school year. *By Year 3, at least one grade in which the state assessments are administered must be offered.*

**Year 1:** Estimated Enrollment: 135

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

**Year 2:** Estimated Enrollment: 145

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

**Year 3:** Estimated Enrollment: 195

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

**Year 4:** Estimated Enrollment: 195

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

**Year 5:** Estimated Enrollment: 220

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

**At Capacity:** Maximum Enrollment: 250

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

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or 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. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Two Open Enrollment Charter Application Subchapter D Instructions and Guidelines document.

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

12-1-16  
Date

Bright Ihezue  
Printed Name

Rodney H. Johnson  
(BLUE INK) Signature of Application Preparer

12/1/16  
Date

Rodney H. Johnson  
Printed Name

With what company is the application preparer associated? Alcamii Global Project Was preparer paid?  Yes  No

# APPLICATION TEAM PROFILE

**Names, roles, and current employment of all persons on applicant team:**

Full Name	Current Job Title and Employer	Position with Proposed School
Rodney H. Johnson, Ed.D.	Education Consultant (Retired principal)	CEO/Superintendent
Bright Ihezue	Brighter Future, Inc.	Program Director (Outreach)
Charles Tran	Live Mobile Tecnology	Board
Elane Phillips	Accounting	Board
Jesse McNeil, Ed.D.	McNeil Educational Foundation	Leadership
Beverly Newsome	Education Consultant (Retired Region 4)	Board
James Cuellar	Education Consultant	Board

**Does this applicant team have charter school applications under consideration by any other authorizer(s)?**

Yes  No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

**Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2016-17 or 2017-18 school years?**

Yes  No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

**Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2017-18?**

Yes  No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

**Do any of the following describe your organization or the charter proposed in this application?**

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*

If contracting with a CMO, identify the provider:

- This provider currently manages schools in Texas or elsewhere in the US.

If currently managing, please state where:

# TABLE OF CONTENTS

Application	Page
Application Coversheet .....	<u>1</u>
Application Team Profile .....	<u>2</u>
Table of Contents (this page).....	<u>34</u>
<b>Charter Application.....</b>	
Educational Plan .....	<u>6</u>
Assessment and Evaluation.....	<u>41</u>
Community.....	<u>43</u>
Operations .....	<u>49</u>
Students.....	<u>58</u>
Faculty and Staff .....	<u>67</u>
Governance .....	<u>73</u>
Financial Information.....	<u>76</u>
Out of State Information .....	<u>84</u>
<b>Application Attachments.....</b>	
Attachment A1 - Applicant Information Session Documentation .....	<u>86</u>
Attachment A2 - Published Notice(s) of Public Meetings.....	<u>87</u>
Attachment A3 - Certified Mail Receipts or Return Cards .....	<u>88</u>
Attachment A4 - Geographic Attendance Boundary.....	<u>93</u>
Attachment A5 - Teacher-Student Ratio .....	<u>98</u>
Attachment A5 - Teacher-Student Ratio .....	<u>100</u>
Attachment E1 - Sample Course Scope and Sequence.....	<u>102</u>
Attachment E2 - Admissions and Enrollment Policy .....	<u>109</u>
Attachment E3 - Discipline Policy.....	<u>112</u>
Attachment E4 - Gun-Free School Policy.....	<u>115</u>
Attachment F1 - Start-Up Narrative.....	<u>120</u>
Attachment F2 - Budget Narrative.....	<u>126</u>
Attachment F3 - Financial Plan Workbook .....	<u>131</u>
Attachment F4 - Audit Report .....	<u>153</u>
Attachment F5 - Credit Report .....	<u>157</u>
Attachment F6 - (IRS) Form 990, Form 990-N, or Form 990-EZ.....	<u>159</u>
Attachment F7 - Evidence of other Financial Support .....	<u>161</u>
Attachment G1 - 501(c)(3) Determination Letter.....	<u>163</u>
Attachment G2 - Articles of Incorporation .....	<u>165</u>
Attachment G3 - Bylaws of the Sponsoring Entity.....	<u>171</u>
Attachment G4 - Board Member Biographical Affidavit Form .....	<u>183</u>
Attachment G5 - Governing Board Code of Ethics and Conflict of Interest Policy.....	<u>208</u>
Attachment O1 - Organization Chart(s) .....	<u>214</u>
Attachment O2 - Staffing Chart.....	<u>217</u>
Attachment O3 - Supplemental Human Resources Information Form .....	<u>220</u>
Attachment OS1 - State Performance Data .....	<u>263</u>
Attachment OS2 - Financial and Business Plan.....	<u>265</u>
Attachment OS3 - Related Business Entities.....	<u>277</u>
Attachment OS4 - Current or Past Litigation.....	<u>279</u>



## TABLE OF CONTENTS cont.

Charter Management Organization Information Addendum (If Applicable) .....	_____
Overview .....	_____
Selection Process .....	_____
Management History .....	_____
Legal Relationships .....	_____
Organizational Structure .....	_____
Expansion Management .....	_____
Performance Management .....	_____
Performance Evaluation Information.....	_____
Business Plan.....	_____
Addendum Attachment MO1 - Management Agreement .....	_____
Addendum Attachment MO2 - Organizational Chart.....	_____
Addendum Attachment MO3 - Current or Past Litigation.....	_____
Addendum Attachment MO4 - Organization and Related Businesses.....	_____
Letter of Special Assurances.....	<u>281</u>



Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

I. Applicant is an In-State organization? Yes  No

II. Applicant is an Out-of-State organization? Yes  No

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**NARRATIVE (2)** - Provide a succinct overview of how the school’s mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.



their parents' income." Research suggest that children involved in early intervention education programs are more likely to graduate from high school, to own homes, and have longer marriages [thus stabilizing the family].

As the percentage of white students in our urban schools shrinks, the challenge of educating America's fastest growing, and browner student population is well documented. As reported by U.S. News (found at <http://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal>), the number of Black, Hispanic, and other minority students are expected to grow by 44 percent. Because of limited opportunities, Black and Hispanic parents are less educated than white parents. And as a result, Child Trends reports that at-risk minority students realize a self-fulfilling prophecy due to lowered expectations. And if we aren't careful, this cycle will continue to widen the learning-achieving gap. In 1990, The Conspiracy of Ignorance began to ring the alarm as it relates to the growing [academic disparity between] student populations. The American school system's failure to address academic growth for minority students continues to challenge educators who are charged with serving our youth. So, the problem, as it exists today, is really not a new phenomenon. It just emphasizes the catastrophic affects of "lowered expectations" on students over time, especially with minority populations (NCCHS, 2015).

**TARGETED GROUPS**

Populations to be served include, but are not limited to African American, Hispanic, and other minorities who belong to at-risk populations. Other at-risk participants can also include children who are Economically Disadvantaged and those students impacted by the Juvenile Justice System. 21st Century Life Preparatory Academy (21CLPA) will seek to address the challenges faced by today's young children who are disproportionately affected by discriminatory practices in society and school systems. Grades PreK - 5 will be included during the Year 1 of operation. Initially, 21CLPA will seek to grow student population in the lower grades (PreK, Kinder, and 1st grades). In response to waiting list and a ground-swell of support for students to continue with our programs, 21CLPA will add additional grades beginning with 6th grade anticipated during year 3 or 4. The main emphasis will be to provide services to students in PreK through 5 who possess one or more of the characteristics common to at-risk students and those who reside within Brazoria County (NCCHS, 2015).

In Conspiracy of Ignorance and Project 2019, it is also suggested that this same group may be systematically excluded or discouraged from advanced academic involvement. In a report written by Motoko Rich, he informs us that racial minorities are more likely to have less access to rigorous math and science classes, and to be taught by lower-paid teachers with less experience, according to comprehensive data released by the Department of Education's Office for Civil Rights. In the report, School Data Finds Pattern of Inequality Along Racial Lines, published on March 21, 2014, Rich goes on to say that in high school, the study found that while more than 70 percent of white students attend schools that offer a full range of math and science courses — including algebra, biology, calculus, chemistry, geometry and physics — just over half of all Black students have access to those courses. Just over two-thirds of Latinos attend schools with the full range of math and science courses, and less than half of American Indian and Native Alaskan students are able to enroll in as many high-level math and science courses as their white peers (NCCHS, 2015).

**CHARACTERISTICS OF ACADEMICALLY AT-RISK**

Psychology Today defines microaggression as the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In Microaggressions: More than Just Race, Derald Wing Sue Ph.D. cites, in many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

Understanding microaggression, 21CLPA knows there are many reasons why students are at-risk. Everything from lack or access to resources, social status, economic status, educational expectations, poverty, living conditions, societal oppressions, negative stereotypes, and self-deprecation. 21st Century Life Preparatory Academy (21CLPA) understands that we can address many of these characteristics. An article, Characteristics of Students at Risk and Why Students Drop Out (found at <http://www.education.com/reference/article/characteristics-students-risk/>), identifies the characteristics of at-risk students as;

- \* A history of academic failure. 21CLPA has identified that failure in school is "systemic" and that in order to

address these challenges, educators have to counter the notion that minority students are somehow less capable.

\* Older age in comparison with classmates. And as outlined in this Charter School proposal, 21CLPA has identified grade retention, for Black and Hispanic students, beginning in the early and elementary grades, has devastating affects on their future academic success.

\* Emotional and behavioral problems. 21CLPA has identified and realize that minority populations are oppressed by social stressors that other groups are not. Beyond peer pressure, minorities are psychologically stressed and affected by societal prejudices and discrimination.

\* Frequent interaction with low-achieving peers. 21CLPA finds that traditional school systems tend to categorize and classify groups according to academic performance. The notorious "sub-population" places pressure on schools to "make improvement" with these groups and remains a determinant factor for the level of instruction and intervention students receive. In affect, school systems are "picking winners and losers."

\* Lack of psychological attachment to school. 21CLPA finds that students must have a reason and purpose for attending school and being productive academically. 21CLPA will connect with these learners.

\* Increasing dis-involvement with school. 21CLPA realizes that when early and elementary grades learners experience frequent success, no matter how small or large, the connection and engagement becomes more personalized. When individuals feel a social and emotional connection to school, academics performance will improve (NCCHS, 2015).

### DEFINING SCHOOL READINESS

Alarmingly, disparities already show between Black and White children. While 91% of non-minority students aged 3 – 5 exhibited school readiness skills, only 78% of African-American students demonstrated the same fluency. The National Center for Education Statistics (NCES) reports that reading proficiency for white parents is higher than that of Black parents and therefore, literacy rates for Black children is lower. Among the culprits, they range from fewer characters of color in children’s books to attending lower-quality day care to prepare minority students for school. As a result, minority students are more likely to be held back in Kindergarten and RETENTION RATES for Black [and Hispanic] ninth graders is reaching 34 percent according to the U.S. Department of Education in 2012.

On the bright side, a fabulous study, The Abecedarian Project, reports that children in quality prekindergarten and [Kindergarten] programs are less likely to repeat grades, need special education, or get into future trouble with the law. Early childhood education makes good economic sense. According to High/Scope Perry Preschool Study, it was found that individuals who are enrolled in a quality PreK program ultimately earned up to \$2,000 more per month than those who were not so lucky to begin their education on a good note. Concluding in 2005, this 40 year study examined the lives of 123 children born in poverty and at high risk of failing in school. The High/Scope Perry Preschool Study found that adults at age 40 who participated in high quality prekindergarten programs were more likely to have graduated from high school. At age 5, kids who attended high quality prekindergarten programs had A) IQs at 90+; B) at age 14, Basic Achievement was 34% higher than those students who did not attend preschool; C) at age 15, students completed Homework at a rate of 61% compared to 15% for students who did not go to preschool; and D) Graduation Rates for students who had high quality prekindergarten experiences was 77% compared to 60% for students who did not attend prekindergarten (found at <http://www.highscope.org/Content.asp?ContentId=219>).

### DEFINING 21st CENTURY [LIFE-PREPARATORY] SKILLS

In 2012, the RAND Corporation sponsored the report, Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences in which they shared two positions on 21st century skills.

Position I: The University of Melborne, Cisco, Intel, and Microsoft funded (AT21CS) Assessment & Teaching of 21st Century Skills consortium. This consortium includes Australia, Finland, Portugal, Singapore, the UK, and the US which organized 21st century skills, knowledge, attitudes, values, and ethics into four categories:

1. Ways of Thinking: creativity & innovation, critical thinking, problem-solving, decision-making, and learning to learn (or metacognition),
2. Ways of Working: communication and teamwork,
3. Tools for Working: general knowledge and information communication technology (ICT) literacy, and
4. Living in the World: citizenship, life & career, and personal & social responsibility, including cultural awareness & competence.

Position II: From the book, *The Global Achievement Gap* by Tony Wagner in 2008, and informed by interviews with business, nonprofit, and education leaders, Wagner proposes that students need seven survival skills to be prepared for 21st life, work, and citizenship:

1. critical thinking & problem solving,
2. collaboration & leadership,
3. agility & adaptability,
4. initiative & entrepreneurialism,
5. effective oral & written communication,
6. accessing & analyzing information, and
7. curiosity & imagination.

Globally, the Asian Society and U.S. Council of Chief State School Officers specify global competence as the core capacity needed by 21st Century students. The capacity and disposition to understand and act on issues of global significance. The global competent students do the following:

1. Investigate the world beyond their immediate environment,
2. Recognize perspectives, others' and their own,
3. Communicate ideas effectively with diverse audiences, and
4. Take action to improve conditions.

21st Century Life Preparatory Academy has synthesized the research and experiential expertise of many educators to develop this short list of benefits for students who are engaged in a Life-Preparatory environment. This is not to say that 21CPLA has discovered THE solutions for these issues. By reversing the deleterious affects that plague at-risk populations, 21CLPA simply states that when we attend to the social and emotional needs of early and elementary grades learners, that group will experience increased academic productivity. Raising the bar for at-risk students include the following principles;

- \* high-expectations
- \* limited distractions
- \* increase students' focus on attention to academic detail
- \* increase students' focus on academic detail
- \* begins to eliminate the school-to-prison pipeline
- \* positive peer pressures of masculinity
- \* meeting needs developmentally for early & elementary grades learners
- \* building capacity for personal social and academic growth
- \* seamless transitions between grades
- \* balance the concepts of perfectionism and self-confidence
- \* ect (NCCHS, 2015).

#### START EARLY WITH 21st CENTURY SKILLS

In an attempt to offer a counter-narrative to at-risk characteristics, 21st Century Life Preparatory Academy has decided to begin with early and elementary grades learners. Developmentally, early and elementary learners will be exposed to "life" experiences that will benefit them throughout life. Those life-experiences addressed by 21CLPA will be A) Soft Skills, B) Life-Skills C) Executive Functioning Skills, and D) Transfer Learning Skills.

#### A. SOFT-SKILLS - Self-Regulating Learners

From an anthropology perspective, 21CLPA will help early and elementary grades learners emphasize self-regulating behavior. Larry Buhl says that there are 6 Soft-Skills that improves [a student's self-efficacy]. Boosting your "Show--Don't Tell" skills not only gives you a leg up, these skills also have obvious applications in all areas of a person's life, both in school and personal. The soft-skills that we will emphasize are;

1. Communication Skills - This means coherent writing, persuading others, presentations, or clearly expressing yourself to others.
2. Teamwork & Collaboration - "Playing Well With Others." Good leaders first begins as good followers. In whole or small groups, monitoring progress, meeting deadlines, following instructions, and collaborating with your group-mates

to achieve a common goal or task.

3. Adaptability - To have a [will] and a passion for learning. To have the ability to continue to grow and stretch your skills to adapt to changing needs.
4. Problem-Solving & Decision-Making - Be able to detail what you did, how you approached the problem, how you involved others, and what the outcome was -- in real, measurable outcomes.
5. Critical Self-Realization - The ability to survey yourself, analyze what you find, make adjustments, and interpret meaningful observations.
6. Conflict Resolution - 21CLPA will emphasize that students gain the ability to persuade, negotiate, and resolve conflicts as a function of self-regulation.

Early and elementary grades learners will benefit by seeking to negotiate win-win solutions to serve the best interests individually, and of everyone involved. 21CLPA's six soft-skills was adapted from the work by Lynne Sarikas, MBA Career Center Director at Northeastern University.

**B. LIFE SKILLS - Self-Regulating Learners**

As a student's soft-skills are being nurtured, life skills are integrated with skills that further prepares students to succeed in multiple environments. 21CLPA understands that if we measure ALL students by readiness standards, at-risk students will fall further behind if life skills are not introduced. By learning new skills, students begin to increase their understanding of the world around them as they equip themselves with tools to be more productive and manage the stressors that will ultimately come their way. 21CLPA will help our students develop the following skills;

1. the WILLINGNESS and ability to learn,
2. the NEED to study,
3. the ability to negotiate win-win solutions,
4. the ability to "contribute" in a group (teamwork & collaboration)
5. assertiveness, leadership, and presentation skills are important,
6. the ability to manage time and stay organized, and
7. the ability to resolve conflict, manage stress, and problem solve.

21CLPA understands that life skills are not always taught directly but often learned indirectly through experience and practice. In 2008, the Center for Public Education (CPE) cited a growing body of research in Michigan, New Jersey, Oklahoma, South Carolina, and West Virginia showing that high-quality [early and elementary education] yields benefits for children, schools, families, and their communities.

**Short and Long-term Affects of Early Introduction of Life Skills:**

The short and long-term benefits of high-quality [early and elementary education] and potential savings to communities are high. Research on Pre-K prepared by Chrisanne Gayl of CPE shows short-term benefits of participating students scoring higher on reading and math tests than children receiving parental care. The same report cited three major longitudinal studies which began in the 1960s and 1970s - the High/Scope Perry Preschool Project, the Chicago Parent Centers, and the Abecedarian Project. These reports show [low-socioeconomic] Black, [Hispanic, and white] children randomly selected to receive the comprehensive preschool program showed impressive long-term results regarding educational progress, delinquency, and earnings. Seventy-seven percent (77%) of these youngsters eventually graduated from high school, compared with 60 percent from the control group. In adulthood Pre-K participants were also less likely to be arrested for violent crimes, more likely to be employed, and more likely to earn higher wages than those in the comparison group.

**C. EXECUTIVE-FUNCTIONING SKILLS - Self-Determining Learners**

21CLPA believes that executive-function skills are key to success in work and school environments. Executive-functioning skills together with working memory gives students the metacognitive tools to manage the stress and pressures of day-to-day of student life. According to the National Center for Learning Disabilities, executive function is defined as a set of mental processes that helps connect past experience with present action. People use it to perform activities such as;

- \* planning,

- \* organizing,
- \* strategizing,
- \* paying attention to detail,
- \* remembering details, and
- \* managing time and space.

The brain continues to mature and develop connections well into adulthood. A person's executive function abilities are shaped by both physical changes in the brain and by LIFE EXPERIENCES, in the classroom and in the world at large. EARLY ATTENTION to developing efficient skills in this area can be very helpful. As a rule, it helps to give direct instruction, frequent reassurance and explicit feedback.

#### Parents Can Help with Executive Function

21st Century Life Preparatory Academy will capitalize on and strengthen a parent's sphere of influence with their student. A parent's sphere of influence is more positive with their students. If teachers become over-involved, students may take less responsibility themselves, may rely on others to manage their time and thus not be as internally motivated to learn and work hard.

With the Executive Functioning tools;

- Parents are RECONNECTED to the academic lives of their children,
- Parents become PARTNERS...not over-involved micro-managers,
- Parents are there to provide support and assistance when they receive communications from teachers,
- Parents can respond QUICKLY and in a TIMELY MANNER to their student's need for assistance,
- Parents can be PROACTIVE,
- Students can be PROACTIVE, and
- Parents can become ACTIVE participants in Parent-Teacher Communications.

#### D. TRANSFER LEARNING SKILLS - Self-Determining Learners

Transfer of learning is a phenomenon of learning more quickly and developing a deeper understanding of the task if we bring some knowledge or skills from previous learning to a new learning situation. Therefore, to produce positive transfer of learning, we need to practice under a variety of conditions and environments. As emphasized at <http://www.nwlink.com/~donclark/hrd/learning/transfer.html>, educators fail to realize the importance of 'task variation' within the classroom. Practicing on a variety of tasks will enhance and quicken the learning process as compared to practicing in the same mode. This helps the learners to become accustomed to using their newly acquired knowledge and skills in novel situations, thus encouraging transfer of learning to the job. In that respect, there is a direct correlation between transfer learning and a student's ability to access memory.

In What is Working Memory and Why Does It Matter, working memory is like a foundation of the brain's executive function. Adults and children use two main subtypes of working memory throughout the day to [transfer their learning to application utilizing executive functioning skills]. Matthew Cruger, PhD, neuro-psychologist with the Learning and Diagnostics Center at the Child Mind Institute in New York City adds, both types of working memory develop at a similar rate during childhood, and often reach their highest level in early adulthood. Cruger describes working memory in two ways.

1) Verbal (auditory) Working Memory - Anytime kids are expected to follow and/or [REPEAT] a multi-step set of oral or written instructions, they are using these working memory skills. If there's a weakness, they may not be able to keep the instructions in mind while working with them. This is true even when they fully understand what to do. Other tasks that require use of this type of working memory are learning language and comprehension tasks.

2) Visual-Spatial Working Memory - Visual-spatial working memory utilizes a kind of visual sketchpad of the brain. It allows you to envision something, to keep it in your "mind's eye." Students use this skill to do math and to remember patterns, images and sequences of events. Making information visually [RELEVANT] using, in many cases MNEMONIC devices.

Tracy Packiam Alloway, Ph.D., assistant professor of psychology at the University of North Florida in Jacksonville found working memory to be a more powerful predictor than IQ when it comes to learning. "Ninety-eight percent of

students with poor working memory have very low scores in standardized tests of reading comprehension and math.

### Know the Signs of Poor Working Memory

Alloway has helped develop a 22-item checklist, standardized for grade school and junior high students and published by Pearson Assessment in the U.K. (A U.S. version will soon be available). Called the Working Memory Rating Scale (WMRS), it helps teachers identify this problem by listing behaviors that are typical of someone with poor working memory such as:

- Abandons activities before completing them,
- Looks like he's daydreaming,
- Fails to complete assignments,
- Puts up a hand to answer questions but forgets what she wanted to say (i.e., this is typical for a five-year-old, but not for an 11-year-old),
- Mixes up material inappropriately, for example, combining two sentences, and
- Forgets how to continue an activity that he's started, even though the teacher has explained the steps.

### EFFECTIVE PRE-K thru 5th GRADE PROGRAMS

The Texas Education Agency (TEA) supports high-quality early and [elementary] learning that promotes kindergarten school readiness for Texas children. In a 2014 report, *Pre-Kindergarten for the Modern Age: A Scalable, Affordable, High-Quality Plan for Texas*, the University of Virginia identified several state early childhood programs as most effective models for other states. Researchers from the Center for Advanced Study of Teaching & Learning at UVA have studied several state prekindergarten programs that increase the impact of public pre-k, including North Carolina's More at Four, Maryland's Extended Elementary Education Program (EEEP), and Tulsa's implementation of Oklahoma's Universal Pre-K. The following summaries were taken directly from this 2014 report;

#### A. North Carolina – More at Four

North Carolina's full-day program targets four-year old children from low-income families. The children served by More at Four made notable gains in math and reading test scores by third grade.<sup>12</sup> More specifically, poor children enrolled in More at Four scored significantly better than poor non-attenders on third grade math and reading tests, with reductions in the achievement gap between poor and non-poor children ranging from 12-18%. The cost per-child of North Carolina pre-k was \$7,800 in the 2011-2012 school year.

#### B. Maryland – Extended Elementary Education Program (EEEP)

Maryland's programs target children in poverty and focus directly on building kindergarten readiness skills. Cohorts of children enrolled in these programs over the past several years showed dramatic improvements in kindergarten readiness—up to 32% across a nine-year period, and the long-term impacts of the program are currently being studied. And as a state, Maryland showed significant progress over the years on third grade standardized tests, with much of the state-level improvement attributable to attendance in the EEEP program. The effects at the state level have been estimated by some to include a reduction in the achievement gap of 39% and 50% in reading and math, respectively. The cost per-child per-year of the EEEP initiative was \$9,800 for full-day pre-k in the 2010-2011 school year.

#### C. Oklahoma – Universal Pre-K

Oklahoma offers free, voluntary pre-k to all four-year old children and has done so for about a decade. The effects of the program were systematically measured in Tulsa, Oklahoma's largest school district. Using rigorous statistical adjustments to control for various potential confounds, attending pre-k in Tulsa led to substantial gains in children's language, cognitive, and motor skills at the end of the pre-k year, and these learning gains lasted through third grade. For example, in third grade, children enrolled in the Tulsa pre-k program had significantly better third grade math state standardized test scores than peers who did not enroll in the pre-k program. Importantly, although the program in Oklahoma is universal, economically disadvantaged students showed gains in math achievement in third grade equivalent to a 20% reduction in the achievement gap. The cost per child of the program in Tulsa was \$4,403 for half-day students and \$8,806 for full-day students, in the 2012- 2013 school year.

The common thread with all these programs is that students who participate in high quality prekindergarten programs close the achievement gap, improves their readiness standards, score significantly higher in math and reading

comprehension throughout their academic lives, graduate at higher rates, and earn at higher rates than many of the students who did not attend high quality early and [elementary] education programs.

#### EVIDENCE FROM EFFECTIVE PRE-K PROGRAM

I can personally attest to the success of Oklahoma's successful Universal Pre-K Program's efforts. Last year (May 2016), my cousin graduated from Booker T. Washington High School in Tulsa. Traditionally, BTW was a majority minority (African-American) student populated high school in Tulsa. My cousin graduated in the upper quartile of students and selected, as a FIRST CHOICE, to attend Langston University, an Historically Black College and University (HBCU) in Oklahoma. After years of academic prowess, BTW began to get the attention of families desiring a great public school education. Despite BTW's "bad" location in the city or the make-up of its student body (African-American), families from all walks of life began applying for admission.

BTW was so successful academically that it became a magnet attracting students from across the city and nation. This is a summary of BTW's history found at <http://btw.tulsa.schooldesk.net/>. It reads as follows;

Established in 1913, Booker T. Washington High School, BTW, has been a Tulsa Public Schools comprehensive magnet school since 1973. Home to the International Baccalaureate Diploma Programme in the Tulsa Metro area and offering a multitude of Advanced Placement classes, [this once traditionally Black high school] now attracts students from all over the city and county and serves students in every ethnic, religious, and socio-economic group. This diversity combined with a rich tradition make BTW Tulsa Public School's flagship of academic excellence, athletics, and the arts, and as such, BTW students are some of the most heavily recruited students in the city by major universities. BTW is one of the most successful schools in the United States because BTW thrives on ideals that promote academic excellence and embrace diversity. Our student body boasts championships in football, basketball, and soccer and our academic team and forensics team both hold national ranking. Our faculty is highly qualified and strives to meet the needs of students, the community, and the state via continuing professional development. Additionally, many instructors have attained advanced degrees, and National Board Certification.

#### WHY MANY STUDENTS ARE NOT LEARNING 21ST CENTURY SKILLS

Before I read this study, I never would have guessed that the dominant delivery method for many nations, including the U.S. is the transmission model. Transmission means that teachers transmit factual knowledge to students through lectures and textbooks. Teaching and Learning 21st Century Skills by the RAND Corporation, 2012, adds that though many countries are shifting the focus of their educational systems away from this model, it often prevails for two primary reasons: because educational systems are hard to change<sup>20</sup> and because the transmission model demands less disciplinary and pedagogical expertise from teachers than does the contrasting "constructivist" model through which students actively—rather than passively—gain skills and knowledge. Transmission is not the most effective way to teach 21st Century skills.

The second barrier to learning 21st century skills is that they are not explicitly taught. Teachers in many countries favor constructivist pedagogy to teach 21st century skills. Teaching 21st century skills can be clearly highlighted through active learning strategies such as debate and structured classroom conversations.

The third barrier is that 21st century skills are more difficult to assess than factual retention. When they are not measured on assessments that have accountability or certification high stakes, teachers tend to reduce their classroom prioritization.

#### HOW TO TEACH 21st CENTURY SKILLS

What are the best ways to teach 21st century skills? Teaching and Learning 21st Century Skills by the RAND Corporation substantiates what 21CLPA knows about the best ways to teach 21st century skills. This report refers to pedagogy as the "science of learning" where 21CLPA refers to pedagogy as the [ART] & science of [teaching] and learning. The following are the critical lessons about how students learn 21st century skills and how pedagogy can address their needs. Transfer, metacognition, teamwork, technology, and creativity - are also 21st century skills. Here are the lessons from the [art] and science of [teaching] and learning;

### 1. Make it Relevant - Curriculum should be relevant (culturally relevant) to students.

**DON'Ts:** Using the transmission and rote memorization model, students memorize information for a test, quickly forget it after the test and then simply look up what they need to know on the Internet when they actually need it. This model undermines the possibility of developing students' 21st century skills because lack of relevance leads to lack of motivation, which leads to decreased learning.

**DOs:** Use generative topics (i.e., climate change, statistics, social justice, etc.) is the first stage of Teaching for Understanding. Understanding the "big-picture" and understanding the knowledge, skill, and attitude-based objectives connected to the understanding of why it matters will help teachers develop generic topics.

### 2. Teach Through the Disciplines - an alternative to "teaching across the curriculum"

Learning through disciplines entails learning the knowledge of the discipline and also the skills associated with the production of knowledge within the discipline. Developing 21st century skills, such as leadership, adaptability, and initiative, can take place through the disciplines when teachers explicitly define those objectives and facilitate ways for students to develop them. Teachers can design activities in which students practice rotating leadership responsibilities in groups, tutor younger children, or work with their local communities.

### 3. Simultaneously Develop Lower- and Higher-Order Thinking Skills

Teaching and Learning 21st Century Skills says lower-order exercises are fairly common in existing curricula. Higher-level thinking tends to be difficult for students because it requires them to understand the relationship between different variables (lower-order thinking) and how to apply—or transfer—that understanding to a new, uncharted context (higher-order thinking). TRANSFER [LEARNING] is applying new understandings to a new, uncharted context and is exactly what students need to do to successfully negotiate the demands of the 21st century. Higher-level thinking skills take time to develop, and teaching them generally requires a trade-off of breadth for DEPTH. Singapore's national educational success validates this trade-off: Through its TEACH LESS LEARN MORE education reform, teachers cover far less material than do teachers in many other countries but cover it in depth so that students will master lower- and higher-order concepts.

### 4. Encourage Transfer of Learning

Application, or transfer [learning skills], can be challenging for students (and for adults as well). Transfer involves three variable components;

- \* What skills, concepts, knowledge, attitudes, and strategies might transfer?
- \* To which context, situation, or application?
- \* How can the transfer take place?

Transfer [learning] can take place in one of two general ways. 1) Low-road transfer functions reflexively and 2) High-road transfer requires deliberate abstraction and generalization about a particular concept. Teaching and Learning 21st Century Skills says transfer learning helps students transfer 21st century skills to economic, civic, and global 21st century contexts that demand them.

### 5. Learn-to-Learn - Self-Directed Learners

Educating [children] for the 21st century requires teaching them how to learn on their own and learn to balance the concepts of perfectionism and self-confidence. Learning to learn is a critical skill in itself; activities that develop metacognition also help students to learn skills, knowledge, strategies, and attitudes more effectively. Teaching and Learning 21st Century Skills also adds that teachers can also reinforce students' metacognition by modeling it on a regular basis and talking through their own thinking as they address an example problem and then asking students to reflect on the teachers' model.

### 6. Address Misunderstandings Directly - provide immediate and specific feedback

21CLPA believes that student and adult learners require immediate and focused feedback in order to address miscues and mis-information. The [art] and science of [teaching] and learning understands that learners have many misunderstandings about how the world really works, and they hold onto these misconceptions until they have the opportunity to build alternative explanations based on experience. To overcome misconceptions, learners need to actively construct new understandings. Ways to counter misunderstandings include teaching "generative topics" deeply encouraging students to model concepts, and providing explicit instruction about misunderstandings. Deep attention also facilitates learning about topics in ways that engage different learning styles and therefore have a better likelihood of turning around the misconception.

### 7. Understand That Teamwork Is an Outcome and Promotes Learning

The [art] and science of [teaching] and learning tells us that teamwork and collaboration is not only a desirable outcome; it is also an important condition for optimal learning. Students learn better with peers. Students taught in a typical transmission classrooms do not learn from their peers. Teacher and text transmit information in a one-to-one interchange with the teacher. Students lose the opportunity to learn from each other and to develop the skills to work with others says the researchers in Teaching and Learning 21st Century Skills. The report adds, the transmission model robs students of the opportunity to develop the skills of listening to and learning from others and sharing their thoughts, opinions, and knowledge constructively; it also detracts from opportunities to develop other 21st century skills.

### 8. Exploit Technology to Support Learning

The RAND corporation says that technology offers the potential to provide students with new ways to develop their problem-solving, critical thinking, and communication skills; transfer them to different contexts; reflect on their thinking and that of their peers; practice addressing their misunderstandings; and collaborate with peers—all on topics relevant to their lives and using engaging tools. Teaching and Learning 21st Century Skills adds there is broad consensus that technology holds great promise for education. It has not yet lived up to this promise, in part because teachers have not had the opportunity to learn to maximize its pedagogical value.

### 9. Foster Students' Creativity

Creativity is prized in the economic, civic, and global spheres because it sparks innovations that can create jobs, address challenges, and motivate social and individual progress. If students find lessons relevant to their lives, they are more intrinsically motivated to learn and use their newfound knowledge and understanding creatively. Learning and practicing disciplinary skills, such as problem-posing and solving, transfer [learning], complex communication, and familiarity with a given knowledge base, can also develop creativity. a survey of more than 400 students from China, Japan, and the United States found that students from all three countries valued novelty and usefulness in their conception of creativity.

21st Century Life Preparatory Academy will incorporate these 9 teaching suggestions in order to provide students with 21st century skills for learning. 21CLPA will utilize Soft-, Life-, Executive Functioning-, and Transfer Learning Skills to synthesize a learning experience that globally prepares children with 21st century learning skills.

## ENGAGEMENT for ACHIEVEMENT

### Engaging Self-Efficacy:

21CLPA understands that student engagement is a multi-sensory endeavor and the integration of the instructional program will be driven by our mission. Outlining the skills necessary in the 21st century emphasize the importance of [self-determination]. More than anything, 21CLPA understands that a major key for successful early and [elementary] grades engagement is what Robert Marzano emphasizes as self-efficacy. In his article, Teaching Self-Efficacy with Personal Projects, self-efficacy is defined as control over one's own life, it's accompanied by a set of skills that include the ability to;

- \* Identify long- and short-term aspirations,
- \* Set concrete long- and short-term goals relative to one's aspirations,
- \* Monitor Progress toward long- and short-term goals...revise as needed, and
- \* Identify, monitor, and change personal habits that impede successful goal completion.

Conditions for learning can enhance or diminish a student's ability to learn. These skills are difficult to teach in the artificial, academic context embedded in transmission models of education. Rather, adds Marzano, students can more easily learn these skills in the context of strong personal aspirations. Personal projects, to enhance self-efficacy skills entail seven phases;

Phase 1: What do I want to accomplish?

Phase 2: What else has accomplished the same goal, and who will support me?

Phase 3: What skills and resources will I need to accomplish my goals?

Phase 4: What will I have to change about myself to achieve my goal?

Phase 5: What is my plan for achieving my goal, and how hard will it be?

Phase 6: What small steps can I take right now?

Phase 7: How have I been doing, and what have I learned about myself?

Teaching Self-Efficacy with Personal Projects; found in Educational Leadership, May 2012, vol.69 No.6, page 86. (NCCHS, 2015)

#### Academic Engagement:

21CLPA will initially target students in Pre-Kindergarten through fifth (5th) grades, the early and [elementary] grades. Research says that this group, the early and [elementary] grades learners are vulnerable and more susceptible to academic slide and social corruption including representation disproportionately in early retentions, special education referrals, in and out-of-school suspensions, and involvement with the juvenile justice systems. And at the same time, this group shows the most dramatic and positive correction if engaged in effective 21st century skills. The RAND Corporation report, Focus on the Wonder Years: Challenges Facing the American Middle School, says that addressing the needs of this group is more developmentally responsive however; 21CLPA will seek to reduce multiple transitions for students and allow for smoother educational flow and sustained growth socially and academically (NCCHS, 2015).

#### Engagement through Transitions

Collaborating for Seamless Transitions from Early Childhood Education into Elementary Schools in Tulsa, Oklahoma reports the benefits to children who have access to successful transition practices from 21st Century Life Preparatory Academy to their next learning environment include [21st century skills] (i.e., [developing appropriate] relationships with peers and adults, enhanced self-confidence, increased motivation, openness to new experiences, and adaptability to change). 21CLPA is focusing on child preparation, ongoing communication and coordination, parent engagement, continuity of care and services, and collaborations between schools and teachers (NCCHS, 2015).

Article writers Amy Fain and Diane Eason talk about four (4) types of transitions that aid in 21st century skills development. Organized and structured changes are divided into four sections to ensure a holistic transition experience:

1. family-school,
2. school-school,
3. child-school, and
4. community-school

21CLPA will develop what the article calls "a school transition team" which will meet several times throughout the year. Transition teams will consist of school officials, parents, teachers, and other partners. This collaborative structure builds buy-in by allowing the transition teams to decide collectively what will work best at 21CLPA. "Collaborating for Seamless Transitions..." reports that much of the work happens school-to-school and teacher-to-teacher, often resulting in bottom-up changes and improvements. School transition teams discuss how partners can support each other's efforts; identify barriers to children's transition success, such as [developing communication skills or the need to develop conflict resolution skills, the resources needed for students to adapt]; and collaborate on new initiatives (NCCHS, 2015).

In the Digest for Gifted Research, their article, The Social and Emotional Transition to Middle School reports that many middle grades students feel "out of sync" and seek environments that counter ill-fitting traditional settings. 21CLPA understands that microaggression is at the root of at-risk students' awareness of asynchrony or heightened difficulty focusing on differences with each other within this age group. Researchers at the Digest for Gifted Research suggest that educators "emphasize" the hard work of at-risk students instead of innate ability or performance. We are more interested in building the capacity for at-risk students to be responsible first, for personal growth and then, try and attain "perfection." 21CLPA will emphasize the power of a student's "internal transitions" and balancing the concepts of perfectionism and self-confidence to allow for seamless transitions between grades (NCCHS, 2015).

#### Careers Engagement

The goal is to increase the number of at-risk youth who transition from grade to grade, graduate in 4-years, and are academically ready for post-secondary education with 21st century skills. The diversity of non-profit offerings provide a multitude of "interest-friendly" training options for young students. These interest-friendly trainings can guide students toward rewarding awareness which in turn, can lead to rewarding and productive careers and post-secondary pursuits. Turning passions into professions is the emphasis in 5 Career Training Myths Busted. Robyn Tellefsen writes that career training is for everyone and anyone can get into career [awareness] programs. Technical education offers plenty of hands-on experience and opportunities which are exactly what employers and colleges are looking for (NCCHS, 2015).

## RESEARCH-BASED INSTRUCTION: Design Review

Each educator will be coached and receive professional development related to the process of identifying and addressing student academic deficiencies. During each class/course, the teacher will use formative assessment measure student mastery of essential basic facts, skills, and concepts necessary for later success. Learning objectives will be prioritized in a hierarchy of mastered objectives according to student's progress during instruction and agreed upon desired academic outcomes. Utilizing the mastery learning model, students are expected to demonstrate 75% proficiency before moving to the next objective in the hierarchy. In some cases (i.e. special needs, English Language Learners (ELL), etc.), a student's progress will be measured by an agreed upon level of "recommended academic improvement" many times determined by IEP, LPAC committees, and/or desired by parent(s). The Study Cycle requires instructors to embed NEW Bloom's Taxonomy (remembering, understanding, analyzing, understanding, applying, evaluating) within the science/pedagogy of teaching students how to learn. An adaptation of the Study Cycle process will be utilized by instructors in the Teaching Cycle. The Teaching Cycle involves 4 phases.

Phase 1 – Students PREVIEW concepts before class...come to class with 2-3 warm-up questions for clarification;

Phase 2 – Students attend during MODELING/GRADUAL RELEASE;

Phase 3 - IMPLEMENT Intense Instructional Sessions; and

Phase 4 – REVIEW, REFLECT, PROCESS learning "notes," and ASSESS (NCCHS, 2015).

## INSTRUCTION

Phase 3 - Social and Emotional "connections" to learning. Instruction is designed to supplement and support student learning in class. Intense Instructional Sessions involving the following steps based on a 60 - 90 minute teaching model;

\* 2-5 minutes: Set Learning Goals;

\* 20-50 minutes: Study w/Focus and Action;

\* 5 minute break;

\* REPEAT until instructional session is complete (toward end of class), and

\* 5-10 minutes left in class: Review, Reflect on studied work and assess.

According to the research, if the intense instructional process is repeated every 2 - 3 weeks...mastery learning will yield 85% who score in top 10% compared to 45% using conventional methods and similarly, Time on Task yields 85% for mastery learning compared to only 45% who are exposed to conventional instruction. Mastery learning fits learning in Mathematics and Literacy as well as experimental subjects like science (NCCHS, 2015).

