



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 TEAM PROFILE

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

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Noe Saucedo	Owner/TeacherBuilder	Board Member
Jaime Lopez	Adm/TeacherBuilder	Superintendent
Louie Cuevas	CFO/TeacherBuilder	Chief Operating Officer
Jacqueline Williams	Retired Educator/Grant Writer	N/A
Mary Jo Adams	Retired Educator/Grant Writer	N/A

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 CMD, identify the provider:

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

If currently managing, please state where:

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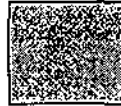

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Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. 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.

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

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

VISION

The South Texas Trade Academy (STTA) fuses academic excellence with the worlds of manufacturing, architecture, and culinary arts. Our students will graduate students ready for college, career, and life.

MISSION STATEMENT

The South Texas Trade Academy (STTA) combines academic excellence with knowledge in manufacturing, architecture, and culinary arts. Our students will graduate with an exemplary academic education, knowledge of business and social skills, and the values of integrity, empathy, respect for others.

MISSION STATEMENT: ARTICULATION

The mission of the STTA charter program of South Texas, located in the counties of Hidalgo, Cameron, and Willacy, (PreK-12) is to enable students to graduate high school with certifications or associates degrees. High school graduates will be career-ready with post-secondary training and certifications, clear pathways into bachelor programs in the fields of manufacturing, architecture or the culinary arts, marketability, and above entry level salaries in chosen fields.

VISION STATEMENT: ARTICULATION

The STTA career clusters will be the industry foundation of the charter program which will simultaneously prepare students to excel in all traditional academic studies. Students will graduate under Texas's Distinguished Level of Achievement High School Program (DLAHS) with a Performance Acknowledgment. In all STAAR and/or EOC tested grades leading up to graduation students will achieve Level 2 (Satisfactory) or 3 (Advanced Academic Performance) status to rate the Charter program as Meeting Standard with Distinguished Designations in Reading/ELA, math, science, and social studies as well as a top 25% closing performance gaps designation. The STTA Charter will pattern all facets of implementation on the FORD Next Generation Learning initiative by dedicating half of the instructional day to core academic subjects and the other half to project-based learning activities grounded in the areas of manufacturing, architecture, and the culinary arts. The College Board's Texas Springboard curriculum will be an integral component of the 6-12 curriculum. Springboard is a "strategically developed comprehensive instructional program which combines rigorous instruction, performance-based assessments, and immersive professional learning. It prepares students for success in Advanced Placement courses and college-level work." (Springboard Mathematics At-A-Glance brochure). PROJECT LEAD THE WAY modules in grades K-5 will also form part of the integrated curriculum. At full program implementation, students will have all opportunities in the areas of sports, fine arts, Pre-AP, AP, SAT, and extracurricular engagements afforded to individuals in traditional school settings.

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.

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

Succinctly, the school's mission will be aligned with program instruction. Instruction will be rigorous and relevant and directly aimed at graduation under Texas's Distinguished Level of Achievement Program. Students will be prepared to enter the workforce as highly-skilled individuals with certifications or associates degrees or a clear path to bachelors. Blended into the state-adopted framework, Springboard and PROJECT LEAD THE WAY curriculum will be unique language arts, math, science, and social studies frameworks which link each subject to the manufacturing, architecture, and culinary arts pre-requisite skills in terms of vocabulary development, reading of technical manuals, mathematical problem solving, scientific experimentation, environmental responsibility and historical impact. The curriculum will be written by campus teachers in conjunction with field practitioners. Higher level courses (grades 11-12) needed for certification (eg., plumbing certification) will be taught by NCCER Certified Craft instructors. School labs/shops will also be NCCER accredited and/or these courses will be taught on-location at sites which are NCCER approved. All testing fees for certification will be provided by the campus. In-depth field trips to nearby businesses and industries will be integral to the curriculum and will be components of the project-based learning activities.

2019-2020 Charter Application - Narrative Page

Narrative Page

Targeted Occupations/Certifications include:	-Heating, AC, Refrigeration Mechanics, & Installers
-Chemical and Environmental Technicians	-Certified Culinarian
-Certified Culinary Specialist	-Engineers and various types of Engineering Technicians
-Mechatronics Technician	-Machinists
-High Tech Welders, Robotics Welding & Technicians for exotic materials used in aerospace and aviation industries.	
-Technicians: industrial plant maintenance, mechanical, electronic, installation/repair, diagnostic, and civil engineering	
-Architects	-Electricians

Powerful related research and experience indicates why the applicant has chosen to use this approach. According to the July 1, 2015 US Census population estimates, Hidalgo County has a population of 842,304. 91.3% is Hispanic/Latino. 33.5% is below poverty level which compares very unfavorably with Texas's data of 15.9% and the US data of 13.5%. The median household income is \$34,952. This is \$17,624 less than the median income for Texas and \$18,530 less than that of the US. A true need is evident for a unique charter program whose end result will be to enhance the quality of life for these highly impoverished areas by attracting lucrative businesses which will provide high standard of living salaries for skilled employees. Aligning this census data with demographic profiling companies use to make decisions on locating/relocating, indicates that a critical need lies for desired educational credentials required of the labor force. The designers of the STTA concept are not alone in having assessed the Lower Rio Grande Valley's critical need for a teaching center which will prepare graduates for high entry level salaries in manufacturing, architecture, and culinary arts. An August 23rd, 2016 article in the Rio Grande Guardian reported that State Representative Eddie Lucio III announced his push to add technical education to his legislative agenda. The article states: "At a RGV Hispanic Chamber of Commerce luncheon that focused on the upcoming legislative agenda, Lucio shared statistics regarding education in the Rio Grande Valley. He said 56 % of high school graduates in the Rio Grande Valley start a post-secondary education and only 18% of all high school graduates will earn a degree, license or certificate. Juxtapose this with the fact that nearly 80% of new jobs in the workforce require some sort of certification."

This is compelling evidence that this proposed school will provide an innovative approach to a diversity of students and is, therefore, sorely needed. Here the number of high school graduates attempting higher education is increasing, but these same individuals are not successfully completing 2 (associate) or 4 (bachelor) years at the same rate as their counterparts across the state. Furthermore, while there is a market for job opportunities in almost all career clusters in the area, many, such as those in agriculture, food, natural resources, hospitality, and tourism, are in low-paying and seasonal occupations. Health sciences and human services, which may provide higher salaries long-term, have been targeted by educational entities such as the South Texas Academy for Medical Professions. Additionally, many area high schools have partnership agreements in health science with nearby institutions of higher education. The need for growing health science professionals in the area is already being addressed. No PreK-12 educational institution in the Lower Rio Grande Valley is yet addressing the void of preparing highly-skilled labor in the areas of manufacturing, architecture, and culinary arts. Yet these are areas of significant future growth for the Lower Rio Grande Valley, especially in light of the upcoming Space X global launch facility's current decision to locate in the area and the Liquefied Natural Gas underground pipeline possible endeavor. Amfels, the Port of Brownsville, and Carling Technologies are forced to look outside the Valley for the highly-skilled labor needed in their enterprises. No educational institutions are currently targeting these industry and business needs in our area. This proposal addresses the vacuum in our geographical area regarding attracting businesses and industries by educating and graduating highly-skilled and labor-market-ready young adults. The rationale is that the STTA program merges several critical components of a community's well-being: high educational standards and success rates, emerging markets for economic growth and development, and the production of highly-skilled labor force young adults who can enter the job market at above entry-level salaries, thus lifting their communities out of poverty and the low socio-economic status which has plagued them for years.

STTA will use measurable educational goals:

- A 95% STAAR/EOC passing rate (Level III) for all students and each student group in all tested grades/subjects.
- A 97% "in 4 years" graduation rate with 3/4 of each graduating class attempting certification in a STTA occupation.
- A 95% graduation rate with 4 college credits or Performance Acknowledgments on transcripts.
- Each grade level (PreK-12) will maintain a retention rate (promotion to the next grade level) of less than 1%.
- 100% 6-12 students enrolled career technical education coherent sequence of courses (personal graduation plans)
- 95% of all students attempting certification successful.

Narrative Page

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.*

Dr. Noe Saucedo, Superintendent of Schools, Brownsville ISD, Population 48000. University of Texas Pan American Professor, Owner: Teacher Builder of South Texas/Alternative Certification Program
 Jaime Lopcz, Ed.D. Superintendent's Certificate. Doctorate in Curriculum & Instruction.
 Specialization: Educational Leadership. Lecturer-University of Texas Lower Rio Grande Valley/Dept. Bilingual
 Louis Cuevas: Chief Operating Officer/Teacher Builder, Facility director: SRISD Federal Programs & Curriculum
 Jill Williams: HS & Elementary Principal, Assistant Supervisor: Dept. of Special Services, Administrator : C & I
 Mary Jo Adams: Elementary Principal, Assistant Superintendent of C & I.

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.

The persons involved in the inception of the STTA Charter School are experienced educators with a continuing passion for bringing relevant education to the students they have served for countless years. Looking at what makes education relevant to the students of the 21st Century and knowing the needs of their communities led them to envision a school that would prepare the students of today for the world of tomorrow. Investigating the labor market reports of RGV LEAD (Rio Grande Valley Linking Economic and Academic Development) and listening to business and industry councils Valley-wide, they became determined to open a school that would serve students and industry. This group looked at the total Valley and, based upon demographics and offerings of existing school districts, decided to locate a campus in the city of Mercedes, County of Hidalgo. Determining factors, besides accessibility included:

- need based upon data,
- enrollment potential, and
- funding source support.

The targeted area has no schools focused on manufacturing, architecture, or culinary arts. These areas are addressed minimally in surrounding school districts but not in the totality of curriculum and age groups that STTA will include. Hidalgo County has a population of over 800,000 according to the 2015 Census, 34.7% of that population being age 18 and under. Over 33% of that population lives below the poverty level. This community alone has over 5,000 students with the contiguous districts of Weslaco and La Feria having over 19,000 and 3,000 students respectively. Enrollment potential is certainly evident. In addition, the funding source for this charter school has indicated a strong interest in locating the first STTA Charter in Mercedes.

The need in the contiguous counties of Willacy and Cameron is just as significant. Willacy County, with a population close to 21,000, has suffered economically in the past few years with the closing of a jail and commercial properties. This community is struggling to rebuild its economic base and educate 32% of the population below age 18. Close to 40% of Willacy County's population is below poverty level. Education in area industries is the answer. The County of Cameron will be the 3rd area where STTA Charter will be located. Enrollment potential is significant with a population of over 420,000 according to the latest Census Bureau statistics. Forty-six per cent of this population is under the age of 18. Area students deserve the academic challenges that STTA will offer – this area was noted in a Texas A & M University study as having 43% of its residents not having basic literacy skills. The expansion of STTA into these two counties is as important as the initial location in Hidalgo County. As in Hidalgo County, the existing districts do have basic offerings in the areas of manufacturing, architecture, and culinary arts but none offer the comprehensive targeted instruction within an innovative framework of methodology and instruction.

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.

In addition to the strategic choice rationale provided above regarding why Hidalgo county has been chosen as the location for the first STTA campus and Willacy and Cameron counties have been selected as areas of growth and expansion, current developments in all three areas provided significant impact on the decision making process. For


example, and as quoted in another section of this document, State Representative Eddie Lucio III is adding technical education to his legislative agenda. Ena Capucion, in an August 23, 2016 article in the Rio Grande Guardian, quoted him as saying: "We have an opportunity because of our location with ports nearby, with infrastructure going north and south, with plentiful water and power sources, to become a world class manufacturing hub." He is correct. Especially in light of LNG, Amfels, Space X and other recent big business interests in our area described herein. Additionally, "what started as a local effort to attract advanced manufacturing to Brownsville, Harlingen, and Matamoros, Mexico (Brownsville's sister city) has blossomed into a Valley-wide effort with the municipalities of McAllen, Edinburg, and Reynosa (McAllen's Mexico sister city) on board as well." (Brownsville Herald, April 24, 2016). This initiative, known as BiNED, is logically pushing for the Valley to be more than a "pass through economy" that generates some revenue from the cross-border movement of goods and looking at instead, making it a regional advanced manufacturing hub. BiNED is establishing itself as a tax-exempt nonprofit 501(c)(3) which would enable it to seek grants, help generate interest via marketing, lobby lawmakers (501(c)(6) and serve as an advocate for allied business interests. Furthermore, a proposed Texas A&M Engineering Extension service (TTEX) study will be dedicated to creating a manufacturing workforce development program at the high school, junior high college, and community college level in the entire Rio Grande Valley (Brownsville Herald, Sunday, May 15, 2016. These initiatives and others already described dovetail the STTA's mission and point to the reality that the stars are aligned, the stage is set, the need is powerful and STTA is a significant part of the solutions of the Valley's problems as well its potential.