## INSTRUCTIONAL METHODOLOGY

From the long list of instructional methods that have been researched, 21CLPA will utilize some or many components of each learning methodology in a blended attempt to meet the social and academic needs of at-risk students.

\* Project-Based Learning. For the younger students, a teachers selects projects for students to research and report on. For older youth or more experienced youth, students select topics that they are interested in seeking information by choosing from a diverse offering or resources (generative topics). Students learn to access resources to find information and make peer presentations that are usually scored by rubrics.

\* Online Learning. Students have access to the curriculum that is stored on the hard-drives of workstations, access through the cloud on their smart devices, or virtually via the Internet. Students do the majority of their course work on the computer, laptop, or tablet/smart phone. Utilizing a tracking system, students may complete and submit their work regardless of location.

\* School-to-Work Learning. Students are exposed to learning that emphasizes work experience, apprenticeships, internships, extern-ships, and career exploration. 21CLPA will utilize a product like AVID Elementary to creatively expose students to college and career interest.

\* Direct Instruction. Students served by 21CLPA will benefit from the "tightly scripted" lessons that teachers use to lead students to desired outcomes. In the near future, the transmission model (teacher lecture and textbooks to deliver

information) when possible, will be replaced by a “constructivist” model through which students actively—rather than passively—gain skills and knowledge. Transmission is not the most effective way to teach 21st Century skills.

\* Community-Based Learning. 21CLPA would like to expose students to the working of cities, communities, and neighborhoods. 21CLPA seeks to help students to gain a better sense of how the world works. Just like school-to-work learning, field trips and bringing in professionals into the school are key to exposing students to a complex and competitive world.

\* Experiential Learning. 21CLPA emphasizes an effort that will close the learning-doing gap that exist in at-risk students. Learning-by-doing, hands-on learning, and active learning all emphasize goal setting and establish expectations that help at-risk students achieve their learning goals (NCCHS, 2015).

21CLPA will support increasing academic literacy and performance by emphasizing;

- communication (listening, speaking, and writing) utilizing the language of math, science, social studies, etc.,
- improve a student’s ability to apply fundamental skills in the context of new conceptual learning,
- developing authentic assessments,
- developing cognitive/mnemonic devices to increase proficiency, and
- developing working memory and critical thinking skills.

The Bloom's model of instruction insists that K-16 students receive personalized instruction to master content being taught. The goal of mastery learning is to have engaged students to become [successful, self-determined] learners at higher [cognitive] levels. 21CLPA will also looks at the work of Kulik, Kulik, & Bangert-Drowns who encourages an emphasis on a personalized system of instruction (PSI). PSI suggests that written materials constitute the majority of "re-teaching" activities. Teachers select and/or create [diverse] and appropriate reading materials, generate expectations and guiding questions, and prepare multiple forms of formative assessments that;

- 1) measure student progress and
- 2) support growth by providing “targeted and immediate” feedback (NCCHS, 2015).

**PACING for ACHEIVEMENT**

Because students have diverse learning styles and learn at different rates, students work and complete assignments at their own pace. The Interdisciplinary Curriculum says that in traditional cases, students would demonstrate mastery or correct deficiencies before moving to other materials. 21CLPA supports the power of balancing the concepts of perfectionism and self-confidence to allow space for academic growth based more on a student’s intellectual maturity. Professional experience reveals that students have fundamental issues regardless of grade level or course of enrollment and those deficiencies must be addressed in the early years (K-5). For example, finding percents in context without technology reveals many young math students CAN NOT execute long division skills and those skills are problematic in grades 4 - 12.

Additionally, illiteracy is manifested and exposed as deficient when students are asked to publish an essay or short response from a given prompt or asked to perform a task based on a set of technical readings or interpretation of data. The US Department of Education reports that many at-risk students lack the proficiency to perform complex academic activities because of poor comprehension skills in courses like ELA and Science. Diagnosing student deficiencies is done in the context of addressing major standards and concepts in preparation for improved course performance as well as STAAR and end of course exams (EOCs). Ensuring students become familiar with assessment format (whether it’s STAAR, SAT, or ACT) will increase student "efficacy," limit test anxiety, and provide formative data related to ongoing interventions by the instructor (NCCHS, 2015).

**MASTERY TEACHING MASTERY LEARNING**

21st Century Life Preparatory Academy (21CLPA) will utilize research methodologies which include but are not limited to;

- Mastery Teaching and Mastery Learning,
- Developing mnemonic devices aiding cognition skills, and
- Critical thinking and communication (metacognition) which move students toward mastery and college readiness.

These strategies help educators to capitalize on a student's "capacity to learn" paired uniquely with a teacher's ability to guide learners toward desired learning goals.

Mastery Teaching and Mastery Learning will be constantly utilized by 21CLPA for improving instructional pedagogy as well as improving student's ability to become self-determining learners. 21CLPA believes that Mastery Teaching, helps teachers to understand that an at-risk student's prior, simpler learning must occur before more complex learning can be achieved. Research reveals that regardless of a student's socio-economic status, strategic learning modalities can reverse (enhance) academic performance in a positive trajectory. Assessing Accomplished Teaching reports that educators know that low-performing students must prepare to do well academically and exceptional students must reinforce weaknesses to prevent poor academic performance. The core idea of mastery learning considers a student's capacity to think critically as key to the time it takes to learn. A Mastery Teaching and Learning model consists of;

- developing objectives representing high-quality, group-based initial instruction,
- concepts divided into relatively small learning units,
- Direct-Instruction Strategy
  1. introducing,
  2. modeling,
  3. guiding practice,
  4. independent practice,
  5. summarizing,
  6. 1st, 2nd "parallel" formative assessments,
- Progress Monitoring/Practice-Theory through formative assessment, and
- using data to focus high-quality corrective support (RTI). (NCCHS, 2015)

#### SUPPORTING STUDENT LEARNING

Schukin's review of mnemonic devices supports the efforts of 21CLPA to improve working memory and long-term memory utilizing the "peg-word" method to enhance memory i.e., Please Excuse My Dear Aunt Sally (PEMDAS) is used to remember the steps for "order of operation." Additionally, How Students Learn highlights our efforts to emphasize a metacognitive approach enabling students to "self-monitor" their learning. 21CLPA will work diligently on defining learning expectations as well as how best to make learning possible through teaching. To develop competence in an area of inquiry, students must;

- have a deep foundation of factual knowledge,
- understand facts and ideas in the context of a conceptual framework, and
- organize knowledge in ways that facilitate retrieval and application.

Additionally, a "metacognitive" approach to teaching can help students learn to take control of their own learning by defining and re-defining learning goals and monitoring their own progress in achieving them. 21CLPA's corner stone efforts will involve pedagogy reform and techniques to impact long-term student improvement. 21CLPA encourages literacy in each subject as a way to enhance learning through vocabulary development and tools of communication.

The research emphasized by Student-Centered, Learner-Oriented, & Student-Friendly suggest there are four categories which encourage students to complete academic programs (Maret 2006, AAOU Journal, 2(1), 76-85).

\* Category 1-Entry Characteristics insist that students have clear goals for expectations and are prepared to commit to at-most 15 minutes per class instruction.

\* Category 2-Personal Relationships enhance peer support as the students share, reflect, and problem-solve together. Additionally, face-to-face requirements and arrangements also develops the student-teacher relationship.

\* Category 3-Motivation and Persistence reveals personal desires that drive students toward clear goals of performing at higher levels and completing the assigned task. Seeing the whole picture allows the students to prepare better and plan ahead for their studies. Also,

\* Category 4-Removing Unnecessary Hurdles and Barriers by identifying general problems in class and providing "focused support" designed to aide students in completing the assigned task (NCCHS, 2015).

#### FORMATIVE ASSESSMENTS

21CLPA will utilize formative assessments or short "objective specific" quizzes to measure and track student progress.

Efforts to utilize prescriptive skills and concept development will also be utilized as needed for student's "ability to transfer learning" engaging the synergy between paper and pencil activities with diverse contextual scenarios. Each student;

1) will be given multiple chances for assessment success...less than proficient (<70%) on the first assessment prompts "re-teach/re-test and re-learn" using differentiated strategies (i.e. cooperative grouping vs. direct instruction, etc.), and

2) each student will attempt a different versions of the assessment on the second and subsequent re-test administrations (NCCHS, 2015).

#### TEACHERS USING DATA & RE-TEACHING PLAN

Art and Science of Teaching: Reviving Reteaching, an article by Robert Morzano states that using data to remediate students and inform instruction, whether it be a benchmark test, a review, a CFA (campus formative assessment), a test, or a quiz provides valuable, easy-to-access data that will assist teachers in student interventions as a class or individually. The power of the data is by using it for FORMATIVE assessment- short quizzes, tests, or reviews that are used frequently by teachers to immediately see what students learned in class that day or that week, and what needs to be retaught. The data is also a valuable tool for SUMMATIVE assessment - benchmark testing at the three-weeks, nine-weeks, or semester that will give teachers an overall picture of where students may score on STAAR tests in the spring as well as what may need to be reviewed.

Modified from Teachers Using Data, it reported that for reteaching to be effective, teachers must use a different approach from the one they initially used, one that builds on previous activities but that focuses on the omissions or errors in student thinking that resulted from these activities. Developing a reteaching plan should include the following steps;

Step 1: Class assignment summary

Step 2: Item remediation summary

Step 3: Using item analysis

Step 4: Develop a reteaching plan

Step 5: Revisiting the classroom assignment summary

Step 6: Planning individual student remediation

According to the information found at <http://staffdev.henrico.k12.va.us/data/evp/Home.html>, these steps will help teachers answer these basic questions:

1. The Big Picture - How did my class do as a whole on the ASSESSMENT/TEKS tested?
2. Whole Class Remediation - What do I need to reteach the entire class?
3. Individual Student Remediation - Which individual students need extra remediation over & above class remediation?

#### THE STEAM CHALLENGE

Science, Technology, Engineering, [Art], and Mathematics (STEAM) are critical to our economy, our national security, and our global leadership in innovation and research. An increasing number of jobs at all levels...not just for professional scientists...require high levels of exposure to STEAM related courses and training. In addition, individual and societal decisions increasingly require some understanding of STEAM concepts, from comprehending medical diagnoses to evaluating competing claims about the environment to managing daily activities with a wide variety of computer-based applications. There is growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEAM). A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge. Unfortunately, many students are not prepared for the demands of today's economy and the economy of the future. For example, as measured by the National Assessment of Educational Progress, roughly 75 percent of United States 8th graders are not proficient in mathematics when they complete 8th grade (Schmidt, 2011). Moreover, there are significant gaps in achievement between student population groups: the Black/white, Hispanic/white, and high-poverty/low-poverty gaps are often close to 1 standard deviation in size (Hill, Bloom, Black, & Lipsey, 2008). (NCCHS, 2015)

Hope for STEAM:

Students need an education with a solid foundation in STEAM areas so that they are prepared to both work and live in the 21st Century. Since the 1960s, the demand for skills has changed significantly – the demand for routine manual task skills have decreased, while the demand for non-routine interactive task skills have increased significantly. Workforce projections for 2014 by the U.S. Department of Labor show that 15 of the 20 fastest growing occupations require significant science or mathematics training to successfully compete for a job. According to the U.S. Bureau of Labor Statistics, professional information technology (IT) jobs will increase 24% between 2006 and 2016 (President’s Council of Advisors on Science and Technology - PCAST, 2010). (NCCHS, 2015)

However, if students continue to pursue degrees and careers in fields other than STEAM-related areas, the U.S. will find it difficult to compete in a global economy. That means the U.S. will not be able to meet its future workforce needs. The U.S. needs 400,000 new graduates in STEAM fields by 2015 so a Race-to-the-Top is on. Reports indicate that only 14% of students graduating with bachelor’s degrees have the skills that they need. Without a solid foundation in science, technology, engineering, and mathematics, students will not be qualified for many jobs in the workplace – including many jobs beyond traditional engineering or science-related jobs (PCAST, 2010). We must ensure that our children have the tools they need to successfully access available opportunities. We need an “all hands on deck” approach to meet the challenges, to inspire and engage children in these fields, to build necessary skills and proficiency and provide students with a learning environment that lifts the ceiling to currently unknown heights and allows them to make continuous progress throughout their academic careers (Gonzales, et al., 2008). Code.org Promote Computer Science says we must continually strive to increase advanced training and careers in STEAM fields, expand the STEM-capable workforce, and increase scientific literacy among the general public (NCCHS, 2015).

#### Vision for STEAM:

The STEAM vision is to improve 21CLPA's ability to educate an increasing number of students who will graduate from high school with an interest in, and the opportunity to pursue post-secondary education and training toward STEAM careers.

#### IMPORTANCE OF CAREERS TRAINING: Self-Reflection On and Self-Evaluation Of

The motivation for introducing job training and careers to at-risk youth and young adults is necessary for the preservation of our democracy. The ability to “make contributions” to society, is the objective for a growing number of students who are at-risk of dropping out of school. 21CLPA will do its part to reverse the number of youth and young adults who enter the school-to-prison pipeline. These types of academic and training programs enhance retention efforts of schools and districts. In Career Tips for Teens, young adults are encouraged to;

- Finish high school,
- Consider continuing education,
- Research career information,
- Plan for careers,
- Value personal interests and abilities,
- Develop basic computer skills,
- Learn how to conduct a good job search and develop a resume,
- Gain experience early (learning by doing), and
- KEEP LEARNING. (NCCHS, 2015)

Take every opportunity to learn new skills. The more students upgrade their skills, the more likely they and their careers will adapt along with it. As indicated in Great Opportunities in the Building Trades, investments in bona fide training programs provided by non-profits and community colleges reap significant benefits for workers and contractors, including significantly reduced project costs and a more productive work force. The more students upgrade their skills, the more likely they and their careers will adapt along with it. The Educational Research Service reports that delegating some control to students for the learning goals and the monitoring of personal progress in achieving them yields learning gains. So schoolwide goals for student learning must include “learning-to-learn” and [learning-to-earn] skills. Indicators of Schools of Quality reports that young adults must make a commitment to creating quality work and striving for excellence. A variety of learning strategies, personal skills, and time management skills must also be utilized to enhance learning for at-risk students. In addition, students must engage in “self-reflection ON” and “self-evaluation OF” their own learning for the purpose of improvement (NCCHS, 2015).

## LEADERSHIP DEVELOPMENT

21st Century Life Preparatory Academy will implement concurrent programs designed to develop, cultivate, and build leadership capacity for students, parents, and teachers. Building Leadership Capacity is central to sustaining personal, professional, as well as academic growth for our constituents. Our leadership programs will involve partnerships with organizations whose sole purpose is the development of student and adult leaders.

### Build Student Leadership:

In addition to our "college and career" development program, our students will be involved in "student leadership" programs designed to explore student government, business, as well as engaging students in "service learning" activities in the community. For example, the AMPS Entrepreneurship and Leadership Institute will expose both students and their parents to various skills that many business owners say are important for 21st century workers. For example: negotiation, marketing, investments, business communications, sales, conflict resolution, record keeping, savings, and technology to name a few.

### Build Teacher Leadership:

21st Century Life Preparatory Academy may have to rely on teachers who have degrees however; have not passed the TExES Exams. In order to cultivate and develop talent, 21CLPA will implement a teacher leadership program that grows participants toward Texas Teacher Certification. 21st Century Leadership Programs offered by organizations like Region 4 or the McNeil Educational Foundation will focus on developing teacher leaders by helping them secure teacher certification.

### Building Leadership for Growth:

At 21CLPA, we are always thinking with the end in mind. As the teachers matriculate through our leadership development program, those who excel will have the opportunity to participate in the 21st Century Leadership Program. For example, The McNeil Foundation's Principal Certification Program is approved by the State of Texas and will excel a teacher's career beyond the classroom. If we indeed expect to grow in grade levels as well as expand to multiple campuses, we must grow our own talent. This talent will be familiar with our approach to educating at-risk youth and can replicate our efforts regardless of the section of town or the city.

I. Applicant proposes to open ONE campus by Year 5? Yes  No

II. Applicant proposes to open MULTIPLE campuses by Year 5? Yes  No

III. Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

IV. Person(s), position(s), and/or entities that will be responsible for *costs/resource mobilization* to open any proposed campuses after Year 1. *Include all qualifications and(or) requirements.* NA



The term “**costs/resource mobilization**” refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term “**strategic choice area**” refers to factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

At this time, Alcamii Global Project is proposing one (1) campus. While we are ambitious and believe multiple campuses are possible...it is not realistic. Even the number of students originally proposed was adjusted to a more conservative and realistic number.

The discussion for one campus involved several members who had worked for a charter, been apart of a charter school board, or actually wrote and received a charter previously. Our focus now, and it was unanimous, that we concentrate on providing a quality product for PreK through 5th grade students, parents, and the community we are fortunate enough to potentially serve. We will focus on adding programs and features that will attract and retain students as well as become a marketing tool to future students and parents who might consider us as a unique choice.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.


***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***


21st Century Life Preparatory Academy does have an advantage that other schools do not. Our professionals are expert at teaching kiddos the power of learning-to-learn. 21CLPA does not have the financial resources and can't compete with other schools that way. Our growth and recognition will be slow and steady. Our job is not to be like other schools. Our job is to create a brand that is UNIQUE from other schools. A school that is custom designed with our parents, students, and community in mind.


Once we have achieved these outcomes and begin to grow our brand, then we will consider additional campuses. We will have developed systems, processes, protocol, and a school-wide model that can be replicated, regardless of city or community. It will be a model of excellence for all.


# EDUCATION PLAN – Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Alvin	Fort Bend	Houston
African American	50	3,246	20,489	53,321
Hispanic	60	9,113	19,049	133,118
White	15	6,106	12,875	17,770
American Indian		85	279	462
Asian	10	1,805	17,051	7,702
Pacific Islander		11	100	198
Two or More Races		391	1,838	1,891
Economically Disadvantaged		10,230	26,586	162,116
ELL		3,424	11,279	64,524
At-Risk		9,222	31,251	153,526
Gifted & Talented		1,742	5,124	33,061
Special Education		1,917	4,488	15,884

 District 1 and 2 must be contiguous to the occupied district.

 The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed Campus** refers to projected enrollment data for the specific campus.

 Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).  
Please visit <https://rptsrvr1.tea.texas.gov/perfreport/tapr/>

 This section has a required Attachment A5- Geographic Attendance Boundary.

II. Number of charter schools currently operating within the Occupied District.

III. Number of traditional school districts within the proposed Geographic Boundary.

IV. Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K  Kindergarten  Grade 1  Grade 2  Grade 3  Grade 4

Grade 5  Grade 6  Grade 7  Grade 8  Grade 9  Grade 10

Grade 11  Grade 12

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### GRADES SERVED

21st Century Life Preparatory Academy (21CLPA) will serve at-risk students who are in Pre-Kindergarten thru fifth (5th) grades or, early and elementary grades during Year 1.

\* Pre-Kindergarten - 25

\* Kindergarten - 20

\* 1st Grade - 20

\* 2nd Grade - 20

\* 3rd Grade - 20

\* 4th Grade - 15

\* 5th Grade - 15

Total Year 1: 135 students

#### POPULATION SERVED

21st Century Life Preparatory Academy (21CLPA) will serve at-risk, under served, and underrepresented youth and young adults initially addressing students in pre-kindergarten thru 5th grades early and elementary grades). These at-risk populations include African-American, Hispanic, Economically Disadvantaged, and other minorities who are "overrepresented" in early retentions, special education, campus discipline alternative placement plans, and the juvenile justice and youth court systems and "underrepresented" in productive programs within and outside of our educational and social systems (NCCHS, 2015).

#### ADDRESSING NEEDS

21CLPA will seek to introduce programs that will grow a student's capacity to participate in productive activities. In a report supported by Google, Searching for Computer Science: Access and Barriers in U.S. K-12 Education ... one in four (25%) Hispanic students do not have a computer at home that they can use to access the Internet, compared with 15% of Black students and only 2% of White students. Black and Hispanic students are also less likely than White students to have an adult in their life who works with computers or technology. While the representation of at-risk groups is low in academic areas, the representation in punitive areas is alarmingly high for Blacks and Hispanic early and elementary grades youth. According to the U.S. Department of Education, 91% of non-minority students aged 3 – 5 exhibited school readiness skills, while only 78% of African-American students demonstrated the same fluency. As a result, minority students are more likely to be held back in Kindergarten and retention rates for Black ninth graders is 34 percent (NCCHS, 2015).

While Blacks are 18% of preschool students, they are 42% of the out-of-school suspensions and 48% of students with multiple out-of-school suspensions according to the U.S. Department of Education and Texas Education Agency (TEA) Annual Discipline Data. An article in the Journal of African American Males in Education, The over-representation of Black [and Brown] students in exclusionary discipline practices and having negative feelings toward school suggest that the School-to-Prison Pipeline continues to negatively impact their experience within the educational system. Positive Behaviors Interventions & Support (PBIS) Models suggest that proposed intervention strategies that [21CLPA] can use to change the trajectory of Black [and Brown] students within the educational system include: a) the review of discipline data to make informed decisions about whether student interventions are necessary; and b) an assessment to determine whether teacher consultations would better address issues surrounding disproportionate discipline practices towards Black [and Brown] students (NCCHS, 2015).

**I. Does the applicant plan to use original curriculum?**

Yes  No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

- \* TEKS Resource System via Texas Curriculum Management Program Cooperative (Region 4 & 20).
- \* Kamico Instructional Media, Inc.
- \* ERIC - College & Career Readiness Solutions.

**II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?**

Including educational or experience requirements.

Responsibility for curriculum alignment to TEKS will include but not limited to the following professionals;  
 \* Region 4 & 20, \* CEO/Superintendent, \* Principal & other administrator(s), \* Counselor(s), \* Instructional Leadership Team & parents/community, and \* Gen Ed and SPED Teachers, etc.



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

**III. Does the applicant plan to offer special programs or extracurricular activities?**

Yes  No

If yes, will any of the services be fee-based?

Yes  No

If any services will be fee-based, cite specific services.

21CLPA will seek to offer opportunities for at-risk youth to participate in extracurricular activities.

\* non-traditional sports. (Activities may have fees)

\* non-traditional gaming. (Activities may have fees)

Fees will be avoided if at all possible.

**IV. Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?**

Yes  No

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response



This section has a required attachment E1- Sample Course Scope and Sequence.

**Evaluation Criteria**

**Responses that meet the standard will:**

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and LEP students and legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**PROPOSED EDUCATIONAL PROGRAM**

As found at <http://www.tcmpe.org/teksresourcesystem>, the following description of the TEKS Resource System discusses alignment to the TEKS. The TCMPC (Texas Curriculum Management Program Cooperative) provides content and support for an Online curriculum management system known as the TEKS Resource System. The content includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for the following subject areas:

- \* English Language Arts and Reading (K-12)
- \* Spanish Language Arts and Reading (K-5)
- \* Mathematics (K-12)
- \* Science (K-12)
- \* Social Studies (K-12)
- \* Spanish translated versions of Mathematics, Science, Social Studies, and SLAR (K-5)

Also found at <http://www.tcmpe.org/helping-schools>, the TCMPC TEKS Resource System assists schools in operating in an efficient and cost effective way. The TCMPC does this by providing a curriculum management system that is aligned to the state-adopted standards (TEKS), allowing teachers to focus their time on students in the classroom. The TCMPC helps improve the costs effectiveness of schools by combining resources to develop the TEKS Resource System, reducing individual school cost and improving the quality of their system.

Both the online system and support provided by Education Service Centers are customizable, allowing 21st Century Life Preparatory Academy to personalize the content and services to meet the unique needs of schools and communities.

The TCMPC believes that teachers, working with parents and their communities, know how to best educate their students. 21CLPA will partner with Region 4 & 20 to deliver a TEKS-based curriculum that meets the needs of our parents and students.

**Estimate Example: Cost for TEKS Resource System**

Student fee: \$6.00/student x 150 students	\$ 900.00
One Time start up fee:	\$1,000.00
Annual Subscription:	+ \$1,500.00
<b>TOTAL YEAR 1:</b>	<b>\$3,400.00</b>

Total Year 2 and beyond: \$2,400.00 (\$900-Student Fees + \$1,500-Annual subscription)

NOTE: Because ADA determines student fees, Total Year 2 may be higher. One time start-up fee is applied only during year 1.

**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**DEVELOPMENT and EARLY ADOLESCENCE**

**Begin with the End In Mind...**

21st Century Life Preparatory Academy believes leaders create visions in their minds and then literally create the results imagined. If the desired educational outcome is self-determining learners, 21st century skills are needed to succeed globally. In Stephen Covey's book, *The 7 Habits of Highly Effective People*, leaders comply with habit 2: *Begin with the End in Mind*. When we look at "backward design," educators examine the end product...high school graduation, or in our case, what skills do middle grades learners need? We worked backward from there and came up with 21st Century Skills for today's early and elementary grades learners that prepares them for the next grade as well as life.

**Better Thinking...**

Grant Wiggins and Jay McTighe's book, *Understanding by Design* highlights the idea of leaders thinking "better" about what they do. Wiggins & McTighe adds, the shift involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what we, as [educators], will do or provide in 21st century teaching and learning activities. That is why 21CLPA will first examine characteristics and expectations of middle grades learners.

**MIDDLE GRADES LEARNERS**

In the book *Best Schools* by Thomas Armstrong, chapter 5, "Middle Schools: Social, Emotional, and Metacognitive Growth" reports that one of the most important aspects of early adolescence that tends to be overlooked by educators is that when we address the subject of young adolescents—with their mood swings, their impulsivity, their rebelliousness, their irritability, and their other troubles—we must always keep in the back of our minds the knowledge that the hormonal, neurological, and physical changes that give rise to these "problems" in puberty take place because the body, emotions, and mind are being prepared biologically for this incredibly complex, delicate, and all-important evolutionary task. Armstrong goes on to say that this doesn't make the job any easier as educators, but at least it sets the context for beginning to approach the matter of understanding early adolescent development and how best to create an educational environment that will optimally help young teens generate creative ideas, positive projects, and proactive contributions to the society of which they are becoming an increasingly integral part (NCCHS, 2015).

**HOW 21CLPA WILL TRANSITION KIDS**

21st Century Life Preparatory Academy will utilize the three stages of backward design as outlined by Wiggins & McTighe. The stages of thinking have to be guided by stages of design;

\* Stage 1: Identify desired results. 21CLPA understands middle grades learners and has identified 21st century skills that will help elementary students make that transition. What "enduring" understandings are desired?

\* Stage 2: Determine acceptable evidence. Understanding that academic proficiency is measured by evidence such as STAAR exams, unit test, homework, etc., matters of the mind and how students develop cognitive abilities is a little harder to track and measure. Wiggins & McTighe cite that backward design suggests we think about a unit or course in terms of the collected assessment evidence needed to document and validate that the desired learning has been achieved, not simply as content to be covered or as a series of learning activities.

\* Stage 3: Plan learning experiences and instruction. Backward Design asks thinking leaders to answer this question, what enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results? Students thinking better will be determined by a progression through Soft-skills, Life-skills, Executive Functioning-skills, and Transfer Learning to develop 21st century learners who can successfully transition to the next thing (NCCHS, 2015).

**PARENTAL INVOLVEMENT**

21CLPA supports a collaborative work environment and welcomes parents as "KEY" to supporting at-risk youth, especially early and elementary grades youth. Nancy E. Hill wrote an article called, *Parent academic involvement as related to school behavior, achievement, and aspirations: demographic variations across adolescence*. In that report, she defines parental involvement as "parents' interactions with schools and with their children to promote academic success. True parental engagement includes both home-based and school-based involvement strategies. Whereas African American cultural heritage has placed an emphasis on the value and utility of education, discrimination and

bias has resulted in a mistrust of school and teachers by many African American [and Hispanic] parents, (Annette Lareau, Social class differences in family-school relationships: The importance of cultural capital).

According to Halpern-Felsher and Cauffman, at-risk youth in the early and middle grades have an increased ability to anticipate the results and consequences of their actions and decisions, learn from their successes and failures and apply that knowledge to future problem solving, and strategically coordinate the pursuit of multiple goals. Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement finds the following strategies as affective in supporting [elementary] and middle grades learners;

- \* school-based involvement and direct homework assistance,
- \* self-confidence related to abilities, skills, and potential shape adolescents' own beliefs, which influence their performance
- \* academic socialization - communicating parental expectations;
  - for education and its value or utility,
  - linking schoolwork to current events,
  - fostering educational and occupational aspirations,
  - discussing learning strategies with children, and
  - making preparations and plans for the future. (NCCHS, 2015)

## GENERAL EDUCATION

The Association of Curriculum Development (ASCD) reports that middle grades education is a very key and pivotal point in the social and academic life of a youngster. 21st Century Life Preparatory Academy (21CLPA) will seek to address the asynchrony affects that are rampant with this age group. The research is clear. To educate this age group is more about "how" we teach, and not so much "what" we teach. The core subjects will be TEKS-based and will be delivered by highly qualified teachers. Mastery Teaching and Mastery Learning models will be emphasized and all teachers will receive extensive coaching, Professional Development, and pedagogy training related to optimal instructional delivery strategies. Thomas Armstrong suggest the following characteristics are developmentally appropriate practices for early and elementary grades students;

- \* Safe school climate,
- \* Small learning communities,
- \* Personal adult relationships,
- \* Engaged learning,
- \* Positive role models,
- \* Metacognitive strategies integrated into all courses,
- \* Expressive arts activities for all students,
- \* Health and wellness focus,
- \* Emotionally meaningful curriculum,
- \* Student roles in decision-making,
- \* Honoring and respecting student voices, and
- \* Facilitating social and emotional growth. (NCCHS, 2015)

## ENGLISH LANGUAGE LEARNERS (ELL)

ELL Teachers will be trained in Mastery Teaching and Learning strategies and techniques as well. Sheltered Instruction Observation Protocol (SIOP) Training will be provided to all ELL teachers. Because these strategies are great for all students, SIOP will be provided to all teachers and selected strategies will be implemented in all classes. Of course, teachers would make a collaborative decision however; the components of SIOP that I've found to be easily incorporated into the general education class is;

- \* building background,
- \* practice and application,
- \* lesson delivery, and
- \* review and assessment.

All general education classrooms will incorporate and integrate specific ELPS (English Language Protocol System) learning objectives in their teaching and learning. They include the following;

- \* Access prior knowledge,

- Communication,
- Critical thinking,
- Graphic organizers, and
- Mnemonic devices (NCCHS, 2015)

## SPECIAL EDUCATION

Special Education Teachers will be well trained in teaching strategies that provides quality education to special needs students. Special Education teachers will also receive the latest training related to student/parent confidentiality, compliance, IEPs, and ARD procedures. As students mature academically and socially, 21CLPA will seek to move students from a more restrictive environment (MRE) and place improving students into a least restrictive environment (LRE) or into a mainstream general education setting. Some of the special education strategies that can be integrated into a general education setting are the following;

- \* Form small groups and pre-teach vocabulary etc.
- \* Teach metacognition related to thinking and listening
- \* Blend "the Basics" with more specialized instruction
- \* Provide study guides/worksheets
- \* Thematic instruction
- \* Diverse reading materials and different levels of reading material
- \* Class wide peer tutoring-CWPT (NCCHS, 2015)

## G/T PreAP AP

Gifted & Talented Teachers will receive the recommended hours related to nature and needs of gifted and talented students and assessing students needs training components. Advance Placement (AP) and PreAP classes will receive training at Rice AP Summer Institute, Region 4, or other institution that provides approved Advanced Placement training. 21CLPA will seek to provide G/T training as well as AP Training to all teachers. The professionals at 21CLPA believe that every child should be in a class that is taught like they are gifted and talented (NCCHS, 2015).

## COLLEGE & CAREER READINESS

College & Career Readiness Programs are designed to assist students to stay focused and to realize their full potential beginning in elementary school. 21CLPA will seek to utilize programs like AVID and Naviance tools to reveal the academic and technical passions of at-risk early grades students. Programs like AVID will assist 21CLPA to transition students into C&T programs that are more of a natural and personalized fit for students. Guiding principles for K-8 college & career programs:

- o Lifelong Learning
- o Understanding of Careers and Information on Careers
- o Understanding of Self, Interests, and Skills
- o Developmental Steps
- o Connections Between Career Development and Academics
- o Value of Integrated Classroom Learning

Taken from Effective Career Awareness and Development Programs for K-8 Students by Hanover Research (NCCHS, 2015).

### Examples of College & Career Readiness Programs:

In College Planning: When's Too Early to Begin? Stephen Brown notes that first graders are preparing college wish lists. Fourth graders are taking campus tours and talking about what they want to be. Stories about college and career readiness programs in middle and even elementary schools have intensified the debate about how soon might be too soon to plan for life after high school. Parents ask all the time: When should my child start planning for college?

AVID ELEMENTARY is a foundational component of the AVID College Readiness System and supports AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. AVID Elementary focuses on grades 3 through 5/6 with 'on-ramps' for K-2 and is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain schoolwide structures. Grounded

in the idea that growth mindsets can be taught to students, it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations.

NAVIANCE FOR ELEMENTARY SCHOOL helps ensure an equal introduction to college and careers for all students. Students will better understand who they are, discover educational and career paths, and develop the skills to be successful in school and beyond. Elementary students will discover what makes them unique through the blended learning courses in Naviance for Elementary School. They will begin exploring likes, dislikes, and strengths in an interactive and engaging way.

According to the Occupational Outlook Handbook, career and technical education (C&T) teachers instruct students in various technical and vocational subjects, such as auto repair, healthcare, and culinary arts. Our teachers will teach academic and technical content to provide students with the skills and knowledge necessary to explore a potential occupation. 21CLPA will use C&T to advance our emphases on training, jobs, college, and careers pathways for at-risk students.

**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

**SCHEDULE to EVALUATE CURRICULUM PLAN (NCCHS, 2015)**

- 9 - 12 months      Prior to Board approval of curriculum, 21CLPA will meet with curriculum developers to collaborate on the alignment of TEKS objectives.
- 3 - 6 months      Prior to Board approval of curriculum, 21CLPA will collaborate with curriculum developers to finalize desired TEKS objectives to be included per grade level per subject.
- 6 weeks prior      Prior to Board approval of curriculum, 21CLPA will collaborate with curriculum developer to train teachers & Board committee rep with delivery protocol & special features of curriculum & identify final fixes.
- 3 weeks prior      Prior to Board approval of curriculum, 21CLPA & Board committee representative will collaborate with curriculum developer to address final fixes & continue to train teachers & Board rep on special features.
- 2 weeks prior      Prior to Board approval of curriculum, 21CLPA will prepare a presentation for the Board & highlight special features & multiple uses by students & parents as well as any Online capabilities.
- Board Review      The Board will be provided with a detailed summary & presentation of the curriculum and all features. The Board will have opportunity to ask questions and make suggestions. Once final corrections are made, Board will approve.
- 1-2 weeks after      21CLPA will collaborate with curriculum developers to address final Board changes for approval.
- June                  Prior to start of school, teachers will receive extensive training with approved curriculum & navigate all special features.
- September 30      Instructional leadership team will conduct first formal evaluation of curriculum & request suggestions from teachers & students.
- 1-2 weeks after      21CLPA will collaborate with curriculum developers to make adjustments after teacher input.
- Repeat                Formal evaluation of curriculum will occur on November 30th for final adjustments.

**EVALUATION**

According to the International Bureau of Education, curriculum evaluation aims to examine the impact of implemented curriculum on student (learning) achievement. 21CLPA will adjust and monitor its offerings so that the official curriculum can be revised if necessary and review teaching and learning processes in the classroom.

Curriculum evaluation establishes:

- \* Vertical curriculum continuity;
- \* Horizontal curriculum continuity;
- \* Instruction based on curriculum;
- \* Curriculum priority;
- \* Pinpoint and build on strengths and discard less effective components of a curriculum and its implementation;
- \* Space to gather critical information for systemic adjustments and policy decisions;
- \* Collaboration needed by instructional leadership for improved learning and teaching;
- \* Indicators for monitoring.

#### STUDENT ASSESSMENT

The goal of the evaluation of curriculum is to calibrate the quality and rigor of diverse objectives, alignment to TEKS, and effectiveness of addressing;

- \* Student learning,
- \* Tracking student progress (i.e., Formative assessment, performance-based test, ability test, aptitude test, etc.),
- \* STAAR and STAAR Prep results (criterion-referenced summative assessment), and
- \* Norm-referenced summative assessment (i.e., ITBS, Stanford 10, etc.).

**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

As time, space, and personnel are available, not to over extend or stretch individuals beyond our primary objective of providing quality instruction, 21CLPA will seek to offer extracurricular activities to include;

- \* Physical Education (PE) / Sports (i.e., leisure sports, yoga, tennis, soccer, lacrosse, volleyball, basketball, baseball, golf, bowling, etc.)
- \* Fine Arts & Music (i.e., Art, Theater, Choir/Band, etc.)
- \* Foreign Language (i.e., Spanish, French, etc. via distance learning or Online)
- \* Technology (i.e., gardening, Coding, robotics, computer science, etc., NCCHS, 2015).

I. The applicant will serve any grades Pre K - grade 8. Yes  No

II. The applicant will serve High School [any grades 9 - 12]. Yes  No

Section III is for applicants who will serve Pre K.

III. Describe the grading system.

Utilizing the mastery learning model, students are expected to demonstrate 75% proficiency before moving to the next objective in the hierarchy. In some cases, a student's progress will be measured by an agreed upon level of "recommended academic improvement" many times determined by IEP, LPAC committees, & parent's desired.

Phase 1 – Students PREVIEW concepts before class;  
 Phase 2 – Students attend during MODELING/GRADUAL RELEASE;  
 Phase 3 - IMPLEMENT Intense Instructional Sessions; and  
 Phase 4 – REVIEW, REFLECT, PROCESS learning "notes," and ASSESS.

A-: 90 - 93.5    A: 93.6 - 96.5    A+: 96.6 - 100  
 B-: 80 - 83.5    B: 83.6 - 86.5    B+: 86.6 - 89.9  
 C-: 70 - 73.5    B: 73.6 - 76.5    C+: 76.6 - 79.9

Sections IV-VII are for applicants who will serve High School [any grades 9-12].

IV. The applicant will implement Personal Graduation Plans for all students . Yes  No   
 Identify person(s), position(s), and/or entities that will be responsible graduation plans.

PEIMS Manager  
 Counselor  
 Principal & Teachers

V. The applicant will offer the following endorsement(s): Check all that apply

Arts and Humanities     Business and Industry     Multidisciplinary Studies     Public Service     STEM

VI. Proposed graduation rate goal(s)? (in percentage)

Year One     Year Two     Year Three     Year Four     Year Five

VII. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts? Yes  No

**NARRATIVE (1)** - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

**NARRATIVE (2)** - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

**NARRATIVE (3)** - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

**NARRATIVE:** Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

**NARRATIVE:** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are:
  - (i) above or below grade level,
  - (ii) with disabilities,
  - (iii) identified as gifted and talented, and
  - (iv) requiring bilingual/ESL services.
- Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

**NARRATIVE (1)** - Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### AVERAGE SCHOOL DAY

Over breakfast, David talks with his friends about the movie Finding Dory. He saw it Saturday with his little brother and sister. David is in the 4th grade and is very perceptive. During their discussion, his friend Juan asked if he could see the answers to their math homework. Juan couldn't finish it because he spent all weekend at the hospital with his mother's brother who got hurt in a car wreck. David got the homework from his backpack so that Juan could get the answers. Juan copied down most of the work when the tardy bell rang. They all gobbled down the rest of their pancakes and chocolate milk before they rushed off to class. They were in the same room and Mr. Jackson was their teacher.

David and Juan find their seats and by 8 o'clock, they are getting ready to begin. Even though Juan didn't complete his math homework; he and David know that Mr. Jackson expects them to be ready to start class. So they diligently prepare themselves, as do most of the other students, in his class. Some students talk too much but David and Juan have developed skills that allow them to focus on what the teacher is saying. Mr. Jackson has also taught them to ask questions or to stop him when they need something cleared up. Like the time David had trouble with long-division. He was not clear when they line up the numbers. So Mr. Jackson modeled several examples for him and allowed him to do it independently and explains, the most important part is writing neatly and line up the numbers. Mr. Jackson realized that more students may have the same problem but might not be confident enough to ask him questions...so he re-teaches long-division, modeling several examples for the class. He then allowed the students time to practice before he makes sure that almost all students understand and are able to apply the process of dividing a two-digit number by a 1-digit number.

In his interactive notebook, David copied down several examples of dividing 2-digit numbers by 1-digit numbers as well as "explain" the process in his own words. David calls it his math journal because Mr. Jackson said that they can refer back to their notebooks if they needed to refresh their memories. Every day, the routine is pretty much the same. David and his classmates prepare themselves to learn and more importantly, Mr. Jackson teaches them personal responsibility. That is, they are responsible for their own learning. He also provides the tools that will help them be successful and to help David, Juan, and their classmates to self-monitor their learning, their progress, their academic goals, and what they must do in order to understand what they have questions about.

Just as important, Mr. Jackson gives them the most important tool of all; the tool of transition. David understands that when Mr. Jackson says that math class is over...now let's get ready for Reading, he is responsible to react quickly. While the tools differ a little, the process of preparation, according to Mr. Jackson's expectations for Reading, are the same. David puts away his math materials and transitions to reading. David and the other students understand that they have to be ready because Mr. Jackson is doing the same thing. He is preparing his materials and transitioning from math to reading. David is organized and takes out his reading and writing homework, his interactive notebook to capture new reading words and definitions, clean paper for his "quick" writes, and his thesaurus and dictionary are close by. He has prepared himself for any learning that will happen when Mr. Jackson begins the reading class. This is the learning expectation for every students and teacher during the course of the day. No matter whether the class is social studies, science, art, or music, the preparation for each class is the same. You, as a student have a job to do and that's to get ready to learn, and be able to apply that learning in many different situations.

From the teacher's perspective, a typical day is structured but the teacher must remain flexible. At 8:00 AM, students are immediately engaged with a Sponge Activity that reflects on prior learning...and implies future learning. The teacher transitioning to Modeling and Guided Instruction by engaging the student to gain more independence as the student gains skill, knowledge, and confidence that is necessary to begin work independently. Utilizing Bloom's, the teacher verbalizes self-questioning techniques for the students to demonstrate the "thinking" involved when problem solving. The student is then engaged in problem-finding and problem-solving activities in order to independently practice and apply the day's (or specific time period) knowledge, skills, and concepts.

The use of reflective journaling/notes and formative assessment will engage short/long-term memory by practicing

skill, concept, and knowledge the student will need when activating learned material to apply to new learning or task. The class ends with a Wrap-Up Activity which is turned in to the teacher as the student exits the room. The next class will begin in 5 minutes. A total of four (6 to 7) - 50 minute classes are offered in addition to a 30 minute lunch and 2 fifteen minute recess periods (NCCHS, 2015).

**DURING THE CLASS PERIOD**

- A. Sponge Activity (5-10 minutes)
- B. Guided Instruction (20-30 minutes)
  - 1. Introduction: What TEKS/STAAR objectives will be discussed?
  - 2. Multiple lessons: Introduce more than one STAAR objective per lesson...many objectives are related (based on previous learning...impacts future learning) and should be taught concurrently. Skills can be taught in isolation. Do not teach concept(s) in ISOLATION.
  - 3. Lecture: Utilize Bloom’s (other) Questioning Techniques/Protocol.
  - 4. Guided Practice: Model 4-5 problems. Verbalize self-questioning techniques for the students to demonstrate the “thinking” involved when problem solving.
  - 5. Quick Assessment: Quickly “check-for-understanding” to further emphasize concept.
  - 6. Guided Practice: Model 4 or 5 more problems. Continue to verbalize self-questioning techniques to emphasize the “thinking” involved when problem solving.
  - 7. Quick Assessment: Quickly “check-for-understanding” to further emphasize concept.
  - 8. Independent Practice: Provide a few problems (teacher-created / not in problem set) that will be assigned as class work or homework. If 90% of students are not 90%+ proficient, repeat steps 5 – 7 until you have at-least 90% mastery.
  - 9. Assignment: Designed to address TEKS/STAAR objectives discussed. Students should begin immediately (no free days or assignment passes). Teachers will MONITOR/INTERACT with class as students work to answer any questions/concerns/difficulties.
- C. Problem-Solving/Reading & Writing (10-15 minutes)
- D. Wrap-Up Activity (5-10 minutes)

The school day will end at 3:00 PM for Pre-K and Kindergarten. The school day will end at 3:30 PM for 1st thru 5th grades. In addition to the four (4) core classes, the student will be engaged in extracurricular classes and sports. Other students are engaged in fine arts like dance, theater, choir, art club, coding, robotics and other high-interest activities. Many students will have the opportunity to begin job and career exploration classes, special projects, and pre-job/career training opportunities (NCCHS, 2015).

**SCHOOL DAY**

Monday, Tuesday, Wednesday, Thursday, and Friday

	Kindergarten	Grade 1	Grade 2 & 3	Grade 4 & 5
1st bell	7:55	7:55	7:55	7:55
CLASS	8:00-9:30	8:00-9:45	8:00-9:45	8:00-10:05
• Class 1	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
• Class 2	9:00-9:30 (first half)	9:00-9:45	9:00-9:45	9:00-10:05
RECESS	9:30-9:50 OR 9:50-10:10	9:45-10:05	9:45-10:05	10:05-10:20
CLASS	End of Recess-11:20	10:05-11:30	10:05-11:45	10:20-12:00
• Class 3	9:50-10:20 (second half)	10:05-10:48	10:05-10:55	10:20-11:10
• Class 4	10:20-11:20	10:48-11:30	10:55-11:45	11:10-12:00
Lunch	11:20-11:50	11:30-12:00	11:45-12:15	12:00-12:30
CLASS	11:50-3:00	12:00-3:30	12:15-3:30	12:30-3:30
• Class 5	11:50-12:50	12:00-1:00	12:15-1:15	12:30-1:30
• Class 6	12:50-1:50	1:00-2:00	1:15-2:15	1:30-2:30
• Class 7	1:50-3:00	2:00-3:30	2:15-3:30	2:30-3:30

**NARRATIVE (2)** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### DEVELOPMENT and EARLY ADOLESCENCE

Begin with the End In Mind...

21st Century Life Preparatory Academy believes leaders create visions in their minds and then literally create the results imagined. If the desired educational outcome is self-determining learners, 21st century skills are needed to succeed globally. In Stephen Covey's book, *The 7 Habits of Highly Effective People*, leaders comply with habit 2: Begin with the End in Mind. When we look at "backward design," educators examine the end product...high school graduation, or in our case, what skills do middle grades learners need? We worked backward from there and came up with 21st Century Skills for today's early and elementary grades learners that prepares them for the next grade as well as life.

#### PARENTAL INVOLVEMENT

According to Halpern-Felsher and Cauffman, at-risk youth in the early and middle grades have an increased ability to anticipate the results and consequences of their actions and decisions, learn from their successes and failures and apply that knowledge to future problem solving, and strategically coordinate the pursuit of multiple goals. *Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement* finds the following strategies as affective in supporting [elementary] and middle grades learners;

- \* school-based involvement and direct homework assistance,
- \* self-confidence related to abilities, skills, and potential shape adolescents' own beliefs, which influence their performance
- \* academic socialization - communicating parental expectations;
  - for education and its value or utility,
  - linking schoolwork to current events,
  - fostering educational and occupational aspirations,
  - discussing learning strategies with children, and
  - making preparations and plans for the future (NCCHS, 2015).

#### GENERAL EDUCATION

The Association of Curriculum Development (ASCD) reports that early and elementary grades education is a key and pivotal point in the social and academic life of a youngster. 21st Century Life Preparatory Academy (21CLPA) will seek to address the asynchrony affects that are rampant with this age group. The research is clear. To educate this age group is more about "how" we teach, and not so much "what" we teach. The core subjects will be TEKS-based and will be delivered by highly qualified teachers. Mastery Teaching and Mastery Learning models will be emphasized and all teachers will receive extensive coaching, Professional Development, and pedagogy training related to optimal instructional delivery strategies. Thomas Armstrong suggest the following characteristics are developmentally appropriate practices for early and elementary grades students;

- \* Safe school climate,
- \* Small learning communities,
- \* Personal adult relationships,
- \* Engaged learning,
- \* Positive role models,

- \* Metacognitive strategies integrated into all courses,
- \* Expressive arts activities for all students,
- \* Health and wellness focus,
- \* Emotionally meaningful curriculum,
- \* Student roles in decision-making,
- \* Honoring and respecting student voices, and
- \* Facilitating social and emotional growth (NCCHS, 2015).

#### ENGLISH LANGUAGE LEARNERS (ELL)

ELL Teachers will be trained in Mastery Teaching and Learning strategies and techniques as well. Sheltered Instruction Observation Protocol (SIOP) Training will be provided to all ELL teachers. Because these strategies are great for all students, SIOP will be provided to all teachers and selected strategies will be implemented in all classes. Of course, teachers would make a collaborative decision however; the components of SIOP that I've found to be easily incorporated into the general education class is;

- \* building background,
- \* practice and application,
- \* lesson delivery, and
- \* review and assessment (NCCHS, 2015).

#### SPECIAL EDUCATION

Special Education Teachers will be well trained in teaching strategies that provides quality education to special needs students. Special Education teachers will also receive the latest training related to student/parent confidentiality, compliance, IEPs, and ARD procedures. As students mature academically and socially, 21CLPA will seek to move students from a more restrictive environment (MRE) and place improving students into a least restrictive environment (LRE) or into a mainstream general education setting. Some of the special education strategies that can be integrated into a general education setting are the following;

- \* Form small groups and pre-teach vocabulary etc.
- \* Teach metacognition related to thinking and listening
- \* Blend "the Basics" with more specialized instruction
- \* Provide study guides/worksheets
- \* Thematic instruction
- \* Diverse reading materials and different levels of reading material
- \* Class wide peer tutoring-CWPT (NCCHS, 2015).

#### G/T PreAP AP

Gifted & Talented Teachers will receive the recommended hours related to nature and needs of gifted and talented students and assessing students needs training components. Advance Placement (AP) and PreAP classes will receive training at Rice AP Summer Institute, Region 4, or other institution that provides approved Advanced Placement training. 21CLPA will seek to provide G/T training as well as AP Training to all teachers. The professionals at 21CLPA believe that every child should be in a class that is taught like they are gifted and talented (NCCHS, 2015).



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

**I. Name(s) of Proposed Assessment(s):**

*for PreK, Kindergarten, Grade 1, and Grade 2...*

ITBS,  
or Stanford Achievement Test Series 10

**II. Name(s) of Proposed Assessment(s):**

*for Grade 3 and up...*

STAAR  
Career Awareness Inventory

**III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.**

Yes  No

**IV. Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.**

*Including educational or experience requirements.*

Counselor  
Administrator

**V. List data collection activities that will be involved in the proposed assessment/evaluations.**

- \* STAAR Results Review (adjust and monitor end school year);
- \* STAAR Results Preview (used to plan new school year);
- \* Interim benchmark exams (adjust and monitor during school year) - summative
- \* Teacher tracking (monitor student progress day to day, week to week, month to month ... provide intervention) - formative

**VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.**

*Including educational or experience requirements.*

Counselor (Testing Administrator); \* Teacher Desk Audit: (Teacher to track student progress and document interventions and parent communication, etc.); \* Team Meetings: (Data share, next steps, vertical/horizontal data analysis, early RTI, etc.) ; \* Department Meetings: (Data share, next steps, vertical/horizontal data analysis, early RTI, etc.); \* Data Teams: (AEIS/TAPR Review, Admin plans w/ITL to develop interim school-wide benchmarks, etc.)

**VII. Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.**

*Including educational or experience requirements.*

- \* Counselor (Testing Administrator)
- \* Principal/Administrator
- \* Independent Test Monitors (if necessary)
- \* Data Teams

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

**NARRATIVE: (1)** - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

**NARRATIVE (2)** - Provide a rationale for the use and applicability of the proposed assessment model(s).

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

**If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.**

**NARRATIVE (1)** - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

PreK through second grade will use Norm-Referenced Test to measure the growth of our students as well as identify aspects of our instruction and curriculum mapping that needs to be adjusted. We will utilize norm-referenced testing during the Spring Semester of each school year for grades PreK through 2nd grade. The norm-referenced test that we prefer will be the ITBS (Iowa Test of Basic Skills) or the Stanford 10.

**ITBS**

The Iowa Tests Form A are nationally normed standardized tests that offer educators a diagnostic look at how their students are progressing in key academic areas. Available for K-12, the Iowa tests allow educators to trace student achievement growth continuously (found at <http://www.setontesting.com/iowa-tests/>).

**Stanford 10**

Stanford Achievement Test helps you reach every student in increasingly diverse classrooms. The Stanford 10 Test successfully identifies each students' varied strengths and needs, helps teachers plan appropriate instruction that keeps students engaged, and helps students break through to increased performance. The Stanford Test will assess what students have learned and how they perform, and then act on it to help them succeed (found at <http://www.pearsonassessments.com/learningassessments.html>).

**NARRATIVE (2)** - Provide a rationale for the use and applicability of the proposed assessment model(s).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**ITBS**

These tests can be administered year-round. The ITBS can be taken with the Interest Explorer™ to provide career guidance and counseling for 9th-12th graders, or with the Cognitive Abilities Test™ (CogAT) to identify gifted and talented students as well as at-risk students who may need further individual assessment (found at <http://www.setontesting.com/iowa-tests/>).

**Stanford 10**

Stanford solutions deliver reliable data to objectively evaluate progress on national and state standards, measure student progress toward high academic standards, and assess the abilities that directly relate to success in school (found at <http://www.pearsonassessments.com/learningassessments.html>).

The professionals at 21st Century Life Preparatory Academy will determine whether it is more advantageous and informative to administer the norm-referenced test in the Fall or the Spring. There are pros and cons that support both. If students take the test in the Fall, will summer learning loss effect the results. If tested in the Spring, will the results provide data needed to enrich a student academically over the summer and therefore, more accurate placement for the next school year?



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. See *Letter of Special Assurances if proposing to open more than one campus*.

**I. Public Meeting(s) Dates - dd/mm/yyyy/0:00**

Meeting 1: November 29, 2016  
Meeting 2: December 1, 2016

**II. Number of Attendees - # per meeting**

Meeting 1: 3  
Meeting 2: 5

**III. Location(s) of Meeting - facility name and address to include city and zip code.**

Meeting 1: Location  
Sugar Land Branch Library  
550 Eldridge  
Sugar Land, Texas 77478

Meeting 2: Location  
Sugar Land Branch Library  
550 Eldridge  
Sugar Land, Texas 77478



The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

**IV. Method(s) of Awareness Outreach: check all that apply**

- In-Person
- Telephone
- Social Media
- Direct Mail

Other

facebook  
twitter  
linkedin

**NARRATIVE (1)** - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

**NARRATIVE (2)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

**NARRATIVE (3)** - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

**NARRATIVE (1)** - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

As I was working with the Realtor to identify a location for our charter school, I happened to see some organizations that struck my attention. In the same building of the proposed charter, there is a learning center on the first floor. In the adjacent building, there is a vibrant church. And right down the street, there is an adult learning center. Well, I kindly introduced myself and wanted to learn more about their impact on the neighborhood. I spoke with the COO of the literacy center, The Adult Reading Center. She eagerly gave me a tour of the facility and mentioned how we might collaborate in the future. I also spoke with a board member of the church, Hope Church in Pearland. We exchanged email and he said that he and the other trustees were going to discuss our charter at the next meeting, which was Saturday (11/19/2016). Hopefully we can get on their agenda to speak to interested parties soon.

The community is alive with activity related to education and educating children and adults. Pearland Kids Club is committed to growing and adapting to the ever changing needs of education. According to their website, they closely follow The State of Texas curriculum standards and require their teachers to go to workshops and seminars to keep up with the latest strategies and techniques to bring into our classroom. All of their teachers have had previous childcare experience. They strive to ensure their students are able to enter school with confidence in an environment that they are familiar with.

Literacy is a fundamental aspect of educational success, especially for early grades learners. But if literacy is not reinforced in the home, students can suffer academic learning loss as they progress from grade to grade. The Adult Reading Center is also located in the same community. The Center is the only professional community-based literacy provider in the Pearland service area that utilizes volunteer tutors to support its mission of providing instruction at no charge to adults with limited literacy skills. Many of these individuals have difficulty functioning effectively in the community due to poor speaking, reading, or writing English skills. Adults understanding how important literacy skills are can serve as role models to school aged children living in their homes.

21st Century Life Preparatory Academy will co-exist in a learning community that is literacy-focused. 21CLPA will play an important part of an educational community that is focused on literacy as we educate youth and adults. Focusing on 21st Century Learning Skills, our students will demonstrate emotional, psychological, cognitive, technological, as well as academically literacy.

So in addition to our two (2) advertised Open Meetings, we have also sent out notices of the meetings on Twitter, Facebook, and LinkedIn. 21CLPA has reached out to three (3) entities that are a major impact on the community. It is our desire to become strategic partners with these organizations as well as reach out to more like resources in the community. Only working together can we build a strong and educated learning community.

**NARRATIVE (2)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### Synopsis of Open Meetings

We went through a brief Prezi presentation describing the proposed charter as well as some important dates to remember. The title is... Planning, Program Design, Initial Implementation; 21Century Life Preparatory Academy; "Learn-to-Learn Learn-to-Earn Future Ready." We discussed the Start-Up Goal of \$250,000 and important dates related to the charter school selection process. We also discussed the following:

- Advantages of a Life Prep campus,
- Monthly meetings,
- Ways that the team and board communicate,
- 21st Century Learning Skills,
- TEKS Resource System,

- College & Career Readiness, and
- Instructional Planning.

The meetings were not well attended but the conversations that resulted were of high value. They were held at the Sugar Land Branch Library and the librarian encourage me by saying even when hosting library events and announcing them months in advance, attendance was usually fairly high. These are engaged parents of smart kids who attend great school districts, and it's still challenging to get them to attend such events in greater numbers. I also mentioned the College and Career Readiness seminars that we are doing at another local library in another school district. The librarian said that she desperately wanted this for the parents and students who frequent her library also. She mentioned that she would help us advertise the event and also that it would be well attended. We are scheduled to do a College and Career Readiness seminar at her branch soon.

One of the participants was a transplant from Alaska and she talked about her kids experience in school. Even though her kids are graduated from high school and attending universities in the state, she could recall her having to learn to navigate the education system like it was yesterday. The systems are so hard to understand in Texas. How programs work and being engaged in her child's education was hard. Even though she was informed, it was still hard to understand the school systems. She talked about a time when her son was in elementary school; he was tested for Gifted and Talented program and missed the score by one point. He made a 69 or something like that out of 70 to get in. She was told flatly that her son did not qualify and there was nothing she could do. She couldn't understand that if he were so close, that they couldn't let him in on a probationary period...or if he could take another test.

We talked about multiple intelligences and how when I was an administrator at Elsie High School, I had every teacher in the departments I was responsible for to attend the Gifted & Talented Training at Rice University and Region 4. It was my belief that even though every teacher was not going to teach PreAP/AP classes, or Gifted and Talented classes, or Honors classes, that all students would be taught like they were in honors classes because their teachers had the training and that it was expected by the administrator. We said that at our charter that all students would be treated like they were gifted and talented. She also said that she fought for her son to be admitted to the G/T classes and he finally was. He is now graduating from Texas A&M from the engineering program.

We went on to say that many parents do not have the confidence to challenge the educational system in that way. They don't know how to be advocates for their children. Not only will we encourage parents to be engaged, we will teach them how. We will teach them how to seek out and leverage resources that are available...all they have to do is to become aware of them and utilize them.

One participant worked as an administrator in a charter school. He talked of his experiences of being overworked and underpaid however; he also talked of the school's attention to kids as beneficial and positive. As administrators, he understands now that parents commit to charter schools for the differences they advertise and market. And many times, charter schools don't live up to their hype. He said that it is the school's responsibility (CEO, Superintendent, Teachers, Administrators, and the Board) to find additional and supplemental funding to make those promises to parents and students a reality.

He talked about his experience as a public school administrator in San Antonio prior to his time at a charter and reasons why it benefited his son to attend a charter.

First charter school experience. He was accepted. When he went to public school, he had to walk to school, perfect strangers were mean to him. It happened in the affluent as well as the poorer sections of town...gangs were prevalent.

His son attended another public school near where they lived but he had to catch a bus and then walk to campus. He just learned recently, and his son graduated year ago, that he had been bullied at the bus stop and on his way to school because of his size. He told us that his son revealed recently to him that cars would stop or slow down and yell things like "chubby" and meaner things while he walked to school. He also said that when he got a charter school job in Houston, his son told him that if he didn't take him with him to Houston, he was going to drop out of school. When they moved to Houston, his son enrolled at his charter and with accelerated classes, he caught up and excelled socially.

He was an administrator for a short time at the charter but his son reclaimed many lost credits and got ahead. When they returned to San Antonio, his son actually graduated early because of the accelerated semesters at the Houston charter he attended. We talked about how our proposed charter was a “Life Preparatory” campus and that we would purposefully pay attention to every aspect of student life. We went on to talk about how “self-regulation” is a key component to our philosophy at 21st Century Life Prep Academy. How students must understand themselves before they can create win-win situations with others. How to become better people ... a dance they do with themselves as well as a dance they do with others. We also discussed the fact that what we do will benefit the spectrum of students that we’ll potentially receive. From students identified as in need of special services to students who need additional challenges academically and creatively.

But another point of attrition came up. Getting the money to do what we say we’re going to do. The administrator who was participating mentioned the lack of resources to make many promises a reality. We at 21st Century Life Preparatory understand that ADA alone will not allow us to hire the most experienced teachers or provide the kind of opportunities that public & private schools have access to. We are committed to seeking additional funding that can supplement our educational programs that will allow us to keep our promises to parents and students. Where possible, we will hire the people who possess multiple talents and for other programs, we will apply for Title I funding and technology grants to address the needs of our students. We also talked briefly about Title funding and its purpose and how free and reduced percentages are the drivers to title funding.

One participant actually had and lost a charter. The couple talked to us about the challenges they had. As a trained accountant and engineer, they had the business aspect under control. But the education part was totally foreign to them. They didn’t realize the importance of the Region Service Centers and how they could help...everything from PEIMS to accounting to training board members and curriculum assistance. The Regions are also good at providing professional development, assisting with food service applications for after-school programs, and transportation needs if you need them. They encouraged us to have a good, no “great” relationship with the service centers. They also talked about partnerships and agreements that you can have with non-profits and for-profits that can supplant many opportunities that you want to provide to your staff and students. One of them was an engineer and he talked about how they saved money because a lot of facility needs...he took care of. He talked about everything from donated land to getting old units from FEMA and converting them to classrooms and other facility needs to actually doing most of the remodeling with his company.

A teacher at a charter school said the bulk of kids don’t fit the norm of the regular school setting. They may have been bullied or in many cases...have been the bully at one time. Parents may be trying to avoid discipline placement. So it can also be a choice other than home schooling. The choice for charter schools may be a parents last ditch effort to help their child...from special ed to G/T, parents trying to get their child engaged in the education process. A last ditch effort to help their child. A simple belief that all students can learn.

All educators at charters have that perception of having kids best interest at heart. Also from a religious perspective from some parents. Teaching kids how to handle life’s challenges. Kids often mimic what they learn at home. If they fight for a french fry at home...they would fight for that french fry at school. Traditionally at our school, Fridays are hamburger days. The kids like Fridays. One day a group of friends were sitting together. One student left to get a milk he forgot and when he got back to his table he saw a student reach in his tray and take a French fry. Had to be restrain...it’s Friday...I don’t know what we will have at home so I had to defend my meat.

We don’t know why kids lash out!! Explain to parents...no one was hurt and asked if they would go through a peer-mediation. Children learned that they needed to respect each other and not take someone’s food off their plate. 21st Century Life Preparatory Academy professionals knows that some kids, the last meal of the week might be the only meal that they will have until next week. We will do our best to provide healthy meals and have them leave school with at least one snack and a dinner or sack dinner to take home at night. We will also explore ways we can provide two day meals for the weekends and also meals over long breaks like Thanksgiving, Christmas, and summer months.

One participant who could not attend the open meeting sent an email...  
As a grandparent raising two grandchildren, I see the difference in the education my grandsons are receiving in a charter school and the education their cousins are receiving in a public school.

The charter school classrooms are less crowded, brighter, decorated with educational materials, positive self esteem affirmations and school spirit posters. I'm also amazed at how proficient they are with technology at such a young age. Even though they don't wear uniforms, most of the children tend to wear shirts with school logos, displaying school spirit.

Most schools offer breakfast and lunch but the meals seem to be healthier and the smaller environment feels more inviting and conducive to eating. My grandkids get excited when telling me about what they ate and who they sat with.

Lastly, the teachers exude warmth and support so the kids feel like they care about them learning and want to impress them. They also know that their teachers will contact me and that we are going to make sure they succeed. Unlike their cousins, they wake up anxious to go to school.

We wanted to know what drives a parent's decision to have their children attend a charter instead of a private or public school. The question was asked, "Your kids attended a charter or private school, what were your considerations when making that choice?"

Because of the student to staff ratio. Smaller classes and they had teachers there that were close to the ages of our kids...they were technology savvy and more creative than traditional teachers. Parents are much more involved and engaged there and there is less bureaucracy.

A different follow-up question was asked. "What about the Charter that kept your kids there?"

Our kids only left the charter school in high school when we moved. They started charter school in middle school from the 6th grade. They were admitted to charter after elementary.

Your decision to send your kids to a charter versus a public school, was it because the model was more like education in your country?

You don't have to go through a bureaucratic process to find out what your kids are learning or go through a process to visit classes or visit the administrator.

He said he drove his kids to the charter school, even though it was far away. Many parents would drive their kids if the charter is a good school. We lived in an affluent neighborhood but many affluent parents will sacrifice for their kids. We are from Nigeria and had to pay for education in that country. But here education is free so we chose Yes Prep to attend. There is nothing wrong with public but at the time many years ago, we thought Yes Prep was best for our kids. Our kids started in public elementary. They went to Yes Prep for 7th and 8th grade. And they finished from public high schools.

Many of the common themes emerged from reasons for the choice to attend charters. We asked those who were in attendance why they would choose a charter school over a public school. Surprisingly, they were all advocates for public schools; they simply said that charter schools are for those parents and students who have unique situations. Situations that they feel aren't being addressed in the public or private schools. Some of the situations they listed are as follows:

- The uniqueness of their kids,
- The teachers (many are young and inexperienced however; they are creative and technologically literate),
- The ease of access to teachers, administrators, and the school,
- More control of curriculum and other programs that affect their kids,
- Accelerated semesters,
- School uniform polo style shirts with logos (we decided on the owl as a mascot because everyone likes nerds),
- Smaller class size and teacher to student ratios,
- Parents expect their choice in charters to live up to the hype,
- No bully zone,

- Nutritious meals and snacks
- Less bureaucracy and parent engagement

**NARRATIVE (3)** - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

I think that placing the notice on social media (Facebook, LinkedIn, and Twitter) has a positive impact on who sees the advertisement. I've had several phone calls and responses from my social media friends as well as several shares and likes. However; I didn't think that alone would create an interest to come and attend the open meeting. Time and date always plays a factor. The time, 6PM on a Tuesday and Thursday catches people as they are leaving work, picking up the kids from after-school care, at work, and/or preparing for the next day at work and school. I believe that our connections with The Adult Reading Center, Libraries, Pearland Kid's Zone, Hope Church, and other community organizations will connect to the parents and students who need us the most. We have a presentation for the Trustees of HOPE Church at noon on January 21, 2017 to present our business plan.

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes  No



**ONLY COMPLETE THIS PAGE IF ...** you indicated “yes” above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated “no” above, proceed to the next page.

II. Physical Address of Location(s):


III. Does the applicant intend to lease or purchase property? Lease  Purchase   
 If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes  No

IV. The applicant will:  
 Use the Existing Facility As-Is  Build a New Facility  Repurpose/Remodel the Existing Facility

V. Has the building been issued a certificate of occupancy for educational use? Yes  No

VI. What was the facility’s last nature of use?

VII. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes  No   
*If yes, provide the name of the entity, type, and frequency of use.*

 Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.

**NARRATIVE (1)** - Detail the proposed acquisition process to account for any lease or purchase agreements.  
 Include projected acquisition timelines and associated cost(s) and fee(s).  
**NARRATIVE (2)** - Describe the facility and community and how they will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.  
 Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- Justify the facility and community’s suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE(1)-** Detail the proposed acquisition process to account for any lease or purchase agreements.

Include projected acquisition timelines and associated cost(s) and fee(s).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

## FACILITY DEVELOPMENT PLAN

### Step 1: Temporary Space

- Secure short-term space...how?
  - Know where to look
  - Assess the alternatives
  - Determine what you can afford
  - Avoid common mistakes

### Step 2: Concept

- Define your school facility needs...how?
  - Assess the need
  - Visioning
  - Initial feasibility
  - Develop the educational facilities plan

### Step 3: Predevelopment

- Create a high-quality space... How?
  - Build a strong team
  - Conduct a thorough site selection process
  - Select the site
  - Lease/acquire the site

### Step 4: Financing

- Key indicators for quality loans... What are they?
  - Understand the environment
  - The Five C's (Capacity, Capital, Collateral, Conditions, Character)
  - Financials
  - Student "Ramp - Up"

### Step 5: Managing Construction

- Manage a quality construction project... How?
  - Define roles
  - Procure project management, design, and construction professionals
  - Monitor progress
  - Move-in/occupy
  - Manage the punch list

### Step 6: Politics and Fundraising

- Politics... What role does it play? Fundraising success... What are the keys?

## TIMELINE

According to the Handbook on Developing Charter School Facilities,

- Site Identification: 1 - 6 months
- Renovations: month 6 – month 12
- Construction/Refurbish: month 12 – month 18
- Total Development: month 18 ongoing

## NEEDS ASSESSMENT

The formula for space requirements is developed from the Handbook on Developing Charter School Facilities,

- $25 - 32 \text{ ft.}^2 \text{ per student} \times \text{number of students per class} = \text{size of the classroom}$
- $50 - 100 \text{ ft.}^2 \text{ per student} \times \text{number of students} = \text{building gross square feet}$

**EXAMPLE****Core Subject Classrooms**

PreKinder - (25 x 25-32sqft) = 625 - 800sqft  
 Kindergarten (20 x 25-32sqft) = 500 - 640sqft  
 1st grade (20 x 25-32sqft) = 500 - 640sqft  
 2nd grade (20 x 25-32sqft) = 500 - 640sqft  
 3rd grade (20 x 25-32sqft) = 500 - 640sqft  
 4th grade (15 x 25-32sqft) = 375 - 480sqft  
 5th grade (15 x 25-32sqft) = 375 - 480sqft

**CORE SUBJECT CLASSROOMS SQFT = 3,375 - 4,320 SqFt**

**Building Gross Square Feet**

PreKinder - (25 x 50-100sqft) = 1,250 - 2,500sqft  
 Kindergarten (20 x 50-100sqft) = 1,000 - 2,000sqft  
 1st grade (20 x 50-100sqft) = 1,000 - 2,000sqft  
 2nd grade (20 x 50-100sqft) = 1,000 - 2,000sqft  
 3rd grade (20 x 50-100sqft) = 1,000 - 2,000sqft  
 4th grade (15 x 50-100sqft) = 750 - 1,500sqft  
 5th grade (15 x 50-100sqft) = 750 - 1,500sqft

**BUILDING GROSS SQFT = 6,750 to 13,500 SqFt**

All laws for occupancy, healthy indoor air quality (IOA), thermal comfort, and asbestos awareness etc. will be a priority for 21CLPA facility teams to monitor and adhere to.

**NARRATIVE(2)-** Describe the facility and community and how they will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.

Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

21 Century Life Preparatory Academy administration and Board will collaborate with the builder/developer/refurbisher to re-purpose any space according to compliance for school structures. 21CLPA will ensure that the plans for rehabbing the facility will comply with standards as outlined by the Americans with Disabilities Act (ADA).

Blue prints and schematics will be drawn to accommodate every aspect of educating students including;

- \* safety and security
- \* commercial fire systems to code
- \* commercial alarm systems to code
- \* adequate classrooms
- \* adequate class size
- \* cafeteria(s)
- \* common areas
- \* access to parking and parking lots
- \* extra-curricular spaces
- \* gyms and other recreation spaces

- \* outdoor spaces (i.e., tennis, soccer, baseball, etc.)
- \* etc.

After 21CLPA and Board approval and pending approval by a certified inspector, NCCHS will move forward with the completion of the facility to accommodate students by the beginning of the school year (2018-19).

I. Has the applicant identified a specific location for at least one campus in Year 1? Yes  No



**ONLY COMPLETE THIS PAGE IF ...** you indicated “no” above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.


II. Does the applicant intend to lease or purchase property? Lease  Purchase

III. Does the applicant intend to use a broker or consultant to procure occupancy? Yes  No   
 If yes, provide name and company?

Michael Gage  
 Ardent Hardcastle Real Estate; 7918 West Broadway St. STE 108; Pearland, TX 77581

IV. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes  No   
 If yes, provide the name of the entity, type, and frequency of use.

Tentatively, 21CLPA will occupy the entire second floor of the Magnolia Building. The space below is occupied by a day care.

 Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.

**NARRATIVE (1)** - Describe the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.

**NARRATIVE (2)** - Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE (1)-** Describe the desired facility and community and how it will be suitable for the proposed charter school's mission, vision, educational model, and scope of operation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The community is alive with activity related to education and educating children and adults. 21st Century Life Preparatory Academy will be located on the 2nd floor with Pearland Kid's Club occupying the bottom floor of the Magnolia Building. Pearland Kids Club is committed to growing and adapting to the ever changing needs of education. According to their website, they closely follow The State of Texas curriculum standards and require their teachers to go to workshops and seminars to keep up with the latest strategies and techniques to bring into our classroom. All of their teachers have had previous childcare experience. They strive to ensure their students are able to enter school with confidence in an environment that they are familiar with.

Literacy is a fundamental aspect of educational success, especially for early grades learners. But if literacy is not reinforced in the home, students can suffer academic learning loss as they progress from grade to grade. The Adult Reading Center is also located in the same community. The Center is the only professional community-based literacy provider in the Pearland service area that utilizes volunteer tutors to support its mission of providing instruction at no charge to adults with limited literacy skills. Many of these individuals have difficulty functioning effectively in the community due to poor speaking, reading, or writing English skills. Adults understanding how important literacy skills are can serve as role models to school aged children living in their homes.

21st Century Life Preparatory Academy will co-exist in a learning community that is literacy-focused. 21CLPA will play an important part of an educational community that is focused on literacy as we educate youth and adults. Focusing on 21st Century Learning Skills, our students will demonstrate emotional, psychological, cognitive, technological, as well as academically literacy.

**NARRATIVE (2)-** Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The building was a former school, the Pearland Christian Academy. The building is already school ready and has ramps to all first floor entrances and exits. It will need to be updated and minor renovations are necessary. The only access to the second floor are by a set of stairs at the front entrance and one set of stairs at the rear entrance.



All references to “daily transportation” should reflect any transportation services that will facilitate student pick-up and drop-off.

I. Does the applicant intend to offer daily transportation to all students? Yes  No

II. If yes, what year will the service begin? Year 1  2  3  4  5

III. Will the charter provide public transportation vouchers? *Ex. public bus passes* Yes  No

IV. If yes, what year will the service begin? Year 1  2  3  4  5

V. What is the total dollar amount budgeted for transportation?



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

**NARRATIVE:** Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

- Evaluation Criteria**
- A response that meets the standard will:**
- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
  - Articulate clear reasons why transportation will not be offered.
  - Provide clear transportation plans for students with IEP’s that require transportation.
  - Align budget amounts with the financial workbook.
  - Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

**NARRATIVE** - Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

## TRANSPORTATION

21st Century Life Preparatory Academy will determine if transportation will be offered based on student need. If it is determined that transportation will be offered, 21CLPA will contact the School Transportation Unit (Office of School Finance) to determine routes and complete an Application for School Transportation Allotment or Bus Pass or Card Program. According to TEAs Charter School FAQs found at <http://tea.texas.gov/index2.aspx?id=25769814600#Q4>, a charter school does not have to provide transportation for students unless it is a condition in a student's Individualized Education Program (IEP). According to TEAs School Finance 101, Tier 1 allocations for transportation are 1% of the overall school budget (NCCHS, 2015).

### STUDENT ELIGIBILITY (pending 21CLPA determination)

- \* If your home is two (2) miles or more walking distance from the assigned school.
- \* Students with disabilities regardless of distance from home to school.
- \* Students enrolled in a Teenage Parent Program and the registered children of such students.
- \* Students who live within two miles of assigned schools and who are subject to hazardous walking conditions.

### REGULAR ROUTE SERVICES: Transportation to and from Academic Courses

221CLPA may report transportation of regular-program students during the school day between the students' campus of attendance and another instructional site within the district for the students to attend:

- required courses, including dual credit courses, that they are enrolled in but that are not available at the students' campus of attendance or
- required courses that they are enrolled in but for which the required course equipment (such as a pool for the swimming unit of a physical education class) is not available at the students' campus of attendance.

This transportation does not include transportation for extra- or co-curricular activity trips, field trips, athletics practice, sporting events, school club meetings, band or cheer competitions, or animal shows or competitions. It also does not include between-campus transportation for meals (NCCHS, 2015).

### SPECIAL ROUTE SERVICES: Transportation to and from School

21CLPA may report specialized transportation of a special-program student to the student's campus of attendance at the beginning of the school day and from the student's campus of attendance at the end of the day, during the regular school year, if the student's IEP or Section 504 accommodations plan requires this transportation. The student's campus of attendance may be a campus in a neighboring district or a regional day school, as specified in the student's IEP by the student's ARD committee.

Transportation to ESY (extended school year) services must not be reported as transportation to and from school. It must be report as transportation for ESY services.

21CLPA provides the Texas Education Agency (TEA) with information on the district's transportation program through two annual reports:

- the School Transportation Route Services Report and
- the School Transportation Operations Report.

The Route Services Report asks for information on riders and route services that were eligible to generate transportation allotment funding (NCCHS, 2015).

The Operations Report asks for cost and mileage information for all student transportation, regardless of whether the transportation was eligible to generate transportation allotment funding.

21CLPA must submit both reports to the TEA to receive transportation allotment funding for a given school year.

#### ESTIMATING POTENTIAL COST

The transportation planning by 21CLPA requires the charter school to address the following considerations;

- \* Opening date (planning begins 6 - 12 months prior to school opening)
- \* The location of the charter school
- \* Student addresses and estimated numbers
- \* Addresses of sending districts
- \* Opening and closing bell times
- \* School calendar
- \* After-school activities
- \* Traffic and breakfast times
- \* Different age groups for students at pick-up sites
- \* Can students ride buses of existing regular district schools routes?
- \* Will transportation be expected on days when regular district schools are not in session?

TEAs School Transportation Handbook:

Rate per Mile for Different Linear Densities

2.400 or above	\$1.43
1.650-2.399	\$1.25
1.150-1.649	\$1.11
0.900-1.149	\$ 0.97
0.650-0.899	\$ 0.88
0.400-0.649	\$ 0.79
Up to 0.399	\$ 0.68

Example directly from TEAs School Transportation Allotment Handbook: For school year 2014–2015, average daily ridership is 225, and annual mileage is 52,122:  $(225 \times 180 \div 52,122 = 0.777)$ . In this example, 0.777 is the effective linear density that is compared to the linear density groupings. The effective rate per mile for regular route service for the school year is \$0.88, provided that the cost per mile for regular route service for the school year was higher than \$0.88. If your district has not previously had regular route service and a resulting cost per mile for services provided, the district's initial assigned per-mile rate is \$0.97 (NCCHS, 2015).

#### PARENT REIMBURSEMENT

In order to provide parents with 100% choice in their transportation needs, 21CLPA will also explore "Parent Reimbursement for Cost of Transportation" if a parent chooses to transport their own children. 21CLPA's funding for private route services is calculated by multiplying the district's total eligible private-route-service mileage by \$0.25, not to exceed a maximum of \$816 per eligible student rider.

Federal law requires that the transportation of special-program students be provided at no actual cost to the student or parent. Therefore, the rate per mile that your district reimburses parents or parents' agents may exceed the per-mile amount your district is eligible to receive. The amount that your district reimburses parents or their agents must not exceed their actual costs (NCCHS, 2015).

NOTE: The figure used for transportation funding mentioned in this proposal is speculative. It is in this proposal as an example. It is not reflected in the Finance Workbook. When the campus location and potential student addresses are solidified, then transportation can be arranged for these student riders.

I. Admission Period: *Include start date/end dates*  to

II. Date of Lottery (if needed):

III. Will the lottery process have exempted classes of students? Yes  No   
*Choose all that apply*

Returning Students

Siblings of Enrolled Students

Children of Founders & Staff

Other

IV. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?



This section has a required Attachment E2- Admission and Enrollment Policy

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Enrollment applications will be collected for all students each year. Consideration will be given for returning students. If the number of applications for any grade exceeds the number of available seats, a lottery will be held. If a lottery is required the date that the lottery will be processed will be announced and the results posted on the school website. Please note that the lottery is random (NCCHS, 2015).

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

21st Century Life Preparatory Academy will refer to the Texas Education Agency (TEA) guidance on this issue. 21CLPA will determine each request for enrollment on a case by case basis and on the truthfulness and transparency of the student and enrolling parental or guardian entity.

TEA: Section 25.001(b)(4), by reference to §25.001(d), allows a student under 18 years of age to “establish a residence for the purpose of attending the public schools separate and apart from the [student’s] parent, guardian, or other person having lawful control of the [student] under a court order...” However, the student’s presence in the district may not be “for the primary purpose of participation in extracurricular activities.” The district is not required to admit a student under §25.001(b)(4) and (d) if the student:

- (1) has engaged in conduct or misbehavior within the preceding year that has resulted in:
  - (A) removal to a disciplinary alternative education program (DAEP); or
  - (B) expulsion;
- (2) has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
- (3) has been convicted of a criminal offense and is on probation or other conditional release.

These exceptions apply only if a student is living in a different district than the student’s parent, guardian, or other person with lawful control of the child under a court order. The exceptions cannot be used to prevent a student eligible for admission under a different provision of §25.001 from being enrolled, including homeless students. Please consult this entire part to determine if another basis for eligibility applies.

Source: TEA Attendance, Admission, Enrollment Records, and Tuition 2015-16 (NCCHS, 2015).