Brownsville Herald - Orange Report and Research Dept


Narrative Page


EDUCATION PLAN - Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Mercedes	Weslaco	La Feria
African American	0.2	0.1	0	0.5
Hispanic	97.7	98.7	98.3	96.3
White	1.4	0.8	1.2	2.3
American Indian	0.3	0.2	0.2	0.5
Asian	0.1	0.1	0.2	0
Pacific Islander	0	0	0	0
Two or More Races	0.2	0.2	0	0.5
Economically Disadvantaged	76	71.3	74	82.9
ELL	23.6	27.6	28.9	14.5
At-Risk	91.9	71.3	66.7	47.8
Gifted & Talented	9	13.5	5.9	7.7
Special Education	6.4	6.2	7.9	5.1

 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://rptsrv1.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.

It is anticipated that STTA will primarily garner students for its first campus from within the geographical boundary of Mercedes ISD. However, Weslaco and La Feria ISD students will also be attracted to the school because of their close proximity to Mercedes and STTA. From the demographic data presented in the table, it is evident that approximately 71% of STTA students will be economically disadvantaged and almost 62% of them will be at-risk. These two statistics, along with statistics from the US Census bureau, form a powder keg for experiencing difficulties in our traditional educational systems. For example, Hidalgo county, according to July 1, 2015 US Census, reports 33% of its population below 18 years of age and only 58.1% of its civilian workforce aged 16+ employed. The median income (in 2014 dollars) was reported as \$34,962 and 33% of the population was designated as living in poverty in comparison to the Texas average of 15.9%. It was also reported that 85% of children hear a language other than English spoken at home. The STTA charter will counteract these statistics by providing students motivation to succeed and academic excellence as per its mission statement.

The data indicates that several common and unique needs exist among students of the region:

- 1) educational opportunities which will prepare them to turn around the statistics, get high paying jobs, and stay in the area to better it economically;
- 2) strong English oral and written skills which will prepare them to succeed in their fields and successfully perform outstandingly technical and complex tasks; and
- 3) firm foundations with regards to work ethics, social consciences, and personal and civic responsibility.

The existing curriculum educational systems in Hidalgo county struggle to meet these demands with varying degrees of success. For example, all ISDs in the county "Met Standard" according to the 214-2015 Texas Academic Performance Report. However, only one of them (La Feria) met requirements in the area of Special Education Determination Status while the other two were either labeled "Needs Interventions" (Weslaco) or "Needs Assistance" (Mercedes). High schools in the area also met standard for their accountability ratings but Distinction Designations were scattered. Only La Feria and Weslaco East High Schools received distinction designations for math while Mercedes and Weslaco High Schools' designations were in Reading/Language Arts. La Feria High School got distinctions for Social Studies, Top 25% student progress, and Post Secondary readiness. Mercedes' only other distinction was in Post Secondary readiness. Thus it is evident that, although these districts serve generally the same kind of student, their levels of success in doing so fall into uneven and inconsistent pockets of excellence.

Additionally, the 2014-2015 Texas Academic Performance Report indicates that approximately 97.7% of the students of the three ISDs of Mercedes, Weslaco, and La Feria are of Hispanic origin. This indicates that they share a common culture and many similar social environments. Visit homes in La Feria and Weslaco and expect 14 year-old girls and their mothers, grandmothers, aunts, or cousins to be talking excitedly in both English and Spanish as they work on quincinera preparations. Look in on 5 and 6 year old boys in all of the 3 cities and you will just as likely see them wearing soccer shirts from their dad's or abuelo's favorite Mexican team or Dallas Cowboy shirts. Take videos of Day of the Dead celebrations across these cities and it is easy to see that they all hold the same traditions, share the same kinds of special meals, and/or engage in parallel cultural activities based on the deep roots of common heritage.

Summarily, tremendous basic economic and educational needs exist in a community closely knit by historical, cultural, and social traditions which go back more generations than one can count. STTA proposes to change the future of Hidalgo County to bring it economic and educational environments up to a par with its rich and powerful historical, cultural, and social heritage.

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).

The curriculum will be a mixture of original and established content. Curriculum authors for the original curriculum content will be campus teachers working alongside industry and business experts in the fields of manufacturing, architecture, and culinary arts and in alignment with the FORD Next Generation Model.

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

Including educational or experience requirements.

The Dean of Instruction will primarily be responsible for curriculum/TEKS alignment. This individual will be at the Master's Degree in Curriculum and Instruction level, will have a minimum of 5 years of experience in curriculum and instruction development and or implementation, and will have secondary teaching experience.



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.

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.

2010-2011 Texas Education Code Chapter 110, Subchapter B, Section 110.001

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.

The STTA Charter will offer students a well-rounded educational experience in alignment with TAC Sections 74.1-74.3. The Texas Essential Knowledge and Skills (TEKS) standards will be the foundation curriculum and will identify what students must know and be able to do at the end of each subject or course (TAC Chapters 110-118, 126-128, and 130). STTA will provide TEKS instruction in K-5 reading, ELA, math, science, and social studies as well as physical education, fine arts (art, music, & theatre) health, Languages Other Than English (LOTE) to the extent possible, and Technology Applications. In grades 6-8, TEKS instruction in ELA & reading, math, science, social studies, fine arts, health education, Languages Other than English, (LOTE) to the extent possible, physical education, and technology applications will be provided. The STTA high school curriculum will consist of all TEKS courses identified by SBOE rule in TAC 74.3(b). As per TAC Chapter 74, Subchapters B and G, the Foundation High School Program will be the only graduation program available to STTA students. STTA will aim to graduate students under the 26 credit program with endorsements, specific requirements, and Distinguished Level of Achievement. This includes a coherent sequence of courses from at least three career clusters and Levels I, II, a III of the same language. It is possible that, for the first few years of implementation, a science exemption for districts with fewer than 500 students may be requested. As stipulated in TAC Subchapter C, students may enroll in high school courses in grades earlier than grade 9. The STTA charter will make this option available for students. It will also provide dual credit course access via memorandum of understanding or articulation agreements with colleges. Moderate to vigorous daily physical activity will be a part of the PreK-5 curriculum for at least 30 minutes a day, 135 minutes per week, or 225 minutes per every 2-week period if the school is doing block scheduling. This will also be provided for grades 6-8 students for at least 4 semesters during grades 6-8 for at least 30 minutes a day, 135 minutes per week, or 225 minutes per each 2-week period if the school is doing block scheduling. There are exemptions for students with disabilities or illnesses. In grades 6-8 exemptions also exist for students who participate in structured extracurricular activities, leagues, or clubs. Exemption rules and supporting documentation are to be found in TAC 103.1003. TEC Section 28.002(1) stipulates all information about moderate to vigorous physical activity. Thus, the STTA foundation curriculum has its basis in the TEKS standards. STTA teachers will teach and students will master all of the TEKS for each required course and/or subject per grade level. Additionally, the College Board Springboard (6-12 Math & ELA) and the AP (ELA, math, science, & social studies) will be programs implemented to maintain high expectations.

What clearly distinguishes the STTA program from all other educational institutions in the geographic area of deep South Texas is the plan to graduate students with certifications, associates degrees, or clear paths to bachelors degrees in the areas of manufacturing, architecture, and/or the culinary arts. No other ISD or Charter schools in this area focus on these areas of need. Furthermore, recent business and industry developments in the area (LNG, deepening of the Port of Brownsville ship channel, Space X, etc.) indicate the critical need for a highly-trained workforce which will enter the work-force at above entry-level salaries and thus significantly impact the close-to-poverty-level economic environments from which many of these students emerge. K-5 PROJECT LEAD THE WAY modules will lend career-awareness focus daily and throughout the year and be integrated into science and social studies units. Thus students will be exposed throughout these academic years to instructional modules on structure and design, light and sound, stability and motion, forces and interactions, robotics and automation, etc. All these will build strong foundations for careers in manufacturing, architecture, and culinary arts and are excellent precursors for the coherent sequences of courses in the targeted STTA industry careers. Additionally, classroom teachers and industry experts will jointly develop integrated technical vocabulary, technical reading, math, and science activities for all grade levels which will provide students with the needed background knowledge for future success in these areas.

Bilingual/English As Second Language and special education programs will ensure equity of access to all. English Proficiency standards (ELPS) for ELLs will be included for each subject in the require curriculum as per the guidelines of TAC Chapters 110-118, 126-128, and 130. Students will have access to bilingually-certified teachers and Spanish learning materials and resources. They will also be provided a strong foundation in English through English As A Second language teachers and resources. The Bilingual/ESL model used will be the early transition model. Students will be prepared to exit said programs within 2 at the earliest, and 3 at the latest, years after initial

EDUCATION DEPARTMENT - COMPLIANCE & ACCOUNTABILITY DIVISION

Narrative Page

entrance into STTA. Neuhaus Education Center's Language Enrichment and Dr. Elsa Hagan's Spanish Esperanza programs will be the instructional tools used to meet this goal for students. Special needs students' Individualized Educational Plans (IEP) will dictate the continuum of services they receive in the least restrictive environment. The STTA charter will join the San Antonio Consortium of Services as the means to ensure that each child is provided high quality challenging curriculum. All federal and state requirements related to special education and found in IDEA, TEC and TAC will be implemented to the letter and spirit of the law. STTA will have the capacity to provide a full array of nondiscriminatory evaluations, educational services, and related services and a full continuum of placement options. STTA Charter staff, board members, and the community-as-a-whole will use these programs to maintain high expectations, ensure continuous improvement, and achieve goals. The summative evaluation of program effectiveness will be the percentages of students graduating with 26 credits, endorsements, and a Distinguished Level of Achievement designation and the percentages graduating with certifications, associates degrees, and/or clear pathways to a bachelor's degree in the areas of manufacturing, architecture, and culinary arts. Formative program evaluation will be based on STAAR/EOC district benchmark and state test results, grade retention percentages, and the percentage of students graduating in 4 years.

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.

The STTA charter's curriculum responds to a unique need of the target population and communities located in Hidalgo, Willacy, and Cameron counties of the Lower Rio Grande Valley. The 2016 "All In Community Indicator Report on Human Capital and Education for Brownsville," for example, indicates that in 2013 estimates indicated that 37% of citizens aged 25+ held no high school diplomas, 19% had some postsecondary education but no degrees, 6% held associates degrees, 12% held bachelors degrees, and 5% held masters or professional degrees. The same report indicates that the average of certificate program salaries was \$21,099 in comparison to the Texas average of \$25,287, the average of associate degree salaries was \$27,849, and that of bachelors degree salaries was \$32,476 in comparison to Texas's average of \$39,612. The evidence is indisputable. The Lower Rio Grande Valley must increase the number of workforce-ready young adults with certifications, associates and bachelors degrees and provide above entry-level paying jobs for them so that they will be motivated to remain in the Valley, grow their families and their lives here, and bring this part of Texas out of its low socio-economic stigma. The scene for this is already set with the entry of LNG, Space X, and designation of Brownsville's Port as an even deeper water channel port than previously actuated. All that is left is to provide a highly-skilled work force in the areas of manufacturing, architecture, and culinary arts prepared to meet these entities' specialized employment needs. STTA will gladly let the surrounding ISD high schools, the South Texas Academy of Medical Science, and the IDEA, Harmony, and Jubilee charters fill the supportive needs of the community in the health, banking, education, medical services, law enforcement, fire-fighting, and low-paying hospitality services. They are being successful in these areas to the extent possible and the dissipation of effectiveness through the wide variety and numbers of Career Pathways and coherent sequences of courses they offer. BISD alone offers 24 Programs of Study to students in its 6 high schools. Numbers are similar for all surrounding traditional high schools.