I. Target number of hours dedicated to student recruitment per month? *If any,*

II. Person(s), positions(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

Office of Student Recruitment, Retention, and Outreach Marketing (initially, the department will consist of .5 responsible individual).  
 June - August (20days x 3months = 60 days)  
 October - December (20days x 3months = 60 days)  
 March - May (20days x 3months = 60 days)  
 TOTAL: 9months = 180 days (i.e., 180days x 4hrs/day x \$45/hr = \$32,400.00 max)

III. What percentage of the budget will be used towards student recruitment?

IV. Will recruitment efforts specifically target any of the following? *Choose all that apply.*

Low-Income Families  
 Gifted and Talented Students  
 Students with Special Needs  
 Students At-Risk  
 Drop-Out Recovery  
 Other

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

#### COMMUNITY NEED

21CLPA has a vision to prepare at-risk young adults for the complexities of being “ready for the future” by aggressively exploring the four goals of education at 21CLPA; 1) high school graduation; 2) connections to jobs & college, 3) careers exploration; and 4) transition from grade to grade, graduation to jobs, and jobs to careers (NCCHS, 2015).

#### POPULATION SERVED

Population to be served includes, but are not limited to African American, Hispanic, and other minority males who belong to at-risk populations. Other at-risk participants can also include males who are Economically Disadvantaged and those males impacted by the Juvenile Justice System. 21st Century Life Preparatory Academy (21CLPA) will seek to address the challenges faced by today’s young males in grades PreK through 5 who are disproportionately affected by discriminatory practices by society and school systems. Grades PreK - 5 will be educated during the first year of operation. 21CLPA will add at-least one (1) grade level during subsequent years until the first senior class has enrolled. The main emphasis will be to provide services to those at-risk students in PreK through 5 who possess one or more of the characteristics common to at-risk students and those who reside in Brazoria County (NCCHS, 2015).

#### LOW EXPECTATIONS AND MINORITY STUDENTS

As the percentage of white students in our education shrinks, the challenge of educating America’s fastest growing, and browner student population is well documented. As reported by U.S. News (found at <http://www.usnews.com/news/blogs/data-mine/2015/01/28/us-education-still-separate-and-unequal>), the number of Black, Hispanic, and other minority students are expected to grow by 44 percent. And if we aren’t careful, this cycle will continue to widen the learning-achieving gap. Because of limited opportunities, Black and Hispanic parents are less educated than white parents. And as a result, Child Trends reports that at-risk minority students realize a self-fulfilling prophecy due to lowered expectations. In 1990, The Conspiracy of Ignorance began to ring the alarm as it relates to the growing minority student population, and the American school system’s failure to address academic growth for minority students. So, the problem, as it exists today, is really not a new phenomenon. It just emphasizes the catastrophic affects of lowered expectations on minority populations over time.

School Readiness: Alarmingly, disparities already show between Black and white children. While 91% of non-minority students aged 3 – 5 exhibited school readiness skills, only 78% of African-American students demonstrated the same fluency. The National Center for Education Statistics (NCES) reports that reading proficiency for white parents is higher than that of Black parents and therefore, literacy rates for Black children is lower. Among the culprits, they range from fewer characters of color in children’s books to attending lower-quality day care to prepare minority students for school. As a result, minority students are more likely to be held back in Kindergarten and retention rates for Black ninth graders reaching 34 percent according to the U.S. Department of Education in 2012 (NCCHS, 2015).

#### DISPROPORTIONALITY AFFECTING ACADEMICS

Disproportionality is the over-representation of at-risk groups in programs that include special education, expulsions, alternative placements, and other placements that tend to separate offenders from the “normal” groups.

Disproportionality is characterized by socioeconomic status, national origin, English proficiency, gender, and sexual orientation, in a specific population category. Early retention is an indicator of destructive and devastating affects of future academic disparities. The lack of school readiness means at-risk first timers in Kindergarten perform lower than their white counterparts. And for non-white students, the achievement gap is manifested throughout their academic lives. According to the Forum on Child and Family Statistics, on the SAT, the mean score for Black students is 428 for critical reading and math, compared with mean scores of 527 for critical reading and 536 for math

by white students. It Begins During the Early Years: The school-to-prison pipeline proves beyond a shadow-of-a-doubt that education DOES matter. Once a child, especially an African-American, Hispanic, or low-socioeconomic youngster, loses ground early and academically, that is a recipe for future racial disparities. While Blacks are 18% of preschool students, they are 42% of the out-of-school suspensions and 48% of students with multiple out-of-school suspensions according to the U.S. Department of Education and Texas Education Agency (TEA) Annual Discipline Data (found at [http://ritter.tea.state.tx.us/adhocrpt/Disciplinary\\_Data\\_Products/Download\\_District\\_Summaries.html](http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Download_District_Summaries.html)). For example, Pearland ISD in Brazoria County has a year-end enrollment of 20,894 students in 2014. The count of students expelled to JJAEP was 23...of those 6 (26%) were Black and 9 (39%) were Hispanic. The number of students removed to Discipline Alternative Education Program (DAEP) was 146...34 (23%) were Black and 60 (41%) were Hispanic. The number of students who were placed in In-School Suspension (ISS) was 1,489...of those, 929 (62%) were Black and 977 (66%) were Hispanic. The number of students suspended out of school was 352...of those 177 (50%) were Black and 155 (44%) were Hispanic (NCCHS, 2015).

America will never realize its full potential unless we address the problems of our ineffectiveness, or even worse, our unwillingness to extend the promise of equal education opportunities to all, especially Black and Hispanic youth and young adults. Until marginalized individuals are welcomed into the fabric of middle-class society, at-risk populations will continue to occupy a majority of court involved youth. The cycle will continue if as adults, they are allowed to continue and exist in the periphery or the fringes of mainstream society (NCCHS, 2015).

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

The Office of Student Recruitment, Retention, and Outreach Marketing will be responsible for developing a plan to help the school grow and retain a viable student population using every available venue including newspapers, television, social media, websites, and other naming and branding resources. When forecasting future student enrollment, using a 10% cushion to add to the estimate will allow a charter school to take advantage of unexpected opportunities. So the goal for recruitment and marketing will be 1% of the expected student population plus 10% of the recruitment goal. Therefore as an example, if the recruitment goal is 135 students x .1 more students, the marketing outreach budget is based on projected number of students times 10% of projected goal for student enrollment (minus committed students). For example, a new school's projected enrollment is 135. If there are 87 commitments, the marketing goal is adjusted to 48 students needed to be recruited plus 10% (5 students)... new recruiting goal, 53 students who need to be recruited.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Enrollment shortfalls caused by lower enrollment means that charter schools will receive less funding than was previously projected.

The responsibilities for the Office of Student Recruitment, Retention, and Outreach Marketing will include, but not limited to these phases of the Admissions, Recruitment, and Enrollment Process:

- \* Conduct market analysis and needs assessments
- \* Develop a naming and branding campaign
- \* Research and develop admissions/enrollment policies
- \* Develop marketing strategies to recruit students
- \* Develop marketing strategies to recruit teachers

- \* Process student enrollment applications
- \* Determine admission by lottery protocol, if necessary
- \* Collect completed enrollment forms and
- \* Create/maintain waiting list, if necessary

I. Anticipated Date of Opening:

Aug 20, 2018



To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

II. Total Number of Instructional Minutes in the School Year:

75,600

III. Start/Dismissal Times :

PreK	7:55	to	3:00
K-5	7:55	to	3:30
6-8	NA	to	NA
9-12	NA	to	NA

IV. Number of Instructional Hours Per Day --provide per every applicable grade level. Indicate "N/A" in the appropriate box if the grade level will not be offered.

Pre K	6.5		
Kindergarten	7	5th Grade	7
1st Grade	7	6th Grade	NA
2nd Grade	7	7th Grade	NA
3rd Grade	7	8th Grade	NA
4th Grade	7	9th Grade	NA
		10th Grade	NA
		11th Grade	NA
		12th Grade	NA

**NARRATIVE:** Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Provide rationale for choosing the proposed school-calendar structure.

**NARRATIVE** - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**BELL SCHEDULE**

Basic Bell/Lunch Schedule

**ELEMENTARY CAMPUS SCHEDULE YEAR 1 PREK - 1)**

Monday, Tuesday, Wednesday, Thursday, and Friday

	Pre-Kindergarten	Wednesday (if we have PLC Days)
1st bell	7:55	1st bell 7:55
CLASS		CLASS
Language Arts	8:00-9:00	Language Arts 8:00-9:00
Math	9:00-10:00	Math 9:00-10:00
Recess	10:00-10:15	Recess 10:00-10:15
Special	10:15-11:00	Special 10:15-11:00
LUNCH	11:00-11:30	LUNCH 11:00-11:30
Social Studies	11:30-12:15	Social Studies 11:30-12:15
DEAR	12:15-12:45	DEAR 12:15-12:45
Reading Instruction	12:45-1:30	Reading Instruction 12:45-1:15
Media/PE	1:30-2:30	
Wrap/Dismissal	2:30-3:00	

Monday, Tuesday, Wednesday, Thursday, and Friday

	Kindergarten	Grade 1	Grade 2 & 3	Grade 4 & 5
1st bell	7:55	7:55	7:55	7:55
CLASS	8:00-9:30	8:00-9:45	8:00-9:45	8:00-10:05
• Class 1	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
• Class 2	9:00-9:30 (first half)	9:00-9:45	9:00-9:45	9:00-10:05
RECESS	9:30-9:50 OR 9:50-10:10	9:45-10:05	9:45-10:05	10:05-10:20
CLASS	End of Recess-11:20	10:05-11:30	10:05-11:45	10:20-12:00
• Class 3	9:50-10:20 (second half)	10:05-10:48	10:05-10:55	10:20-11:10
• Class 4	10:20-11:20	10:48-11:30	10:55-11:45	11:10-12:00
Lunch	11:20-11:50	11:30-12:00	11:45-12:15	12:00-12:30
CLASS	11:50-3:00	12:00-3:30	12:15-3:30	12:30-3:30
• Class 5	11:50-12:50	12:00-1:00	12:15-1:15	12:30-1:30
• Class 6	12:50-1:50	1:00-2:00	1:15-2:15	1:30-2:30
• Class 7	1:50-3:00	2:00-3:30	2:15-3:30	2:30-3:30

Wednesday (if we have PLC Days)

	Kindergarten	Grade 1	Grade 2 & 3	Grade 4 & 5
1st bell	7:55	7:55	7:55	7:55
CLASS	8:00-Beg. Of Recess	8:00-9:45	8:00-9:45	8:00-10:05
• Class 1	8:00-9:00	8:00-9:00	8:00-9:00	8:00-9:00
• Class 2	9:00-9:30 (first half)	9:00-9:45	9:00-9:45	9:00-10:05
Recess	9:30-9:50 OR 9:50-10:10	9:45-10:05	9:45-10:05	10:05-10:20
CLASS	End of Recess-11:20	10:05-11:30	10:05-11:45	10:20-12:00
• Class 3	9:50-10:20 (second half)	10:05-10:48	10:05-10:55	10:20-11:10
• Class 4	10:20-11:20	10:48-11:30	10:55-11:45	11:10-12:00

Lunch	11:20-11:50	11:30-12:00	11:45-12:15	12:00-12:30
CLASS	11:50-1:15	12:00-1:15	12:15-1:15	12:30-1:15
• Class 5	11:50-12:50	12:00-1:00	12:15-1:15	12:30-1:15
• Class 6	12:50-1:15	1:00-1:15		



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Number of Certified Special Education Teachers anticipated in Year 1

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers? *Choose all that apply*

Web Advertising e.g. Monster, Indeed, Idealist etc

Print Media

Social Media e.g. Facebook, Twitter, Forums etc.

Partnerships with University or Colleges

Other

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. *Include educational or experience requirements.*

Human Resources  
CEO/Superintendent/Principal  
Lead Teacher



The Superintendent must reside in the State of Texas at the time of employment.



Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

**Evaluation Criteria**

**A response that meets the standard will:**

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE:** Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

Press to Input Narrative Response

**NARRATIVE** - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

#### RECRUITMENT PLAN

Goal: To hire a high performing team of effective teachers

Interview Team: (HR Specialist, administrators, teacher leaders, and content specialist)

Purpose of hiring protocol:

- \* Identify a more thorough and comprehensive assessment of potential candidates
- \* To set/establish department (i.e., math, science, ELA, etc.) and Campus Expectations

#### RECRUITMENT & HIRING PLAN

##### A: Select a Hiring Team

- early vacancy identification
- retain high performers / seek early notification for separation
- capitalize on vacancies when candidate pool is strongest

##### B: Hire Early

- establish a hiring process
- build a recruitment pipeline
- hire throughout the year
- 60% of candidates hired in March-May were highly effective teachers
- 40% of those hired in June-August were equally effective

##### C: Evaluation

- Use a Selection Model
  - \* Job Descriptions for ideal teacher
  - \* Use hiring process to set expectations
  - \* Selection tool should contain multiple measures to assess candidates
    - competencies & traits necessary for effective teacher
    - interview questions and hiring exercises (i.e., written responses to real-school scenarios, sample lesson, etc.)
    - demonstrate the skills that are expected in the classroom
  - \* almost 90% of new hires are effective teachers when selection tools are used

##### D. Interview Protocol

- \* The Hiring Team will be well trained on the hiring protocol prior to interviewing candidate.
- \* Initial Screen
  - Review Resume
  - Phone Screen
- \* Potentially good candidates
  - Schedule an interview
  - School Tour
  - Check References
- \* Determine Candidate's Ability
  - Write sample lesson
  - Take a writing sample (both hand-written and computer generated)
  - Collect Applicant Portfolio (either manual, ePortfolio, CD, etc.)

If the hiring process is confusing or your team seems disinterested, your campus will not attract top talent.

E: Marketing

- \* Create marketing materials
- \* Create website
- \* Candidate Cultivation (this is a position/function)
  - developing candidate interest
  - greeting candidates on interview day
  - follow-up with phone calls, etc.

HR TRACKS HIRING SOURCES

- \* Word of mouth
- \* Local newspaper
- \* Website
- \* Teacher to Teachers
- \* College Connect Sites
- \* teacher hiring sites
- \* educational service centers (ESCs)

KEYS TO GROW GREAT TEAMS OF TEACHERS

- \* Recruitment & Hiring
- \* Evaluation
- \* Retention
- \* Accountability
- \* Professional Culture
- \* Development
- \* Provide & Attend Job Fairs

Source: Modification of The New Teacher Project (TNPT) & Teacher Talent Toolbox (NCCHS, 2015)

**I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities. Include educational or experience requirements.**

**RESPONSIBLE FOR TRAINING AND STAFF DEVELOPMENT:**

- \* ESC 4 (Region 4)
- \* Administration & Counselors,
- \* Legal (compliance issues),
- \* Team Leaders & Department Chairs,
- \* Special Education, and
- \* Human Resources. (NCCHS, 2015)

**II. Will the applicant require any professional development prior to the start of the school year?**

Yes  No

*If yes, briefly explain.*

Board of Advisors Training	ESC 4
AP Institute	ESC 4 or Rice University
G/T Training	
SPED Training	
ELL / LPAC Training	Sheltered Instruction Observation Protocol (SIOP) ELPS (English Language Proficiency Standards)
Confidentiality Training	Legal

**III. How often will teachers be appraised?**

Annually (Spring - once per year) - Administration will be trained to use the Texas Teacher Evaluation and Support (T-TESS) System.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will address:**

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development plan.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

**PROFESSIONAL DEVELOPMENT**

The goal of Professional Development (PD) for students and staff at 21st Century Life Preparatory Academy is to impact learning and teaching for the knowledge and growth for youth, young adults, and adult learners. The objective of all professional development at 21CLPA is to close the learning-doing gap by exploring the synergy between theory and the practitioner.

The scope of PD is not limited to workshops, seminars, mini-conferences, and non-conferences. Richard DuFour's work in Professional Learning Communities emphasizes "ensuring that students learn." It is with student learning in mind that we believe PDs help us to answer Mr. DuFour's questions ... What do we want each student to learn? How will we know when each student has learned it? and How will 21CLPA respond when a student experiences difficulty in learning? (NCCHS, 2015)

**PROFESSIONAL DEVELOPMENT PLAN (NCCHS, 2015)**

* Description	* First Offering	* Re-Train
Content Specific Training	To Begin the Year	Monthly
* Math		
* Science		
* Social Studies		
* ELA/Reading		
Learning and Teaching	To Begin the Year	Monthly
* Pedagogy		
Active Learning & Inquiry Teaching		Quarterly
* Student engagement		
Special Education	To Begin the Year	Monthly
* IEPs, Cumulative Folders, and ARDS		
* Alternate Testing Modifications	To Begin the Year	Spring
Semester		
* Confidentiality Training & RTI		
Annual		
* MRE LRE		
* Learning Disabilities		
* Graduation Requirements	To Begin the Year	Ongoing
* Eligibility, Referral, Evaluations, Annuals		
* High Risk Students in the Classroom		
English Language Learner (ELL) Training	To Begin the Year	Annual
* Language Proficiency Assessment Committee (LPAC)	To Begin the Year	Monthly
* Sheltered Instruction Observation Protocol (SIOP)	To Begin the Year	Bi-Annual
* English Language Proficiency Standards (ELPS)	To Begin the Year	Bi-Annual
Student Achievement		

* Nature and Needs of Gifted and Talented Students	30-hour foundational	Annual 6-hour update
* Advance Placement (AP)	AP Institute	AP/PreAP Workshops

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

**ESTABLISH TIME FOR PROFESSIONAL DEVELOPMENT**

21st Century Life Preparatory Academy will follow DuFour's Professional Learning Communities (PLC) model and create common planning periods for teachers to meet during the school day. Theoretically, this space of time will be utilized for teachers to vertically and horizontally plan and collaborate. It is in these Department and Team meetings that;

- 1) data is analyzed,
- 2) data is utilized to focus instruction,
- 3) common assessments are developed, and
- 4) solutions to classroom issues are addressed.

As a campus, we may also devote a particular day during the week to conduct "early release" days for the purpose of academic planning, training, and data analysis. Additional days have been purposefully built into the school calendar ... five (5) Professional Development days in the Fall and Spring of the 2018-19 school year. On "early release" or professional development days, students do not have to attend or are released early in order for teachers to receive training. But because PLC days (early release or PD) have been an inconvenience to working parents in the past, 21CLPA will ensure that these days are highly structured ... if they are to be offered at all. On other occasions, 21CLPA will bring in substitute teachers to allow teachers to collaborate and conduct peer-learning activities (NCCHS, 2015).

Also, 21CLPA will evaluate the effectiveness of the traditional Professional Development model. Research talks about the learner in a PD environment who does not remember much of the content of PD attended. How the lecture or "sit-and-get" format is not conducive to learning and because follow-up is non-existent, participants have little incentive to implement new learning. There's no one to hold the learner responsible or provide targeted and specific feedback or follow-up to clarify miscues.

21CLPA will adopt a professional development model that emphasizes implementation through embedded job-related activities in the training. We seek to optimize learning effectiveness by allowing participants to interact and collaborate with peers. And finally, 21CLPA will limit the time a person passively sits in PD and enrich the experience with time on task. Administrators will also attend trainings in order to understand implementation dynamics in the classroom.



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

**I. Number of Board Members:**

**II. Number of Board Members Domiciled in Texas:**

**III. Number of Board Members with Prior Charter Experience:**

**IV. Do any current board members intend to apply for an employed position with the charter?** Yes  No

If yes, briefly explain.

Highly specific responsibilities may depend on board members resigning from the board in order to occupy positions with the charter school (i.e., Information Technology, Outreach Marketing, General Education Teacher, Counselor, etc.)



Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operates the charter school unless exempted by TEC 12.1054 (a)(1).

**V. How often will the Superintendent report to the Board? Choose all that apply.**  
 Weekly  Bi-Weekly  Monthly  Quarterly  Annually  Other

**VI. How often will the Board review financial reporting data? Choose all that apply.**  
 Weekly  Bi-Weekly  Monthly  Quarterly  Annually  Other

**VII. The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.** Yes  No

**VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years.** Yes  No



This section has a required Attachment G4- Board Member Biographical Affidavit Form.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

Board of Advisors					
CEO/Superintendent					
Chief Operations Officer					
* Maintenance					
* Transportation					
Principal					
* Assistant Principal					
- Administrative Assistant					
Faculty (Core)	Special Ed	Counselor	Nurse Aide	Extra Curricular	Media Clerk
1 - PreK	1	1	1	1	1
1 - Kindergarten					
1 - First Grade					
1 - Second Grade					
1 - Third Grade					
1 - Fourth Grade					
1 - Fifth Grade					
<b>ROLE OF PERSONNEL</b>					
* CEO is responsible for all business related to the charter school.					
* Board of Advisors is responsible for making policy and charting growth related course.					
* Superintendent oversees the operation of the charter school.					
* COO is responsible for operations, facility, and transportation concerns of the charter school.					
* Maintenance is responsible for rooms and grounds of the facility.					
* Transportation is responsible for all aspects of transporting of students to-&-from school and school related activities.					
* Principal is responsible for the day-to-day operation, maintenance, and instructional health of the charter school.					
* Assistant Principal is responsible for the day-to-day engagement of the student and adults in the charter school.					
* Administrative Assistant is responsible for the operations, financial, and personnel matters in the charter school.					
* Faculty is responsible for instructional delivery of the TEKS to the student body in the charter school.					
* Counselor is responsible for student scheduling, Test Coordination, counseling groups, conflict resolution, academic advisement, social advisement, seminars, etc.					
* Nurse is responsible for student immunization requirements and record compliance and handling the day-to-day urgent needs of staff and students.					
* SPED teachers are responsible for student and parent advocacy as it relates to compliance issues related to scheduling, LRE or MRE placements, IEPs, ARDs, Annuals, Graduation ARDs, college and career readiness, testing and accommodations, job training, etc.					
* Extra Curricular teachers					
* Technology teachers are responsible for job and career awareness through courses designed to meet Endorsement Requirements, Certification/Certificate Requirements, training, jobs, careers, as well as developing possible internships for high school students.					
<b>ROLES OF SECONDARY BOARD</b>					
CEO		Superintendent			
Board of Advisors		* suggest policy			
		* implement policy			

- \* suggest goals for school
- \* suggest goals for Board
- \* adopts operating norms

\* develop regulations based on Board policy

\* sets Superintendent's goals

**ADMINISTRATION and PERSONNEL**

**Board of Advisors**

- \* final approval on hires
- \* appoints staff, grants tenure
- \* evaluates superintendent

**Superintendent**

- \* hires & final authority on personnel matters
- \* recommends teachers, recommends tenure
- \* ensures evaluation of staff
- \* meets & negotiates with employee groups

**FISCAL MANAGEMENT**

**Board of Advisors**

- \* adopts the budget
- \* approves construction projects
- \* approves site acquisition
- \* oversees school facilities

**Superintendent**

- \* recommends budget priorities
- \* make recommendations to construction
  
- \* prepares quality assurances, maintenance, purchases

**EDUCATIONAL PROGRAM**

**Board of Advisors**

- \* adopts changes to Ed Program
- \* evaluate Ed Program/Testing Program
- \* adopt textbooks

**Superintendent**

- \* recommends addition/changes to Ed Program
- \* curriculum evaluation, testing evaluation, reporting to Board
- \* recommends textbooks

**SCHOOL COMMUNITY RELATIONS**

**Board of Advisors**

- \* develop communication program
- \* Has written policy that includes:
  1. community relations
  2. community and staff involvement
  3. handles public complaints
  4. public use of facilities
  5. relations with other agencies
  6. parental involvement

**Superintendent**

- \* recommend communication program
- \* coordinating the program
  
- \* organized program of internal communication with staff
- \* organized program of external communication with the community
- \* using individual buildings in communication program

**Informal contacts**

- \* good listener
- \* maintain confidentiality

**Working with media**

- \* know who is the spokesperson during a crisis
- \* it's ok not to know the answer
- \* refrain from "no comment"
- \* no such thing as "off the record"

Source: Template for Clarifying Roles of the Board of Education and the Superintendent of Schools (NCCHS, 2015)



For a list of specific activities that make up each financial projection below, refer to the start-up tab located in the *Financial Plan Workbook*. Applicants should make sure that the projections below match any budgeted items in the workbook.

I. What are the expected *personnel* costs for the start-up year zero? 127,190

II. What are the expected *contracted service* costs for the start-up year zero? 12,000

III. What are the expected *school operation* costs for the start-up year zero? 34,000

IV. What are the expected *facility operation and maintenance* costs for the start-up year zero? 56,250

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd* Aug 31 ~~831~~

VI. State the fiscal year end-date for the Charter.

June 30

August 31



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Include any contingencies if funding is not as anticipated.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Including any contingencies if funding is not as anticipated.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**ANTICIPATED EXPENSES YEAR ZERO**

The most urgent of startup budgets will be related to facility and facility preparation for year one (2018-2019). 21CLPA will ultimately lease a facility for the first few years however; 21CLPA will locate a facility with the most potential for expansion as well as the facility's ease of access and safety potential. The first 12 - 18 months are for planning, program design, and initial implementation. The planning for 21st Century Life Preparatory Academy will involve surveying the community, identifying a location, securing leases and finalizing facility plans, identifying instructional personnel, development & finalization of policies and procedures (i.e., code of conduct, code of ethics, admissions and removal, etc.), and student and community outreach events among other task. The following positions will be involved on the planning team for year zero (2017-2018);

**\* ADMINISTRATIVE**

Principal: \$15,000

**\* INSTRUCTIONAL**

Core Teacher Specialist: PreK -Grade 5: \$68,124

**\* SPECIAL TEACHER**

Extra Curricular/Media Clerk/Technology: \$9,732

**\* OUTREACH/MARKETING**

Counselor & Special Education: \$9,732

**\* BENEFITS**

Medicare: Total Salaries x 1.45% ( $\$102,588 + \$10,500 = \$113,088 \times .0145 = \$1,640$ )

State Unemployment: Total Salaries x .27% ( $\$113,088 \times .0027 = \$305$ )

Worker's Compensation: Total Salaries x .55% ( $\$113,088 \times .0055 = \$622$ )

Health Insurance: Total Salaries x 4% ( $\$113,088 \times .04 = \$4,524$ )

Retirement: Total Salaries x 6.2% ( $\$113,088 \times .062 = \$7,011$ )

**\* NON-INSTRUCTIONAL PERSONNEL**

Administrative Assistant: \$5,250

PEIMS Clerk: \$5,250

**\* CONTRACTED SERVICES**

Accounting/HR/Payroll: \$6,000

Legal/Auditing: \$6,000

**\* SCHOOL OPERATIONS**

Class/SpEd Materials: \$2,000

Textbooks: \$2,500

Equipment/Furniture: \$20,000

Technology & Testing: \$7,000

Janitorial Services: \$2,500

Staff Development & Recruitment: \$0

**\* FACILITY OPERATIONS**

Insurance: \$7,200 ( $\$1,200 \times 6$  months)

Building/Land Rent/Lease: \$47,250 (\$ 7,875 x 6 months)

Utilities: \$18,000 (\$ 3,000 x 6 months)

\* TOTAL REVENUE: \$0

Total Year "0" Pre-Operations: \$ 245,640

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

**SOURCES OF FUNDING YEAR "0"**

21st Century Life Preparatory Academy has no additional sources of funding to utilize for budget year "0" start-up.

21st Century Life Preparatory Academy will apply for Startup Grants through the following resources;

\* Walton Family Foundation (WFF) Startup Grant Funding Tiers,

\* Charter School Growth Fund, and

\* Building Excellent Schools (BES)



The term “initial contract period” refers to the initial five-year period of time to which a charter is authorized to operate. The term “collected” refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term “firm commitment” refers to any donation [monetary or otherwise] that has been promised, but not yet transferred. The term “Anticipated” refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term “Contingent upon Charter” refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

I. What is the cumulative amount of donations COLLECTED? *If any...*

*How many donors reflect this amount?*

II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? *If any...*

*How many donors reflect this amount?*

III. What is the cumulative amount of all other donations ANTICIPATED? *If any...*

*How many donors reflect this amount?*

IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? *If any...*

*How many donors reflect this amount?*



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

Press to Input Narrative Response

**Evaluation Criteria**  
A response that meets the standard will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

21CLPA will apply for grants and other federal government funding to support our educational programs. Those programs include free and reduced-price lunches, technology, bilingual education, special education (IDEA), and title programs.

**TITLE, TECHNOLOGY, and OTHER RESOURCES**

- \* Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.
- \* The Title II Program provides professional development funding to Local Education Agencies (LEAs) that is tied to research-based curriculum that impacts student achievement.
- \* The focus of Title III, a component of the Elementary and Secondary Education Act (ESEA), is to help local education agencies (LEAs) ensure that English Language Learners (ELLs) and immigrant students attain English proficiency and meet the same challenging state standards required of all other students.
- \* Carl D. Perkins Career and Technical Education Improvement Act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.
- \* The Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (National SMART Grant) Programs--were enacted to meet the growing need for improved math and science instruction. These grants encourage students to take more challenging courses in high school--making success in college more likely.
- \* The Federal Work Study (FWS) Program provides funds for part-time employment to help needy students to finance the costs of postsecondary education. Students can receive FWS funds at approximately 3,400 participating postsecondary institutions. Hourly wages must not be less than the federal minimum wage (NCCHS, 2015).

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**MEETING BUDGET SHORTFALL**

- Budget shortfalls can be resolved in a number of ways;
- \* increase ADA from 85% to at-least 90%
  - \* apply for additional federal, state, and local grants to support educational program.
  - \* departments might underspend.
  - \* low spending in the previous year may carry forward into future years.
  - \* 21CLPA could find other savings that won't require cutting programs.
  - \* use some of the surplus to meet next year's needs.
  - \* 21CLPA could cut programs and/or personnel. (NCCHS, 2015)

I. Does the applicant plan to outsource services?

Yes  No



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated "no" above, proceed to the next page.

II. What area(s) of service will be outsourced?

Check all that apply.

- |                        |                   |                                       |                            |                            |                            |                            |
|------------------------|-------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Human Resources        | Beginning in Year | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Food Services          | Beginning in Year | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Transportation         | Beginning in Year | 1 <input checked="" type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Janitorial and Grounds | Beginning in Year | 1 <input type="checkbox"/>            | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Other

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services?

Yes  No

Beginning in Year 1  2  3  4  5

IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract.

NA

**NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

Press to Input Narrative Response

- Evaluation Criteria**  
A response that meets the standard will:
- Rationalize the need for each proposed service.
  - Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
  - Detail specific costs, timelines, and selection processes of prospective vendors.
  - Present costs that are congruent with the financial workbook.

**NARRATIVE: NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

**Include discussion on costs, timelines, and the selection process of prospective vendors.**

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**SERVICE PROVIDERS**

ADP - (this company or best quote) payroll processing company (Small Business Solutions ... 1-49 employees)

Responsibilities:

- \* Payroll and Tax Filing
- \* Hiring and HR Management
- \* Time and Attendance
- \* Retirement Services
- \* Insurance Services
- \* Administrative Services Organization (ASO)
- \* Professional Employer Organization (PEO)

TRANSPORTATION: First Student Bus Charter (this company or best quote)

From comprehensive turnkey student transportation solutions to route optimization or stepped levels of service, we put our experience to work for you. We can custom design a transportation package specific to your district's goals and needs.

- \* Full or Partial Contract Transportation Services
- \* Management Services
- \* Special-Needs Transportation Services
- \* Route Optimization Analysis and Recommendations
- \* Fuel, Fuel Storage and Purchasing
- \* Ridership Tracking Technology
- \* Wi-Fi

The School Transportation Unit (Office of School Finance) requires an application to request approval for your school district to submit route service information for transportation allotment purposes. The application must be completed by July prior to the first school year for which route service information will be reported. As found at [http://tea.texas.gov/Finance\\_and\\_Grants/State\\_Funding/State\\_Funding\\_Reports\\_and\\_Data/School\\_\\_Transportation\\_Funding/](http://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/School__Transportation_Funding/).

School transportation funding, known as the transportation allotment, is part of overall Foundation School Program (FSP) funding. It is included as a separate line item on a school district's state aid report, known as the Summary of Finances report. Districts report transportation data to the agency through the web-based FSP System. Region 4 Transportation Solutions provides a comprehensive variety of services to enhance safety, efficiency, and effectiveness in transportation operations.

Section 10 as found in the School Transportation Allotment Handbook 2014-15: A District's Transportation Allotment are determined according to statute and the current biennium's General Appropriations Act.

A district's annual transportation allotment is the sum of its funding for the four categories of route service: regular, special, CTE, and private.

**SCHOOL NUTRITION**

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. Our campus may take estimates from such companies as;

- Revolution Foods (<http://revolutionfoods.com/>)
- The Healthy Lunch Box (<http://www.thehealthylunchbox.com/>)
- Food Masters (<http://www.foodmasters1.com/>)
- Sami's Cafeteria (<http://samiscafeateria.com/>)
- Gem Food Services (<http://www.gemfoodservices.com/home>)
- Sodexo (<http://www.sodexousa.com/home/services/on-site-services/schools.html>)

Example: Revolution Foods offers nutritious, quality food that kids love, designed specifically to support school meal programs. They believe that everyone deserves access to good food, and we're committed to working with our partners to deliver quality at an affordable price. After all, growing healthy minds begins with fueling healthy bodies.

- Breakfast \$1.90
- Lunch \$3.00
- Snacks \$0.84
- Supper \$3.37

Example: 135 students @ 85% ADA = 115 students

Meals: 115 x 2meals/day (Breakfast + Lunch) = 230 meals

115 students x \$4.90 = \$563.50 x 180 days = \$101,430

NOTE: Reimbursement rates change each year with an approximate 2.5% increase

- 250 meal minimum
- Additional fee for server
- Chill Heat Serve

#### INSURANCE

Insurance Solutions of Texas (this company or best quote) can insure organizations against a wide variety of risks:

- \* General Liability (Limits to \$10,000,000)
- \* General Liability Broadening Endorsement
- \* Property Protection
- \* Property Broadening Endorsement
- \* Educators Professional Liability
- \* Abuse and Molestation Coverage
- \* Employee Dishonesty
- \* Forgery and Alteration
- \* Theft, Disappearance and Destruction
- \* Money and Securities
- \* Equipment Breakdown
- \* Theatrical Property Floater
- \* Directors, Officers and Trustees
- \* Commercial Autos and Buses

I. Is the applicant an Out-of-State organization? Yes  No



ONLY COMPLETE THIS PAGE IF ... you indicated "yes" above that the applicant is an Out-of-State organization. If you indicated "no" above, you are done with the narrative portion of this application.

II. List all other states in which the applicant currently operates, or has in the past operated a Charter School(s). Include the years each school was opened.  
N/A

III. Number of schools currently serving the following grades outside the State of Texas.  
Elementary School  Middle School  High School

IV. All other states in which the applicant plans to apply and(or) begin serving students within the next five years. Include all proposed year(s) of opening.  
N/A

V. Applicant currently has a pending charter school application in another states. Yes  No   
If yes, list all states

**NARRATIVE (1)** - Provide an overview for the out-of-state organizations' overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.  
**NARRATIVE (2)** - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.  
**NARRATIVE (3)** - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

**Evaluation Criteria**  
A response that meets the standard will:

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities and projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

I. Identify the *out-of-state* organization’s leadership team and their specific roles and responsibilities. Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.

N/A

II. Total Number of Support Services



The term “**support services**” refers to any service that will be provided by the out-of-state organization for the purposes of assisting the proposed charter school succeed. Such services might include *software, mentoring, professional development, technical support etc.*

**NARRATIVE (1)** - Discuss all shared or centralized support services, including all associated costs, that the *out-of-state* organization will provide to the school in Texas.

**NARRATIVE (2)** - Explain how the relationship between the governing board and the school administration will be managed.

*NOTE - The governing body of an Open-Enrollment Charter School accepts ultimate responsibility for the school- including the school’s academic performance, financial, and operational viability. The governing board may not delegate this responsibility and is also responsible for (a) overseeing any management company that actively provides management-services for the school; and (b) holding the management company accountable for the school’s performance.*

Press to Input Narrative Response

**Evaluation Criteria**  
A response that meets the standard will:

- Establish a capable network leadership team with defined roles and responsibilities.
- Demonstrate a capacity to lead the short - and long-term success of the school(s) as part of the growing network.
- Describe a clear structure of the support service framework.
- Detail all specific services.
- Provide costs associated with specific services and describe how those costs will be allocated among campuses.
- Identify specific service goals.
- Present a clear plan for management of the relationships between the governing board and school administration.



The Texas Education Agency will use the information in this section to assess the (1) academic, (2) organizational, and (3) financial performance records of the organization and its charter schools. The Agency reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information. Including academic proficiency data, growth data, recent renewal evaluations, site reports, and independent financial audit reports.

I. Applicant's national charter school portfolio contains at least one school that was previously approved by any charter authorizer, but failed to open or did not open on-time. Yes  No

If yes, provide reasons for the failure or delay.



This section has a required Attachment OS1 Charter School Performance Data.

**NARRATIVE:** If the *out-of-state* organization's national charter school portfolio contains at least one school that contained performance deficiencies or compliance violations that have led to formal authorizer intervention within the last five years [including shortened or conditional renewals], provide an explanation and how such deficiencies or violations were resolved.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Demonstrate strong student academic performance data in Attachment OS1 among student population(s) similar to the proposed school.
- Demonstrates strong financial performance data in Attachment OS1.
- Demonstrates strong organizational performance data in Attachment OS1.
- Establish a capacity to learn from past challenges/mistakes, demonstrated by: (1) failed openings; (2) delayed openings; (3) resolution of performance deficiencies; and(or) (4) violations that have led to formal authorizer intervention within the last five years.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter must have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

# Attachment A1

Texas Education Agency  
Division of Charter School Administration  
**Generation Twenty-Two Applicant Information Session Registration Form**

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov) prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: 21st Century Career Academy

Sponsoring Entity Name *as reflected on the 501(c)(3)*: Alcamii Global Project

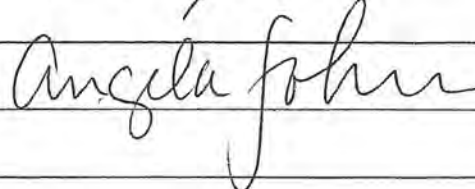
Application Contact Name: Rodney Johnson, Ed.D.

Title/Role: Owner / Director of Education

Email: info4alcamii@gmail.com Phone: 281.796.3740

Board Member Attending: Rodney Johnson 

Board Member Attending: Bright Ihezue

Board Member Attending: Angela Johnson 

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session:  Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

If you have any questions about the sessions or registration, please contact John Garland at 512-463-3533 or [john.garland@tea.texas.gov](mailto:john.garland@tea.texas.gov).

2015 SEP 19 AM 9:34  
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GRANTS ADMINISTRATION

RECEIVED  
TEXAS EDUCATION AGENCY

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of de minimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

PUBLISHER'S AFFIDAVIT

#9590

THE STATE OF TEXAS  
COUNTY OF BRAZORIA

Before me, the undersigned authority, on this day personally appeared Dan Moore who being by me duly sworn, deposes and says that she is representing the *Alvin Sun & Advertiser* and that said newspaper meets the requirements of Section 2051.044 of the Texas Government Code, to wit:

- 1. it devotes not less than twenty-five percent (25%) of its total column lineage to general interest items;
- 2. it is published at least once each week;
- 3. it is entered as second-class postal matter in the county where it is published;
- 4. it has been published regularly and continuously since 1890; and
- 5. it is generally circulated within Brazoria County.

Publisher further deposes and says that the attached notice was published in said newspaper on the following date(s) to wit:

November 21, A.D. 20 16

Dan Moore  
Publisher

#9590  
PUBLISHED  
November 21, 2016

NOTICE OF  
PUBLIC HEARINGS

21<sup>st</sup> Century Life Prep Academy will hold public hearings for a charter school in Brazoria County. There are two opportunities to meet with the Board. MTNG(1) Nov. 29 and MTNG(2) Dec. 1 @ 6PM. LOCATION: 550 Eldridge, Sugar Land. Q&A after a brief PPT presentation.

SUBSCRIBED AND SWORN BEFORE ME by Dan Moore who is personally known to me, on this the 21 day of November, A.D. 20 16 to certify which witness my hand and seal of office.

Donna Hopkins

Notary Public, State of Texas





**ANNOUNCEMENT**

21st Century Life Prep Academy will hold public hearings for a charter school in Brazoria County. There are two opportunities to meet with the Board. MTNG(1) Nov29 and MTNG(2) Dec1 @ 6PM: LOCATION: 550 Eldridge, Sugar Land. Q&A after a brief PPT presentation.

On November 22, 2016 @ 9:44PM found at:

[http://www.alvinsun.net/classifieds/community/announcements/legal/ad\\_d431cb45-2dc5-526a-a246-b11fb8f46a6c.html](http://www.alvinsun.net/classifieds/community/announcements/legal/ad_d431cb45-2dc5-526a-a246-b11fb8f46a6c.html)

**Contact Brenda or Darlene today at  
281-331-4421**



# ALVIN SUN - ADVERTISER

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## #9590 PUBLISHED November 21, 2016 NOTICE OF PUBLIC HEARINGS 21st

Posted: 3 days ago

#9590 PUBLISHED November 21, 2016 NOTICE OF PUBLIC HEARINGS 21st Century Life Prep Academy will hold public hearings for a charter school in Bra-zoria County. There are two opportunities to meet with the Board. MTNG(1) Nov. 29 and MTNG(2) Dec. 1 @ 6PM: LOCATION: 550 Eldridge, Sugar Land. Q&A after a brief PPT presentation.