STTA's curriculum is strategically designed to hit the bull's eye in ONLY the areas of manufacturing, architecture, and culinary arts. By focusing on ONLY these three areas each student will have uninhibited and direct access to his/her associates, bachelors, or certification of choice by graduation. All the STTA charter's financial resources will be 100% devoted to these areas. The STTA will be a true charter of choice. Students interested in medical, law enforcement, etc. careers will not want to attend STTA. The STTA's innovative focus on manufacturing, architecture, and culinary arts will be for those whose creative talents and untapped potential lie in these areas. This is a seriously neglected group of youngsters who do not fit into the more traditional careers of health, law enforcement, etc. From Kindergarten through 8th grade the TEKS curriculum will be enriched with programs (Project Lead The Way, Ford Generation Learning, vocabulary and technical reading, math and science problem solving units designed to build background knowledge in the fields of choice) which directly lead to preparation certification or associates degrees in targeted careers such as certified culinarians, certified culinary specialists, hydraulics specialist, electrician, welding, drafter, robotics, etc. All career and technical education courses offered will fall within Career and Technical Education's coherent sequences of courses and represent careers clusters as required by SBOE rule in TAC, 74.3(b).

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

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

An internal review committee comprised of STTA Central Office staff from the area of curriculum and instruction, campus principal, 1 elementary, 1 middle school, 1 high school, 1 parent, and 1 industry employer will evaluate the proposed curriculum prior to the opening of the school. Once established, STTA will join the Southern Association of Colleges and Schools (SACS) accreditation and evaluation initiative and participate on schedule every 5-10 years.

The STTA curriculum will cover all assessed areas of the TEKS in all grade levels and across all subject areas. Summative assessment will be in the form of state test results for STAAR reading and math grades 3-8, 4th and 7th grade writing, 5th and 8th grade science, and 8th grade social studies as well as End-Of-Course (EOC) state assessments in Algebra I, English, Biology, and US History. Summative evaluation will also consist of the number and percent of graduates annually leaving school with national or international certifications and/or associate's degrees in the fields of manufacturing, architecture and the culinary arts, and/or a clear path to a bachelor's degree with at least passing scores on AP exams. Annual summative goals are:

A 95% passing rate (Level III) for all students and each student group in all tested grade levels/subject areas.

- A 97% "in 4 years" graduation rate.
- 95% of graduates will graduate with 4 college credits or Performance Acknowledgments on transcripts.
- Each grade level (PreK-12) will maintain a retention rate (promotion to the next grade level) of less than 1%.
- 100% of 12th graders will challenge national or international certification exams in a specific career of manufacturing, architecture, or culinary arts and 95% will be successful.

The STTA Board of Trustees will annually be informed of the status of meeting these summative evaluation goals and will report results to students, parents, and the communities at large. Annually, the Board of Trustees will be advised of the number of students attempting and getting scores of 3 or 4 on AP tests. Results of PSAT, ACT PLAN, SAT ACT testing will also be reported to the Board and the community. The Board will require the Superintendent of Schools to present an annual plan to improve scores and success rates on each of these.

Formative assessments will measure progress towards the meeting of the above goals:

- Six week exams, uniformly administered throughout each grade level and subject area (1-12), and based on the TEKS assigned for that period of time, will record progress towards goals.
- Said exams will be developed by the assigned classroom teachers with all administering the exact same test. -
- Tests will focus on higher-order thinking skills, problem solving, and open-ended responses.
- Test formats will mirror that of the STAAR and EOC tests in all subject areas, including career technical education, physical education, art, music, etc.
- Test results will be available by teacher, by grade level, and subject area for inspection and on display in a central area of the campus.

-PreK and Kindergarten level, tests such as TPRI, and open-ended teacher designed assessments will be developmentally appropriate and will reflect the TEKS per subject area and integrated curriculum.

Unit tests, chapter tests, etc in all subject areas and grade levels will be used by teachers to inform upcoming instruction, the need for remediation and/or acceleration. These tests will also reflect the TEKS covered during each specific period of time. Students and teachers will conference regarding these test results and use them to plan improvement and instill a deeper sense of personal responsibility in each individual.

Students will be held personally accountable for test scores and improvement. Individual conferencing between teacher and student in which plans for improvement are developed will be held as needed as well as among principal, teacher, student, and parents.

Reports to parents, PreK-12, in the form of report cards, will be issued every six weeks and will accurately reflect mastery of the TEKS via a combination of six week tests, unit/chapter tests, projects, etc. based on the TEKS covered during each specific period of reporting.

STTA Curriculum and Instruction

Narrative Page

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.

All STTA students will be afforded access to high quality special programs as per their needs in the areas of bilingual education, dyslexia, and special education.

BILINGUAL/ESL EDUCATION

Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language learners will be the foundation of the bilingual/ESL program provided at STTA. The program will address the affective, linguistic, and cognitive needs of English language learners. Dr. Elsa Haagan's Esperanza program and the Neuhaus Education Center's Language Enrichment program will be the curriculum used to provide PreK-grade 3 bilingual students a strong foundation in reading and writing Spanish fluently and exhibiting high levels of complex comprehension skillfulness and then transferring those skills into the reading and writing of English. As mentioned previously, the STTA bilingual program will be based on the transitional/bilingual early exit model. The Esperanza and Language Enrichment combination which STTA will employ is research-based and consistent with early transition principles and best practices. Instruction in literacy and the academic content areas of math, science, and social studies, will be in the child's first language. Simultaneously intense, structured, and systematic instruction in English oral and academic language development will dovetail native language instruction. After learning concepts and skills in the native language, students will immediately be provided the tools to express these same learnings and demonstrate these same skills in English. Home language survey procedures, Language Proficiency Committees' activities, and Individualized Plans implementation will all operate within Chapter 89 guidelines. As stated in Narrative 1 of this section, English Proficiency standards (ELPS) for ELLs will be included for each subject in the required curriculum as per the guidelines of TAC Chapters 110-118, 126-128, and 130. Students will have access to bilingually certified teachers, Spanish learning materials and resources. If assigned to Spanish STAAR assessments, as per LPAC decisions, bilingual students will be expected to perform at the same high level of excellence as their English as a first language peers. Teachers, the campus principal, and the Superintendent of Schools will be held accountable for excellence of educational services provided for these students as demonstrated by their high levels of achievement on STAAR exams, six weeks tests, unit tests, report cards, etc.

SPECIAL EDUCATION

Similarly, STTA will welcome each special needs child with open arms. No special needs student will be denied admission on the basis of his/her disability, need for special education or related services. While the federal statutes set forth perimeters for services to special needs individuals, via the individuals with disabilities Education Act of 2004 (IDEA), it is the Texas Education Code and Texas Administrative Code Chapter 89 which will guide STTA in providing totality and excellence of services to special needs students. An aggressive supportive Child Find effort will be initiated at the same time that proposed STTA charter awareness outreach activities are begun. All students coming to STTA with Individualized Educational Plans will be provided all services and supports stipulated therein. Simultaneously, all teachers, administrators, and support personnel will be highly trained to identify the need for initial evaluations of students experiencing difficulty after a wide array of intervention strategies (tutorials, scientific research-based response to intervention (RTI), behavioral supports, etc) in the classroom have proved insufficient to help the child demonstrate mastery of grade level/subject area TEKS. Well-trained Admissions, Review, and Dismissal committees will be responsible for acting on, in the best interest of the child, nondiscriminatory evaluation findings and planning the full array of special education and related services to which the child is entitled. As documented in Narrative 1 of this section, special needs students' Individualized Educational Plans (IEP) will dictate the continuum of services they receive in the least restrictive environment. The STTA charter will join the San Antonio Consortium of Services as the means to ensure that each child is provided high quality challenging curriculum according to his/her handicapping condition (e.g., autism, deaf-blindness, auditory impairment, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, learning disabilities, speech impairment, traumatic brain injury, visual impairment) and 3-5 year olds who have been evaluated as having any of these. This will ensure that STTA has the capacity to meet all the requirements of the State law and provide mainstream, homebound, resource room, and self-contained services as well as other supportive therapies, etc. STTA will ensure that special education students are educated in the same environment as non-handicapped peers to the maximum extent possible. Regular classroom teachers will be highly trained to meet special education students' needs and will scaffold instruction to provide the support of research-based learning strategies. Classroom

instruction will be reinforced by special education teachers. Said individuals will also be trained in all regular classroom strategies and instructional methods used by the regular classroom teachers. This will ensure that the special needs students' instruction is continuous and that nothing occurs between instruction in the classroom and in the special education settings of content mastery or resource which would cause confusion for the student or slow down the learning process. Special education students will all use the same instructional materials, textbooks, tablets, manipulatives etc. as are used by the general population. Special education STTA students will have full access to Career and Technical Education program components, enrichment courses, and extracurricular/co-curricular programs offered by the school. Since different rules apply to disciplinary actions taken against students with disabilities, all STTA teachers will be trained accordingly and IEPs will determine consequences in accordance with State rules and regulations. Each special education child is entitled to a manifestation determination review of a violation of code of student conduct and this review must determine whether the misconduct was a manifestation of the disability prior to change in placement and occur within 10 days of any decision to change placement. When a determination is made to remove a special education student who violates code of conduct, it will not be for more than 10 consecutive days and consequences cannot be any different from those imposed on a student without disabilities.

Where STTA intends to stand taller than its counterparts in public education is in the area of expertise that classroom teachers demonstrate in working with special needs students. The STTA classroom teacher will know that it is his/her unique privilege to work with these students and will be trained in the most successful of classroom management and instructional strategies so that high levels of success will be achieved. The STTA classroom teacher will treat each special education student's IEP as his/her bible and will implement it faithfully, consistently, and with fervor. The STTA teacher will be the greatest resource the ARD committee has when writing individualized goals, plans, and strategies for the student because he/she will not only know him/her the best but will be the best equipped to match research-based instructional strategies and resources to the student's strengths and challenges.

504 EDUCATION

504 guidelines also require services provided to all dyslexic students. STTA's dyslexia program will be state-of-the-art with the dyslexia teachers acquiring, over a stipulated number of years, national certification. Neuhaus Education Center's dyslexia program will be the program used for the teaching of reading and writing to students with dyslexia. It is scientifically research-based: Neuhaus Education Program writers such as Suzanne Carreker and Mary Lou Slania helped write the State's Dyslexia Program guidelines. Each student's Individual Accommodation Plan (IAP) will dictate accommodations, lesson delivery, and grading strategies for dyslexic students.

CO-CURRICULAR/EXTRA-CURRICULAR

It is anticipated that, over time, STTA students will stand far above their other public and private school peers in the areas of marching band, football, girls' and boys' basketball, girls' and boys' volleyball, and girls' and boys' soccer as these are the areas of competitive sports and fine arts which will be program offerings at STTA. STTA will also encourage students to participate in the areas of chess, Destination Imagination, Science & Engineering fairs, etc.

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.

PreK TEKS progress reports will go out every 6 weeks. Subcomponents under each heading are not all-inclusive. Progress indicators are: (!) Developed, (/) Still Developing, (I) On-going Instruction. Reporting categories:
Social Skills: (states full name, shows initiative, follows rules & routines, remains on task for 20 minutes).
ESL & Language: (listens purposefully, asks/answers who, what, where qts, develops English vocabulary).
Literacy & Writing: (engages in pre-reading, finger-plays, rhyming, blending, retelling stories, scribbling, writing).
Mathematics: (rote counts, interprets graphs, uses before/after, creates shapes & patterns, creates word problems).
Fine Arts: (participates in music, art, & drama activities).
Science & Social Studies: (participates in activities & simple experiments in the environment, city, town).
Physical Development: (participates in gross & fine motor activities & demonstrates growth in skills).
Technology Applications: (uses technology devices appropriate to age).

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.

The campus principal, campus dean of instruction, campus counselor/s, and PEIMS data entry staff will be responsible for the consistent development and maintenance of students' graduation plans. The superintendent of Schools will have yearly audits conducted to ensure that all plans are current and will report to the Bd. of Trustees.

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.

Press to Input Narrative Response

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 (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.

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

The STTA charter will move students from PreK to Kindergarten and from Kindergarten to first grade automatically unless a committee of parent, principal, teacher, and campus counselor unanimously decide otherwise and/or no IDEA evaluations are pending and no referrals have been initiated.

For students in grades 1-5, promotion shall be based on the following:

- An end of the year passing grade of 70% or above in each of the following: reading, language arts, and math.
- An overall end of the year passing grade of 70% or above in the combined subjects of science and social studies.
- An overall end of the year passing grade of 70% or above in the combined subjects of Health, Physical Education, Languages other than English (if applicable), and Technology Applications.

For students in grades 6-8, promotion shall be based on the following:

- An end of the year passing grade of 70% or above in each of the following: reading, English/language arts, math, science, and social studies.
- An overall end of the year passing grade of 70% or above in the combined subjects of Health, Physical Education, Languages other than English (if applicable), and Technology Applications.

In addition to the above promotion requirements, students in grades 5 and 8 are required to pass reading and math STAAR exams. 19 TAC 101.3012 (b) contains provisions for 3 (maximum) failed attempts in terms Accelerated Instruction, Student Success Initiative, and Grade Placement Committees.

For grades 9-12, credit will be awarded on a passing grade of 70% or above for all courses in which a student is enrolled. As stipulated previously in the body of this document, STTA students will graduate under the Distinguished Level of Achievement (26 credits) Foundation High School Program. That is: 4 credits of English (I,II,III and an Advanced English course, 4 credits of math (algebra, geometry, Algebra II, and advanced math), 4 credits of science (biology, IPC or advanced science, physics/chemistry, and an additional advanced science course), 3 credits of social studies (US history, US government/economics, world geography, or world history), 1 credit of physical education, 1 of fine arts, 2 credits of languages other than English, 1/2 credit of speech, 1/2 credit of health and 6 electives and curriculum requirements for at least 1 CTE endorsement. Additionally, high school students must pass their English II and Algebra I state EOC assessments before being eligible to graduate and/or have met their Individual Graduation's Committees requirements regarding production of a project, work portfolio, etc.

A grading procedures document, board-approved annually, will detail how six weeks and end of year grades are determined in terms of: weights given to writing, ESL, and spelling within the Language Arts grades, required number of test and daily work grades combined for a grade in any given subject, weight given to performance tasks in any given subject, retching and retesting guidelines, make-up work guidelines, academic dishonesty guidelines, section 504/dyslexia guidelines for grading in alignment with the student's Individual Accommodation Plan (IAP), and detailed information regarding adherence to students' IEPs for special education students.

Students experiencing difficulty reaching the goal of promotion to the next grade level will be provided before/ after school tutorials, Saturday and spring break tutorials, optional extended year instruction, and, as per TAC accelerated instruction via student success initiative strategies and procedures. Early intervention, however, is the most effective and, therefore, the STTA will adopt the Response to Intervention (RTI) model for intervening early and as soon as it is noted that a student is struggling to master TEKS at any grade level/subject area. RTI tier levels of support and bases interventions are the results of frequent diagnostic progress monitoring.

EDUCATION - GRADE PROMOTION - NARRATIVE

Narrative Page

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

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

STTA will partner with Communities In Schools (CIS), an established support system for parents, students, and the school, as all work toward preparing an individual student to meet graduation requirements. CIS not only supports academic readiness and engagement, it also provides environmental support in the areas of health, transportation for parents to attend school meetings, additional testing, etc. CIS is a proven resource which has a long history of success in the Lower Rio Grande Valley.

High school students will also have access to Credit By Exam with and without prior instruction. This will enable them to test out of courses that they may have previously failed and thus gain access to graduating with their age-appropriate peers and in 4 years or less. STTA will also recognize dual or concurrent colleges courses (required for high school graduation) successfully completed upon presentation of appropriately-documented transcripts. STTA's unique partnerships with business and industry partners such as the Port of Brownsville, Keppel-Amfels, Carling Technologies, and Space X will enable it to stand above other ISD and charter entities in the geographical area because of the personal relationships leaders in these businesses will form with STTA students. The built-in motivational factor of wanting to stay in the program and work side-by-side with these skilled employees on a daily basis will fuel academic success. Adoption of the Ford Next Generation Learning model is an endorsement of excellence. Ford Next Generation is a research-based model nationally and STTA will be an integral part of that excellence. Furthermore, it is anticipated that in 6-8 years, Ford Next Generation will list STTA as one of its premiere implementation sites. RGV LEAD (Linking Economic and Academic Development) will also partner with STTA to provide mentors for students and facilitate the implementation of a Student Ambassador Program as well as an Academic Leadership Alliance (teacher externship). Through this teacher externship, STTA teachers will actually work in the businesses and industries of the STTA alliance during the summer, get paid for their work, shadow employees, and develop a portfolio of activities related to their jobs that they can use as teaching tools during the school year.

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

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

Time is one of instruction and learning's most precious commodities. STTA will zealously guard every minute of the school day and dedicate it to the task of learning. Towards that end, STTA PreK-12 teachers and staff will implement uniform procedures and strategies so that as students move through classrooms, grades and subject areas, classroom management procedures/organizational methods will remain consistent. No instructional time will be lost managing materials, getting accustomed to teacher's methods, etc.

- 1) Classroom rules will be uniform across grade levels and classrooms;
- 2) Managerial tasks (distributing papers, books, tablets, etc) will be uniform across grade levels and classrooms;
- 3) All students will do homework on tablets issued by the school. Technology platforms for interaction between students and teachers will be uniform across grade levels and subject areas.
- 4) Identical Socratic questioning, study skills, note-taking strategies will be used across grade levels/subject areas.
- 5) Additional components as deemed appropriate by a committee comprised of the principal, dean of instruction, and teachers will assure smooth and consistent vertical transitions.

Critical to vertical alignment of instruction will be the extended training teachers participate during the summer. There will be an alignment workshop in which teachers at each grade level study, under the direction of an outsourced curriculum alignment expert, the TEKS of the next highest grade level/subject area and plan a corresponding series of 5-6 lessons that they will teach which cover those upcoming grade level TEKS. During the last six weeks of every school year, STTA 5th graders will spend 1 week participating in 6th grade lessons and becoming familiar with middle school routines. 8th graders will do the same. Thus, both teachers and students will be ready to "hit the ground running" when the new school year starts and no time will be lost adjusting to new surroundings and procedures.

STTA - COMMUNITY IN SCHOOLS (CIS) PARTNERSHIP

Narrative Page

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.*

EDUCATION DIVISION
ADVISOR REPORT

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 (I) - 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.

When the first bell rings at STTA each day, every student, K-12, will know the purpose of that day and his place in it. Teachers and administrators have planned a curriculum and a schedule based upon the State foundation and enhanced by planning with business leaders and practitioners in the areas of manufacturing, architecture, and culinary arts in order to open the doors of the future to the students of STTA. All stakeholders are heeding the words of Governor Greg Abbott who has stated: "Preparing the next generation of Texans to enter the workforce is paramount to ensuring that both employees [today's students] and businesses continue to thrive in the Lone Star State." (The Texas Tribune, September 2, 2016)

As has been established in this application, the founders of STTA have considered the targeted occupations in this geographical area and have chosen to concentrate on those not intensely addressed by the occupied and surrounding districts. Long before the first day that STTA will serve students, business and industry councils will have been formed with the school in order to pinpoint the skills, as well as the certifications and degrees, associated with their work sites. Each entity will have benefited: the educators gaining knowledge of requirements and skills, and the business men and women discovering the wide offerings and capabilities of the school. Therefore, when that first bell rings, partnerships and students will have live goals and objectives.

ELEMENTARY

In the elementary building, students in PreK through Grade 5 will follow a rigorous version of the required curriculum as stated earlier. All subjects – English Language Arts, Mathematics, Science, Social Studies, Fine Arts (music, visual art, and theater arts), Health, Technology Applications, and PE – are presented through the established scope and sequence, covering all TEKS. This scenario would be found in any good elementary school. What will make the day different at STTA are the additional offerings to young students. Word walls will definitely reflect the curriculum offerings, but additional word walls will be in each hall, reflecting the focus of the school. In one hall will be a colorful wall with words such as machining, welding, and entrepreneur enticing students to expand their vocabularies. In another hall, students will find sketches of buildings along with words like floor plans, drafting, and blueprints. And, of course, on the way to the cafeteria will be a bright green wall with words such as culinary, endive, and stockpot. The teachers will begin the word walls and students will add to them as they encounter words on campus that relate to the focus of the school. Elementary students at STTA will also meet with business partners as they visit the campus to work with upper level students. Each month, in addition to spotlighting a college or university, the elementary staff will spotlight a career aligned with the targeted occupations. Representatives from that career will speak to or read to the students in the elementary building when they are on campus. For example, September might be sous chef month: that representative could speak to students about becoming a chef's right-hand man and then read *Ratatouille*. In addition, business partners could host students on a field trip that would be interesting and age-appropriate.

MIDDLE SCHOOL

Also, students from the middle school will share their career exploration topics with their fellow elementary students, and high school students will demonstrate some of their skills and projects by inviting both elementary and middle school students to participate in labs and activities where appropriate. For example, they will cook together and get to experience the thrill of eating and sharing what they have prepared. Biology labs can be shared, cooking activities can be adapted, and draftsmanship can be aligned with design of playgrounds. All plans for career months and field trips and visits will be made during the summer by a cadre of all stakeholders: parents, teachers, administrators, business partners, and upper class students. The activities and targeted careers will vary from year to year with all targeted occupations being fully covered at least every four years.

The middle school building will follow the career months established by the summer planning committee. The students will mentor their elementary counterparts on a scheduled basis by sharing knowledge of careers and thoughts about their futures. For their own education, these students will follow a rigorous version of the established middle school curriculum. In addition, each middle school student will be engaged in a tailor-made, two-year career exploration course that will cover not only the areas of manufacturing, architecture, and culinary arts but also other targeted areas in the counties of Cameron, Hidalgo, and Willacy. After the two-year career exploration in grades 6 and 7, all STTA eighth graders will spend the first nine weeks of the school year in a soft skills overview class with a curriculum developed by a cadre of stakeholders under the leadership of Workforce Solutions, Hidalgo. This organization has an

TECHNICAL COLLEGE OF TEXAS
CAMPUS DEVELOPMENT DEPARTMENT
1000 UNIVERSITY BLVD
DALLAS, TEXAS 75208
714.242.2000

Narrative Page

established soft skills course for adults that is being adapted for the middle school population. The rationale behind this offering is that employers are lamenting the fact that many students lack soft skills (such as communication, flexibility, time management, and being a team player) upon entering the work force. After completing this class, middle school students will enter three nine-week courses of study. Each course will concentrate on one of the targeted occupations – manufacturing, architecture, and culinary arts. These mini-classes will focus on the requirements of the high school courses of study and will include specific exploration under the leadership of that high school section.

At the end of the school year, each eighth grade student will choose his pathway for the next four years and sign off on his coherent CTE sequence of courses. He will then make an application to that academy and be interviewed by a panel consisting of a teacher, an administrator, and a business partner. He will be accepted into that academy for the next four years. If, after that eighth grade year, a student has found no interest in any of the three academies at STTA, he and his parents may ask that he be transferred to another school. Each student who is accepted into an academy will stay in that academy for his four years of high school. The only exception is this – if, at the end of his ninth grade year, a student has discovered a passion for one of the other two academies, he may request to enter that other academy. This is the only time that a student may change his pathway. Both student and parents will agree that the student will make up any courses or labs necessary to be on track with the new academy. This will be done in the summer before the tenth-grade year.