Location: 77407

281-388-5200 [Click Here](#)

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3 pm - 7:30 pm

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Provide the following:

*Certified mail receipt cards* showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

ATTACHMENT A3 – Certified mail receipt cards

7016 1970 0000 3005 8207

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**CERTIFIED MAIL® RECEIPT**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

**SUGAR LAND, TX 77479**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Fort Bend ISD</b> Street and Apt. No., or PO Box No. <b>16431 Lexington Blvd.</b> City, State, ZIP+4® <b>Sugar Land, TX 77479</b>		

7016 1970 0000 3005 8405

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**PEARLAND, TX 77581**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Pearland ISD</b> Street and Apt. No., or PO Box No. <b>2337 N. Galveston</b> City, State, ZIP+4® <b>Pearland, TX 77581</b>		

7016 1970 0000 3008 1212

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**HOUSTON, TX 77092**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Houston ISD</b> Street and Apt. No., or PO Box No. <b>4400 West 18th St</b> City, State, ZIP+4® <b>Houston, TX 77092</b>		

7016 1970 0000 3008 1205

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**ANGLETON, TX 77515**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Angleton ISD</b> Street and Apt. No., or PO Box No. <b>1900 N. Downing Rd</b> City, State, ZIP+4® <b>Angleton, TX 77515</b>		

7015 0640 0003 0752 9566

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**MANVEL, TX 77578**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Manvel ISD</b> Street and Apt. No., or PO Box No. <b>19601 Hwy 6</b> City, State, ZIP+4® <b>Manvel, TX 77578</b>		

7016 1970 0000 3005 8412

**U.S. Postal Service™**  
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**ALVIN, TX 77511**

Certified Mail Fee	\$3.30	
Extra Services & Fees (check box, add fee as appropriate)	\$2.70	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	Postmark Here 10/17/2016
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.47	
Total Postage and Fees	\$6.47	
Sent To <b>Alvin ISD</b> Street and Apt. No., or PO Box No. <b>301 E. House St</b> City, State, ZIP+4® <b>Alvin, TX 77511</b>		

ATTACHMENT A3 – Certified mail receipt cards

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input checked="" type="checkbox"/> Addressee</p> <p>X <i>Pat Watson</i></p>	
1. Article Addressed to:	B. Received by (Printed Name) <i>Pat Watson</i>	C. Date of Delivery
<p><b>Alvin I.S.D.</b>                  301 E. House St.                  Alvin, Texas 77511</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes                  If YES, enter delivery address below: <input type="checkbox"/> No</p>	
	<p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
7016 1970 0000 3005 8412		
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-1540

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p>	
1. Article Addressed to:	B. Received by (Printed Name)	C. Date of Delivery
<p><b>Houston ISD</b>                  4400 West 18<sup>th</sup> Street                  Houston, TX 77092</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes                  If YES, enter delivery address below: <input type="checkbox"/> No</p>	
	<p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
7016 1970 0000 3008 1212		
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-1540

**ATTACHMENT A3 – Certified mail receipt cards**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input type="checkbox"/> Addressee  <i>K. Brooks</i></p>	
1. Article Addressed to:	B. Received by (Printed Name) <i>Brooks</i>	C. Date of Delivery <i>10/21/16</i>
<p><b>Fort Bend ISD</b>                  16431 Lexington Blvd.                  Sugar Land, TX 77479</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes                  If YES, enter delivery address below: <input type="checkbox"/> No</p>	
	<p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
	7016 1970 0000 3005 8207	
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-1540

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> Agent  <input type="checkbox"/> Addressee  <i>Ruth Hobbs</i></p>	
1. Article Addressed to:	B. Received by (Printed Name) <i>Ruth Hobbs</i>	C. Date of Delivery <i>10/19/16</i>
<p><b>Angleton I.S.D.</b>                  1900 N. Downing Rd.                  Angleton, Texas 77515</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes                  If YES, enter delivery address below: <input type="checkbox"/> No</p>	
	<p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
	7016 1970 0000 3008 1205	
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-1540

**ATTACHMENT A3 – Certified mail receipt cards**

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> <i>Sandra Goodson</i>      <input type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Manvel ISD</b>            19601 Hwy 6            Manvel, TX 77578</p> </div>	<p>B. Received by (Printed Name)  <i>Sandra Goodson</i></p>	<p>C. Date of Delivery  <i>10-19-16</i></p>
<p>2. Article Number            (Transfer from service label)</p>	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes            If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>PS Form 3811, February 2004</p>	<p>3. Service Type  <input type="checkbox"/> Certified Mail  <input type="checkbox"/> Registered Mail for Merchandise  <input type="checkbox"/> Insured</p> <p>4. Restricted Delivery <input type="checkbox"/> Yes</p>	<p>Domestic Return <span style="float: right;">2595-02-M-1540</span></p>
<p>7015 0640 0</p>		

Provide the following:

State the proposed school's primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

## A4 – Geographic Attendance Boundary

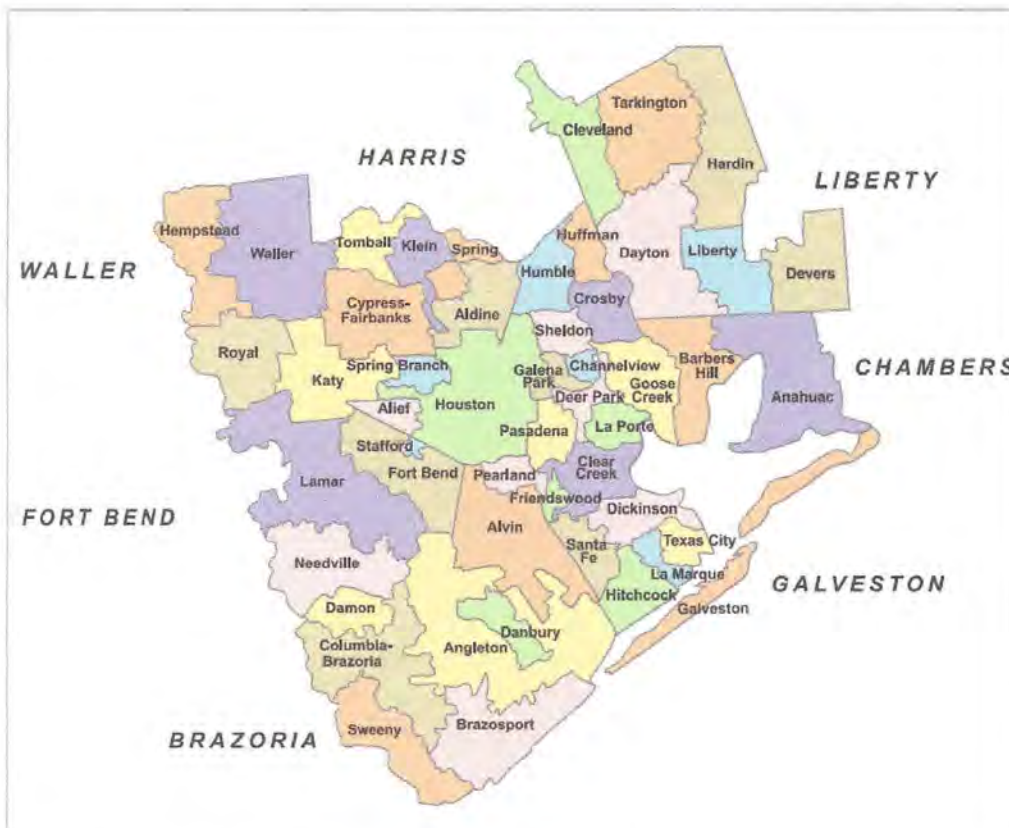
The proposed charter school's designated geographic boundary will include the following districts:

**Alvin ISD**  
701 South 7<sup>th</sup> St.  
Alvin, TX 77511

**Fort Bend ISD**  
16431 Lexington Blvd.  
Sugar Land, TX 77479

**Houston ISD**  
4400 West 18<sup>th</sup> Street  
Houston, TX 77092-8501

**Pearland ISD**  
1928 N. Main Street  
Pearland, TX 77581



The transfer boundary will include the following districts:

**Angleton ISD**  
1900 N. Downing Road  
Angleton, TX 77515

**Brazosport ISD**  
301 W. Brazoswood Drive  
Clute, TX 77531

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

## ATTACHMENT A5 – Teacher Student Ratio

21CLPA will seek to maintain a teacher student ratio of 1:25 per grade level. Additional divisions will be made in the event a smaller teacher student ratio is necessary or meets budgetary needs.

<b>GRADE</b>	<b>Student Projection</b>	<b>Teacher Student Ratio</b>
Pre-K	25	1:25
Kindergarten	20	1:25
1 <sup>st</sup>	20	1:25
2 <sup>nd</sup>	20	1:25
3 <sup>rd</sup>	20	1:25
4 <sup>th</sup>	15	1:25
5 <sup>th</sup>	15	1:25

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

### Student Expectations/Learning Outcomes

Describe what the student should be able to know and do by the end of the unit

- \* The students represent linear relationships using multiple representations that simplify to the form  $y = mx + b$ .
- \* The student will use the four (4) operations to represent, write, and solve two-step equations.

### Necessary Knowledge & Skills

Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.

Combine similar terms and simplify equation.  
Use addition and subtraction to solve two-step equations.  
Use multiplication and division to solve two-step equations.

### Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

Solving two-step equations: Guiding Questions

1. What do you do in order to make a coefficient of a variable 1...if the coefficient is a fraction?
2. What do you do when a like variable is on either side of the equal sign?
3. How do you add or subtract fractions with unlike denominators?

### Texas Essential Knowledge & Skills Alignment

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

Solving Linear Relationships:  
Mathematical Process Standards. The student is expected to:  
MATH.4.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.  
MATH.4.1F Analyze mathematical relationships to connect and communicate mathematical ideas.  
Expressions, Equations, and Relationships:  
The student is expected to:  
MATH.4.7A Expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form  $y = mx + b$ .

Solving two-step equations:  
Expressions, Equations, and Relationships. The student is expected to:  
MATH.4.10A Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.  
MATH.4.10B Represent solutions for one-variables, two-step equations, and inequalities on number lines.  
MATH.4.10C Write a corresponding real-world problem given a one-variable, two-step equation or inequality.  
Expressions, Equations, and Relationships. The student is expected to:

MATH.4.11A Model and solve one-variable, two-step equations and inequalities.  
MATH.4.11B Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.

**Materials & Resources**

*Identify the materials and resources that will be required for this unit. Indicate who will be providing them.*

TEKS Resource System;  
Corresponding worksheets;  
Teacher made assessments (formative & summative);  
Department common assessments (summative);  
Kamico interventions.

**Review**

*If a unit review will be provided, please describe the format and nature of the review.*

The teacher should prepare a concept/unit/chapter review that requires the student to apply the requisite skills and knowledge covered in this unit. The student should be able to transfer learning to diverse scenarios reflecting real life applications.

**Next Steps**

*Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum*

21CLPA will engage a data-driven program for the evaluation and assessment of the curriculum. Formative assessment aligned to the instructional materials will be utilized to measure the effectiveness of our curriculum delivery system (text, eBooks, Online curriculum, etc.). The teachers will be the primary evaluators focusing on the rigor and effectiveness of the curriculum as they engage students. With feedback from the data teams and administrative classroom observations, the teachers and Instructional Leadership Team will collaborate and continue to monitor, adjust, and grow the curriculum. As a campus, 21CLPA will eliminate the ineffective aspects of the curriculum and continually add the most effective units that address the academic needs for at-risk students.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

**Instructional Strategies-** Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

**Student Activities-** Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

**Student Assessments-** Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

LESSON ONE (1)- *instructional Strategies*

Objective: 4.3A  
I can solve expression and/or equations by using order of operations including parenthesis, brackets, or braces. AND complete all assignments as assigned with at least 80% accuracy.

LESSON ONE (1)- *Student Activities*

Do Now: Decimal of the Day  
Rocket Math: Number Fluency

Learning Foci:  
Problem of the Day  
[MEASUREMENT: Selected problem based on data]

Engage: Lesson Opener TE pp315A

Explore:  
Unlock the Problem pp315

Explain:  
Share and Show #'s 1 - 4 pp.316

Evaluate (Exit Ticket)  
Texas Test Prep GoMath pp.318 #11

Elaborate: Problem Solving #6-7 pp.317

105

Homework: GoMath pp. 319

Objective: 4.4B

I can represent and solve problems by using equations with a letter standing for the unknown quantity.  
AND complete all assignments as assigned with at least 80% accuracy.

Guiding Question:

Why/How are variables used to represent unknown quantities in algebraic expressions?

Do Now: Decimal of the Day

Rocket Math: Number Fluency

Learning Foci:

Problem of the Day

[MEASUREMENT: Selected problem based on data]

Engage: Vocabulary Development

Literacy Routine: Pencil to Paper and Pump Up the Vocab

TSW verbally communicate and record their work in a math journal on a regular basis using mathematical terminology. •

Algebraic expressions: One or more operations that is/are represented as a number sentence with no equal sign; it includes a

variable • Equation: Two numerical expressions set equal to each other using an equal sign, typically where one value is an

unknown • Equal Sign: A symbol that is used to show that two numerical expressions are equivalent • Length: The distance

from one point to another along a straight line (typically the long-length measurement of a rectangle) • Variable: A symbol

used to represent an unknown quantity in an algebraic expression. • Perimeter: The distance around a figure • Width: The

distance from side to side (typically the short length measurement of a rectangle)

Explore: © MATH.4.4B—Represent and Solve Multi-Step Problems Using Equations MATH.4.1A, MATH.4.1B, MATH.4.1D, MATH.4.1F

Think Pair Share

Example 1: Joining Problem – Change Unknown Luis has 34 baseball cards in his collection. His dad bought him some more. Now Luis has a total of 53 baseball cards. How many baseball cards,  $b$ , did Luis’ dad give him?

TSW use a sentence stem to re-state the question as a statement:

• Luis’s dad gave him \_\_\_\_ more baseball cards.

Clarifying Questions: • What information is unknown in this problem? • What are some strategies you might try to determine the information that is unknown?

Explain:

TTW pose question: How can I write an equation, using a letter to represent the unknown number of baseball cards,  $b$ ?

Evaluate (Exit Ticket) Write a numerical expression for: Sam has \$285. His mom gave him some more money. Now he has \$376.

Elaborate:

\*\*TSW create numerical expression using variable to represent and solve the problem:

Melanie weighed herself while holding her dog and found that their combined weight was 236 pounds. When Melanie

LESSON TWO (2)- *Student Assessments*

weighed herself alone, her weight was 148 pounds. Which equation could be used to find  $w$ , the weight of her dog in pounds?

Homework:  
TCM

LESSON THREE (3)- *Instructional Strategies*

Objective: 4.4B

I can use a strip diagram to represent and solve multi-step, addition and subtraction word problems by using equations with a letter to represent an unknown quantity AND complete all assignments as assigned with at least 80% accuracy

Guiding Question:

How can strategies (e.g., strip diagrams) be used to represent the known and unknown quantities in a multi-step problem involving addition and subtraction with whole numbers?

Do Now: Decimal of the Day

Rocket Math: Number Fluency

Learning Foci:

Problem of the Day

[MEASUREMENT: Selected problem based on data]

Engage: Vocabulary Development

Explore: Ⓡ MATH.4.4B—Represent and Solve Multi-Step Problems Using Equations MATH.4.1A, MATH.4.1B, MATH.4.1D, MATH.4.1F

Think Pair Share

Mr. Jefferson is recording the area of four natural lakes found in mountainous areas. As Mr. Jefferson reviewed his table, he noticed that he did not record the area of Lake Tellwind. He knows the total surface area for all four lakes is 49,321 acres. The table below shows the surface areas of three of the lakes: Lake Surface Area (in acres)

Lake Franklin 6,349; Lake Sione 18,622; Lake Tellwind  $[t]$ ; Lake Dune 10,954. Which equation correctly represents  $[t]$ , the area of Lake Tellwind?

Clarifying Questions: • What information is unknown in this problem? • What are some strategies you might try to determine the information that is unknown?

Explain: Many ways to write an equation using variable and strip diagram.

Esther and Christina were in charge of bringing brownies to their school's celebration party. • Esther baked 158 brownies, but then her younger brother ate some. • Christina baked 78 brownies, but then she decided to buy 48 more brownies at the store. At the start of the celebration party, Esther and Christina arrived with the same number of brownies. Which answer tells  $b$ , the number of brownies Esther's younger brother ate? F 32, because  $158 - b = 78 + 48$  G 80, because  $158 - b = 78 + 48$  H 126, because  $78 + 48 = 158 - b$  J 128, because  $158 - 78 + 48 = b$

Evaluate (Exit Ticket) Write a numerical expression for: Rony had 658 at the beginning of the game. At the end of the game, he had 1003 points. How many points did Rony earn?

Elaborate: TSW will create a strip diagram and a variety of number sentence, using variable, for the following: Shelia ordered golf balls for a tournament. There were 5,878 golf balls shipped. Shelia was notified that 250 more golfers registered, so she ordered an additional 2,189 golf balls. The night before the tournament Shelia was notified that some

107

LESSON THREE (3)- *Student Activities*

LESSON THREE (3)- *Student Assessments*

golfers dropped out. Shelia decided to send back some golf balls. On the day of the tournament, Sheila had a total of 7,488 golf balls. Write an equation which correctly represents  $s$ , the number of golf balls that Sheila sent back the night before the tournament

Homework:  
TCM

Provide the following:

Admissions and enrollment policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

## Attachment E2 - ADMISSION PROCEDURE

Admission procedures for 21<sup>st</sup> Century Life Preparatory Academy (21CLPA) will allow parents the opportunity of choice, through the application process, to make space for their child(s) to attend 21CLPA.

### OPEN ENROLLMENT

Our Open Enrollment period is from January 1, 2018 thru July 31, 2018. If you are a family living in one of the many eligible ISDs we serve, you may submit a student application for enrollment. If the number of applications submitted within the Open Enrollment period of time exceeds the number of seats available for any grade level, a system generated, and random lottery will be processed in order to determine who is offered a seat at 21CLPA. All applications submitted within the Open Enrollment period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment.

### THE APPLICATION

21<sup>st</sup> Century Life Preparatory Academy will accept applications for PreK - 5th grades during the Open Enrollment Period. Enrollment applications will be collected for ALL students each year. Consideration will be given for returning students. If the number of applications for any grade exceeds the number of available seats, a lottery will be held. If a lottery is required the date that the lottery will be processed will be announced and the results posted on the school website. Please note that the lottery is random.

### LOTTERY

If the number of applications for any grade exceeds the number of available seats, a lottery will be held on August 4, 2018. If a lottery is required, processed will be announced and the results posted on the school website. Please note that the lottery is random.

### PREFERENCES

21CLPA will show preference in filling the open positions in the school. The following preferences will be applied in the order listed below:

- A. Returning students
- B. Children of Founding Members
- C. Children of employees of 21CLPA.
- D. Siblings of children already currently attending 21CLPA and will be in attendance next year.
- E. Siblings of children conditionally accepted during the lottery. Once the lottery begins, this preference is applied to the siblings of the newly accepted students.

**NOTE:** Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.

### EQUAL EDUCATIONAL OPPORTUNITY

21CLPA does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Texas public schools. Diagnostic tests may be required to

determine the proper placement in a subject. Such diagnostic tests are done to determine academic background of our students in a particular subject.

#### COMPLIANCE WITH CODE OF CONDUCT

All students must adhere to the 21CLPA Discipline Policy and are subject to disciplinary action for violations thereof, up to and including expulsion. Potential students are subject to ALL school policies, practices and procedures (and consequences for violations), even before their first day of class.

#### WITHDRAWAL and EXPULSION

TEA requires that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, charter administrators may expel the student only after due process has been afforded to the student, and the charter holder board has determined that expulsion is the appropriate consequence. The charter holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.

#### STUDENTS WITH DOCUMENTED HISTORY OF CRIMINAL OFFENSE/OR MISCONDUCT

The Charter School will refer to the Texas Education Agency (TEA) guidance on this issue. The Charter School will determine each request for enrollment on a case by case basis and on the truthfulness and transparency of the student and enrolling parental or guardian entity. Students who have a documented history of a criminal offense, juvenile court adjudication, listed in TEC, §12.111(6), or other serious discipline problems listed under TEC, Chapter 37, Subchapter A will be excluded from enrollment as TEC, §12.111(6) authorizes a charter school to do so.

Provide the following:

Discipline policy addressing the following:

- The code of conduct for the school. Texas Education Code (TEC) §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for the charter or for each campus.
- Practices the school will use to promote good discipline, including penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (non-discretionary) and may (discretionary) be suspended or expelled, respectively.
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- Procedures for due process should a student be suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion, and a plan for providing services to students who are expelled or out of school for more than ten days.
- An explanation of how students and parents will be informed of the discipline policy.

## ATTACHMENT E3 – Discipline Policy

### Code of Positive Conduct

#### **Vision**

It is the vision of 21<sup>st</sup> Century Life Preparatory Academy to provide an environment that focuses on positive student behaviors and proactive adult interactions to improve the levels of pride within the organization.

#### **Student responsibility and rights:**

- To be respected individually and treated with courtesy, fairness and respect by students and adults.
- To treat teachers, staff, students, and parents with respect.
- To participate in all school activities on an equal basis.
- To attend school on a daily basis.
- To participate in class and follow teachers instructions on a daily basis.
- To be prepared for class with required materials.
- To be prepared for class with required and complete assignments and projects.

#### **Teachers, principals, and school staff responsibility and rights:**

- To establish a sense of community and provide opportunities for all to appreciate and take part in culturally diverse learning.
- To be knowledgeable of and maintain compliance related to student, parent, and teacher confidentiality. (Annual Training Necessary)
- To be knowledgeable of and maintain special education compliance related to student and parent confidentiality. (Annual Training Necessary)
- To communicate policies, expectations, and concerns to parents, students, guardians, and administrators in a timely manner to limit or eliminate unwanted behavior.
- To enforce policies, rules, and regulations of the charter school district and the student Code of Positive Conduct.
- To practice preventative and proactive measures in cooperation with students, parents & guardians, and administrators to limit or eliminate unwanted behavior.
- To engage and communicate with parents when their child has consequences.

#### **Administrators' responsibility:**

- To provide support and PD and training to staff, teachers, and other administrators in an effort to help them to remain current with all student compliance issues, including those related compliance with special needs.
- To ensure discipline policies are compliant with all civil rights laws.
- To monitor PEIMS discipline data to identify, investigate and address any disparities based on areas of overrepresentation of at-risk populations and to identify, investigate and address any disparities (i.e., race, gender, or other student characteristics).

#### **Parents' responsibility and rights:**

- To be informed of their student's attendance, performance, and behavior.
- To receive information and immediate notification of at-risk behavior that could affect academics.
- To assure that their student(s) has all necessary materials, assignments, projects, and only those things that are appropriate in a school setting.
- To be involved in all aspects of school matters affecting school policies and procedures.

#### **Community-based/local organizations responsibilities and rights:**

- To be open when sharing ideas and suggestions for school improvement.

## ATTACHMENT E3 – Discipline Policy

- To demonstrate transparency when making efforts to collaborate with school staff, parents, or students related to policies, procedures, or consequences related to discipline.

*Source: AASA (American Association of School Administrators) Framework for Revising School District Codes of Student Conduct*

### **Mandatory Removal:**

In an effort to maintain a positive and safe learning environment for all students, 21CLPA will remain free of disruptions that interfere with the educational process. 21CLPA warns that the following violent and abusive behaviors shall not be tolerated at 21CLPA, at 21CLPA activities, or on 21CLPA locations.

- Possession of a weapon
- Possession of illegal drugs
- Possession of alcohol
- Assaulting a teacher, other district employee, student, or any other individual on 21CLPA property
- All TITLE 5 felonies
- Gang-related behavior/violence
- Engaging in bullying, cyberbullying, harassment, or sexting

### **DISCIPLINE INVESTIGATION and Determinations**

During an investigation involving violations of the Code of Student Conduct, 21CLPA will give consideration to certain factors prior to making decisions concerning suspension, removal to a student's home school, expulsion, or referral to a juvenile justice alternative education program.

### **Classification of Title 5**

CLASSIFICATION OF TITLE 5. OFFENSES AGAINST THE PERSON TEXAS PENAL CODE  
Offenses Against the Person include Criminal Homicide, Kidnapping and Unlawful Restraint, Sexual Offenses and Assaultive Offenses.

*Source: Penal Code Offenses by Punishment Range • Office of the Attorney General*

Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84<sup>th</sup> Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

## ATTACHMENT E4 – Gun-Free School Policy

### EDUCATION CODE

TITLE 2. PUBLIC EDUCATION  
SUBTITLE G. SAFE SCHOOLS  
CHAPTER 37. DISCIPLINE; LAW AND ORDER  
SUBCHAPTER A. ALTERNATIVE SETTINGS FOR BEHAVIOR MANAGEMENT  
Sec. 37.001. STUDENT CODE OF CONDUCT.

Firearms (as required by the Gun-Free Schools Act)

#### LAWS

#### § 37.007. Expulsion for serious offenses

(a) Except as provided by Subsection (k), a student shall be expelled from a school if the student, on school property or while attending a school-sponsored or school-related activity on or off of school property:

(1) uses, exhibits, or possesses:

- (A) a firearm as defined by Section 46.01(3), Penal Code;
- (B) an illegal knife as defined by Section 46.01(6), Penal Code, or by local policy;
- (C) a club as defined by Section 46.01(1), Penal Code; or
- (D) a weapon listed as a prohibited weapon under Section 46.05, Penal Code;

(2) engages in conduct that contains the elements of the offense of:

- (A) 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;
- (B) arson under Section 28.02, Penal Code;
- (C) 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;
- (D) indecency with a child under Section 21.11, Penal Code;
- (E) aggravated kidnapping under Section 20.04, Penal Code;
- (F) aggravated robbery under Section 29.03, Penal Code;
- (G) manslaughter under Section 19.04, Penal Code;
- (H) criminally negligent homicide under Section 19.05, Penal Code; or
- (I) continuous sexual abuse of young child or children under Section 21.02, Penal Code; or

(3) engages in conduct specified by Section 37.006(a)(2)(C) or (D), if the conduct is punishable as a felony.

(b) A student may be expelled if the student:

(1) engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code;

(2) while on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:

(A) sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of:

- (i) marihuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;

## ATTACHMENT E4 – Gun-Free School Policy

- (ii) a dangerous drug, as defined by Chapter 483, Health and Safety Code; or
- (iii) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code;
- (B) engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code;
- (C) engages in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a school district employee or a volunteer as defined by Section 22.053; or
- (D) engages in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code;
  - (3) subject to Subsection (d), while within 300 feet of school property, as measured from any point on the school's real property boundary line:
    - (A) engages in conduct specified by Subsection (a); or
    - (B) possesses a firearm, as defined by 18 U.S.C. Section 921;[...]
    - (d) A student shall be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (a), and may be expelled if the student engages in conduct that contains the elements of any offense listed in Subsection (b)(2)(C), against any employee or volunteer in retaliation for or as a result of the person's employment or association with a school district, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property.
  - (e) In accordance with 20 U.S.C. Section 7151, a local educational agency, including a school district, home-rule school district, or open-enrollment charter school, shall expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. The student must be expelled from the student's regular campus for a period of at least one year, except that:
    - (1) the superintendent or other chief administrative officer of the school district or of the other local educational agency, as defined by 20 U. S.C. Section 7801, may modify the length of the expulsion in the case of an individual student;
    - (2) the district or other local educational agency shall provide educational services to an expelled student in a disciplinary alternative education program as provided by Section 37.008 if the student is younger than 10 years of age on the date of expulsion; and
    - (3) the district or other local educational agency may provide educational services to an expelled student who is 10 years of age or older in a disciplinary alternative education program as provided in Section 37.008.
  - (h) Subject to Subsection (e), notwithstanding any other provision of this section, a student who is younger than 10 years of age may not be expelled for engaging in conduct described by this section.
  - (k) A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:
    - (1) at an approved target range facility that is not located on a school campus; and
    - (2) while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
  - (l) Subsection (k) does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports

## ATTACHMENT E4 – Gun-Free School Policy

competition or a shooting sports educational activity described by that subsection.

### § 37.125. Exhibition of firearms.

(a) A person commits an offense if, in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally exhibits, uses, or threatens to exhibit or use a firearm:

(1) in or on any property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school; or

(2) on a school bus being used to transport children to or from school-sponsored activities of a private or public school.

(b) An offense under this section is a third degree felony.

### § 46.03. Places weapons prohibited.

(a) A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a):

(1) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private, unless pursuant to written regulations or written authorization of the institution;

(6) within 1,000 feet of premises the location of which is designated by the Texas Department of Criminal Justice as a place of execution under Article 43.19, Code of Criminal Procedure, on a day that a sentence of death is set to be imposed on the designated premises and the person received notice that:

(A) going within 1,000 feet of the premises with a weapon listed under this subsection was prohibited; or

(B) possessing a weapon listed under this subsection within 1,000 feet of the premises was prohibited.

(b) It is a defense to prosecution under Subsections (a)(1)-(4) that the actor possessed a firearm while in the actual discharge of his official duties as a member of the armed forces or national guard or a guard employed by a penal institution, or an officer of the court.

(c) In this section:

(1) "Premises" has the meaning assigned by Section 46.035.

(2) "Secured area" means an area of an airport terminal building to which access is controlled by the inspection of persons and property under federal law.

(d) It is a defense to prosecution under Subsection (a)(5) that the actor possessed a firearm or club while traveling to or from the actor's place of assignment or in the actual discharge of duties as:

(1) a member of the armed forces or national guard;

(2) a guard employed by a penal institution; or

(3) a security officer commissioned by the Texas Private Security Board if:

(A) the actor is wearing a distinctive uniform; and

(B) the firearm or club is in plain view; or

(4) a security officer who holds a personal protection authorization under Chapter 1702, Occupations Code, provided that the officer is either:

(A) wearing the uniform of a security officer, including any uniform or apparel described by Section 1702.323(d), Occupations Code, and carrying the officer's firearm in plain view; or

## ATTACHMENT E4 – Gun-Free School Policy

(B) not wearing the uniform of a security officer and carrying the officer's firearm in a concealed manner.

(e) It is a defense to prosecution under Subsection (a)(5) that the actor checked all firearms as baggage in accordance with federal or state law or regulations before entering a secured area.

(f) It is not a defense to prosecution under this section that the actor possessed a handgun and was licensed to carry a concealed handgun under Subchapter H, Chapter 411, Government Code.

(g) An offense under this section is a third degree felony.

21<sup>st</sup> Century Life Preparatory Academy will refer to the Texas Education Agency (TEA) guidance on this issue. 21<sup>st</sup> Century Life Preparatory Academy will determine each request for enrollment on a case by case basis and on the truthfulness and transparency of the student and enrolling parental or guardian entity.

TEA: Section 25.001(b)(4), by reference to §25.001(d), allows a student under 18 years of age to “establish a residence for the purpose of attending the public schools separate and apart from the [student’s] parent, guardian, or other person having lawful control of the [student] under a court order....” However, the student’s presence in the district may not be “for the primary purpose of participation in extracurricular activities.” The district is not required to admit a student under §25.001(b)(4) and (d) if the student:

(1) has engaged in conduct or misbehavior within the preceding year that has resulted in:

(A) removal to a disciplinary alternative education program (DAEP); or

(B) expulsion;

(2) has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or

(3) has been convicted of a criminal offense and is on probation or other conditional release.

These exceptions apply only if a student is living in a different district than the student’s parent, guardian, or other person with lawful control of the child under a court order. The exceptions cannot be used to prevent a student eligible for admission under a different provision of §25.001 from being enrolled, including homeless students. Please consult this entire part to determine if another basis for eligibility applies.

Source: TEA Attendance, Admission, Enrollment Records, and Tuition 2015-16.

Source: Texas Compilation of School Discipline Laws and Regulations: March 20, 2015

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

ATTACHMENT F1 – Start-Up Plan Narrative

21<sup>st</sup> Century Life Preparatory Academy (21CLPA)

The Start-Up Period for 21CLPA will be from March 1, 2017 through August 31, 2018. During these months, 21CLPA will be involved with intensive aspects of 1) planning, 2) program design, and 3) implementation of the potentially awarded charter school designation for 2018 – 2019.

**INSTRUCTIONAL PERSONNEL COST**

Because planning efforts for instructional personnel will be “part-time,” only a portion of personnel cost will be associated with Start-Up efforts of 21<sup>st</sup> Century Life Preparatory Academy. Administrative and Instructional Personnel cost represents 42% (\$102,588) of the start-up budget. These funds will be utilized to compensate individuals during the Pre-Operations phase of opening the charter school. The Instructional Personnel cost represents 30% of a teacher and administrator’s normal salary for year 1.

- Teacher salary (\$32,440) year 1 (.3 x \$32,440 = \$9,732)
- Administrator salary (\$50,000) year 1 - .3 x \$50,000 = \$15,000)

<b>Core Teacher</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1 Pre-Kindergarten	\$9,732	\$32,440
1 Kindergarten	\$9,732	\$32,440
1 First Grade	\$9,732	\$32,440
1 Second Grade	\$9,732	\$32,440
1 Third Grade	\$9,732	\$32,440
1 Fourth Grade	\$9,732	\$32,440
1 Fifth Grade	\$9,732	\$32,440
Total Core	\$68,124	\$227,080
<b>Teaching Assistant (TA)</b>		
1 Teaching Assistant (Gen Ed)		\$15,276
1 Teaching Assistant (SpEd)		\$15,276
Total Teaching Assistant		\$30,552
<b>Special Teacher</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1 Extra Curricular/Media Clerk/Technology	\$9,732	\$32,440
Total Special Teachers	\$9,732	\$32,440
<b>Outreach &amp; Marketing</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1 Counselor & Special Education	\$9,732	\$32,440
Total Counselor	\$9,732	\$32,440
<b>Executive Mgmt</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1 CEO/Superintendent/Principal	\$15,000	\$50,000
 Total Instruction	 \$102,588	 \$450,780

To properly plan for the opening of a charter school, instructional personnel will collaboratively plan. When disciplines plan together, they will be able to “vertically align” and BRIDGE common TEKS in one discipline and reinforced by showing its “connectivity” to TEKS in another discipline. Some of the additional duties and areas of responsibilities include, but will not be limited to;

## ATTACHMENT F1 – Start-Up Plan Narrative

- Aligning curriculum with TEKS
- Writing the Scope & Sequence for each course
- Writing the Course Syllabus for each course
- Collaborating with curriculum provider to align offerings with TEKS
- Researching and selecting titles for electronic & online instructional delivery (eReaders, virtual text, etc.)
- Vertical and horizontal planning
- Refining the Code of Conduct
- Refining the Code of Ethics
- Developing the Student Hand Book
- Etc.

### NON-INSTRUCTIONAL PERSONNEL COST

Non-instructional personnel cost will not be included in the Start-Up Cost for New Century Careers High School. Non-Instructional personnel include:

	<b>Non-Instructional</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1	Admin Assistant	\$ 5,250	\$17,500
2	PEIMS Clerk	\$ 5,250	\$17,500
3	Nurse Aide		\$15,276
4	Custodian		\$15,500
5	Cafeteria Manager		\$15,500
	<b>Total Non-Instructional</b>	<b>10,500</b>	<b>\$ 81,276</b>

### START-UP BENEFITS

Medicare: Total Salaries x 1.45% ( $\$102,588 + \$10,500 = \$113,088 \times .0145 = \$1,640$ )

State Unemployment: Total Salaries x .27% ( $\$113,088 \times .0027 = \$305$ )

Worker's Compensation: Total Salaries x .55% ( $\$113,088 \times .0055 = \$622$ )

Health Insurance: Total Salaries x 4% ( $\$113,088 \times .04 = \$4,524$ )

Retirement: Total Salaries x 6.2% ( $\$113,088 \times .062 = \$7,011$ )

Total Benefits            \$14,102

### CONTRACTED SERVICES

	<b>Consultant</b>	<b>Start-Up Salary</b>	<b>Year 1 Salary</b>
1	Accounting/HR/Payroll	\$ 6,000	\$20,000
2	Legal & Auditing	\$ 6,000	\$20,000
3	Special Education		\$20,000
4	Registered Nurse		\$10,000
5	Education Consultants		\$20,000
	<b>Total Consultants</b>	<b>\$12,000</b>	<b>\$90,000</b>
	<b>TOTAL ALL GROUPS</b>	<b>\$139,190</b>	<b>\$626,056</b>

To properly plan for the opening of a charter school, non-instructional personnel will plan in isolation and they will collaboratively plan with instructional team. The purpose of planning independently will be to develop policies and procedures. The purpose of collaboratively

ATTACHMENT F1 – Start-Up Plan Narrative

planning is to emphasize compliance issues that will be attended to (both included and avoided) for the proper execution of the educational plan. Some of the additional duties and areas of responsibilities include, but will not be limited to;

Accounting/HR/Payroll

- Set up business office
- Set up books and procedures for budget
- Set up payroll and develop procedures for accounting
- Set up Human Resources and employee handbooks
- Set up and review lease and rental agreements for reasonableness in cost
- Other business needs as directed

Legal & Auditing

- Develop and review contracts
- Develop and review job descriptions
- Review Code of Ethics and make additions and corrections
- Review Code of Conduct and make additions and corrections
- Develop and review lease agreements with facility developer
- Develop and help review the Employee Handbook
- Develop and review procedures and process for compliance issues (i.e., special education, gifted & talented education, career and technology education, student confidentiality, etc.)

SCHOOL OPERATIONS

Toward the later phases of planning and program design, 21<sup>st</sup> Century Life Preparatory Academy will begin the purchasing process for equipment needed to greet students on the first day of school. Working in concert with facility development, the purchasing efforts will be timed to be installed within one or two weeks of facility repurposing completion.

<b>School Operations</b>	<b>Start-Up Cost</b>
Classroom/Teaching & SpEd Supplies	\$2,000
Textbooks/Workbooks	\$2,500
Equipment/Furniture	\$20,000
Technology & Testing	\$7,000
Staff Development & Recruitment	
Janitorial Services	\$2,500
<b>Total School Operations</b>	<b>\$34,000</b>

FACILITY OPERATIONS & MAINTENANCE

<b>Facility Operations</b>	<b>Start-Up Cost</b>	<b>Year 1 Cost</b>
Insurance	\$7,200 (\$ 1,200 x 6 months)	\$14,400 (\$ 1,200 x 12 months)
Building & Land Rent/Lease	\$47,250 (\$ 7,875 x 6 months)	\$ 94,400 (\$ 7,875 x 12 months)
• Utilities	\$18,000 (\$ 3,000 x 6 months)	\$ 36,000 (\$ 3,000 x 12 months)
Transportation		
Nutrition		
<b>Total Facility Operations</b>	<b>\$72,450</b>	<b>\$165,500</b>

## ATTACHMENT F1 – Start-Up Plan Narrative

The facility and its occupants will be covered according to the number of students, teachers and staff, as well as the parking lot and autos that visit our campus. 21CLPA will also cover contents by securing the best systems related to commercial fire and security systems to protect the investments that we worked so hard to secure. Some of the areas that insurance will cover are as follows;

- General Liability (Limits to \$10,000,000)
- General Liability Broadening Endorsement
- Property Protection
- Property Broadening Endorsement
- Educators Professional Liability
- Abuse and Molestation Coverage
- Employee Dishonesty
- Forgery and Alteration
- Theft, Disappearance and Destruction
- Money and Securities
- Equipment Breakdown
- Theatrical Property Floater
- Directors, Officers and Trustees
- Commercial Autos and Buses

**The total Start-Up Budget for 21<sup>st</sup> Century Life Preparatory Academy:                   \$ 245,640**

Total Local & Other Revenues:

Net Operating Income (before Depreciation):

### REIMBURSEMENTS

#### A. Nutrition

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. Our campus may take estimates from such companies as;

- Revolution Foods (<http://revolutionfoods.com/>)
- The Healthy Lunch Box (<http://www.thehealthylunchbox.com/>)
- Food Masters (<http://www.foodmasters1.com/>)
- Sami's Cafeteria (<http://samiscafeateria.com/>)
- Gem Food Services (<http://www.gemfoods-services.com/home>)
- Sodexo (<http://www.sodexousa.com/home/services/on-site-services/schools.html>)

Example: Revolution Foods offers nutritious, quality food that kids love, designed specifically to support school meal programs. They believe that everyone deserves access to good food, and we're committed to working with our partners to deliver quality at an affordable price. After all, growing healthy minds begins with fueling healthy bodies.