HIGH SCHOOL

Because eighth grade students chose their pathways, the high school student at STTA will experience his education in a way that is different from the education he would receive in the occupied school district where STTA is located. He, of course, will be offered the opportunity to experience a rigorous curriculum, including AP and Dual Enrollment, as has been stated earlier. What will differentiate his day will be the close connection he experiences with business partners in his area of study and the relevancy of his learning. At STTA, each student will spend half of his day engaged in core areas. The other half of each day will be spent with peers in his academy, working on project-based learning and the practice model known as “problem-based case learning,” introduced by the educators involved in the Ford Next Generation restructuring of high schools. The flexibility of the day in a charter school will allow core area teachers to plan with CTE instructors to develop projects that address real-life learning. At the freshman and sophomore levels, these projects will embrace the elementary aspects of their careers; e.g., food handling in culinary arts and designing of a simple structure for the surrounding community in architecture. At the junior and senior levels, long-term projects/problems will be developed in conjunction with business partners based on the needs of the companies they lead. For example, students in Louisville, Kentucky designed a parking lot for a new shopping center in 2013: they followed all city regulations and used their math, science, and technology skills in this real-world situation. The parking lot is in use today. In addition to the classes they take, students enrolled at STTA will walk the halls of their school with business leaders; they will visit businesses and serve as interns; they will cook in a five-star restaurant; they may open a small restaurant on campus in their senior year; they will work alongside machiners; they will design and see a structure built. Most importantly, they will see the relevance of their education as they are led by teachers and business mentors. As stated by a senior at Jeffersontown High School in Louisville, Kentucky, “Kids my age need to know why. If you ask a kid to take out the garbage, they are going to ask why. When they don’t get an answer to that ‘why,’ they are not going to want to learn, they are not going to remember, they are not going to absorb, and they are not going to care about it at the end of the school day, or at the end of the test.” (A Powerful System of Change: Your Guide To Transforming Business and Civic Engagement , Ford Next Generation Learning Education Innovation)

SUMMARY

The bell rings at STTA Charter School. Business leaders can be found in classes. Senior students are being transported to their places of internship. Elementary students are visiting the state-of-the-art kitchen in the Culinary Arts Building. Middle school students are sitting at a round table with welders who share their education and work experience. Freshmen students are beginning to design an auditorium for their school site. Students are engaged. Learning is relevant. The future is theirs.

EDUCATION IN THE 21ST CENTURY
A POWERFUL SYSTEM OF CHANGE
YOUR GUIDE TO TRANSFORMING BUSINESS AND CIVIC ENGAGEMENT

Narrative Page

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.

Relevance is defined in Wikipedia as the “concept of one topic being connected to another topic in a way that makes it useful. . . .” To know the relevance of something is to know why it matters or why it is important. This writer will refer to the Jeffersontown high school student who was quoted in the previous narrative as saying, “Kids my age need to know why.” At STTA Charter school, every lesson, every day, every unit will be relevant to the vision of the school: “Opening the doors of the future to the students of today.” And this vision aligns with the relevance of each day of instruction.

From the first day a student enters the STTA Charter, the lessons he encounters will have been prepared by teachers who have planned with representatives of business and industry. The foundation curriculum, as addressed in other narratives, will be followed strictly, giving students the opportunity to excel academically. What is different at STTA is that the lessons will have relevance. From the lower grades where measurement is taught using measuring spoons and cup and linear measurement is aligned with the cutting of 2x4s to the upper grades where chemistry lessons include the study of the properties of metal used in manufacturing and history lessons coexist with the foods of colonial America – each student, everyday, will benefit from the planning and co-teaching of the professional staff with leaders of the community. Students move, students listen, students interact – students find relevance in learning as they apply it.

Differentiated instruction will BE differentiated instruction – not just more of the same math problem or more of reading the same genre. Students identified as gifted and talented will work with industry leaders on projects that will be presented to panels for assessment. These same students will act as mentors to their middle and elementary school peers in the kitchen, in the lab, or in building wooden race cars for competition. Students with disabilities will be included in projects at levels that are appropriate – picture an elementary hearing-impaired third grader painting a wooden race car under the direction of a middle school peer who just built it with his team. Picture an emotionally-disturbed student who has mastered the art of meditation under the tutelage of his physical education teacher and counselor leading a group of middle school students so that they can return to their core area classes for the instruction of the day. STTA will lead any child with any disability away from the “one size fits all” education of traditional schools and allow him to customize his schedule and take advantage of innovative teaching and learning methods. As stated in the narratives on assessment, students from kinder forward will be assessed daily by teachers and staff and, summatively, by all State guidelines. Students will be graduating with endorsements and certifications. Students who face difficulties will be reassessed by a team and introduced to other methodologies and support groups. Additionally, student and adult mentors will look beneath the academic and assess how to bring those students back to the agenda of learning. Each focus group will receive the appropriate interventions – OTE students of all languages will transition through the State-mandated process and evaluations, students with any disability will have IEPs and IAPs followed, gifted and talented students will be taught by teachers who have been trained in and understand differentiated instruction.

Whether it be teaching methods or content or differentiated instruction – the students at STTA Charter school will find relevance and fun in their learning. When they work with younger students, they learn more. When younger students are paired with upper classmen under the direction of the certified teachers, they listen and learn from each other. When business leaders are partners with teachers and students, awareness of the real world exists. Students’ academic needs are met through quality teaching, individualized plans are followed, students who speak a language other than English are transitioned into both academic and professional language acquisition, gifted and talented students are challenged beyond the textbook. The students of STTA Charter find relevance in their learning every day; therefore, the students of STTA Charter have their academic, their career, and their personal needs met by a team of stakeholders who have a vested interest in them as future citizens of the Rio Grande Valley.



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...

PreK: OWL
K-2: Texas Primary Reading Inventory

II. Name(s) of Proposed Assessment(s):
for Grade 3 and up...

State of Texas Assessment of Academic Readiness

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.

The Superintendent of Schools will designate an individual to oversee all planning for assessment and evaluation activities. Said individual will have a master's degree in education, experience in research and development, and a strong technology focus.

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

Data collection activities include, but are not limited to: 1) setting of the annual calendar to include STAAR/EOC bench-mark testing, STAAR/EOC etc. state testing, AP, SAT, SAT-10 testing in alignment with district holidays, teacher preparation days, etc. 2) setting up of all on-line programs/systems for gathering and inputting student demographic and instructional (Special Ed. modifications, IAP, etc.) data for test documents, 3) setting up, implementing, and up-dating all systems for the analysis of benchmark and other types of test data by student, building, grade level subject area, individual teacher classroom, Tier I, Tier II, and Tier III intervention models, etc. for use at the campus and district level to provide services, impact instructional decisions, and/or make program modifications. 4) Reporting to the Board and the community & compliance with all TEA rules.

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

Under the direction of the Superintendent of Schools, the District Assessment Coordinator shall be responsible for the analysis of data. He/She will hold a master's degree in either instructional technology, educational management, or another related field and have at least 5 years experience in analysis of data in the field of education or a closely related field. He/She will have a team of 2-4 individuals working under his/her direction. He/she will ensure the use of expert technology for all program components.

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

The assessment coordinator will be responsible for collecting evaluation data. One individual at each campus will report directly to him or her with regards to all administration and collection activities. Master's degree and 3 years teaching experience required

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).

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.

STTA plans to measure and evaluate academic progress of individual students and student cohorts throughout and at the end of the school year.

PREKINDERGARTEN

Pre-Kindergarten students' academic progress will be measured by assessments covering the state's Center for Improving the Readiness of Children for Learning and Education (CIRCLE) OWL program. An OWL screening instrument will be administered. Thereafter, assessment will be 3 times during the year: Beginning (BOY), middle (MOY) and end (EOY). Individual reports reflect progress of readiness skills and will be used to plan instruction with progress monitoring every two weeks for struggling students and every six weeks for students whose reports indicate that they are at intermediate or advanced development. Classroom reports of cohorts of students will be used by the teacher to group students for Tier II and Tier III interventions, plan professional development workshops for areas of teaching weakness, and restructure the instructional settings as warranted. At the end of the year, the Texas Kindergarten Early Assessment (TxKER) will be administered to provide individual summative assessments of students' meeting academic standards and developmental levels and restructure the program and teacher competencies.

KINDERGARTEN

The summative results of the EOY TxKER will travel to Kindergarten with students and will be used to initiate early interventions and plan instruction. The Texas Primary Reading Inventory (TPRI)/Tejas LEE instruments will be used to assess Kindergarten students' reading/language arts skills. Assessment will be 3 times during the year: BOY, MOY, and EOY. Individual reports reflect progress of readiness skills and, after each administration, will be used to plan instruction with progress monitoring every two weeks for struggling students and every six weeks for students whose reports indicate that they are at intermediate or advanced development. Classroom reports of cohorts of students will be used by the teacher to group students for Tier II and Tier III interventions, plan professional development workshops for areas of teaching weakness, and restructure the instructional settings. TPRI will be the assessment for students whose primary instruction is English and the Tejas LEE will be the assessment for bilingual education students whose instruction at this level is approximately 80/20: 80% Spanish and 20% ESL. The holistic TELPAS rubric will also be administered and results will be provided to first grade teachers to inform instruction. Math, science, social studies and all other foundation curriculum assessments will be aligned with the distribution of six week progress reports to parents, will reflect all sub-topics of the report card, will be in the student's language of instruction, will be used to plan upcoming six weeks' instruction and Tier II and Tier III interventions. The TELPAS rubric will also be administered as per state guidelines. Teachers and the dean of instruction will create and/or modify the adopted curriculum programs' assessments to reflect the cumulative and comprehensive coverage of the state's TEKS and students "still developing, intermediate, or advanced" acquisition of skills. Summative assessment results as well as a personal portfolio of work for each child will travel with students to first grade and used by the first grade teacher to plan instruction.

GRADES ONE & TWO

For first and second grade, the TPRI/Tejas LEE instruments will be used to assess students' reading/language arts skills. Assessment will be 3 times during the year: BOY, MOY, and EOY. Individual student reports reflect progress and each administration's data will be used to plan instruction with progress monitoring every two weeks for struggling students and every six weeks for students whose reports indicate that they are at intermediate or advanced development. Classroom reports of cohorts of students will be used by the teacher to group students for Tier II and Tier III interventions, plan professional development workshops for areas of teaching weakness, and restructure the instructional settings. TPRI will be the assessment for students whose primary instruction is English and the Tejas LEE will be for bilingual education students whose instruction at this level is approximately 50/50: 50% Spanish and 50% ESL. The holistic TELPAS rubric will also be administered and results will be provided to next year's teachers to inform and plan upcoming instruction. First and second grade ESL, English language arts, math, science, social

studies and all other foundation curriculum areas' formative assessments will be aligned with the distribution of six weeks' progress reports to parents, will reflect acquisition of the TEKS covered, will be in the student's language of instruction, will be used to plan upcoming six weeks' instruction and Tier II and Tier III interventions, and will be uniform across classrooms. They will also be STAAR formatted. Teachers and the dean of instruction will create and/or modify the adopted curriculum programs' unit, chapter, etc assessments to reflect the cumulative and comprehensive coverage of the state's TEKS. Summative assessment results, end of the year tests which cover all TEKS taught, in all areas of the foundation curriculum as well as a personal portfolio of work for each child will travel with students to the next grade and be used by the assigned teachers to inform instruction and evaluate adequate progress over time. First and second grades will also administer the Sanford Achievement Test/SAT 10 to all students as well as the TELPAS as required by State guidelines. These two will also provide summative information to be transferred to the next grade level to inform instruction, the need for continued Tier II and III interventions and further specific diagnostic testing as needed.

GRADES THREE THROUGH TWELVE

Grades three through twelve's summative reading, math, writing, science, and social studies assessments will be the STARR /EOC tests according to the grade levels/subject areas required. See the section of this application on curriculum for a complete list of tests by grade/subject. In all cases, diagnostic results will be used to plan TIER II and TIER III interventions for individual and cohort groups of students, improve retesting results as required by state code, and help students demonstrate mastery of TEKS. Special education students' IEPs delineate STAAR instructional and administrative parameters. TELAS administrations will follow State guidelines and data will be used to inform instruction and improve students' acquisition of English language oral and written skills. The Board, based on the Superintendent's recommendation backed by research, will adopt policies and procedures regarding the inclusion of standardized tests such as the Stanford Achievement test for these grade levels. Grade three, however, will continue to administer the TPRI/Tejas LEE reading assessment to students and teachers will continue to use BOY, MOY, and EOY results to inform instructional activities for individual students and cohorts of students. TPRI/Tejas LEE Grade 3 offers a critical opportunity to ensure that students have achieved high levels of being able to comprehend complex texts and successfully read to learn in future grades. Grades three through twelve will regularly administer formative and diagnostic assessments in all areas of the foundation curriculum as well as all Career Technical Education courses and enrichment curriculum. All formative and benchmark assessments will use a rubric:

- 1) STAAR/EOC format: # of answer choices, use of diagrams, maps, figures, etc., # of test items per objective
- 2) Uniform across teachers in the subject area and grade level
- 3) Rigor of STAAR/EOC standards
- 4) Inclusive of all TEKS taught during the period of time being assessed
- 5) Cumulative (TEKS taught from the beginning of the year to the formative assessment time)
- 6) Unique to the IEP of each special education student

All formative assessment results, including benchmark tests, will be diagnostic and will be used to plan and implement TIER II and TIER III individual and cohort groups' instruction as well as documentation for additional testing as deemed necessary by a team of the student's teacher, principal, parents, and assessment personnel.

The Board-approved annual calendar will specify dates for STAAR/EOC benchmark testing as well as dates for issuing report cards to parents. It will also post dates on which students will be STAAR/EOC testing. The Board will also approve, as part of the Grading Policies and Procedures Campus Handbook, the way in which the following components fit into the school's comprehensive assessment plan.

- 1) State-adopted textbooks' unit, chapter, semester, and end-of-year tests based on TEKS taught to date.
- 2) Benchmark tests based on TEKS taught to date.
- 3) Field trip and career exploration reporting-out products, essays, projects, etc.
- 4) Project-based learning products (individual and/or small group) which reflect authentic, multidimensional, and extended learning experiences focused on a question, problem, or challenge that requires the application of academic and technical competencies for solutions.
- 5) Problem-based case-based learning products (individual and/or small group) which are the result of teachers working with employer partners to design, develop, and implement teaching, learning and a corresponding assessment problem focused on engaging, real-world challenges grounded in the workplaces specifically in the areas of manufacturing, architecture, and culinary arts. (Reference students' designing and implementing the black-topping of a mall parking lot cited earlier in this application). This model is further detailed in "A Powerful System of Change: Your Guide to Transforming Business and Civic Engagement. Ford NEXT Generation Learning). AP, SAT, etc. testing, though not diagnostic in nature, are integral to STTA's comprehensive assessment plan and will be free for all. This includes the cost of the applicable certification exams for specific STTA programs of study. These components

correspond directly to this out-comes based model and STTA's mission statement of producing high school graduates who are work-force ready, demonstrate highest or above average academic and real-world skills, and who earn above-entry level salaries as they begin their adult job-earning careers.

The Superintendent has the ultimate responsibility for implementing, evaluating, and making course corrections for this comprehensive assessment plan. He will provide annual reports to the Board regarding all assessment results and progress towards the STTAs goals and objectives. Staff members at various levels will be involved in planning, implementation, analysis, and reporting of data.

Classroom teacher: Administer diagnostic, formative, and summative assessments as prescribed and use tools to inform instruction, interventions, etc. Serve, as requested, on committees to review the plan, make suggestions, etc.

Campus principal: Overall responsibility for administration of all diagnostic, formative, and summative assessments on campus, the development and implementation of corresponding instruction, and an annual campus plan of action to raise standards of excellence and leave no stone unturned in helping each child reach potential. This includes training and evaluation of staff before, during, and after assessment administration as well as evaluating staff implementation of instructional strategies for remediation for individual students and cohorts.

Campus dean of instruction: Conduct day-to-day activities and all preparations for testing, real-time analysis of data, disaggregation of data, reporting of findings, and monitoring of instruction to ensure it is based on diagnostic test results for each individual child and all cohorts of students. The campus principal is also responsible for coordinating all facets of special education program components for students in need, dyslexia services based on assessment results, bilingual program entry assessments, etc. and especially for holding staff accountable for high quality implementation.

District Assessment Coordinator: Conduct all day-to-day activities and planning for testing, real-time analysis and disaggregation of data, reporting of findings, and program evaluation. This includes preparing of the annual assessment calendar, training of assessment personnel, ensuring the strictest compliance with TEA rules and regulations regarding STAAR/EOC testing, reporting to the Superintendent, making recommendations for improvement, and implementing state-of-the art technology systems and resources to maximize the delivery of data vertically and horizontally. It includes coordinating GT testing, accelerated instruction testing, Credit by exam with and without prior instruction, AP testing, and CTE certification exam coordinating, etc.

District Assessment Team: Report to the District Assessment Coordinator and work under his/her direction to implement all facets of the comprehensive assessment program. This includes working diligently to ensure that all data collection and reporting is accurate, reliable, and provided in real-time to impact instruction/student outcomes.

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.

The rationale is that assessment serves its purpose only if it is diagnostic in nature and informs instruction in a way that maximizes student success at the very highest levels of academic performance.

The PreK, K, and grades 1-3 State-approved instruments are all specifically designed to provide immediate feedback so that instruction is targeted at each student's individual needs. STAAR/EOC testing provides the same, especially when coupled with STAAR/EOC-based benchmark tests which monitor progress and inform instruction at intermediate levels throughout the school year. The benchmark initiative, however, fills a purpose only if it affects day-to-day instruction of the classroom teacher. Other components of the comprehensive plan described above dovetail into its overall effectiveness by providing opportunities for students to demonstrate more individually their own specific talents and personal unfolding of the acquisition of knowledge and skills which they will need as adults. Portfolios, teacher-made tests, case-based and project-based assessments provide a rich and individual assessment of students' progress. The foundation, as well as enrichment curriculum and CTE programs, are included in the above plan and, again, help to provide for a no-stone-left-unturned approach to assessing the whole child and the whole school program as well as provide a road-map for restructuring and/or modifying program components. Special education children, as well as those diagnosed with dyslexia, are integrated into the plan according to their IEPs and IAPs. Similarly, the STTA model ensures that bilingual students receive the same excellence of diagnostic assessment, results-driven instruction, and tiered additional support. This is a definite strength as it is applied to the STTA anticipated student problem since approximately 23.6% of the student population may be in need of bilingual education and 6.4% of STTA students may require special services. This conclusion is drawn from the data presented in the Demographic Profile section.



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

20/05/2019/6:30pm

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

La Quinta Inn & Suites Mercedes
7007 East Expressway 83
Mercedes, TX 78570
1-956-565-0505

II. Number of Attendees - # per meeting

Target goal
50-70 people attend the public meeting



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 Other
- Telephone
- Social Media
- Direct Mail

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.

The public meeting was advertised on the Saturday and Sunday editions of the Valley Morning Star (<http://www.valleymorningstar.com/news/>) during the following dates; November 5 and 6; and November 12 and 13. According to the Total Circ for US Papers (2016-06-09) this publication has a circulation of 14,688 daily and 16,428 on Sunday's. Additionally, CharBrian Board Members made phone calls to community members to inform them of the the public meeting.

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.

The meeting of November 14, 2016 was held at La Quinta in Merced. Dr. Jaime Lopez presented an overview of the vision and mission of MAC Charter School and included topics such as grade level ranges, curriculum offerings, business partnerships with the community, certifications, and special populations.

During the meeting, the audience asked general questions about admission policies, rigor of course offerings, transportation. Members were especially interested in the partnership between business and education. Grant writers and Dr. Lopez spoke with them about the partnership with Ford Next Generation Learning and the positive implications arising from this alliance. They also explained how elementary students would be exposed to the world of work through mentorships with older students and visits to upper level classes and labs.

Another area of interest was the opportunities that STTA will offer students with special needs. Again, this discussion was extremely positive as inclusion of special students was discussed in detail – opportunities for certifications, exposure to the world of work.

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.

Attendance at this November 14th meeting was lower than expected. in total 20 people participated in the meeting. Factors that might be considered are the fact that it was a week night at 6:30 when people are getting off work and, perhaps, eating with their families. The location is well-known and highly accessible.

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.

STTA will enter into a "Build to Suit Lease" with an entity which has agreed to the purchase of land and the building of the school as per STTA's specifications and for the sole purpose of STTA's education of students PreK-12 under the auspices of a charter school. This has the allure of an educational environment exactly suited to the mission and vision of the school; for example, the building of a restaurant and state-of-the art kitchen in the middle of the complex where culinary students are taught and can do internships and campus students can enjoy the fruits of their labor. The developer will receive specifications for the ideal futuristic school building and all involved will participate in the truly exciting project of creating something out of nothing. The donor assumes all the risk of owning the building and the STTA charter will lease it.

The process will begin immediately upon STTA's reception of the Notice of Grant Award (NOGA) or notice that the Commissioner of Education has proposed the charter award (June 2017) and the State Board of Education has not vetoed him within 90 days of the proposal.

June -July 2017: "Build to Suit Lease" legal process will be begun and completed with both parties signing off only after NOGA is received. Lessor entity to assume all costs for drawing of lease, review and approval by legal counsel on both sides, etc.

August-December 2017: Bidding process: architectural firms and subsequently general contractors according to all local, state, and federal pertinent statutes.

January-July 2018: Construction.

August 1, 2018: Certificate of Occupancy with an "E" rating by local authority and first payment to lessor;

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.

The STTA facility will be state-of-the-art. Wireless technology systems will be integral to the design. All classrooms, offices, meeting rooms, etc. will be equipped with interactive white boards. Architecture will be forward-looking and modernistic. As referenced in Narrative 1, the center of the facility will house a restaurant and industrial-size kitchen for culinary art students' on-site learning experiences and for faculty and staff to use. Said restaurant will also have an entrance to the public, yet be designed so that students and public are separated and all security and student safety challenges met. It will have its own parking lot and there will be no access to faculty and/or school visitors' parking lot from the public restaurant.

Student groups, Pre-K-5, 6-8, and 9-12 will be in separate wings. In addition to classrooms, each wing will hold offices and/or meeting rooms for special education ARD meetings, small group instruction, etc. Each wing will also have a counselor's office, teacher's workroom, office space for administration, janitorial closets, and the number of rest rooms required by state and federal guidelines. The high school wing will have two fully-equipped science labs, and the elementary and middle school wings will have one each. A cafeteria and library will be centrally located for use at all levels.

Regular classrooms will be large enough to house 25 students very comfortably with spaces for small group work, project development, a medium size teacher work space, and a variety of shelf sizes, etc. for storage of supplies, materials, and display of student work products.

A separate metal building with industrial size doors will house the physical education department and activities. A fine arts complex will also be part of the overall design and will house a theatre, an art room, and a band hall with practice rooms and staff offices. Soccer and football fields will be located near the high school wing. A gymnasium for volleyball and basketball with offices for staff will be nearby. The public will be able to enter any of these complexes only through a secure door at the very front of the building except for the entrance to the culinary arts on-site restaurant described in paragraph one of this narrative.

Parking lots with handicapped spaces will meet state and federal guidelines and will blend well into the overall design of the complex. The entire complex and each separate building within it will be a model for compliance with the Americans with Disabilities Act (ADA).

The grounds will be aesthetically pleasing with water fountains, environmentally appropriate plants and trees, and an arboretum. The exterior of the building will be designed to reflect some of the most outstanding and noteworthy business and industry complexes around the country (Solomon Guggenheim Museum, etc). Pathways around the complex will be brick-paved and have nooks with benches and small tables for conversations and gatherings. None of the cities of the Lower Rio Grande Valley can boast of architectural or aesthetically unique structures. There are no impressive monuments, no amazing plazas or piazzas, no unique structures that draw the eye or are worth driving out of the way to see. Our STTA charter intends to be that "worth-while seeing" entity for the surrounding communities.

As reported in the costs/resource mobilization of the application, RGV-EBS has committed resources to construct this new state-of-the-art campus specifically designated and designed to meet the needs of our curriculum and our students. Texas Workforce Commissioner has also agreed to facilitate grant monies to purchase equipment for our school.

This description indicates that the complex will be a model of excellence and will reflect the school's mission, vision, educational model, and scope of operation. STTA's vision states that the school exists to interrelate academics and the fields of manufacturing, architecture, and culinary arts. The building's design will stand out among all others in the Lower Rio Grande Valley architecturally and thus will inspire its occupants' creativity in that area. The STTA's on-site restaurant will give culinary arts students experiences in their chosen fields, and the state-of-the-art science labs will help manufacturing students make connections to their fields of work.

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?

[Empty text box for providing name and company]

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.

[Empty text box for providing name of 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) - 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.