- Breakfast           \$1.90
- Lunch               \$3.00
- Snacks              \$0.84

## ATTACHMENT F1 – Start-Up Plan Narrative

- Supper \$3.37
- Example:* 135 students @ 85% ADA = 115 students  
Meals: 115 x 2meals/day (Breakfast + Lunch) = 230 meals  
115 students x \$4.90 = \$563.50 x 180 days = \$101,430

**NOTE:** Reimbursement rates change each year with an approximate 2.5% increase

- 250 meal minimum
- Additional fee for server
- Chill Heat Serve

### B. Transportation

The School Transportation Unit (Office of School Finance) requires an application to request approval for your school district to submit route service information for transportation allotment purposes. The application must be completed by July prior to the first school year for which route service information will be reported. As found at [http://tea.texas.gov/Finance and Grants/State Funding/State Funding Reports and Data/School Transportation Funding/](http://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/School_Transportation_Funding/).

School transportation funding, known as the transportation allotment, is part of overall Foundation School Program (FSP) funding. It is included as a separate line item on a school district's state aid report, known as the Summary of Finances report. Districts report transportation data to the agency through the web-based FSP System. Region 4 Transportation Solutions provides a comprehensive variety of services to enhance safety, efficiency, and effectiveness in transportation operations.

Section 10 as found in the School Transportation Allotment Handbook 2014-15: A District's Transportation Allotment are determined according to statute and the current biennium's General Appropriations Act.

A district's annual transportation allotment is the sum of its funding for the four categories of route service: regular, special, CTE, and private.

Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

## ATTACHMENT F2 – Budget Narrative

### BUDGET NARRATIVE

21<sup>st</sup> Century Life Preparatory Academy (21CLPA) will be a school that provides education to at-risk youth and young adults. 21CLPA will design new innovative programs, provide career awareness and technical knowledge, evaluate its own programs, and provide exposure to knowledge and skill sets to prepare at-risk students for the 21<sup>st</sup> century.

21CLPA has a budget that reflects a conservative approach to offering services, a healthy blend of multitasking, eliminating duplicate services, and outsourcing salary intensive services. 21CLPA will have a Year 1 budget of \$ 755,117. 21CLPA will occupy a facility that is a commercial property and that has at-least 7,500 square feet. Programs are expected to be incorporated in the proposed budget for Year 1, and "21CLPA" is expected to play a significant role in creating opportunities for additional revenue from federal and state grants (i.e., title 1, Perkins, etc.) to support growth. Even though a dollar amount has not been established, Outreach and Marketing is expected to raise dollars through donation solicitation, fundraising, event planning, and additional funding campaigns.

**Total Administrative Cost – Total: \$50,000**

**A. Administrative Salary –**

Executive Management (CEO/Superintendent) oversees the campus and will spend 100% of their time selecting staff, supervising the instructional program, and managing facility and budget issues. This professional's annual salary is \$50,000 and will be covered for the 12 months of the contract.

**Total Instructional Personnel Cost – Total: \$290,072**

**B. Core Teachers**

(6) Utilizing a self-contained instructional model, Core Teachers will spend 100% of their time providing direct instruction to students in Math, Science, English Language Arts, and Social Studies. These individual's salaries are and will be covered for the 12 months of the contract totaling \$32,440 per teacher ( $\$32,440 \times 6 = \$194,640$ ).

**C. Counselor and Special Education**

(.5) Special Education individual will spend 50% of their time providing Individualized Education Plans (IEPs) to special needs students in Math, Science, English Language Arts, and Social Studies.

(.5) Counselors and Social Therapist will spend 50% of their time scheduling, Test Coordinator, counseling groups, conflict resolution, academic advisement, social advisement, and seminars. This individual will occupy both functions and the salary is and will be covered for the 12 months of the contract totaling \$32,440.

**D. Specialty Teachers**

(1) Extra Curricular/Media Clerk and Technology will spend 100% of their time providing PE, Art, etc. & technical education to students. This individual's salary is and will be covered for the 12 months of the contract totaling \$32,440.

**E. Teaching Assistants**

(2) Teacher Assistant (Gen/SpEd) will spend 100% of their time assisting the teachers in the day-to-day delivery of the instructional program. This individual's salary is and will be covered for the 12 months of the contract totaling ( $\$15,276 \times 2 = \$30,552$ ).

**Total Non-Instructional Personnel Cost – Total: \$ 66,000**

F. Administrative Assistant

(1) Administrative Assistant is responsible for and will spend 100% of their time with operations, financial, and personnel matters in the charter school. This individual's salary is and will be covered for the 12 months of the contract totaling \$17,500.

G. PEIMS Clerk

(1) PEIMS Clerk will spend 100% of their time maintaining accurate attendance records for the campus. Under direct supervision, perform data entry including attendance, Public Education Information Management System (PEIMS) data, and grades. This individual's salary is and will be covered for the 12 months of the contract totaling \$17,500.

H. Custodian

(1) Custodian will spend 100% of their time managing the day-to-day operation of the building. This individual's salary is and will be covered for the 12 months of the contract totaling \$15,500.

I. Other Non-Instructional

(1) Cafeteria Manager will spend 100% of their time managing the day-to-day operation of the cafeteria serving meals to staff and students. This individual's salary is and will be covered for the 12 months of the contract totaling \$15,500.

J. Nurse Assistant

(.5) Nurse Assistant will spend 50% of their time managing the day-to-day operations of the campus conducting minor medical assessments and dispensing prescription drugs. This individual's salary will be covered for the 12 months of the contract totaling \$7,638.

**Total Personnel Expenses Assumptions – Total: \$ 55,635**

K. Payroll Taxes and Benefits

Medicare will be paid for all salaries at 1.45%: ( $\$446,150 \times .0145 = \$6,469$ )

State Unemployment cost is .27% for all salaries: ( $\$446,150 \times .0027 = \$1,205$ )

Worker's Compensation Insurance cost is .55% for all salaries ( $\$446,150 \times .0055 = \$2,454$ )

Health Insurance cost is 4% for all salaries: ( $\$446,150 \times .04 = \$17,846$ )

Retirement contributions cost is 6.2% for all salaries ( $\$446,150 \times .062 = \$27,661$ )

**Total Contracted Services – Total: \$ 90,000**

- L. Accounting/HR/Payroll is responsible for the business office and all financial proceedings at 21CLPA. This individual or company's service is and will be covered for the 12 months of the contract totaling \$30,000.
- M. Legal & Auditing is responsible for reviewing contracts and mitigating risk for 21CLPA. This individual or company's service is and will be covered for the 12 months of the contract totaling \$ 20,000.
- N. Special Education is responsible for compliance, accommodation folders, identification & testing, ARDs, IEPs, placement ARDs, promotion & graduation ARDs, etc. This individual's service is and will be covered for 12 months of the contract totaling \$ 10,000.
- O. Nurse Services is responsible for student immunization records and the day-to-day monitoring of student health at 21CLPA. This individual's service is and will be covered for the 12 months of the contract totaling \$ 10,000.

## ATTACHMENT F2 – Budget Narrative

- P. Educational Consultants are responsible for specialized services which include content specific training, instructional coaching, professional development providers, workshop leaders, follow-up training, etc. These services are and will be covered for the 12 months of the contract totaling \$ 20,000.

### Total School Operations –

**Total: \$ 42,500**

- Q. Classroom/Teaching Supplies/Special Ed Supplies & Materials includes binders, file folders, printer paper, pens & pencils ect.  $\$285 \times 7 = \$2,000$ .
- R. Textbooks / Workbooks include electronic titles and programs for student eReaders. 4 titles x 110 students x  $\$5.65/\text{title} = \$2,500$ .
- S. Equipment / Furniture includes 150 student work stations and adult work stations plus file cabinets, shelves, napping cots, etc.  $\$20,000$ .
- Technology, Testing, Staff Development & Recruitment (\$18,000)
- T. Technology includes eReaders, tablets, and teacher laptops for staff and students. **\$12,500**.
- U. Student Testing & Assessment includes test prep materials, support for "mock" STAAR testing and remediation, and the actual STAAR testing, etc. **\$1,000**.
- V. Office Expenses includes telephones, printers, computers, etc. to outfit the office area for the purpose of attendance and other PEIMS reporting. **\$1,500**.
- W. Staff Development is for fees associated with attending workshops and training for teachers and staff to grow professionally. SD will also occur on the campus with Professional Developers that we contract to present at 21CLPA. **\$1,000**
- X. Staff Recruitment is the responsibility or activity related to the recruitment and hiring of qualified staff. Whether it's attending or hosting job fairs or publishing brochures and flyers that serve as advertisement for 21CLPA. **\$1,000**.
- Y. Travel. Staff is expected to travel in order to attend professional development, training sessions, meet with parents, etc. 21CLPA will reimburse for miles traveled in the Houston area or purchase airline tickets or rent-a-cars for travel outside of the city limits. A daily stipend will also be provided for hotel as well as meals. **\$1,000**.

### Total Facility Operations –

**Total: \$ 160,910**

- Z. Insurance to cover liability and contents for the facility.  $\$14,400$ .
- AA. Janitorial Services/Non-Instructional Supplies to provide specialized services (i.e., replace tile, install latrines, etc.).  $\$5,000$ .
- BB. Building and Land Rent / Lease to cover the cost of leasing a facility for 21CLPA.  $\$94,500$ .
- CC. Repairs and Maintenance  $\$1,010$ .
- DD. Security Services to include commercial security and fire alarm for the facility as well as monitoring the systems.  $\$10,000$ .
- EE. Utilities include electricity, water, etc.  $\$36,000$ .

**Total: \$ 755,117**

## REIMBURSEMENT

### A. Nutrition

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program

was established under the National School Lunch Act, signed by President Harry Truman in 1946. Our campus may take estimates from such companies as;

- Revolution Foods (<http://revolutionfoods.com/>)
- The Healthy Lunch Box (<http://www.thehealthylunchbox.com/>)
- Food Masters (<http://www.foodmasters1.com/>)
- Sami's Cafeteria (<http://samiscafeateria.com/>)
- Gem Food Services (<http://www.gemfoodservices.com/home>)
- Sodexo (<http://www.sodexousa.com/home/services/on-site-services/schools.html>)

Example: Revolution Foods offers nutritious, quality food that kids love, designed specifically to support school meal programs. They believe that everyone deserves access to good food, and we're committed to working with our partners to deliver quality at an affordable price. After all, growing healthy minds begins with fueling healthy bodies.

- Breakfast \$1.90
- Lunch \$3.00
- Snacks \$0.84
- Supper \$3.37

*Example:* 135 students @ 85% ADA = 115 students  
Meals: 115 x 2meals/day (Breakfast + Lunch) = 230 meals  
115 students x \$4.90 = \$563.50 x 180 days = \$101,430

**NOTE:** Reimbursement rates change each year with an approximate 2.5% increase

- 250 meal minimum
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The School Transportation Unit (Office of School Finance) requires an application to request approval for your school district to submit route service information for transportation allotment purposes. The application must be completed by July prior to the first school year for which route service information will be reported. As found at [http://tea.texas.gov/Finance\\_and\\_Grants/State\\_Funding/State\\_Funding\\_Reports\\_and\\_Data/School\\_Transportation\\_Funding/](http://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/School_Transportation_Funding/).

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A district's annual transportation allotment is the sum of its funding for the four categories of route service: regular, special, CTE, and private.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

**Hard Copy** — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

**AND**

**Electronic Submission**—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

## 21st Century Life Preparatory Academy

### New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Rodney H. Johnson, Ed.D.
Contact Email:	<a href="mailto:info4alcami@gmail.com">info4alcami@gmail.com</a>
Contact Phone:	832.449.3444 or 281.796.3740
Startup Fiscal Year End:	2018
Year One Fiscal Year End:	2019
Fiscal Year End Date:	31-Jul-19
Total School Year Minutes:	75,600

A	B	C	D	E
1	21st Century Life Preparatory Academy Estimate of State Aid Entitlement Input	11/27/2016 8:31		
3		Total - Per Grades - First Year		
4		Total - All Grades		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	25.00		
6	Kindergarten	20.00		
7	1st Grade	20.00		
8	2nd Grade	20.00		
9	3rd Grade	20.00		
10	4th Grade	15.00		
11	5th Grade	15.00		
12	6th Grade	-		
13	7th Grade	-		
14	8th Grade	-		
15	9th Grade	-		
16	10th Grade	-		
17	11th Grade	-		
18	12th Grade	-		
19	Total - All Grades			
20	Total Number of Students Enrolled	135.0		
21	Total Number of High School Students Enrolled	-		
22	Percentage Rate of Attendance	85%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	-	-	
28	Number Enrolled in Resource Room	-	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	-	-	
36	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	-	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled	-		
44	Number of Pregnancy Related Students Enrolled	-		
45	Number Enrolled in Bilingual/ESL	-		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	-		
50	Regular Program Transportation Allotment	-		
51	Special Education Program Transportation Allotment	-		
52	Career and Technology Program Transportation Allotment	-		
53	Transportation Total	\$	-	
54				

## 21st Century Life Preparatory Academy ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2019	2020	2021	2022	2023
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	25.00	25.00	25.00	25.00	25.00
Kindergarten	20.00	25.00	35.00	45.00	45.00
1st Grade	20.00	25.00	35.00	40.00	40.00
2nd Grade	20.00	20.00	30.00	35.00	40.00
3rd Grade	20.00	20.00	30.00	35.00	40.00
4th Grade	15.00	15.00	20.00	20.00	30.00
5th Grade	15.00	15.00	20.00	20.00	30.00
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
<b>Total Number of High School Students Enrolled</b>	-	-	-	-	-
<b>Total Number of All Students Enrolled (Average Membership)</b>	<b>135.00</b>	<b>145.00</b>	<b>195.00</b>	<b>220.00</b>	<b>250.00</b>
<b>Average Daily Attendance (ADA)</b>	<b>114.75</b>	<b>123.25</b>	<b>165.75</b>	<b>187.00</b>	<b>212.50</b>
<b>Average Daily Attendance %</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>
<b>Percent change YOY</b>		<b>7%</b>	<b>34%</b>	<b>13%</b>	<b>14%</b>

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2019	EYS 2019	2020	EYS 2020	2021	EYS 2021	2022	EYS 2022	2023	EYS 2023
<b>Special Education Data:</b>										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	-	-	-	-	-	-	-	-	-	-
<b>Special Education Student Count (SPED)</b>	-	-	-	-	-	-	-	-	-	-
<b>Special Education Student Count %</b>										
<b>Percent change YOY</b>			<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Career and Technology (C&amp;T) Data:</b>	<b>2019</b>	<b>Advanced C&amp;T FTE 2019</b>	<b>2020</b>	<b>Advanced C&amp;T FTE 2020</b>	<b>2021</b>	<b>Advanced C&amp;T FTE 2021</b>	<b>2022</b>	<b>Advanced C&amp;T FTE 2022</b>	<b>2023</b>	<b>Advanced C&amp;T FTE 2023</b>
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
<b>Career &amp; Technology Students Enrolled</b>	-	-	-	-	-	-	-	-	-	-
<b>% of Career &amp; Technology Students</b>										
<b>Percent change YOY</b>			<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2019	2020	2021	2022	2023
<b>Number Gifted and Talented Students Enrolled</b>	-	-	-	-	-
<b>% of Gifted and Talented Students Enrolled</b>					
<b>Number of Pregnancy Related Students</b>	-	-	-	-	-
<b>% of Pregnancy Related Students Enrolled</b>					
<b>Number of Students Enrolled in Bilingual/ESL</b>	-	-	-	-	-
<b>% of Students Enrolled in Bilingual/ESL</b>					
<b>Special Education Error Check</b>					
<b>Career and Technology Error Check</b>					
<b>Available School Fund ADA</b>	-	-	-	-	-
<b>Comensatory Education Enrollment</b>	-	-	-	-	-

Transportation	Data for following fiscal years must be based on reasonable estimates and projections.				
	2019	2020	2021	2022	2023
Regular Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Transportation Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Percent change YOY</b>		<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>





**21st Century Life Preparatory Academy**

**REVENUE AND EXPENSE ASSUMPTIONS**

2019      2020      2021      2022      2023      NOTES

REVENUE	
TOTAL STATE REVENUES	802,941.35
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	802,941.35

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab					
2019	2020	2021	2022	2023	
0.00%	7.00%	34.00%	13.00%	14.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	
0.00%	0.00%	0.00%	0.00%	0.00%	

ADA increase thru 2023

**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security  
 Medicare  
 State Unemployment  
 Worker's Compensation Insurance  
 Custom Other Tax #1  
 Custom Other Tax #2  
 Health Insurance  
 Dental Insurance  
 Vision Insurance  
 Life Insurance  
 Retirement Contribution  
 Custom Fringe #1  
 Custom Fringe #2

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit  
 Legal  
 Management Company Fee  
 Nurse Services  
 Food Service / School Lunch  
 Payroll Services  
 Special Ed Services  
 Titlment Services (I.e. Title I)  
 Custom Contracted Services (Education Consultants)  
 Custom Contracted Services #2  
 Custom Contracted Services #3  
**TOTAL CONTRACTED SERVICES**

30,000
20,000
-
10,000
-
-
10,000
-
20,000
-
-

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
0.27%	0.27%	0.27%	0.27%	0.27%	0.27%
0.55%	0.55%	0.55%	0.55%	0.55%	0.55%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Enter the % increase below for which the amount entered in column F should increase each year.					
0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	1.50%	1.50%	1.50%	1.50%	1.50%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.50%	0.50%	0.50%	0.50%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Accounting + HR + Payroll  
 Legal + Auditing

**SCHOOL OPERATIONS**

Board Expenses	-	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Special Ed Supplies & Materials	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Textbooks / Workbooks	2,500	0.00%	1.00%	1.00%	1.00%	1.00%
Supplies & Materials other	-	0.00%	0.00%	0.00%	0.00%	0.00%
Equipment / Furniture	20,000	0.00%	1.00%	1.00%	1.00%	1.00%
Telephone	-	0.00%	0.00%	0.00%	0.00%	0.00%
Technology	14,000	0.00%	1.00%	1.00%	1.00%	1.00%
Student Testing & Assessment	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Field Trips	-	0.00%	0.00%	0.00%	0.00%	0.00%
Transportation (student)	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Services - other	-	0.00%	0.00%	0.00%	0.00%	0.00%
Office Expense	-	0.00%	0.00%	0.00%	0.00%	0.00%
Staff Development	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Staff Recruitment	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Student Recruitment / Marketing	-	0.00%	0.00%	0.00%	0.00%	0.00%
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	1,000	0.00%	1.00%	1.00%	1.00%	1.00%
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance	14,400	0.00%	1.00%	1.00%	1.00%	1.00%
Janitorial Services	5,000	0.00%	1.00%	1.00%	1.00%	1.00%
Building and Land Rent / Lease	94,500	0.00%	0.00%	0.00%	0.00%	0.00%
Repairs & Maintenance	1,010	0.00%	1.00%	1.00%	1.00%	1.00%
Security Services	10,000	0.00%	0.00%	0.00%	0.00%	0.00%
Utilities	36,000	0.00%	1.00%	1.00%	1.00%	1.00%
Custom Facilities Operations #1	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2	-	0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3	-	0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL FACILITY OPERATION & MAINTENANCE**

RESERVES / CONTINGENCY	-	0.00%	0.00%	0.00%	0.00%	0.00%
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**TOTAL EXPENSES**

**NET OPERATING INCOME (before Depreciation)**

DEPRECIATION & AMORTIZATION	-	0.00%	0.00%	0.00%	0.00%	0.00%
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**NET OPERATING INCOME (including Depreciation)**

**21st Century Life Preparatory Academy  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>	
Total Revenue	-
Total Expenses	245,552
Net Operating Income (before Depreciation)	(245,552)

Description of Assumptions and Variances

Start-Up Period
--------------------

<b>REVENUE</b>	
TOTAL STATE REVENUES	_____
TOTAL FEDERAL REVENUES	_____
TOTAL LOCAL & OTHER REVENUES	_____
TOTAL REVENUE	\$ -



**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	15,000
Instructional Management	
Deans, Directors & Coordinators	9,732
CFO / Director of Finance	-
Operation / Business Manager	5,250
Administrative Staff	5,250
Other - Administrative	-

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**      **\$ 35,232**

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	68,124
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	9,732
Aides	-
Therapists & Counselors	-
Other - Instructional	-

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**      **\$ 77,856**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**      **\$ -**

**TOTAL PERSONNEL EXPENSES**      **\$ 113,088**

**PAYROLL TAXES AND BENEFITS**

Social Security	-
Medicare	1,866
State Unemployment	442
Worker's Compensation Insurance	622
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	4,524
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	6,560
Custom Fringe #1	-
Custom Fringe #2	-

**TOTAL PAYROLL TAXES AND BENEFITS**      **\$ 14,014**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**      **\$ 127,102**

**CONTRACTED SERVICES**

Accounting / Audit	6,000
Legal	6,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Custom Contracted Services (Education)	-
Custom Contracted Services #2	-
Custom Contracted Services #3	-

**TOTAL CONTRACTED SERVICES**      **\$ 12,000**

Principal

Counselor + SpEd Coordinator

Administrative Assistant (Business)  
PEIMS Clerk

PreK - Grade 5 - (special ed certification preferred)

Extra Curricular/Media Clerk/Technology

Total Salaries x 1.65% (\$35,232+\$77,856=\$113,088 x .0165 = \$1,865.95)

Total Salaries x .39% (\$113,088 x .0039 = \$ 442)

Total Salaries x .55% (\$113,088 x .0055= \$622)

Total Salaries x 4% (\$113,088 x .04 = \$4,524)

Total Salaries x 5.8% (\$113,088 x .058 = \$6,560)

Set up HR/Payroll/Accounting systems

Set up Auditing/Employee systems

**SCHOOL OPERATIONS**

Board Expenses	-
Classroom / Teaching Supplies & Materials	1,000
Special Ed Supplies & Materials	1,000
Textbooks / Workbooks	2,500
Supplies & Materials other	-
Equipment / Furniture	20,000
Telephone	-
Technology	7,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Custom Operations #1	-
Custom Operations #2	-
Custom Operations #3	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 31,500</b>

Technology + Office Expenses

**FACILITY OPERATION & MAINTENANCE**

Insurance	7,200
Janitorial Services	2,500
Building and Land Rent / Lease	47,250
Repairs & Maintenance	-
Security Services	-
Utilities	18,000
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 74,950</b>

\$1,200 x 6 months  
 \$416.50 x 6 months  
 \$7,875 x 6 months  
 \$3000 x 6 months

**RESERVES / CONTINGENCY**

-
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**TOTAL EXPENSES**

\$ 245,552
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**NET OPERATING INCOME (before Depreciation)**

\$ (245,552)
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**DEPRECIATION & AMORTIZATION**

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**NET OPERATING INCOME (including Depreciation)**

\$ (245,552)
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**21st Century Life Preparatory Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2016	2017	2018	2019	2020	2021
<b>SUMMARY</b>						
Total Revenue	-	802,941	859,147	1,151,257	1,300,921	1,483,050
Total Expenses	245,552	795,195	844,385	904,222	936,573	1,009,461
Net Operating Income (before Depreciation)	(245,552)	7,746	14,763	247,035	364,347	473,588
Revenue Per Pupil		5,948	5,925	5,904	5,913	5,932
Expenses Per Pupil		5,890	5,823	4,637	4,257	4,038
<b>REVENUE</b>						
TOTAL STATE REVENUES	\$ -	\$ 802,941	\$ 859,147	\$ 1,151,257	\$ 1,300,921	\$ 1,483,050
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ 802,941	\$ 859,147	\$ 1,151,257	\$ 1,300,921	\$ 1,483,050

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	15,000	50,000	51,000	52,020	53,060	54,122
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	9,732	32,440	33,089	33,751	34,426	35,114
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	5,250	-	-	-	-	-
Administrative Staff	5,250	35,000	35,700	36,414	37,142	37,885
Other - Administrative	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$ 35,232</b>	<b>\$ 117,440</b>	<b>\$ 119,789</b>	<b>\$ 122,185</b>	<b>\$ 124,628</b>	<b>\$ 127,121</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	68,124	194,640	231,622	270,005	275,405	316,027
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	30,552	31,163	31,786	48,633	66,141
Specialty Teachers	9,732	32,440	33,089	33,751	34,426	35,114
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ 77,856</b>	<b>\$ 257,632</b>	<b>\$ 295,873</b>	<b>\$ 335,541</b>	<b>\$ 358,463</b>	<b>\$ 417,282</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	7,638	7,791	15,893	16,211	16,535
Librarian	-	32,440	33,089	33,751	34,426	35,114
Custodian	-	15,500	15,810	16,126	16,449	16,778
Security	-	-	-	-	-	-
Other - Non-Instructional	-	15,500	15,810	16,126	16,449	16,778
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$ -</b>	<b>\$ 71,078</b>	<b>\$ 72,500</b>	<b>\$ 81,896</b>	<b>\$ 83,534</b>	<b>\$ 85,205</b>

**TOTAL PERSONNEL EXPENSES**

	<b>\$ 113,088</b>	<b>\$ 446,150</b>	<b>\$ 488,162</b>	<b>\$ 539,622</b>	<b>\$ 566,626</b>	<b>\$ 629,607</b>
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**PAYROLL TAXES AND BENEFITS**

Social Security	-	-	-	-	-	-
Medicare	1,866	6,469	7,078	7,825	8,216	9,129
State Unemployment	442	1,205	1,318	1,457	1,530	1,700
Worker's Compensation Insurance	622	2,454	2,685	2,968	3,116	3,463
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	4,524	17,846	19,526	21,585	22,665	25,184
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	6,560	27,661	30,266	33,457	35,131	39,036
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 14,014</b>	<b>\$ 55,635</b>	<b>\$ 60,874</b>	<b>\$ 67,291</b>	<b>\$ 70,658</b>	<b>\$ 78,512</b>

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

	<b>\$ 127,102</b>	<b>\$ 501,785</b>	<b>\$ 549,036</b>	<b>\$ 606,913</b>	<b>\$ 637,284</b>	<b>\$ 708,120</b>
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**CONTRACTED SERVICES**

Accounting / Audit	6,000	30,000	30,300	30,603	30,909	31,218
Legal	6,000	20,000	20,300	20,605	20,914	21,227
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	10,000	10,050	10,100	10,151	10,252
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	10,000	10,100	10,201	10,303	10,406
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Custom Contracted Services (Education Consultants)	-	20,000	20,200	20,402	20,606	20,812
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$ 12,000</b>	<b>\$ 90,000</b>	<b>\$ 90,950</b>	<b>\$ 91,911</b>	<b>\$ 92,882</b>	<b>\$ 93,916</b>

144

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	1,000	1,000	1,010	1,020	1,030	1,041
Special Ed Supplies & Materials	1,000	1,000	1,010	1,020	1,030	1,041
Textbooks / Workbooks	2,500	2,500	2,525	2,550	2,576	2,602
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	20,000	20,000	20,200	20,402	20,606	20,812
Telephone	-	-	-	-	-	-
Technology	7,000	14,000	14,140	14,281	14,424	14,568
Student Testing & Assessment	-	1,000	1,010	1,020	1,030	1,041
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services- other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	-	1,000	1,010	1,020	1,030	1,041
Staff Recruitment	-	1,000	1,010	1,020	1,030	1,041
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	1,000	1,010	1,020	1,030	1,041
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 31,500</b>	<b>\$ 42,500</b>	<b>\$ 42,925</b>	<b>\$ 43,354</b>	<b>\$ 43,788</b>	<b>\$ 44,226</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	7,200	14,400	14,544	14,689	14,836	14,985
Janitorial Services	2,500	5,000	5,050	5,101	5,152	5,203
Building and Land Rent / Lease	47,250	94,500	94,500	94,500	94,500	94,500
Repairs & Maintenance	-	1,010	1,020	1,030	1,041	1,051
Security Services	-	10,000	10,000	10,000	10,000	10,000
Utilities	18,000	36,000	36,360	36,724	37,091	37,462
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 74,950</b>	<b>\$ 160,910</b>	<b>\$ 161,474</b>	<b>\$ 162,044</b>	<b>\$ 162,619</b>	<b>\$ 163,200</b>

**RESERVES / CONTINGENCY**

<b>TOTAL EXPENSES</b>	<b>\$ 245,552</b>	<b>\$ 795,195</b>	<b>\$ 844,385</b>	<b>\$ 904,222</b>	<b>\$ 936,573</b>	<b>\$ 1,009,461</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ (245,552)</b>	<b>\$ 7,746</b>	<b>\$ 14,763</b>	<b>\$ 247,035</b>	<b>\$ 364,347</b>	<b>\$ 473,588</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-
<b>NET OPERATING INCOME (Including Depreciation)</b>	<b>\$ (245,552)</b>	<b>\$ 7,746</b>	<b>\$ 14,763</b>	<b>\$ 247,035</b>	<b>\$ 364,347</b>	<b>\$ 473,588</b>

145

Description of Assumptions and Variances



Counselor + SpEd Coordinator

Admin Assistant (Business) & PEIMS Clerk (2 individuals)

6 teachers x \$32,440

2 teacher assistants @ \$15,276 each  
Extra Curricular/Media Clerk and Technology

Media Clerk/Technology/IT

Cafeteria Manager

Total Salaries x 1.45% ( $\$446,150 \times .0145 = \$6,469$ )

Total Salaries x .27% ( $\$446,150 \times .0027 = \$1,205$ )

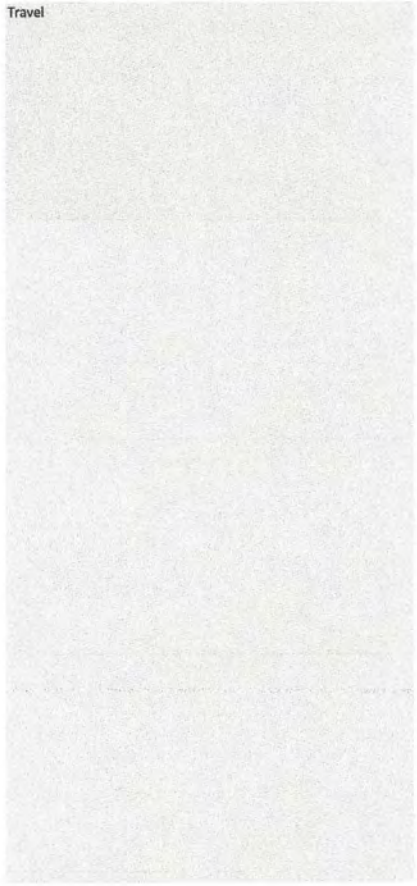
Total Salaries x .55% ( $\$446,150 \times .0055 = \$2,454$ )

Total Salaries x 4% ( $\$446,150 \times .04 = \$17,846$ )

Total Salaries x 6.2% ( $\$446,150 \times .062 = \$27,661$ )

Accounting and PEIMS software

Travel



**FINANCIAL PLAN WORKBOOK SUMMARY**

**21st Century Life Preparatory Academy**

	Year 0 (Start-Up) 2016	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
<b>REVENUE</b>						
Total State Revenue		\$ 802,941	\$ 859,147	\$ 1,151,257	\$ 1,300,921	\$ 1,483,050
Total Federal Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Total Local and Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>	\$ -	\$ 802,941	\$ 859,147	\$ 1,151,257	\$ 1,300,921	\$ 1,483,050
<b>EXPENSES</b>						
Total Administrative Staff Personnel Costs	\$ 35,232	\$ 117,440	\$ 119,789	\$ 122,185	\$ 124,628	\$ 127,121
Total Instructional Personnel Costs	\$ 77,856	\$ 257,632	\$ 295,873	\$ 335,541	\$ 358,463	\$ 417,282
Total Non-Instructional Personnel Costs	\$ -	\$ 71,078	\$ 72,500	\$ 81,896	\$ 83,534	\$ 85,205
Total Payroll Taxes and Benefits	\$ 14,014	\$ 55,635	\$ 60,874	\$ 67,291	\$ 70,658	\$ 78,512
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 127,102	\$ 501,785	\$ 549,036	\$ 606,913	\$ 637,284	\$ 708,120
Total Contracted Services	\$ 12,000	\$ 90,000	\$ 90,950	\$ 91,911	\$ 92,882	\$ 93,916
Total School Operations	\$ 31,500	\$ 42,500	\$ 42,925	\$ 43,354	\$ 43,788	\$ 44,226
Total Facilities Operations and Maintenance	\$ 74,950	\$ 160,910	\$ 161,474	\$ 162,044	\$ 162,619	\$ 163,200
Reserves and/or Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ 245,552	\$ 795,195	\$ 844,385	\$ 904,222	\$ 936,573	\$ 1,009,461
<b>NET OPERATING INCOME (before depreciation)</b>	\$ (245,552)	\$ 7,746	\$ 14,763	\$ 247,035	\$ 364,347	\$ 473,588
<b>STUDENT ENROLLMENT</b>						
Projected Student Enrollment		135	145	195	220	250
Revenue Per Pupil		\$ 5,948	\$ 5,925	\$ 5,904	\$ 5,913	\$ 5,932
Expenses Per Pupil		\$ 5,890	\$ 5,823	\$ 4,637	\$ 4,257	\$ 4,038

149

21st Century Life Preparatory Academy Estimate of State Aid Entitlement Output		11/27/2016 8:31	
Preliminary		TOTAL	
Refined ADA		114,750	
HS ADA		0,000	
ASF ADA		0,000	
<b>SPECIAL EDUCATION FTE</b>			<b>Extended Year Service</b>
Number Enrolled in Homebound		0,000	0,000
Hospital Class		0,000	0,000
Speech Therapy		0,000	0,000
Resource Room		0,000	0,000
Self-Contained Mild/Mod/Sev		0,000	0,000
Full-Time Early Childhood		0,000	0,000
Off-Home Campus		0,000	0,000
VAC		0,000	0,000
State Schools		0,000	0,000
Residential Care & Treatment		0,000	0,000
<b>TOTAL SPECIAL EDUCATION FTE</b>		<b>0,000</b>	<b>0,000</b>
<b>TOTAL SPECIAL EDUCATION WEIGHTED FTE</b>		<b>0,000</b>	<b>0,000</b>
Career & Technology FTEs		0,000	
Advanced Career & Technology FTES		0,000	
<b>Regular Program ADA</b>		<b>114,750</b>	
Mainstream ADA		0,000	
Gifted & Talented Enrollment		0,000	
Compensatory Ed Enrollment		-	
Pregnancy-related FTEs		0,000	
Bilingual ADA		0,000	
Adjusted GYA		0,9733	
<b>TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)</b>		<b>142,954</b>	
<b>FUNDING DATA:</b>			
State Average Basic Allotment	\$	4,990	
State Average Adjusted Basic Allotment	\$	5,272	
State Average Adjusted Allotment	\$	6,387	
State Average DTR- Level 1		0,0542	
State Average DTR- Level 2		0,0516	
Available School Fund Rate	\$	284,520	
<b>FUNDING BREAKDOWN BY PROGRAM</b>			
Regular Program Block Grant	\$	732,908	
Special Education Block Grant (Spend 62% of Amount as proposed)	\$	-	
Mainstream Special Education (Spend 62% of Amount as proposed)	\$	-	
Residential Care & Treatment (Spend 62% of Amount as proposed)	\$	-	
State Schools (Spend 62% of Amount as proposed)	\$	-	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$	-	
<b>TOTAL SPECIAL EDUCATION</b>		<b>\$ -</b>	
Career & Technology Grant (Spend 58% of Amount as proposed)	\$	-	
Gifted & Talented Op Grant (Spend 55% of Amount as proposed)	\$	-	
Regular Compensatory Ed (Spend 62% of Amount as proposed)	\$	-	
Pregnancy Related Services Allocation (Spend 62% of Amount as proposed)	\$	-	
Military Allotment	\$	-	
Bilingual Education Block Grant (Spend 62% of Amount as proposed)	\$	-	
<b>TRANSPORTATION</b>			
Regular Program	\$	-	
Special Education	\$	-	
Career and Technology	\$	-	
<b>TOTAL TRANSPORTATION</b>		<b>\$ -</b>	
High School Allotment	\$	-	
State Share of Tier I	\$	732,908	
Tier II Level 1	\$	48,465	
Tier II Level 2	\$	23,568	
<b>TOTAL TIER II</b>		<b>\$ 70,033</b>	
<b>TOTAL FOUNDATION</b>		<b>\$ 802,941</b>	
<b>OTHER PROGRAMS</b>			
Staff Salary Allotment	\$	-	
Additional State Aid for Tax Reduction (ASATR)	\$	-	
<b>TOTAL OTHER PROGRAMS</b>		<b>\$ -</b>	
<b>TOTAL</b>		<b>\$ 802,941</b>	
<b>TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)</b>		<b>\$ -</b>	
<b>TOTAL FOUNDATION SCHOOL FUND (FSF)</b>		<b>\$ 802,941</b>	

Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known to the State Funding Division until the "Final" Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.

150

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604.638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604.637
3	2015-2016 WADA		142.954
4	2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	658,251
5	2015-2016 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	15,890
6	2015-2016 Minimum Revenue (Line 4 + Line 5)	\$	674,142
7	Transportation Adjustment	\$	-
8	2015-2016 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2015-2016 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	674,142
11	2015-2016 Tier I State Aid	\$	732,908
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2015-2016 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	732,908
14	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	5,127

11/27/2016 8:31

Total FSP from latest Summary of Finances (SOF)	\$	802,941	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	802,941	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
<b>Payment</b>	<b>\$</b>	<b>66,644</b>	

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 66,644
October	11	9.1%	\$ 67,003
November	10	10.1%	\$ 67,599
December	9	11.1%	\$ 66,788
January	8	12.4%	\$ 66,329
February	7	14.4%	\$ 67,475
March	6	16.6%	\$ 66,583
April	5	19.9%	\$ 66,570
May	4	25.1%	\$ 67,256
June	3	33.2%	\$ 66,631
July	2	49.7%	\$ 66,630
August	1	100.0%	\$ 67,434
			<b>\$ 802,941</b>

11/27/2016 8:31

Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

## ATTACHMENT F4 – Audit Report

Alcamii Global Project: non-profit conception date February 26, 2015

### 21<sup>st</sup> Century Life Preparatory Academy (21CLPA)

Statement of Financial Position as of 30<sup>th</sup> November 2016

	2015	2016
<b>ASSETS</b>		
<b>Non-current assets</b>		
Property, plant & equipment	-0-	-0-
Goodwill	-0-	-0-
Intangible assets	-0-	-0-
	-0-	-0-
<b>Current assets</b>		
Inventories	-0-	-0-
Trade receivables	-0-	-0-
Cash and cash equivalents	-0-	-0-
	-0-	-0-
<b>TOTAL ASSETS</b>	<b>-0-</b>	<b>-0-</b>
<b>EQUITY AND LIABILITIES</b>		
<b>Equity</b>		
Share capital	-0-	-0-
Retained earnings	-0-	-0-
Revaluation reserve	-0-	-0-
<b>Total equity</b>	<b>-0-</b>	<b>-0-</b>
<b>Non-current liabilities</b>		
Long-term borrowings	-0-	-0-
<b>Current liabilities</b>		
Trade and other payables	-0-	-0-
Short-term borrowing	-0-	-0-
Current portion of long-term borrowing	-0-	-0-
Current tax payables	-0-	-0-
	-0-	-0-
<b>Total current liabilities</b>	<b>-0-</b>	<b>-0-</b>
<b>Total liabilities</b>	<b>-0-</b>	<b>-0-</b>
<b>TOTAL EQUITY AND LIABILITIES</b>	<b>-0-</b>	<b>-0-</b>

## ATTACHMENT F4 – Audit Report

Alcamii Global Project: non-profit conception date February 26, 2015

### 21<sup>st</sup> Century Life Preparatory Academy Statement of Activities – Year Ended December 4, 2016

	2016		Total
	Unrestricted	Temporarily Restricted	
<b>Support</b>			
Contributions	\$ -0-	\$ -0-	\$ -0-
Grants	-0-	-0-	-0-
In-Kind Donations	-0-	-0-	-0-
Special Events:			
Special events revenue	-0-	-0-	-0-
Less cost of direct benefit to special event donors	-0-	-0-	-0-
Net revenue from special events	-0-	-0-	-0-
Net assets released from restrictions	-0-	-0-	-0-
<b>Total Support</b>	<b>-0-</b>	<b>-0-</b>	<b>-0-</b>
<b>Revenues</b>			
Workshops & Training Fees	-0-	-0-	-0-
Consultation	-0-	-0-	-0-
Memberships	-0-	-0-	-0-
Publications	-0-	-0-	-0-
<b>Total Revenue</b>	<b>-0-</b>	<b>-0-</b>	<b>-0-</b>
<b>Total Support and Revenue</b>	<b>-0-</b>	<b>-0-</b>	<b>-0-</b>
<b>Expenses</b>			
Certificate of Filing/Formation	-0-	-0-	-0-
Tax Form 1023	-0-	-0-	-0-
Association Fees	-0-	-0-	-0-
Income Tax Filing	-0-	-0-	-0-
Annual Audit	-0-	-0-	-0-
<b>Total Expenses</b>	<b>-0-</b>	<b>-0-</b>	<b>-0-</b>
Change in Net Assets	-0-	-0-	-0-
Net Assets, Beginning of Year	-0-	-0-	-0-
Net Assets, End of Year	-0-	-0-	-0-

## ATTACHMENT F4 – Audit Report

Alcamii Global Project: non-profit conception date February 26, 2015

### 21<sup>st</sup> Century Life Preparatory Academy

Statement of Cash Flows – Year Ended December 4, 2016

	2016
Operating Activities	
Change in net assets	-0-
Adjustments to reconcile change in net assets to net cash from operating activities:	
Depreciation	-0-
Bad debt expense	-0-
In-kind donations, capitalized	-0-
Changes in operating assets and liabilities:	
Accounts receivable	-0-
Prepaid expenses	-0-
Other assets	-0-
Inventory	-0-
Accounts payable	-0-
Accrued liabilities	-0-
Income tax payable	-0-
Net Cash From Operating Activities	-0-
Revenue Activities	
Workshops & Training Fees	-0-
Consultation	-0-
Memberships	-0-
Publications	-0-
Net Cash from Revenue Activities	-0-
Financing Activities	
Payments on payables	-0-
Net Cash Used for Financing Activities	-0-
Net Cash Used for Non-Profit	-0-
Certificate of Filing/Formation	-0-
Tax Form 1023	-0-
Association Fees	-0-
Income Tax Filing	-0-
Annual Audit	-0-
Cash and Cash Equivalents at Beginning of Period	-0-
Cash and Cash Equivalents at End of Period	-0-

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, you are not required to provide a credit report but must instead provide a statement attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2015."