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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
II. If yes, what year will the service begin?	Year 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
III. Will the charter provide public transportation vouchers? <i>Ex. public bus passes</i>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
IV. If yes, what year will the service begin?	Year 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
V. What is the total dollar amount budgeted for transportation?	<input style="width: 100px;" type="text" value="30,000"/>



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

All students at the STTA Charter School will be offered transportation services regardless of the distance of their residence from the school. This service will be contracted rather than operated by the school itself as allowed by Sections 34.000 and 34.012 of the Texas Education Code. The service will include "pick up" at the students' homes each day and "drop off" at the end of the day. In addition, transportation to and from all extra and co-curricular events will be provided to all students. Field trips will be an integral part of the curriculum at STTA; therefore, transportation services will be available for trips to restaurants, museums, the Port of Brownsville, and other places visited by students.

In addition to buses, STTA will contract for passenger vans and/or cars in order to transport fewer than 15 students in accordance with Section 34.003 of the Texas Education Code. This need arises as students visit specific places of business for informational tours and as students begin their internships and more targeted, frequent visits into the community. The vans and passenger cars can also be used to transport small groups of students to extra and co-curricular activities such as athletics and community service opportunities.

Although all transportation will be contracted through the approved bidding system, STTA will assure that all safety standards required by Texas Education Code Title 2, Chapter 34 are met or exceeded. This assurance will include, but will not be limited to, requiring that all bus drivers are "certified in accordance with standards and qualifications adopted by the Department of Public Safety." (Texas Education Code, Section 34.007) In addition, all staff and students will receive training in bus etiquette, safety, and evacuation procedures in case of an emergency.

Of course, all students identified as having any disability will be served in at least the same manner as other students and in accordance with the Code of Federal Regulations/Individuals with Disabilities Education Act, which defines transportation, in Section 300.34 as

- (i) Travel to and from school and between schools;
- (ii) Travel in and around school buildings; and
- (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps, if required to provide special transportation for a child with a disability.

In addition, this related service will meet all requirements stated in each student's Individualized Education Plan. Students with disabilities will be furnished this related service as they experience the full range of the on-campus and off-campus opportunities offered at STTA.

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).

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.

STTA will use a specific plan and strategies to address the receipt of applications that exceed maximum enrollment.

ALL applications will be time-dated, stamped, and signed by the individual receiving them. They will also immediately be scanned into a software data base that also records time, date, and name/position of the individual entering the document as well as automatically creating a cover sheet summary of all entries. Paper copies will be filed under lock and key in the office of the campus principal at the end of each business day.

Parents/legal guardians will be informed by mail that their children's applications are being processed and that they are to report to the school office to complete the enrollment process. The letter will specify the dates and times during which the school office will be processing enrollment paperwork as well as remind them of the required documents to present upon arrival. It will also inform parents that extended family members (grandparents, aunts, older siblings, etc) will not be able to submit/complete paperwork unless they have proof of legal guardianship.

A lottery will be held in the event that the number of applicants exceed the number of slots available. Parents will be notified by certified (return receipt required) mail that their students' names will be entered into the lottery. Said correspondence will specify the date and time of the lottery which will be held in a public place, e.g., a nearby convention center, etc. It will also inform parents that they are to bring their children's proof of age (birth certificate), a document suitable as proof of children's identity (social security card), and documentation showing place of residence (utility bill) to the event. It will also state that only parents/legal guardians will be allowed into the lottery event. Extended family members (grandparents, etc) will not be allowed access to the event. Finally, the correspondence will clearly indicate that failure to comply may result in loss of "win-lottery" status and reduce students hoping to gain access to a "wait-list" status.

The lottery will be conducted by an outside entity not affiliated with the campus, e.g., Mercedes PD, etc. Public speaking and video systems will ensure that all present can hear and view the event. Immediately after the lottery event, "win lottery" status parents will be handed an appointment card specifying the date and time during the coming week that they are to report to the school office so that the enrollment process can proceed. Said appointment card shall provide the phone number and name/position of the employee with whom they need to speak if a different appointment date and/or time is needed due to work, schedule conflicts, etc.

Within five business days of the lottery, parents whose children's names were not selected in the lottery will be mailed a certified (return receipt required) letter informing them that their children's names have been put on a waiting list and asking them to call the school office to determine their slot on the waiting list and/or inform administration if they wish to be removed from the list.

This design provides a fair and equitable selection process for accessing the opportunity to become a STTA student in the event of oversubscription, as required in the guidelines for this application. It, along with the admissions and enrollment policy outlined in Attachment E2 of this application, ensures that all interested students are treated equally and equitably with regards not only to the lottery system but also to the wait-list procedure. It is important to note here, in closing, that if one sibling's name is drawn through lottery, his/her siblings are also automatically afforded access.

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.

STTA Charter, as per TEC 12.111(a)(5)(A), will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend, in accordance with the code.

STTA will prohibit admission to a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. All information of this nature (criminal offense, juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37) will be obtained during the admissions process.

STTA will not require students to demonstrate artistic ability since the school doesn't specialize in performing arts. Neither will STTA require students to demonstrate athletic ability since that is not the focus of the charter.

It will, however, specify the grades to be offered in the first three years of implementation (TEC 12.111(A)(6) in accordance with the Table on page 2 of this application:

Year 1: K, 1, 6, and 9.

Year 2: K, 1, 2, 6, 7, 9, and 10.

Year 3: K, 1, 2, 3, 6,7, 8, 9, 10, and 11.

In conclusion, STTA will follow all student admission requirements called for in 19 TAC 100.1207 including newspaper announcements which meet TAC code guidelines with regards to dates and types of admissible publications.

I. Target number of hours dedicated to student recruitment per month? *If any,* 80

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

All personnel at STTA Charter School will be recruiters by the way they represent the school in the community: the enthusiasm shown and the demeanor of both students and staff will bring awareness of the exemplary education that is available at the school. This type of recruitment will take place daily. In addition, all business partners and board members, knowing the width and depth of education offered to students, will become recruiters among their peers. Specifically, the Director for Operations will handle the organized process of recruitment. This person will hold a Masters in Mid-Management & a teaching certificate. He will plan and lead all recruitment activities.

III. What percentage of the budget will be used towards student recruitment? 10

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.

Press to Input Narrative Response

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

As presented earlier in this application, between 1/3-1/2 of the families in this targeted area live below the poverty level, as determined by the latest Census Bureau Report. Although there has been growth in the number of graduating high school students entering college, the percentage that complete college continues to be low. In Hidalgo County, approximately 10% of the population of 25 years and older hold a Bachelor's Degree: 16.1% of the same population in Cameron County holds a Bachelor's Degree and 9.2% in Willacy County. One solution to this concern is making education relevant to students as they progress through the Pre-K through Grade 12 continuum. Looking at the offerings of the schools in this area, a need for the environment that STTA offers is evident. The only charter school in Mercedes is Mid Valley Academy, which offers no Career and Technology (CTE) courses above the exploration level. Weslaco ISD does have offerings in manufacturing, architecture, and culinary arts as does Mercedes. Some of these courses do offer certifications and some do have an expanded pathway while La Feria offers classes only in the area of culinary arts – only 2 credits. What STTA can offer is a total continuum in conjunction with practical experience through the partnerships with businesses supported by the Ford Next Generation Learning program, bringing industry onto the campus and inviting the students into business. With this support, STTA students will not stop at construction management or Culinary Arts I and II or welding. These students will be able to experience the full gamut of offerings approved by the Texas Education Agency. Students in the Manufacturing Academy can study precision metal manufacturing and undertake a practicum in manufacturing. Future architects can expand their experiences to interior design, mill/cabinet making, advanced electrical technology, and a practicum in construction management. Young Julia Childs can conquer restaurant management and studies in food science. In addition, none of the surrounding school districts are challenging students with independent studies in these areas. At this time, advanced students can enroll in independent studies in the following TEA- approved courses:

- Introduction to Process Technology
- Viticulture (growing of grapes Texas)
- Organic Sustainable Food Production
- Occupational Safety and Environment Technology

The challenge can be there for students at STTA as they are offered experiences not available in surrounding districts and 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.

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

As stated in Narrative (1) of this section, all stakeholders will be recruiters at the STTA Charter School. Even at this point, the founders are speaking with businesses to solicit support and are setting up public meetings. The first of these meetings was held the evening of Monday, November 14, 2016 at La Quinta in Mercedes, near the proposed site of the school. This location is centrally located in the area and well-known to the population of both Mercedes and the surrounding area because it is located next to the Premium Outlet Mall in Mercedes. The meeting was publicized in two area newspapers: The Valley Morning Star and The Monitor. Additional meetings are planned throughout 2017 as students and their parents are offered the opportunity to attend this innovative school.

The founders are meeting with businessmen and women throughout the Valley to solicit support and to inform them of the possible impact of STTA on the economy as these business people seek employees for the future. Individual meetings will continue to take place as partnerships are formed. In addition, representatives of the school will present before local Rotary and Lions clubs; the economic development councils of Weslaco, La Feria, and Weslaco; and the chambers of commerce in these areas. They will also open lines of communication with Region One Education Service Center, as a partnership with that entity is imperative. As time for student enrollment comes closer, billboards will tell the public about the opening and the opportunities of STTA. Mobile digital advertising and social media postings will be incorporated into the campaign. Newspaper ads will continue, and, as stated before, public meetings with prospective parents, students, and teachers will continue.

At this point, the founding members of STTA Charter School will continue to organize the recruitment process. When the Assistant Principal for Operations comes on board, recruitment will continue under his direction. The initial people will continue to work with him. Also, each person hired to be a part of STTA will participate fully in meetings and activities related to recruitment. Business partners, as they come on board, will serve as tremendous recruiters among their peers and the members of their communities.

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

As the 2018 – 2019 school year approaches, it is anticipated that all student slots will be filled at the STTA Charter School in Weslaco, Texas. If there is a need to recruit additional students, the Superintendent of Schools and the Principal of STTA will join with the Assistant Principal for Operations to review strategies, evaluate, and revise where necessary. Some earlier strategies will be repeated: additional community meetings, newspaper outreach, social media and visits to local organizations. Area churches will be contacted to receive permission to present to youth groups and other groups. In addition, the school will set up information centers on weekends at local shopping areas, including the Premium Outlet Mall in Mercedes and strip shopping areas in Weslaco. Flyers will be printed for organizations to distribute. Business partners will be consulted for additional support. All this occur only if enrollment goals have not been met – not likely at STTA Charter School.

I. Anticipated Date of Opening: August 13, 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: 83,250

III. Start/Dismissal Times :

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

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	7.5		
Kindergarten	7.5	5th Grade	7.5
1st Grade	7.5	6th Grade	7.5
2nd Grade	7.5	7th Grade	7.5
3rd Grade	7.5	8th Grade	7.5
4th Grade	7.5	9th Grade	7.5
		10th Grade	7.5
		11th Grade	7.5
		12th Grade	7.5

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.



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

2

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

2

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).

100

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

Participation in regional job fairs sponsored by the University of Texas Rio Grande Valley, Workforce Solutions, and economic development corporations.

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

The Principal will have teaching certification as well as a Professional Mid-Management Certificate and will be in charge of planning, implementing, and evaluating staff recruitment activities. He must have 3 years administrative experience and hold certification in T-TESS and T-PSS and ILD or AEL.



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)

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



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

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.

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

The Manufacturing, Architecture, and Culinary Arts Charter School has the challenging and rewarding task of identifying, recruiting, and hiring the brightest staff for both the rigorous academic program and the relevant Career and Technology offerings. The success of STTA will depend wholly on the people who staff it – on the teachers who inspire, the office staff that welcomes, the administration who is knowledgeable and empowering, and the counselors who are experts in career planning, warm and fuzzy and able to impart tough love.