**ATTACHMENT F5 – Credit Report**

No documents are being provided because the sponsoring entity was incorporated after January 1, 2014

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

ATTACHMENT F6 – IRS Form 990

Form 990-N

Electronic Notice (e-Postcard)

OMB No. 1545-2085

Department of the Treasury  
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2015

Open to Public Inspection

A For the 2015 Calendar year, or tax year beginning 2015-07-01 and ending 2016-06-30

B Check if available

Terminated for Business

Gross receipts are normally \$50,000 or less

C Name of Organization: ALCAMII GLOBAL PROJECT

7107 Belford Park Lane,

Richmond, TX, US, 77407

D Employee Identification

Number 47-2294396

E Website:

F Name of Principal Officer: Rodney Johnson

7107 Belford Park Lane,

Richmond, TX, US, 77407

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, “The applicant has no documents in response to this attachment.”

**ATTACHMENT F1 – Evidence of other Financial Support**

The applicant has no documents in response to this attachment. As of November 29, 2016, there is no additional evidence of other Financial Support.

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: FEB 26 2019

ALCAMII GLOBAL PROJECT  
7107 BELFORD PARK LANE  
RICHMOND, TX 77407

Employer Identification Number:  
47-2294396  
DLN:  
17053322365024  
Contact Person:  
MR. MARTINEZ ID# 31318  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
September 24, 2014  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

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. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

164

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment.

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation.

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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

April 09, 2010

Rodney Johnson  
7107 Belford Park Lane  
Richmond, TX 77407 USA

RE: EducationWise, LLC  
File Number: 801254350

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 domestic limited liability company (llc).

Unless exempted, the entity formed is subject to state tax laws, including franchise tax laws. Shortly, the Comptroller of Public Accounts will be contacting the entity at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the entity. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>.

The entity formed does not file annual reports with the Secretary of State. Documents will be filed with the Secretary of State if the entity needs to amend one of the provisions in its certificate of formation. It is important for the entity to continuously maintain a registered agent and office in Texas. Failure to maintain an agent or office or file a change to the information in Texas may result in the involuntary termination of the entity.

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

Phone: (512) 463-5555  
Prepared by: Lisa Jones

Come visit us on the internet at <http://www.sos.state.tx.us/>  
Fax: (512) 463-5709  
TID: 10285

Dial: 7-1-1 for Relay Services  
Document: 302630260002

166

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



Hope Andrade  
Secretary of State

## Office of the Secretary of State

### CERTIFICATE OF FILING OF

EducationWise, LLC  
File Number: 801254350

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Limited Liability Company (LLC) 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: 04/08/2010

Effective: 04/08/2010



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade  
Secretary of State

**Form 205**  
**(Revised 12/09)**

Submit in duplicate to:  
Secretary of State  
P.O. Box 13697  
Austin, TX 78711-3697  
512 463-5555  
FAX: 512 463-5709  
**Filing Fee: \$300**



**Certificate of Formation**  
**Limited Liability Company**

This space reserved for office use.

**FILED**  
**In the Office of the**  
**Secretary of State of Texas**  
**APR 08 2010**  
**Corporations Section**

**Article 1 – Entity Name and Type**

The filing entity being formed is a limited liability company. The name of the entity is:

EducationWise, LLC

The name must contain the words "limited liability company," "limited company," or an abbreviation of one of these phrases.

**Article 2 – Registered Agent and Registered Office**

(See instructions. 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:

Rodney	H.	Johnson	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

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

7107 Belford Park Lane	Richmond	TX	77407-3807
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

**Article 3—Governing Authority**

(Select and complete either A or B and provide the name and address of each governing person.)

A. The limited liability company will have managers. The name and address of each initial manager are set forth below.

B. The limited liability company will not have managers. The company will be governed by its members, and the name and address of each initial member are set forth below.

<b>NAME AND ADDRESS OF GOVERNING PERSON</b> (Enter the name of either an individual or an organization, but not both.)				
IF INDIVIDUAL				
Rodney	H.	Johnson		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
OR				
IF ORGANIZATION				
<i>Organization Name</i>				
7107 Belford Park Lane	Richmond	TX	USA	77407
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Country</i>	<i>Zip Code</i>

<b>NAME AND ADDRESS OF GOVERNING PERSON</b> (Enter the name of either an individual or an organization, but not both.)				
<b>IF INDIVIDUAL</b>				
<b>OR</b>	<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>
	<b>IF ORGANIZATION</b>			
	<i>Organization Name</i>			
<i>Street or Mailing Address</i>		<i>City</i>	<i>State</i>	<i>Country Zip Code</i>

<b>NAME AND ADDRESS OF GOVERNING PERSON</b> (Enter the name of either an individual or an organization, but not both.)				
<b>IF INDIVIDUAL</b>				
<b>OR</b>	<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>
	<b>IF ORGANIZATION</b>			
	<i>Organization Name</i>			
<i>Street or Mailing Address</i>		<i>City</i>	<i>State</i>	<i>Country Zip Code</i>

#### Article 4 – Purpose

The purpose for which the company is formed is for the transaction of any and all lawful purposes for which a limited liability company may be organized under the Texas Business Organizations Code.

#### Supplemental Provisions/Information

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

The purpose of this business is to offer educational solutions to students and parents; public and private institutions of learning; business and community entities; and teachers, administrators, and other educators. There are several dominant factors that are contradicting and compromising our educational system – increasing dropout rates, state assessment failures, enrolled and working parents, credit deficiencies, "option-less" opportunities for at-risk youth, and overage students are a few of the barriers that hinder youth from success in education. EducationWise, LLC is dedicated to developing innovative programs for connecting leaders and learners to the future. At EducationWise, LLC, we are seeking ways to a) address the number of students who leave school without receiving a high school diploma and b) address students who are seeking an alternative to traditional education.

**Organizer**

The name and address of the organizer:

Rodney H. Johnson

*Name*

7107 Belford Park Lane

Richmond

TX 77407-3807

*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 the future event or fact, other than the passage of time. The 90<sup>th</sup> 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 affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized to execute the filing instrument.

Date: April 6, 2010



*Signature of organizer*

Rodney H. Johnson

*Printed or typed name of organizer*

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

## **BY-LAWS and REGULATIONS**

**OF**

**Alcamii Global Project**

**(Drafted June 8, 2014)**

**(Updated November 17, 2014)**

These Regulations of Alcamii Global Project (the "Company") are hereby adopted as the regulations of the Company by the initial Members listed on the signature page attached hereto.

The Certificate of Filing for the Company dated as of September 24, 2014 (the "Certificate of Filing") was filed electronically in the Office of the Secretary of State of Texas on September 24, 2014 and the Secretary of State of Texas issued a Certificate of Formation (or "Articles of Formation") for the Company on such date.

### **ARTICLE I**

#### **Purposes of the Corporation**

##### **Section 1.01. Purposes.**

The Company is a potential not for profit organization formed September 8, 2014 is formed to provide enlightening solutions to underrepresented citizens who currently reside locally, provincially, and state wide. The company will provide services to underrepresented citizens for the purpose of pursuing, receiving and implementing solution-projects in the areas of: academic self-determination; euthenics solutions; self-sustaining communities; whole-community vigor; and developing/implementing community-renaissance programs. The Company is dedicated to developing innovative programs for connecting leaders and learners to the future.

### **ARTICLE II**

#### **Offices**

##### **Section 2.01. Location.**

The principal office of the Company shall be located within or without Harris County and/or Fort Bend County Texas at such place as the Board of Directors shall from time to time designate. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Company shall continuously maintain within the Harris County and/or Fort Bend County Texas a registered office at such place as may be designated by the Board of Directors.

### **ARTICLE III Members**

#### **Section 3.01. Members.**

The Company shall have no voting members. A member can be elected to the Board and serve as a Director (President, Vice President, Secretary, or Treasurer). Upon approval by the Board, a member can volunteer and/or be selected to serve on a committee. Upon approval by the Board, a member can be hired by the Board to serve as an employee, agent, or officer to work at the discretion of the Company and therefore eligible for compensation.

### **ARTICLE IV Board of Directors**

#### **Section 4.01. The Board of Directors "Board"**

The officers or Board of the Company shall be the President, Vice President, Secretary, and Treasurer, and they shall have authority to carry out the duties prescribed in these Regulations. The initial officers or board of the Company shall be designated by the incorporators, and shall serve for three years. Officers shall not receive any salary and must be directors of the Company. One person may hold more than one office, except no person may hold the office of President and Secretary.

#### **Section 4.01.a. Duties: Board of Directors "Offices"**

- A. President: The President of the Company and will, subject to the control of the Board of Directors or any Committees, supervise and control the affairs of the Company. The President will perform all duties incident to the office of President and any other duties that may be required by these Regulations or prescribed by the Board of Directors.
- B. Vice President: The Vice-President will perform all duties and exercise all powers of the President when the President is absent or is otherwise unable to act. The Vice-President will perform any other duties that may be prescribed by the Board of Directors.
- C. Secretary: The Secretary will keep minutes of all meetings of Members and of the Board of Directors, by the custodian of the Company records, give all notices as are required by law or by these Regulations, and generally perform all duties incident to the office of Secretary and any other duties as may be required by law, by the Regulations, or which may be assigned by the Board of Directors.
- D. Treasurer: The treasurer will have charge and custody of all funds of the Company, and will deposit the funds as required by the Board of Directors, keep and maintain adequate and correct accounts of the Company's properties and business transactions, and render reports and accountings to the Board of Directors. The Treasurer will perform all duties incident to the office of Treasurer, and any other duties that may be required by these Regulations or prescribed by the Board of Directors.

#### **Section 4.02. Power of Board.**

The affairs of the Company shall be managed by the Board of Directors. Directors may be residents of the State of Texas or other parts of the United States.

**Section 4.03. Number of Directors.**

The number of Directors shall be not less than three (3) nor more than five (5). The number of Directors may be increased or decreased from time to time by amendment to the Regulations. No decrease shall shorten the term of any incumbent Director nor shall the number of Directors be decreased at any time to less than three (3).

**Section 4.04. Election and Term of Directors.**

(a) The first Board of Directors of the Company shall consist of those persons named in the Certificate of Formation. Such persons shall hold office until the first annual election of Directors.

(b) Election of Board members shall occur at each annual meeting of the Board of Directors. The terms of Directors shall be staggered. Initial Board members shall serve staggered terms of three years. Thereafter, Board members shall serve three-year terms with approximately half of the Directors elected at each annual meeting. Each director shall hold office until the annual meeting when his/her term expires and until his/her successor has been elected and qualified.

**Section 4.05. Qualifications.**

A majority of Directors must reside in the United States.

**Section 4.06. Vacancies.**

Vacancies shall be filled by majority vote of the remaining members of the Board of Directors for the unexpired term. A Director elected to fill a vacancy shall be elected for the unexpired term of his/her predecessor in office and shall serve until his/her successor is elected and qualified.

**Section 4.07. Removal of Directors.**

A Director may be removed by a majority vote of the Board of Directors, at any regularly scheduled or special meeting of the Board of Directors, whenever in its judgment the best interests of the Company would be served thereby.

**Section 4.08. Resignation.**

Except as otherwise required by law, a Director may resign from the Board at any time by giving notice in writing to the Board. Such resignation shall take effect at the time specified therein and unless otherwise specified by the Board of Directors per release agreement.

**Section 4.09. Quorum of Directors and Action by the Board.**

Unless a greater proportion is required by law, a majority of the Directors then in office shall constitute a quorum for the transaction of business. If a quorum is present at the commencement of a meeting, a quorum shall be deemed present throughout such proceedings. Except as otherwise provided by law or by the Certificate of Formation or these Regulations, the act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board.

**Section 4.10. Meetings of the Board.**

(a) Meetings of the Board of Directors, regular or special, may be held at such place within or without the state of Texas and upon such notice as may be prescribed by resolution of the Board of Directors.

(b) An annual meeting shall be held once a year at a time and location set by the Board of Directors during the summer months of the fiscal year. The Board shall hold at least 6 regular meetings a year, but may meet more frequently if circumstances require.

(c) A Director's attendance at any meeting shall constitute waiver of notice of such meeting, excepting such attendance at a meeting by the Director for the purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

(d) Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of such meeting.

**Section 4.11. Informal Action by Directors; Meetings by Conference Telephone/Skype, GoToMeeting, Basecamp, etc.**

(a) Unless otherwise restricted by the Certificate of Formation or these Regulations, any action required or permitted to be taken by the Board may be taken without a meeting if a majority of the directors consent in writing through fax, mail, or by electronic mail to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the directors shall be filed with the minutes of proceedings of the Board.

(b) Unless otherwise restricted by the Certificate of Formation or these Regulations, any or all directors may participate in a meeting of the Board or a committee of the Board by means of conference telephone or by any means by which all persons participating in the meeting are able to communicate with one another, and such participation shall constitute presence in person at the meeting.

**Section 4.12. Voting.**

Each Director shall have one vote. All voting at meetings shall be done personally and no proxy shall be allowed.

**Section 4.13. Compensation.**

Directors shall not receive any compensation from the Company for services rendered to the Company as members of the Board, except that directors may be reimbursed for expenses incurred in the performance of their duties to the Company, in reasonable amounts based on policies approved by the Board.

**Section 4.14. Absence.**

Each Board member is expected to communicate with the Secretary/President in advance of all Board meetings stating whether or not s/he is able to attend or participate by conference telephone or other agreed-upon means of communication. Any Board member who is absent from [three] successive Board meetings or fails to participate for a full year shall be deemed to have resigned due to non-participation, and his/her position shall be declared vacant, unless the Board affirmatively votes to retain that director as a member of the Board.

## **Article V Committees**

### **Section 5.1. Committees of Directors.**

The Board of Directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees, each consisting of two or more directors, which committees shall have and exercise the authority of the Board of Directors in the governance of the Company. However, no committee shall have authority to amend or repeal these Regulations, elect or remove any officer or director, or adopt a plan of merger, or authorize the voluntary dissolution of the Organization.

### **Section 5.2. Executive Committee.**

Between meetings of the Board of Directors, on-going oversight of the affairs of the Company may be conducted by an Executive Committee, the membership of which shall include the officers of the Board.

### **Section 5.3. Finance/Audit Committee.**

The Finance committee is responsible for ensuring that the Company's financial statements and procedures are evaluated to determine that adequate fiscal controls and procedures are in place and that the Company is in good financial health. The Treasurer of the Board shall always be a member of the Finance Committee. The Finance Committee will conduct a review of the procedures to ensure that controls are in place and practiced.

### **Section 5.4. Other Committees and Task Forces.**

The Board of Directors may create and appoint members to such other committees and task forces as they shall deem appropriate. Such committees and task forces shall have the power and duties designated by the Board of Directors, and shall give advice and make non-binding recommendations to the Board.

### **Section 5.5. Term of Office.**

Each member of a committee shall serve for one year until the next annual meeting of the Board of Directors and until a successor is appointed, unless the committee is sooner dissolved.

### **Section 5.6. Vacancies.**

Vacancies in the membership of committees may be filled by the Chair of the Board.

### **Section 5.7. Rules.**

Each committee and task force may adopt rules for its meetings not inconsistent with these Regulations or with any rules adopted by the Board of Directors. The President acting on behalf of the Board may from time to time appoint person to act singly or as a committee or committees to provide expert advice to the Company or to assist in other ways. Groups of advisors may include an Honorary Board, an Advisory Board, a Friends Committee, and/or other advisory groups. Each such advisor shall serve at the pleasure of the Board for a period of time designated by the Board, and shall have only such authority or obligations as the Board of Directors may from time to time determine. No advisor shall receive compensation for services rendered, except for payment of reasonable expenses in accordance with policies established by the Board

of Directors, unless such compensation is authorized by the a majority of the Board members then in office. A director may serve as an advisor but may not receive compensation except for payment of reasonable expenses in accordance with the Company's policies.

## **ARTICLE VI**

### **Officers, Agents, and Employees**

#### **Section 6.1. Number; Term of Office.**

The officers of the Company shall be elected by the Board of Directors "Board" and may consist of: a Chief Executive Officer (i.e., President, Superintendent, Principal or other administrator, etc.), a Chief Operating Officer, a Chief Financial Officer and one or more Vice Presidents (including, without limitation, Assistant, Executive, Senior and Group Vice Presidents) and a Treasurer, Secretary and such other officers and agents with such titles and such duties as the Board may from time to time determine, each to have such authority, functions or duties as in these by-laws provided or as the Board may from time to time determine, and each to hold office for such term as may be prescribed by the Board and until such person's successor shall have been chosen and shall qualify, or until such person's death or resignation, or until such person's removal in the manner hereinafter provided. The Chief Executive Officer and the Vice Presidents can be elected from among the members and/or directors. One person may hold the offices and perform the duties of any two or more of said officers; provided, however, that no officer shall execute, acknowledge or verify any instrument in more than one capacity if such instrument is required by law, the Certificate of Formation or these Regulations to be executed, acknowledged or verified by two or more officers. The Board may require any officer or agent to give security for the faithful performance of such person's duties.

#### **Section 6.2. Removal.**

Subject to Section 14 of this Article VI, any officer may be removed, either with or without cause, by the Board at any meeting thereof called for the purpose or by any superior officer upon whom such power may be conferred by the Board.

#### **Section 6.3. Resignation.**

Any officer may resign at any time by giving notice to the Board, the Chief Executive Officer or the Secretary. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

#### **Section 6.4. Chairman of the Board.**

The Chief Executive Officer may be an officer of the Company, subject to the control of the Board, and shall report directly to the Board.

#### **Section 6.5. Chief Executive Officer.**

The Chief Executive Officer shall have general supervision and direction of the business and affairs of the Company, subject to the control of the Board, and shall report directly to the Board.

**Section 6.6. Chief Operating Officer.**

The Chief Operating Officer shall perform such senior duties in connection with the operations of the Company as the Board or the Chief Executive Officer shall from time to time determine, and shall report directly to the Chief Executive Officer. The Chief Operating Officer shall, when requested, counsel with and advise the other officers of the Corporation and shall perform such other duties as may be agreed with the Chief Executive Officer or as the Board may from time to time determine.

**Section 6.7. Presidents (Superintendents, Principals, etc.).**

Any President shall, when requested, counsel with and advise the other officers of the Company and shall perform such other duties as he may agree with the Chief Executive Officer or as the Board may from time to time determine.

**Section 6.8. Chief Financial Officer.**

The Chief Financial Officer shall perform all the powers and duties of the office of the chief financial officer and in general have overall supervision of the financial operations of the Company. The Chief Financial Officer shall, when requested, counsel with and advise the other officers of the Company and shall perform such other duties as he may agree with the Chief Executive Officer or as the Board may from time to time determine. The Chief Financial Officer shall report directly to the Chief Executive Officer.

**Section 6.9. Vice Presidents (Assistant/Deputy Superintendents, Assistant/Associate Principals, etc.).**

Any Vice President shall have such powers and duties as shall be prescribed by his superior officer or the Board. A Vice President shall, when requested, counsel with and advise the other officers of the Corporation and shall perform such other duties as he may agree with the Chief Executive Officer or as the Board may from time to time determine. A Vice President need not be an officer of the Company and shall not be deemed an officer of the Company unless elected by the Board.

**Section 6.10. Treasurer.**

The Treasurer, if one shall have been elected, shall supervise and be responsible for all the funds and securities of the Company; the deposit of all moneys and other valuables to the credit of the Company in depositories of the Company; borrowings and compliance with the provisions of all indentures, agreements and instruments governing such borrowings to which the Company is a party; the disbursement of funds of the Company and the investment of its funds; and in general shall perform all of the duties incident to the office of the Treasurer. The Treasurer shall, when requested, counsel with and advise the other officers of the Company and shall perform such other duties as he may agree with the Chief Executive Officer or as the Board may from time to time determine.

**Section 6.11. Controller.**

The Controller shall be the chief accounting officer of the Company. The Controller shall, when requested, counsel with and advise the other officers of the Company and shall perform such other duties as he may agree with the Chief Executive Officer, the Chief Financial Officer or as the Board may from time to time determine.

**Section 6.12. Secretary.**

It shall be the duty of the Secretary to act as secretary at all meetings of the Board, of the committees of the Board and of the stockholders and to record the proceedings of such meetings in a book or books to be kept for that purpose; the Secretary shall see that all notices required to be given by the Company are duly given and served; the Secretary shall be custodian of the seal of the Company and shall affix the seal or cause it to be affixed to all certificates of stock of the Company (unless the seal of the Company on such certificates shall be a facsimile, as hereinafter provided) and to all documents, the execution of which on behalf of the Company under its seal is duly authorized in accordance with the provisions of these By-laws; the Secretary shall have charge of the books, records and papers of the Company and shall see that the reports, statements and other documents required by law to be kept and filed are properly kept and filed; and in general shall perform all of the duties incident to the office of Secretary. The Secretary shall, when requested, counsel with and advise the other officers of the Company and shall perform such other duties as he may agree with the Chief Executive Officer or as the Board may from time to time determine.

**Section 6.13. Assistant Treasurers, Assistant Controllers and Assistant Secretaries.**

Any Assistant Treasurers, Assistant Controllers and Assistant Secretaries shall perform such duties as shall be assigned to them by the Board or by the Treasurer, Controller or Secretary, respectively, or by the Chief Executive Officer. An Assistant Treasurer, Assistant Controller or Assistant Secretary need not be an officer of the Company and shall not be deemed an officer of the Company unless elected by the Board.

**Section 6.14. Additional Matters.**

The Chairman of the Board, the Chief Executive Officer, the Chief Operating Officer and the Chief Financial Officer of the Corporation shall have the authority to designate employees of the Corporation to have the title of Vice President, Assistant Vice President, Assistant Treasurer, Assistant Controller or Assistant Secretary. Any employee so designated shall have the powers and duties determined by the officer making such designation. The persons upon whom such titles are conferred shall not be deemed officers of the Company unless elected by the Board.

**ARTICLE VII  
Dissolution**

**Section 7.1. Dissolution**

Alcamii Global Project may be dissolved only with authorization by its Board of Directors given at a special meeting called for that purpose and with subsequent approval by a two-thirds (2/3) vote of the Voting Members (status determined by Membership Committee). Upon dissolution or other termination of Alcamii Global Project, all remaining assets of Alcamii Global Project, after payment in full of all its debts, obligations, and necessary final expenses, or after the making of adequate provision therefore, shall be distributed to such tax-exempt organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes (with purposes similar to those of Alcamii Global Project) as shall at the time qualify as an exempt organization under section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Revenue Law) as shall be chosen by the then existing Board of

Directors of Alcamii Global Project. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of Alcamii Global Project is then located, exclusively for such purposes or to such organization, as said court shall determine, which are organized and operated exclusively for such purposes. None of the remaining assets may inure to the benefit of any individual member our person.

## **ARTICLE VIII Conflict of Interest Policy**

### **Section 8.1. Conflict of Intrest**

The organization shall maintain a conflict of interest policy designed to protect the organization's entries in connection with any transaction or arrangement which might benefit the interest of any covered person. Covered person is defined as board members – those who are in a position to direct policy, set policy, and vote on policy while sitting in an appointed position on the board of the organization. Committee members with a direct influence on the board may also be considered in conflict if a relation with a covered person is disclosed. Therefore, an annual disclosure statement shall be acknowledged by all committee members to affirm that they are in compliance with this policy.

## **ARTICLE IX Miscellaneous**

### **Section 9.01. Fiscal Year.**

The fiscal year of the Company shall begin on the first day July 1<sup>st</sup> of and end on the last day of June 30<sup>th</sup> or such other period as may be fixed by the Board of Directors.

### **Section 9.02. Corporate Seal or Logo.**

Any the Company seal design or logo will have to be agreed upon by the Board of Directors.

### **Section 9.03. Contracts.**

The Board of Directors may authorize **the President** of The Board of Directors, and/or a designee in their absence to enter into contracts or to execute and deliver other documents and instruments on the Company's behalf. The Board of Directors may pass resolutions from time to time, which limit the authority of persons to act on behalf of the Company.

### **Section 9.04. Gifts.**

The Board of Directors may authorize **the President** of The Board of Directors, and/or a designee to accept on behalf of the Company any contribution, gift, bequest, or devise for the purposes of the Company.

### **Section 9.05. Checks, Drafts, Etc.**

All checks, drafts, or other orders for the payment of money, to sign acceptances, notes, or other evidences of indebtedness issued in the name of the Company shall be signed by the Treasurer of the Company and in such manner as shall be from time to time determined by the Board of

Directors. In the absence of such determination, such instrument shall be signed by the President, except for disbursements over the amount of \$1,500.00 (to be set by the Board of Directors) shall be considered "special disbursements" and must be approved in advance by the Board of Directors. Such authority may be general or confined to specific instance.

**Section 9.06. Loans.**

No loans shall be contracted on behalf of the Company and no evidences of indebtedness shall be issued in its name unless authorized by the Board of Directors. No loans shall be made by the Company to its directors or officers.

**Section 9.07. Deposits.**

All funds of the Company shall be deposited to the credit of the Company in such banks, trust companies, or other depositories as the Board of Directors may select.

**Section 9.08. Books and Records to be Kept.**

The Company shall keep at such place within or without Fort Bend County as the Board of Directors from time to time designate (1) correct and complete books and records (2) minutes of the proceedings of the Board of Directors and any committee having any of the authority of the Board, and (3) a record of the names and addresses of the Board members entitled to vote. All books and records of the Company may be inspected by any Board member having voting rights, or his/her agent or attorney, for any proper purpose at any reasonable time.

**Section 9.09. Amendment of Articles and Regulations.**

The Certificate of Formation and the Regulations of the Company may be adopted, amended, or repealed by the board of directors at any regular or special meeting.

**Section 9.10. Indemnification and Insurance.**

Unless otherwise prohibited by law, the Company shall indemnify any director or officer, any former director or officer, any person who may have served at its request as a director or officer of another corporation, whether for-profit or not-for-profit, and may, by resolution of the Board of Directors, indemnify any employee against any and all expenses and liabilities actually and necessarily incurred by him/her or imposed on him/her in connection with any claim, action, suit, or proceeding (whether actual or threatened, civil, criminal, administrative, or investigative, including appeals) to which s/he may be or is made a party by reason of being or having been such director, officer, or employee; subject to the limitation, however, that there shall be no indemnification in relation to matters as to which s/he shall be adjudged in such claim, action, suit, or proceeding to be guilty of a criminal offense or liable to the Corporation for damages arising out of his/her own negligence or misconduct in the performance of a duty to the Company.

**Section 9.11. GOVERNING LAWS.**

THE RIGHTS AND OBLIGATIONS OF THE MEMBERS HEREUNDER SHALL BE INTERPRETED, CONSTRUED AND ENFORCED IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS.

**Section 9.12. Entire Regulations.**

These Regulations, including all schedules to these Regulations, contain the entire agreement among the parties relative to the matters contained in these Regulations.

**Section 9.13. Benefits of Regulations.**

Nothing in these Regulations expressed or implied, is intended or shall be construed to give to any creditor of the Company or any creditor of any Member or any other person or entity whatsoever, other than the Members and the Company, any legal or equitable right, remedy or claim under or in respect of these Regulations or any covenant, condition or provisions herein contained, and such provisions are and shall be held to be for the sole and exclusive benefit of the Members and the Company.

**Section 9.14. Arbitration.**

Any and all disputes resulting from these Regulations shall be resolved by binding arbitration in accordance with the rules of the Committee for Public Resources. However, in the event a Member employs an attorney or attorneys to enforce any of the provisions hereof, or to protect its interest in any manner arising under these Regulations, or to recover damages for the breach of these Regulations, the non-prevailing party in any action pursued in courts of competent jurisdiction (the finality of which is not legally contested) agrees to pay to the prevailing party all reasonable costs, damages and expenses, including attorneys' fees, expended or incurred in connection therewith.

**Section 9.15. Further Assurances.**

The parties hereto agree that they will cooperate with each other and will execute and deliver, or cause to be delivered, all such other instruments, and will take all such other actions, as either party hereto may reasonably request from time to time in order to effectuate the provisions and purposes hereof.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

## BACKGROUND

Full Legal Name: Charles Tran

Home Mailing Address: 23911 Fairport Harbor Lane

Phone Number: 2817456466

E-mail Address: Charles@livemobiletechnology.com

Business Name: Live Mobile Technology

Business Mailing Address: 707 S. 3rd Street; Richmond, TX 77469

Phone Number: 2817456466

E-Mail Address: charles@livemobiletechnology.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes  No, does not apply to me

If Yes, state the name of the entity: Alcamii Global Project

1. What was your motivation to serve on the board of the proposed charter school?

Dr. Johnson and I have worked together for many years. Maintaining his websites and heading his efforts to develop a mobile app for Apple has taken many years. Over that time, we've launched several educational ideas, one of which is a charter school, or school of some kind, that we can offer kids technology. Like robotics, coding, web design, and other tech related ideas. He approached me about helping with a charter school if he was approved and I said yes. So when he formed his non-profit, one of the projects was writing a charter school app as well as many others.

2. What is your understanding of the appropriate role of a public charter school board member?

The board is an advisory body. Once we hear ideas or direction, the board discusses it with Dr. Johnson, offers suggestions or additions, and offers ideas to Dr. Johnson. He takes our suggestions and decides on a best course of action.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I will be an effective board member because every kid deserves the same opportunities and chances that my own kids have.

4. Describe the specific knowledge and experience that you would bring to the board.

Anything related to technology, connectivity, and staying current with latest updates and trends in technology.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The earlier you can put positive thinking and actions into the lives of young people, the better they will be able to compete in today's world.

2. What is your understanding of the school's proposed educational program?

Our motto is taking something good which is the kids and trying to help them become better individuals.

3. What do you believe to be the characteristics of a successful school?

In business, we're always judged by the desired outcomes and product. In successful schools, we will not develop perfect people, but individuals who can adapt to outside influences because of how they are on the inside. Not reactive but proactive.

4. How will you know that the school is succeeding (or not) in its mission?

If we help one student who otherwise would not be helped.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Advisory capacity.

2. How will you know if the school is successful at the end of the first year of operation?

By the number of students we retain as well as the number of students on the waiting list.

3. How will you know at the end of four years if the school is successful?

If the school has grown in population and purpose.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Try to help Dr. Johnson realize his vision for helping students become self-reliant.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

That will not be tolerated and will immediately be asked to resign from the board. Stealing or fraud is actually a crime against the children and families we want to help.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Live Mobile Technology

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

Will serve on the board until such time. What ever contracted fees are negotiated.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

- Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

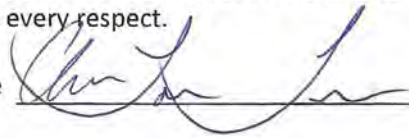
13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, Charles Tran, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.


Signature  Date 11-22-16

### Verification

State of Texas  
County of Fort Bend

On this day, Charles Tran (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 22 day of November, 2016.

(Notary Public)  (Seal)

My commission expires 8/1/17



Name of proposed charter school: 21st Century Preparatory Life Academy

Name of sponsoring entity: Alcamii Global Project

## BACKGROUND

Full Legal Name: James Gerard Cuellar

Home Mailing Address: 100 N. Santa Rosa Ave, #1010

Phone Number: (210) 286-1771

E-mail Address: [REDACTED]

Business Name: POWER Educational Development Group

Business Mailing Address: 100 N. Santa Rosa Ave, #1010

Phone Number: (210) 286-1771

E-Mail Address: [REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes  No, does not apply to me

If Yes, state the name of the entity: [REDACTED]

1. What was your motivation to serve on the board of the proposed charter school?

I taught history for six years in a public secondary school setting and served for 14 years as a campus level administrator. The last four years of the 20 years total that I served in public school education was spent working as the campus principal in a three different charter schools. I have served as a campus principal at all levels of education from early childhood up to high school.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of the public charter school board member is to hire and support the superintendent of schools in creating the highest quality academic program possible for all students who are enrolled in this school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I taught history for six years in a public secondary school setting and served for 14 years as a campus level administrator. The last four years of the 20 years total that I served in public school education was spent working as the campus principal in a three different charter schools. I have served as a campus principal at all levels of education from early childhood up to high school.

4. Describe the specific knowledge and experience that you would bring to the board.

My previous role working as campus principal has given me a deep insight in working with the superintendent of schools. I attended all board meeting and provided a monthly report to update the superintendent and board members of the academic standing of our students.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The schools mission is to provide highest level of instructional delivery possible to meet the needs of the diverse learners enrolled in this school. The guiding belief is grounded on this simple truth that all children can learn and it is the duty of the school to provide the highest level of education possible.

2. What is your understanding of the school's proposed educational program?

The schools mission is to provide highest level of instructional delivery possible to meet the needs of the diverse learners enrolled in this school. The school will provide project and problem based learning opportunities in addition to traditional forms of instruction with a strong emphasis on the integration of STEM (science, technology, engineering, and math) standards.

3. What do you believe to be the characteristics of a successful school?

I believe that the students should have the opportunity to learn in a safe environment where teachers facilitate learning and enjoy being co-learners with their students. A successful school encourages strong parent involvement and engagement with all stakeholders that make up the educational community. Finally, students are challenged and engaged in meaningful learning opportunities that encourage risk taking and guide the student through the problem solving process.

4. How will you know that the school is succeeding (or not) in its mission?

I have worked in the field of education for over 20 years and have had the privilege to observe good teaching and great teaching; I know the characteristics that a school has for providing a quality education. I am very familiar with analyzing school data that is the school is required to report to the state, which is in turn reported back through various federal and state documents that can be viewed by anyone who is familiar with accessing these documents through the TEA website. The board will be involved in the hire of

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will be involved in the hire of the school superintendent and approval of all staff hired by the district leader. The board will vote on items brought to the meetings that are relevant to the school for discussion and decision approval. The board will address matters regarding the school and will not have any authority outside of monthly held board meeting.

2. How will you know if the school is successful at the end of the first year of operation?

The school district will have met the goals that have been set by the superintendent of schools that were initially established at the beginning of the year. The superintendent of school would have met the goals and have a fund balance that is meets the state recommendation and guidelines.

3. How will you know at the end of four years if the school is successful?

The school district will be on track with meeting the goals outlined in a 5 year strategic plan that will be established within the first year by the superintendent of schools. The superintendent of school must continue to have a healthy fund balance that is meets the state recommendation and guidelines.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, the board needs hire the best superintendent that will lead the school district. Secondly, the board will need to support the superintendent on the hire of the best and highly qualified educators possible to teach the students that they will be honored to serve. Finally, the board must participate in all mandated training that will help them to better serve the students and stakeholders that make up the educational community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would call for a special meeting at which time I would share these concerns with the board. If the alleged unethical behavior proved to be true than I would follow the policies that are required by state mandate to resolve and address these concerns.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes      No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes      No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes      No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes      No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes      No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes      Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, JAMES Cuellar, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature *James Cuellar* Date 11/23/2016

### Verification

State of Texas

County of Bexar

On this day, James Cuellar (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 23 day of November, 2016

(Notary Public) *Rose Murillo*

My commission expires 02/14/2020



Name of proposed charter school: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

## BACKGROUND

Full Legal Name: Jesse Jai McNeil Jr.

Home Mailing Address: 27550 Hwy 290, Apt. 232

Phone Number: 214-405-6232

E-mail Address: [REDACTED]

Business Name: McNeil Educational Foundation

Business Mailing Address: P.O. Box 764182 Dallas, Texas 75376

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity: Dallas Symphony Association, Oak Cliff YMCA

1. What was your motivation to serve on the board of the proposed charter school?

To support the growth and development of educational Leadership, instruction, and administrative management.

2. What is your understanding of the appropriate role of a public charter school board member?

To provide advice, consent, and governance oversight to school administration

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the pre-evaluation team for the first 20 Charters submitted to the Texas Education Agency & SBEC

4. Describe the specific knowledge and experience that you would bring to the board.

Forty plus years in the Profession as teacher, building administrator, central office administrator, and college/university professor

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

To serve the needs of underserved students, especially students of color and lower income students.

2. What is your understanding of the school's proposed educational program?

To create a successful college and career ready program.

3. What do you believe to be the characteristics of a successful school?

Learner-centered  
Competency based  
Well managed fiscally with competent, skilled faculty/staff.

4. How will you know that the school is succeeding (or not) in its mission?

Student test score achievement  
Socio-emotional fluency within the diverse student population  
Highly interpersonal faculty staff that values organizational effectiveness

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Oversight. Advice and consent to The Superintendent and Key Administrators

2. How will you know if the school is successful at the end of the first year of operation?

Stable student enrollment      Academic Audit  
Sound, stable financial operation      Fiscal Audit

3. How will you know at the end of four years if the school is successful?

Same as above with a growing population and waiting list of students

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Fund raising  
Ensuring that effective communications, instructional, resource, and physical plant systems are in place

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

Interview them individually and together with third party observers present.  
The Board with administrative input makes the appropriate decision

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes  No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes  No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

*Retired principals and administrators who are expert at 2nd Language Acquisition and Cultural Diversity and Educational Leadership.*

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes  No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes  No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes  Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

McMeil Educational Foundation

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

See #3  
Have help numerous persons gain Texas Principal Certification that they used in their roles with Charter Schools 2003-2016

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, Jesse Jai McNeil Jr., certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Jesse Jai McNeil Jr.

Date 11-30-2016

### Verification

State of Texas

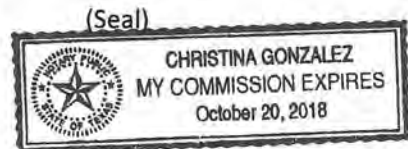
County of Fort Bend

On this day, Jesse Jai McNeil Jr. (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 30<sup>th</sup> day of November, 2016.

(Notary Public) Christina Gonzalez

My commission expires 10/20/18



Name of proposed charter school: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

### BACKGROUND

Full Legal Name: BRIGHT IHEZUE

Home Mailing Address: 1003W FM 1462, ROSHARON TEXAS 77583

Phone Number: 281-650-1067

E-mail Address: [REDACTED]

Business Name: BRIGHTER FUTURE, INC.

Business Mailing Address: 2521 BRAODWAY, HOUSTON TEXAS 77012

Phone Number: 713-283-0249

E-Mail Address: BRIGHTERFUTUREINC@HOTMAIL.COM

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

To look out for students interest. To make sure students receive valuable education. For checks and balances.

2. What is your understanding of the appropriate role of a public charter school board member?

We are supposed to meet regularly and work together to provide advice and/or support that contributes significantly to the Schools improvement.

We are also supposed to serve mostly as boosters, raising funds, providing connections to outside resources, promoting public relations, and, in general, providing important support and service to the School.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently the Executive Director for Brighter Future, inc. Since 1999, BFI has managed a number of Texas Workforce Commission (TWC) and federally funded workforce grants in coordination with the Local Workforce Board in Texas. I have successfully managed numerous program budgets totaling more than \$1,000,000 in the past 4 years Mr. Ihezue have spear-headed many projects that increased the skill-set for under-privileged youth and their families in Texas.

4. Describe the specific knowledge and experience that you would bring to the board.

I have more than 27 years of experience in grant and program management, human services, serving at-risk populations, criminal justice, education and child welfare. My daily activities include budget and staff management, community assessment, program review and quality assurance, negotiating contracts with service providers and others, and working with community stakeholders to provide educational and employment opportunities for individuals in the Brazoria, Fort Bend, Harris and sounding counties.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the School is to focus on the tradition of providing educational opportunity to those who might not otherwise have it.

2. What is your understanding of the school's proposed educational program?

The School's proposed educational program is to target and serve low income students from families receiving benefits from the state.

3. What do you believe to be the characteristics of a successful school?

My believe for a successful School will include and not limited to the following characteristics:

1. Good and effective leadership
2. High educational standards for all students
3. Very good curriculum that is followed and monitored
4. Very good parental and community involvement

4. How will you know that the school is succeeding (or not) in its mission?

A School is successful when it produces results. Successful students, parents happy with the improvements their students have achieved and the objective assessment for the state agency.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Primary Role of the board is to provide advice and/or support that contributes significantly to the Schools improvement.

2. How will you know if the school is successful at the end of the first year of operation?

The School will be successful at the end of the first year because the students test scores will show improvements, the attendance and enrollment will improve and the drop-out rate will be less than 10%.

3. How will you know at the end of four years if the school is successful?

At the end of four years the School will be successful if the students test score continues to improve, the attendance and enrollment continues to improve and we have a lottery method for enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to continue to provide advice and/or support that contributes significantly to the Schools improvement. Provide financial support.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I will request for a board emergency meeting and follow the board's governance on ethics.

## DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

- Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, BRIGHT IHEZUE, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature Bright Ihezue Date 12/2/16

### Verification

State of Texas

County of HARRIS

On this day, Bright Ihezue (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 2nd day of December, 2016.

(Notary Public) Rhonda Walker (Seal)

My commission expires April 23, 18



Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

## ATTACHMENT G5 – Code of Ethics & Conflict of Interest

The following was adapted from the Education Industry Association's Code of Professional Conduct and Business Ethics . In the conduct of business and discharge of responsibilities, 21st Century Life Preparatory Academy (21CLPA) employees commit to:

1. Conduct community outreach and student recruitment and to serve students fully consistent with the terms of their state-approved application and all state and local policies.
2. Conduct business honestly, openly, fairly, and with integrity.
3. Comply with applicable laws, statutes, regulations and ordinances.
4. Avoid known conflict of interest situations.
5. Never offer or accept illegal payments for services rendered.
6. Apply these guidelines and standards throughout 21CLPA by insuring all employees understand them and act accordingly.
7. Refrain from publicly criticizing or disparaging other public, charter, or private schools.
8. In the case of any conflict (with parent, employee of 21CLPA, etc.), first attempt resolution directly with each other. However, the parties involved may ask Administration to help mediate potential disputes.
9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of programs, and in explaining the theoretical/empirical rationale behind major elements of 21CLPA programs, and the effectiveness between research and program design.
11. Take appropriate corrective action against 21CLPA employees, consultants or contractors who act in a manner detrimental to the letter or spirit of this code.
12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate of the letter or spirit of this code.

### ***Standards Specific to Company***

**Educators will consistently implement 21st Century Life Preparatory Academy provisions and promote full access to services. To that end, 21CLPA Shall:**

1. **Not** compensate school district employees personally in exchange for access to facilities, to obtain student lists, to assist with marketing or student recruitment, to promote enrollment in 21CLPA at the exclusion of other charter schools, to obtain other similar benefits for their programs, or for any illegal purpose.
2. **Not** employ any district employees who currently serve the districts in the capacity of Principal, Assistant Principal, or school or district Coordinator.

## ATTACHMENT G5 – Code of Ethics & Conflict of Interest

3. **Not** employ any individuals, including teachers, parents or community leaders, who have any governing authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few charter schools.
4. **Not** hire school-employed personnel for any purpose other than instruction-related services or program coordination, as described in item #3 in the next section below.
5. **Not** make payments or in-kind contributions to schools or school personnel, exclusive of customary fees for facility utilization in exchange for access to facilities, to obtain student lists, to increase student enrollment, to obtain other similar benefits for their program or for any illegal purpose.
6. **Not** misrepresent to anyone, including parents (during student recruitment), the location of 21CLPA, principal/district or state's approval of a charter school, or the likelihood of becoming so approved.
7. **Not** offer a student, parent or teacher any form of incentive for signing-up a student with a charter school. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may 21CLPA inform the student of any incentives that are directly linked to enrollment or performance.
8. **Not** employ, offer compensation, or offer anything of value to any students due to confidentiality of data requirements.
9. **Not** encourage students/parents to switch schools once enrolled. A student is considered enrolled once 21CLPA has issued the formal student / enrollment selection list.

### **Company MAY:**

1. Provide simple door prizes of a nominal value (approximately \$2 per prize) and refreshments to potential students and their families, while attending informational sessions.
2. Offer enrolled student's performance rewards with a maximum value of \$50 that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives. These incentives shall not be advertised in advance of actual enrollment.
3. Employ a parent of an eligible student subject to the following conditions. Each parent of an eligible student who is hired by 21CLPA must have a written job description and must be compensated on the same basis as all other employees of 21CLPA who perform similar work. No parent may receive any commission or other benefit related to the enrollment of his or her child in a school's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of a program for his or her child.
4. Employ school district employees (subject to items #2, #3 and #4 in the section above) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers, subject to District policies governing conflict of interests and other District-imposed requirements. However, tutors who are currently employed by the school district may **not** recruit students.
5. Sponsor promotional events including pizza parties or other events or functions on school grounds (or other locations) for student recruitment that is for the sole benefit and fundraising of 21CLPA. The

## ATTACHMENT G5 – Code of Ethics & Conflict of Interest

preferred practice is for the school to organize such recruitment events that are for the benefit of 21CLPA, accepting voluntary sponsorships.

6. Include in teacher compensation, incentives for student achievement consistent with 21CLPA's written policy.

## ATTACHMENT G5 – Code of Ethics & Conflict of Interest

Position/Title: Principal – John Doe  
Reports to: Superintendent/CEO

### **STATEMENT OF WORK:**

- On-site observations and interviews
- Assist parents in the student selection process, when requested
- Hire, supervise, train, schedule and evaluate teacher staff, Provide hiring recommendations for 21CLPA teachers, as needed
- Review of pertinent documents (i.e.): Policy and Procedure Manual, District Contracts, Lesson Plans, Student work samples, pre and post testing, Benchmark assessments and schedules, Curriculum materials, Individual student learning plans and Student Progress Reports
- Maintain lists and reports of districts/schools served, student attrition and attendance, trending
- Manage all record-keeping, including budgets, fees, cost analysis for program implementation
- Monitor reporting in PEIMS, list of employees/teachers and relevant contact information
- Compile and develop program documents to fulfill Federal, state and district requirements
- Copy and maintain marketing and recruiting materials
- Report any concerns about the implementation of instruction to the CEO/Superintendent and 21CLPA staff.
- Handle student discipline referrals, complaints, and incident reports as required
- Other activities and duties that support student and program success as assigned

ATTACHMENT G5 – Code of Ethics & Conflict of Interest

**LEVEL OF EXPECTATION:**

- Meet with campus and district personnel to develop authentic professional relationships and to gain insight as to specific district processes and procedures.
- Ensure that student attendance is properly documented in PEIMS (state student management system) according to state procedures.**
- Ensure that student attendance is properly documented according to district policy including signatures on ALL appropriate documents used to properly record student attendance.**
- Ensure that student attendance is properly documented according to district policy including signatures on ALL appropriate documents used to properly request state reimbursements.**
- Provide “quality” Educational Programs.
- Ensure teacher follows the Student Learning Plan (SLP) as developed with parents and 21CLPA personnel. A 75% proficiency rate is necessary before student mastery of an objective will be considered. All objectives for goals must be mastered for the goal to be considered “met.”
- Provide services that are aligned with the Student Learning Plan and in the case of Special Population students, alignment will also consider the Individual Education Plan (IEP) and any accommodations.
- Progress reports must indicate “progressing toward mastery” for student proficiency rates below 75%. Provide progress reports to parents and teachers/schools at-least monthly. 21CLPA’s record of course and grades will be maintained through the state’s student management system (PEIMS).
- 21CLPA will send a copy of the Progress Report and the student’s sign-in sheet as documentation to the parent(s) or guardian(s) or other representative to communicate student progress.
- Assure that all instruction and content are secular, neutral, and non-ideological.
- Ensure that 21CLPA is made aware of student issues related to child abuse, bullying, inappropriate behavior, or any other issues that school officials should be made aware of.
- Assure student privacy and will not disclose to the public the identity of any student eligible for or receiving free-and-reduced meals or any other federally funded program without the written permission of the parent and 21CLPA.
- Participate in all training and professional development provided by 21CLPA.

Signed: \_\_\_\_\_  
21CLPA Personnel

Date \_\_\_\_\_

Signed: \_\_\_\_\_  
21CLPA Authorized Signature

Date \_\_\_\_\_

Provide the following:

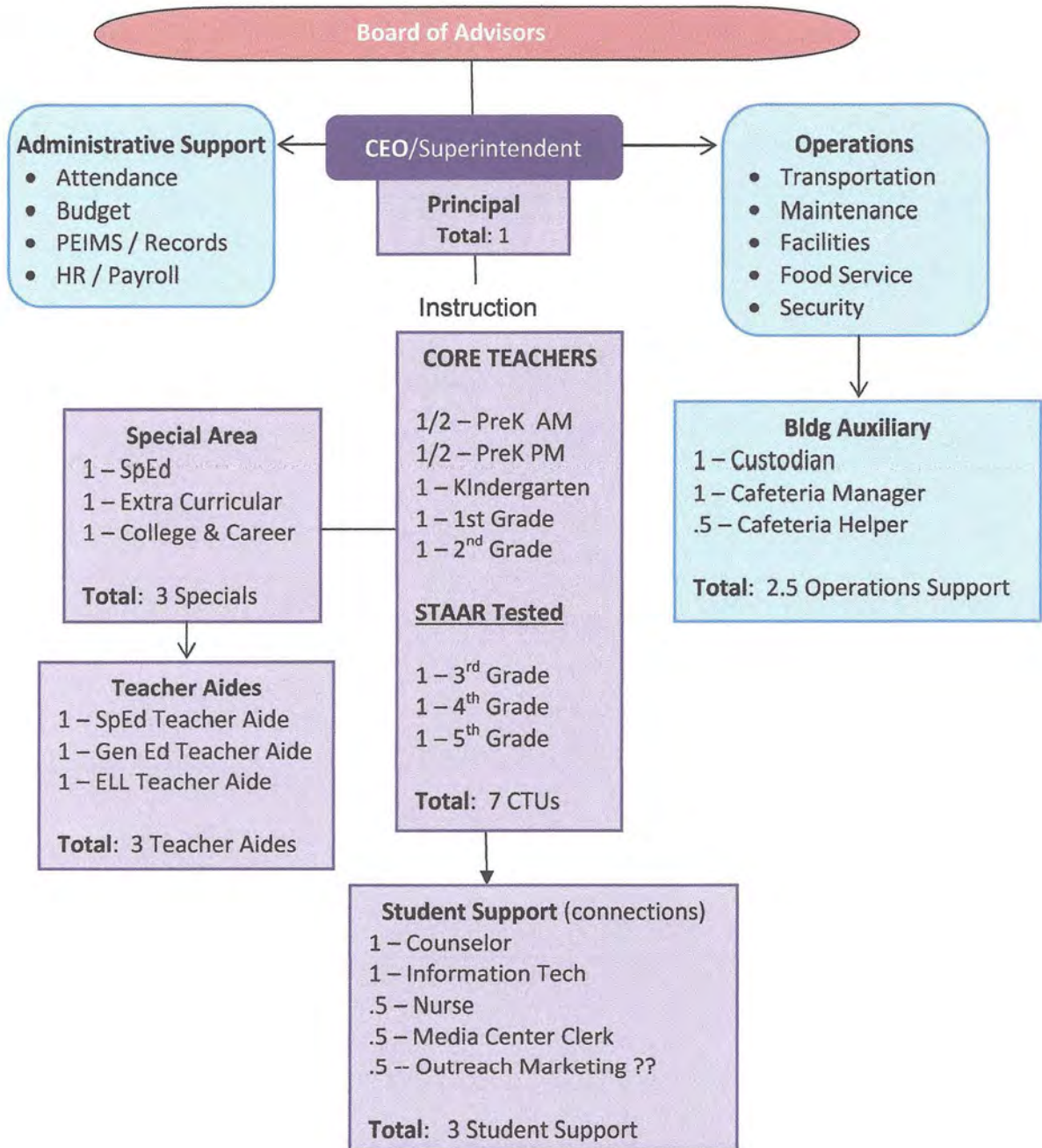
Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

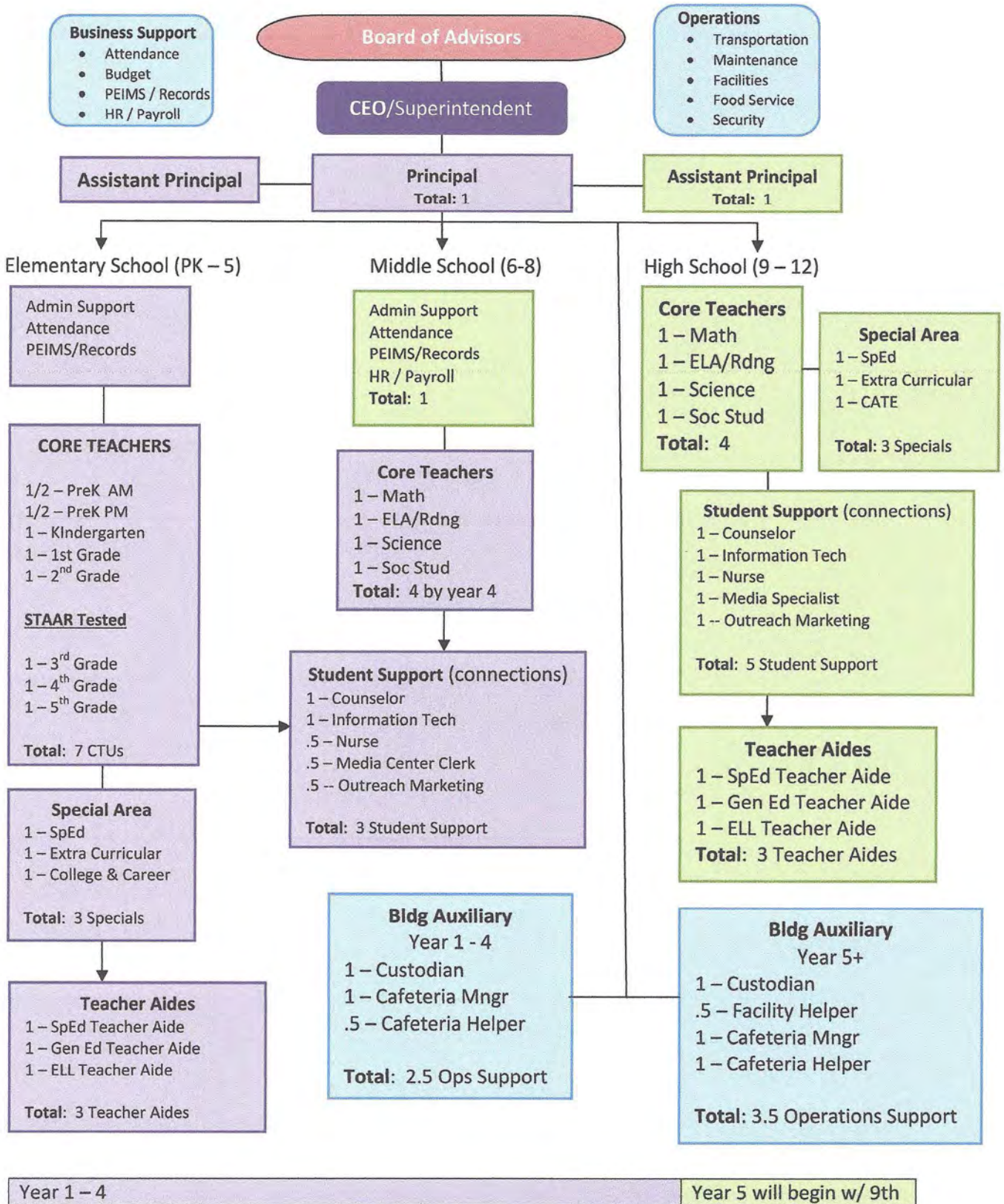
# ATTACHMENT 01 – Organizational Chart

Organizational Chart Year 1: 135 Projected Students grades PreK - 5



# ATTACHMENT 01 – Organizational Chart (Year 1 - 5)

Organization Chart Year 5: 350 Projected Students grades PreK – 12



Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal	1	1	1	1	1
Assistant Principal					
Add'l Campus Leadership Position 1					
Administrative Assistant	1	1	1	1	1
PEIMS	1	1	1	1	1
Classroom Teachers (Core Subjects)	6	7	8	8	9
Classroom Teachers (Specials)	1	1	1	1	1
Counselor & Special Education	1	1	1	1	1
Nurse Aide	0.5	0.5	1	1	1
Media Clerk & Technology	1	1	1	1	1
Teacher Aides and Assistants	2	2	2	3	4
Campus Operations Support Staff	2	2	2	2	2
<b>Total FTEs at elementary campus(es)</b>	<b>16.5</b>	<b>17.5</b>	<b>19</b>	<b>20</b>	<b>22</b>

<b>MIDDLE SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal(s)					
Add'l Campus Leadership Position 1 Outreach Marketing					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [Counselor]					
Student Support Position 2 [Information Tech (IT)]					
Specialized Campus Staff 1 [Nurse]					
Specialized Campus Staff 2 [Media Center Clerk]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
<b>Total FTEs at middle school campus(es)</b>					

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>HIGH SCHOOL CAMPUS STAFF</b>					
Principal					
Assistant Principal(s)					
Deans					
Add'l Campus Leadership Position 1 Outreach Marketing					
Add'l Campus Leadership Position 2 (specify)					
Add'l Campus Leadership Position 3 (specify)					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [Counselor]					
Student Support Position 2 [Information Tech (IT)]					
Specialized Campus Staff 1 [Nurse]					
Specialized Campus Staff 2 [Media Clerk]					
Teacher Aides and Assistants					
Campus Operations Support Staff					
<b>Total FTEs at high school campus(es)</b>					
<b>Total organization FTEs</b>	<b>16.5</b>	<b>17.5</b>	<b>19</b>	<b>20</b>	<b>22</b>

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin"/>	<input type="text" value="20,866"/>	<input type="text" value="83,556 - 167,000"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton"/>	<input type="text" value="6,734"/>	<input type="text" value="179,676"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland"/>	<input type="text" value="20,550"/>	<input type="text" value="257,550"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Responsible for the planning, organization, operation, supervision of educational programs and services
2. Responsible for the assignment, supervision, and evaluation of all personnel
3. Oversees the implementation and enforcement of all state and federal statutes and programs
4. Manages day to day operations of the District, implementing and monitoring plans, procedures, programs
5. Preparing and submitting to the Board a proposed budget and administering the budget
6. Provide leadership for the improvement and attainment of student performance
7. Responsible for news releases of items pertaining to education matters, school related incidents or events
8. See that the appropriate in-service training is conducted as necessary to carry out educational programs
9. Submit and retain records/reports as required by state or federal law, rule, or regulation
10. Ensure adoption of Student Code of Conduct and enforcement of that Code of Conduct

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin"/>	<input type="text" value="20,866"/>	<input type="text" value="83,855 - 116,998"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton"/>	<input type="text" value="6,734"/>	<input type="text" value="58,000 - 93,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland"/>	<input type="text" value="20,550"/>	<input type="text" value="84,182 - 117,450"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Principal

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Monitor/evaluate instructional/managerial processes to ensure activities are related to program outcome
2. Provide instructional resources/materials to support teaching staff in accomplishing instructional goals
3. Foster team building among staff members. Encourage involvement in decision making process
4. Communicate and promote expectations for high-level performance to staff and students
5. Ensure the effective and quick resolution of conflicts using Student Code of Conduct
6. Develop and set annual campus objectives for academic excellence
7. Interview, select and orient new staff. Approve all personnel assignments and promotions to campus.
8. Define expectations for staff performance regarding instructional strategies and classroom management
9. Supervise/evaluate the performance of staff assigned to campus; teachers, counselors, instructional aides
10. Manage use of school facilities

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="66,360 - 92,585"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="54,794 - 82,350"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="72,195 - 100,729"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Assistant Principal

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist principal in overall administration of instructional programs

2. Assist principal in overall administration of campus level operations

3. Assist principal in tracking and monitoring progress on campus performance objectives

4. Participate with the campus leadership team and provide instructional guidance to staff

5. Ensure the effective and quick resolution of conflicts using Student Code of Conduct and classroom mgmt

6. Supervise students before, during and after school

7. Assist in development and evaluation of educational programs

8. Submit and retain records/reports as required by state or federal law, rule, or regulation

9. Help plan daily school activities, monitor attendance, and other duties as assigned

10. Contribute to the positive environment for the school, staff, students, parents and community

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="57,396 - 80,079"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="51,034 - 73,069"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="57,807 - 84,048"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Marketing Fundraising Recruit, Retain, Outreach

Reports to: Principal

Salary Range: 30,000 - 45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university  
Master's Degree preferred

Experience Required: At least one year in education, marketing or related business  
Excellent communication and interpersonal skills and current memberships in Associations  
Familiar with fundraising software

Certification Required: Valid Texas Teaching Certificate  
Degreed or credentialed in related discipline to be taught

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	40,000 - 65,568
Angleton ISD	20902	Angleton Texas	6,734	41,950 - 54,250
Pearland ISD	20908	Pearland Texas	20,550	43,102 - 73,303

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Marketing Fundraising Recruit, Retain, Outreach

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Direct fundraising events, solicit sponsorships/donations, maintain donor list, develop marketing strategy
2. Communicate with community through public addresses, news releases, newsletters, and social functions
3. Develop annual marketing/recruitment plans as well as marketing/recruitment materials
4. Prepare/organize campaigns with major donors and contributors and oversee/enhance planned giving
5. Incorporate critical aspects of long-term vision to increase social media presence
6. Develop/implement grassroots marketing to increase awareness with potential parents/students
7. Research, oversee, and prepare grant proposals for campus programs and marketing/fundraising events
8. Work with Outreach efforts to coordinate/develop local, state, and national fundraising efforts
9. Work with Outreach efforts to coordinate/develop local student recruitment efforts
10. Submit and retain records/reports as required by state or federal law, rule, or regulation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Nurse (Health Aide/Health/Clinic Assistant)

Reports to: Health Care Professional and Principal

Salary Range: 15,000 - 24,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: High school diploma or GED, Associate's degree in Nurse Assisting, or 2 years of college w/15 hours in nurse assisting related services preferred

Experience Required: On the job training 1 - 2 years prior work related experience

Certification Required: Certified Nursing Assistant, Medical Assistant, LVN, EMT, other allied health training CPR/First Aid certification required

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	16,574 - 23,115
Angleton ISD	20902	Angleton Texas	6,734	16,000 - 24,000
Pearland ISD	20908	Pearland Texas	20,550	16,858 - 24,512

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Nurse (Health Aide/Health/Clinic Assistant)

Reports to: Health Care Professional and Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effective oral and written communication and monitor children's/student's health
2. As prescribed by health care professionals, assist self-directed students to take meds kept in office
3. Develop and follow school protocol for care and reporting illnesses and injuries
4. Consult with health care professionals regarding unusual or difficult problems
5. Assist health care professionals with screenings and examinations of students and employees
6. Perform clerical tasks and make referrals to parents related to screening and other physical examinations
7. Assist health care professionals with immunizations and keeping current student immunization records
8. Assist health care professionals to prepare displays to disseminate/communicate wellness information
9. Maintain and permanently update medical history of each student
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin"/>	<input type="text" value="20,866"/>	<input type="text" value="50,000 - 62,568"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton"/>	<input type="text" value="6,734"/>	<input type="text" value="48,500 - 62,570"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland"/>	<input type="text" value="20,550"/>	<input type="text" value="51,200 - 70,000"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Teacher (Core - Math, Sci, ELA/Rdng, SoStu)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and implement lesson plans that fulfill the requirements of district curriculum
2. Instruct through lectures, discussions, and demonstrations in one or more subjects
3. Prepare, administer and grade tests and assignments
4. Establish clear objectives for all lessons and projects
5. Prepare materials and classroom for class activities
6. Establish and enforce rules for behavior in the classroom
7. Submit and retain records/reports as required by state or federal law, rule, or regulation
8. Confer with parents or guardians, teachers, counselors and administration to resolve student concerns
9. Guide and counsel students in need of remedial help
10. Attend educational conferences and teacher training workshops to maintain and improve competence

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Teacher (Extra Curricular)

Reports to: Principal

Salary Range: 30,000 - 45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university

Experience Required: At least one year of student teaching

Certification Required: Valid Texas Teaching Certificate  
Degreed or credentialed in related discipline to be taught

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	50,000 - 62,568
Angleton ISD	20902	Angleton Texas	6,734	48,500 - 62,570
Pearland ISD	20908	Pearland Texas	20,550	51,200 - 70,000

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Teacher (Extra Curricular)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop and implement lesson plans (Physical Education, Health, Art, Foreign Language, etc.)
2. Instruct through lectures, discussions, and demonstrations in one or more elective topics
3. Attends/supervises students during in-school and out-of-school functions
4. Organize & supervise regularly-scheduled activities during class hours as well as after-school
5. Prepares budget, orders supplies/equipment, and maintains appropriate records
6. Establish and enforce rules for behavior in the classroom
7. Evaluates programs annually and suggest/recommends improvements if necessary
8. Confer with parents or guardians, teachers, counselors and administration to resolve student concerns
9. Guide and counsel students in need of remedial help
10. Attend educational conferences and teacher training workshops to maintain and improve competence

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Special Education Teacher

Reports to: Principal

Salary Range: 30,000 - 45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university  
Special Education Certification or related area

Experience Required: At least one year of student teaching

Certification Required: Valid Texas Teaching Certificate  
Degreed or credentialed in related discipline to be taught

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	50,000 - 62,568
Angleton ISD	20902	Angleton Texas	6,734	48,500 - 62,570
Pearland ISD	20908	Pearland Texas	20,550	51,200 - 70,000

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Special Education Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Comply with rules & regulations identified by federal laws (Individuals with Disabilities Education Act)
2. Protect the privacy of their students under the guidelines of the Family Education Rights and Privacy Act
3. Serve on the ARD Committee (Admission, Review, and Dismissal)
4. Serve on IEP team (Individualized Education Plan) & implement the IEP customized to student's disability
5. Maintain Cum Folders "coordinate" education plan with campus staff for the students in case load
6. Meet each goal established in student's IEP and seek general ed placement whenever possible
7. Ensure students receive modifications & accommodations to the degree the student can be successful
8. Provide assistance to all students in team-teaching situations with regular classroom teachers
9. Implement class, homework, and assessment modifications as identified in student's IEP
10. Submit and retain records/reports as required by state or federal law, rule, or regulation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Gifted and Talented Teacher (G/T)

Reports to: Principal

Salary Range: 30,000 - 45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university  
G/T Certification  
Advance Placement Training

Experience Required: At least one year of student teaching

Certification Required: Valid Texas Teaching Certificate  
Degreed or credentialed in related discipline to be taught

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	50,000 - 62,568
Angleton ISD	20902	Angleton Texas	6,734	48,500 - 62,570
Pearland ISD	20908	Pearland Texas	20,550	51,200 - 70,000

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Gifted and Talented Teacher (G/T)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Prior to assignment, (30 hrs) training includes nature & needs, assessing needs, & C&I for G/T students
2. Take at-least six (6) hours annually of professional development in G/T education
3. Develop opportunities to participate in creative "service learning" projects in community etc.
4. Provide opportunities for interactions in community, state, and national activities, resources, & events
5. Explore student interest in debate, drama, computer science, writing, etc. and design programs
6. Collaborate with teachers (SPED, Gen Ed, C&T etc.) to integrate STEM, jobs, careers, etc. school emphasis
7. Communicate with students and parents via conferences, social media, etc. to discuss G/T program
8. Serves as a resource person in G/T for campus, community, and local/state/national agencies
9. Employ a variety of instructional strategies/resources to expose students to optimal learning experiences
10. Submit and retain records/reports as required by state or federal law, rule, or regulation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Information Technology (IT)

Reports to: Principal

Salary Range: 30,000 - 45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university  
Master's Degree preferred  
IT experience a plus

Experience Required: At least one year of student teaching

Certification Required: Valid Texas Teaching Certificate,  
Degreed or credentialed in related discipline to be taught,  
Experience in IT, computer science, or related field

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	50,000 - 62,568
Angleton ISD	20902	Angleton Texas	6,734	48,500 - 62,570
Pearland ISD	20908	Pearland Texas	20,550	51,200 - 70,000

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Information Technology (IT)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Design, create, and support websites, email, infrastructure, and add HTML extensions as needed
2. Develop requirements, outlines, budgets, and schedulers for information/instructional tech projects
3. Install, support, and maintain integrity of LANs, WANs, network segments, Internet, and intranet systems
4. Collaborate with teachers to integrate technology into instruction and instructional delivery systems
5. Resource for emerging trends, current tech, best practices, and professional development opportunities
6. Train staff in the utilization and integration of equipment, instruction, and technology
7. Create learning resources for campus related to instructional delivery and technology
8. Participates in various student/parent activities (ie, coding, robotics, web design, after-school activities)
9. Maintains professional competence by memberships and attending related workshops, conferences, etc.
10. Submit and retain records/reports as required by state or federal law, rule, or regulation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="50,000 - 62,568"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="48,500 - 62,570"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="51,200 - 70,000"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Career & Tech Education (CATE) Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Introducing basic computer, keyboard, social medial, and Internet skills
2. Train to use design applications, computer-aided drafting, etc. to develop tech prob solving skills
3. Design projects so students can become real-world problem solvers and become aware of time/materials
4. Teach students to reconstruct tech problems using hands-on, trail & error prob-solving approaches
5. Encourage creative thinking and help students connect STEM to everyday challenges
6. Teach students to use "coding" to develop websites and mobile applications for multiple platforms
7. Train students in the use of digital publishing, web design tools, college & career readiness tools, etc.
8. Work with counselor to ensure all middle and high school students develop a career plan
9. Increase understanding of careers through goal setting, carer mapping, career portfolios, etc.
10. Submit and retain records/reports as required by state or federal law, rule, or regulation

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="25,596 - 35,712"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="20,000 - 35,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="23,731 - 34,489"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Administrative Support (Business Operations)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide business support in the areas of PEIMS reporting for (attendance, transcripts, etc.)
2. Provide business support in the areas of PEIMS reporting for school budget, requisitions, & purchasing
3. Provide business operations in the areas of HR hiring & on-boarding and payroll and IRS reporting
4. Provide campus operations support related to protocol for teacher absences and substitutes
5. Maintain and communicate accurate records related to professional absences of personal and sick days
6. Serves as lead support staff and senior staff to assist teachers in meeting school goals
7. Provide professional leadership and management of school staff in partnership with teaching staff
8. Responsible for Financial Resource; Admin, Information, HR, Facility & Property, Health & Safety Mgmt
9. Promote the highest standards of business ethos & ensures the most effective use of resources
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="25,596 - 35,712"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="20,000 - 35,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="23,731 - 34,489"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: PEIMS Clerk

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provide business support in the areas of PEIMS reporting for (attendance, transcripts, etc.)
2. Provide business support in the areas of PEIMS reporting for school budget, requisitions, & purchasing
3. Collect & enter attendance & PEIMS data into established database & verify accuracy.
4. Prepare & print attendance reports, grades, class or personnel rosters, end-of sem/accounting reports
5. Maintain and communicate accurate records related to professional absences of personal and sick days
6. Maintain physical/computerized records, cum folders, progress/failure reports, rosters, grade books
7. Process new students, request transcripts/records, set up cum folders, enter data, schedule changes
8. Assist parents, students, and faculty with questions regarding student attendance
9. Process and transmits requests for student information and transcripts.
10. Call parents to very absences and Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Teacher Aide (General Education)

Reports to: Principal

Salary Range: 15,276 - 24,540

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: High school diploma or GED, Associate's degree in Early Childhood Education, or 2 years of college w/15 hours in Child Development preferred

Experience Required: On the job training 1 - 2 years work related experience

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	15,525 - 21,652
Angleton ISD	20902	Angleton Texas	6,734	15,000 - 22,000
Pearland ISD	20908	Pearland Texas	20,550	17,894 - 22,816

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Teacher Aide (General Education)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effective oral and written communication
2. Works with the teacher to plan and implement lesson that emphasizes maximizing time on task
3. Encourages students and motivates them to develop good habits for learning
4. Enforces teacher's rules and regulations for classroom management of behavior and responsibility
5. Supports teacher by grading homework, classwork, test, quizzes, and special projects using key/rubric
6. Applies rules for confidentiality of records and information of students, parents, and teachers
7. Help student's develop social and self-help skills while practicing sound nutritional practices
8. Assist in implementing a student's IEP (Individualized Education Plan) seek clarification for unclear parts
9. Attend staff training & meetings, parent conferences, and other events as requested
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Teacher Aide (Special Education)

Reports to: Principal

Salary Range: 15,276 - 24,540

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: High school diploma or GED, Associate's degree in Early Childhood Education, or 2 years of college w/15 hours in Child Development preferred

Experience Required: On the job training 1 - 2 years work related experience

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	15,525 - 21,652
Angleton ISD	20902	Angleton Texas	6,734	15,000 - 22,000
Pearland ISD	20908	Pearland Texas	20,550	17,894 - 22,816

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Teacher Aide (Special Education)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effective oral and written communication and assist in maintaining student Cum Folders
2. Works with the teacher to plan and implement lesson that emphasizes maximizing time on task
3. Encourages students and motivates them to develop good habits for learning
4. Enforces teacher's rules and regulations for classroom management of behavior and responsibility
5. Promotes good study habits and student independence for improved quality of student outcomes
6. Applies rules for confidentiality of records and information of students, parents, and teachers
7. Ensures the implementation of IEPs & provides clarification for unclear parts
8. Monitors individual and/or groups of students in diverse settings to maintain appropriate learning
9. Attend ARDs, staff training & meetings, parent conferences, and other events as requested
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Media Center Clerk (Instructional/Digital Assnt)

Reports to: Principal

Salary Range: 15,276 - 24,540

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: High school diploma or GED, Associate's degree in Media Studies, or 2 years of college w/15 hours in media related services preferred

Experience Required: On the job training 1 - 2 years prior work related experience

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	15,525 - 21,652
Angleton ISD	20902	Angleton Texas	6,734	15,000 - 22,000
Pearland ISD	20908	Pearland Texas	20,550	17,894 - 22,816

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Media Center Clerk (Instructional/Digital Assnt)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Effective oral and written communication
2. Works with the teacher to plan and implement lesson that emphasizes maximizing time on task
3. Encourages students and motivates them to develop good habits for learning
4. Orders supplies and equipment to support learning and ensuring the availability of resources as needed
5. Assist campus to identify resources to use in teaching, learning, and researching projects
6. Maintains inventory of materials, equipment, digital downloads/licenses, audio books, eReaders, etc.)
7. Operates media/computer equipment & systems, perform circulation activities, prepares reports & docs
8. Assist in implementing a student's IEP (Individualized Education Plan) seek clarification for unclear parts
9. Attend staff training & meetings, parent conferences, and other events as requested
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="17,012 - 28,292"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="17,000 - 28,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="22,550 - 29,232"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Custodian

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain offices, common areas, recreational facilities , and ensure security of facility
2. vacuum/mop/wax/buff floors; dust/wash/clean furniture/fixtures/mirrors; clean/empty/replenish
3. Preventive care and maintenance of fixtures, windows, doors, electrical/plumbing/structural issues
4. Notify principal of maintenance issues and call appropriate maintenance professionals (i.e. plumber, etc)
5. Keep outside exit/entrance clear and well kept
6. Perform timely minor repairs and keep record of maintenance for reporting
7. Regularly clean/wash/disinfect common utilities (i.e., drinking fountains, sinks, counters, etc.)
8. Work with cafeteria manager to clean/wash/disinfect kitchen and eating areas
9. Spot clean walls, toilets, toilet partitions, corners, entrance/exit, grounds, parking lots, etc.
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="12,460 - 17,387"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="10,000 - 15,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="10,021 - 13,831"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Custodian Helper

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain offices, common areas, recreational facilities , and ensure security of facility
2. vacuum/mop/wax/buff floors; dust/wash/clean furniture/fixtures/mirrors; clean/empty/replenish
3. Preventive care and maintenance of fixtures, windows, doors, electrical/plumbing/structural issues
4. Notify principal of maintenance issues and call appropriate maintenance professionals (i.e. plumber, etc)
5. Keep outside exit/entrance clear and well kept
6. Perform timely minor repairs and keep record of maintenance for reporting
7. Regularly clean/wash/disinfect common utilities (i.e., drinking fountains, sinks, counters, etc.)
8. Work with cafeteria manager to clean/wash/disinfect kitchen and eating areas
9. Spot clean walls, toilets, toilet partitions, corners, entrance/exit, grounds, parking lots, etc.
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Alvin ISD"/>	<input type="text" value="20901"/>	<input type="text" value="Alvin Texas"/>	<input type="text" value="20,866"/>	<input type="text" value="17,012 - 28,292"/>
<input type="text" value="Angleton ISD"/>	<input type="text" value="20902"/>	<input type="text" value="Angleton Texas"/>	<input type="text" value="6,734"/>	<input type="text" value="17,000 - 28,000"/>
<input type="text" value="Pearland ISD"/>	<input type="text" value="20908"/>	<input type="text" value="Pearland Texas"/>	<input type="text" value="20,550"/>	<input type="text" value="22,550 - 29,232"/>

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Cafeteria Manager

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Estimates food prep amounts & adjusts recipes; Evaluates prepared food for flavor, appearance, & temp
2. Implements menus for meeting mandated daily nutrition requirements; Inspects supply and deliveries
3. Keep inventory of food and equipment and provide proper rotation to prevent perishable food loss
4. Maintain sanitation standards for equipment, storage, food prep and serving areas etc.
5. Report immediately ANY signs of contamination, rodent or pest infestation, equipment failure, etc.
6. Orders food, equipment and supplies
7. Conducts orientations and training for new employees
8. Maintains records, prepares reports for state related to number of students receiving free/reduced meals
9. Performs functions of other nutritional services and documents transaction/prepares bank deposits
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of sponsoring entity: Alcamii Global Project

Position: Cafeteria Helper

Reports to: Principal

Salary Range: 10,000 - 18,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Tentative: Alvin / Brazoria County

Number of Students anticipated in year one: 135 In year five: 350

Minimum Qualifications Required:

Education Required: High school diploma or GED, or 2 years of college w/15 hours in food service courses preferred

Experience Required: On the job training 1 - 2 years prior work related experience

Certification Required: pre-employment training program

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Alvin ISD	20901	Alvin Texas	20,866	12,460 - 17,387
Angleton ISD	20902	Angleton Texas	6,734	10,000 - 15,000
Pearland ISD	20908	Pearland Texas	20,550	10,021 - 13,831

Name of Proposed Charter School: 21st Century Life Preparatory Academy

Name of Sponsoring Entity: Alcamii Global Project

Position: Cafeteria Helper

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Estimates food prep amounts & adjusts recipes; Evaluates prepared food for flavor, appearance, & temp
2. Implements menus for meeting mandated daily nutrition requirements; Inspects supply and deliveries
3. Keep inventory of food and equipment and provide proper rotation to prevent perishable food loss
4. Maintain sanitation standards for equipment, storage, food prep and serving areas etc.
5. Report immediately ANY signs of contamination, rodent or pest infestation, equipment failure, etc.
6. Orders food, equipment and supplies
7. Conducts orientations and training for new employees
8. Maintains records, prepares reports for state related to number of students receiving free/reduced meals
9. Performs functions of other nutritional services and documents transaction/prepares bank deposits
10. Other duties as assigned by teacher and/or Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Provide the following:

The state performance data from all applicable states for all charter schools currently operated.

**ATTACHMENT OS 1 – State Performance Data**

As of October 29, 2016, there is no state performance data from all applicable states for all charter schools currently operated.

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

**COPYRIGHT MATERIAL**

11 pages have been withheld

**PLEASE NOTE:** The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to [CharterSchools@tea.texas.gov](mailto:CharterSchools@tea.texas.gov) to schedule an appointment.

Provide the following:

In addition to the information provided in Attachment OS2- *Financial and Business Plans*, provide for the organization as a whole and any related business entities:

- a. The last three years of independent financial audit reports and management letters; and
- b. The most recent internal financial statements, including balance sheets and income statements.

Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

### ATTACHMENT OS 3 – Related Business Entities

As of October 29, 2016, there are no related business entities;

- a. for the last three (3) years, there are no independent financial audit reports or management letters, and
- b. for the last three (3) years, there are no internal financial statements, including balance sheets and income statements.

Provide the following:

Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates.

If applicable, provide:

- a. The complaint;
- B. Response; and
- C. Judgement (or result of arbitration)

**ATTACHMENT OS 4 – Current or Past Litigation**

As of October 29, 2016, there are no current or past litigations for Alcamii Global Project, including arbitration proceedings that has involved the organization or any schools it operates.

- a. Complaint(s) 0
- b. Response(s) 0
- c. Judgment (or resulting arbitration) 0

**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-Two**  
**Special Assurances Document**

Sponsoring Entity: Alcamii Global Project  
Proposed Charter School Name: 21st Century Life Preparatory Academy

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

C-T. The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551,

C-T. Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

**II. Public Information Requirements**

C-T. The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

C-T. The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has 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.

**IV. Annual Training Requirements**

C-T. The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

C-T. The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

C-T. The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Alcamii Global Project

Proposed Charter School Name: 21st Century Life Preparatory Academy

**VII. Admission and Enrollment**

- C-T The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.
- C-T The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.
- C-T The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- C-T The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.
- C-T The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**VIII. Public Meeting(s)**

- C-T The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

**IX. Withdrawal and Expulsion**

- C-T The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
  - a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
  - the charter school discovers that the student has falsified enrollment information;
  - proof of identification is not provided; or
  - immunization records are not provided within 30 days of enrollment.
- C-T The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

202

Sponsoring Entity:

Alcamii Global Project

Proposed Charter School Name:

21st Century Life Preparatory Academy

C-T The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

C-T The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

**X. Federal and State Funding**

C-T The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

C-T The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

C-T The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.


**XI. Required Disclosure**

C-T The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Charles Tran

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

11-16-16

Date