Step One in this process is identifying the positions that will serve STTA students. The staffing chart included in this application specifically lists the positions to be filled and the year each one will be filled. This narrative, at this point, addresses the identification of particular positions. As these positions are identified, the reader should know that each person recruited and hired will carry out the mission of the STTA Charter School – “to interrelate the world of academic excellence with the worlds of manufacturing, architecture, and culinary arts.” As importantly, each must come with the enthusiasm to make the vision come to life daily – the vision of creating and graduating “students who possess an exemplary academic education, a knowledge of business and social skills, and the virtues of integrity, empathy and responsibility for others, and lofty personal expectations.” With this in mind, all identified positions will be filled with fully-certified teachers. To identify all positions needed, the Superintendent and Principal will determine what is needed in the academic areas and will work with business partners, Region One ESC, and Workforce Solutions to decide what instructors will be needed for each industry area. This will be an ongoing process: offerings in both the academies and the core areas will expand each year. For example, STTA will not need AP English IV teachers or Advanced Welding teachers at first but will need kinder teachers and a career exploration teacher from day one.

Formal recruitment of staff will begin in the Spring of 2018. During this process, the administration will be looking for teachers certified by the State of Texas and will verify all certifications through the State Board of Education and ECOS (Secure Educator Certification Online System). Recruitment will include advertising in Rio Grande Valley newspapers as well as newspapers in university towns such as Austin, San Antonio, and Lubbock; web advertising; social media, Facebook, Twitter, the Region One Network; regional job fairs; and recruitment fairs at universities.

All printed notices of opening will be posted on the school's web site. All postings will have a closing date as appropriate. STTA will recruit experienced teachers, new graduates who possess the enthusiasm to learn while teaching, certified, paraprofessionals with Educational Aide II or III certification, and additional administrators. Those answering the recruitment call will submit a formal, on-line application with at least three references.

Interviews will be set up. The interview committee will consist of the principal, a teacher, a parent, and a business/industry partner. The oral interview is impactful: skills are evidenced and passion and enthusiasm can be seen.

Each interview will follow the same protocol – the same questions, process, people interviewers, scoring rubric. In addition to this oral interview, each teacher candidate will be given a writing assignment based on a scenario relevant to the position. Those answering recruitment calls for administrative positions will follow the same process with the Superintendent of Schools sitting on the committee. Those answering recruitment calls for paraprofessional positions will be interviewed by the Principal and a teacher, with the same protocol being followed. After each interview is conducted, the committee will recommend a candidate for the position, based upon the rubric employed.

This seems cut and dry, but committees, while evaluating applicants using the prescribed protocol, are also hearing the long-term vision, the enthusiasm, the commitment, the verbal and social skills, and the heart of each individual. The unique nature of the STTA Charter School dictates that the area of Career and Technology (CTE) be explored.

The Texas Education Agency issues CTE certificates. Each applicant in one of the three areas of manufacturing, architecture, and culinary arts will be interviewed following the protocol stated previously. However:

-Applicants for culinary arts positions must have a Family and Consumer Sciences Composite (Grades 6-12) or a Hospitality, Nutrition, and Food Sciences certification (Grades 8-12). No formal work experience in their field is required.

-Applicants for positions in the Architecture Academy may be certified in any number of fields from Family

Consumer Science to Math/Physical/Science/Engineering to Industrial Arts and Industrial Technology, according to 19 Texas Administrative Code Chapter 231. If they are certified in a teaching area, they do not need related work experience. The same is true for applicants to the Manufacturing Academy.

-If, on the other hand, applicants to the Architecture or Manufacturing academies do not have a degree, they can apply for CTE certification based on experience and skill by completing an approved EPP (Educator Preparation Program) (TAC 233.14 [f]). There are three other options based upon experience, all of which require at least two years of full-time work experience in the last ten years in the area(s) that will be taught.

Because of these options, the recruitment and hiring areas of STTA are diversified and broad, allowing administrators to bring practitioners to the campus, thereby further extending the partnership with business and industry. Some may see the specialized positions as being a barrier to building a competent staff. That is a possibility, but, on the other hand, the school can draw from the professionals in these areas from the entire Rio Grande Valley and beyond.

The effectiveness of this process will be seen daily as teachers, administrators, and paraprofessionals interact with students and the whole community. As parent meetings are held, as business and industry partners work with students and teachers and provide feedback, as enrollment spikes or falls – the Board, the Superintendent, and the Principal must listen and discuss and make changes where necessary. Teacher assessment is important, of course, but the culture of the school and the reputation in the community and the growth of business partnerships and the support of the parents are the true indicators of how successfully staff has been recruited. At least two times each year, the Superintendent, the Board of Trustees, the business partners, and the campus administration must meet, review the “feelings” of the school and its academic effectiveness, and involve themselves in an honest evaluation of the effectiveness of the total process. Only then can open dialogue occur and meaningful revision occur.

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

In Years 1 and 2, the Principal of the STTA Charter School will serve as instructional leader and will, therefore, be responsible for planning, implementing, analyzing, reporting, and evaluating Professional Development. During those years, he will be assisted by a lead teacher from each of the following areas: elementary, middle school, high school, and Career and Technology. Beginning Year 3, STTA will have a Dean of Instruction, who then becomes the person responsible for Professional Development. Each of these people will be fully-certified in the State of Texas, relevant to their position.

II. Will the applicant require any professional development prior to the start of the school year? Yes No
If yes, briefly explain.

There will be a 2 week Professional Development (PD) block in late July and early August. During this time, PD will target core area and CTE area specific topics; for example, elementary teachers: Neuhaus Education Center’s Language Enrichment, CTE: work with industry leaders for information in the latest technology and safety. Teachers will not be learning in silos – CTE teachers will meet with core area teachers and experience an overview of what is being taught in ELA, math, the sciences, and social sciences. Core area teachers will visit the classrooms, labs, and work sites of the CTE world. Each group will be fully cognizant of the offerings and intricacies of the other group. Region One ESC to offer the thirty G/T PD hours for all teachers. Administrators will also be GT trained. One week before the beginning of school, all staff will also be trained on bullying, discipline, Sp. Ed. discipline, Code of Ethics, Sexual Harassment, the evaluation system, RtL, technology, etc.

III. How often will teachers be appraised?

Teacher will receive formative evaluations throughout the school year with one final summative evaluation each spring.

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 (PD) serves no purpose if it is not targeted and relevant. PD at the STTA Charter School will address what teachers need in the formal classroom and in labs of all kinds in order for students to catch the passion for learning which will insure their success. As is stated in response #II above, the PD agenda at the beginning of each school year will cover the basic elements of discipline, conflict resolution, technology overview, and related topics. These overviews are just that. As the staff moves through the school year, each of these topics will be expanded at weekly faculty meetings which bring updates and in-depth study. Faculty meetings will be this – not meetings to distribute memos or handle information that could be shared though e-mails or other means.

Each summer, as mentioned above, staff members will work with members of the business community to build curriculum and to become practitioners of courses of study and programs offered to students. This is the vision. CTE teachers will work alongside educators from Region One to get the latest updates in their individual fields. They will then meet together on the STTA campus to share among themselves the continuing and the new expected outcomes for their courses. If they have not received the G/T Training (initial or continuing) mentioned earlier, they will undertake that. The exciting part of these weeks is that they will also visit and work with their business partners in the community to align and/or revise their plans for lessons for the upcoming school year. During these visits, they will receive updates from the industries themselves and arrange classroom visits and internships.

Meanwhile, core and other academic teachers will be revising units and lessons as needed based on input from students, community and the previous year's testing data and passing/retention rates. They will also receive updates from any programs or outside curriculum they have used as well as update Region I course and G/T training.

After these initial steps have been taken, what happens next sets STTA Charter school apart. CTE teachers and core area teachers will meet together in a highly-structured PD that crosses traditional lines. Core area teachers will present an overview of the entire year's objectives and introduce the CTE teachers to the scope and sequence and methodologies. CTE teachers will present an overview of the entire year. Then the two groups will continue melding their objectives and lessons together. At that point, the lessons for the first grading period will be integrated in detail. During the first few years of the school's existence, this planning will hold great importance as it will be the foundation of the expansion that will occur. Reading teachers will incorporate reading of technical manuals into their lessons; architects will have students write about the structures they have created visually; math teachers will teach measurement in the culinary arts lab. These steps will lead to a full-blown and integrated curriculum as the school grows and develops into three distinct academies following the Ford Next Generation Learning Model. Ultimately, history and government teachers will plan lessons around the impact of manufacturing on history economically, socially, etc, math and science and teachers will collaborate with teachers of architecture to design a parking lot according to city specifications with greenery and lighting meeting all codes, and the whole school community will plan and open an on-site restaurant lab. This is what will bring students to school each day. This is what will lead them to success while in school and after they graduate. This is what will make them involved citizens. And all because groups of teachers were prepared, met together, and integrated their instruction for the benefit of kids.

The Dean of Instruction and the Principal are ultimately responsible for the planning and evaluating of PD. They will ensure that all required and extended trainings are available. They will work with Region I to insure that G/T training and course-specific PD is available. They will ensure that teachers have the opportunity to receive Advanced Placement PD. They and the CTE Lead Teacher will act as liaisons with business and industry leaders and work with RGV LEAD and Workforce Solutions to ensure that all STTA teachers have the latest information on targeted occupations and opportunities for students. They will work closely with other softwares to offer on-line courses that will pinpoint areas of development that teachers ask for or that administrators believe need to be addressed. Each teacher at STTA will be empowered to seek out PD for themselves and for their colleagues based upon the data they are given and their own yearly success and growth plan that they will develop.

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

The set-up of the STTA Charter School supports both group and individual Professional Development (PD) and individual growth.

As stated earlier, the school calendar allows for staff to come together in late July and early August in order to plan together and with other stakeholders from the community. Also stated is the required week of PD immediately before students report that will cover items like discipline, code of ethics, and others mentioned in Narrative 1. That time is set – that time is strictly for PD.

Each week at a faculty meeting, data can be presented and disaggregated, updates to programs can be presented, business and industry leaders can present new ideas for integration of school and “real life,” outside agencies such as economic development corporations can bring details of community needs and contributions. These weekly meetings will serve as true, specific PD sessions.

As STTA Charter School grows, common planning periods within disciplines will be available. As academics form and grow, teams of core area and CTE teachers can review the impact of instruction on students and can fine tune units or lessons.

At the end of each grading period, a teacher work day will allow introspection which will lead to necessary changes or needed offerings in identified areas.

The availability of on-line staff development through Teacher Builder allows teachers to individualize their staff development – during planning period, before or after school, or at home.

During planning periods, the Dean of Instruction and the Principal can meet with teachers to monitor their progress on a personal growth plan that they will develop at the end of each year. This plan will be completed by the most successful teacher as well as the least successful after all data from the previous year has been studied. The teachers will give reasons for areas of weakness and continue with remedies. They will also give rationale for successes found in their students. And they will develop an individual PD plan for the coming year. They and their appraisers will meet at least once each month to monitor activities undertaken, readings completed, and paths to be taken. This is an exemplary PD initiative.

STTA Charter School is the perfect place for on-going Professional Development. Teachers are empowered to work collaboratively and individually to prepare them to be the best, most relevant role models for their students.



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)

GOVERNANCE – Board of Directors

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.



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.

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

The governing board of the Manufacturing, Architecture, and Culinary Arts charter will be known as its Board of Trustees. The Board shall be responsible for approval and enforcement of all policies which meet state and federal guidelines.

The Board is responsible for policies in the areas of:

Charter Foundation:

Geographic boundaries, educational philosophy, and accountability in the areas of: accreditation and performance indicators, performance reporting, investigations and sanctions, and compliance with federal accountability standards.

Local Governance:

Internal organization, ethics, code of conduct, behaviors or misconduct which would render members ineligible to serve, conflict of interest disclosure, training and orientation, closed meetings, nepotism laws and restrictions, self-evaluation, hiring of Superintendent, Superintendent evaluation.

Business and Support Services:

Revenues, investments, annual operating budget, purchasing and acquisition, school property disposal, contracted services, safety program/risk management, insurance and annuities, facilities.

Personnel:

Employment requirements and restrictions, employee contracts, compensation plans, termination of employment, employee rights and privileges, employee code of conduct, and performance appraisal system.

Instruction:

School day structure, annual school year calendar, class sizes, instructional resources, curriculum development and design, special programs, academic achievement, promotion and retention, graduation requirements, personal graduation plans, grading procedures, grading/reporting of progress to parents, and academic guidance.

Students:

Admissions, transfers, compulsory attendance, student welfare, student records, students activities, student code of conduct, discipline policies and procedures, student activities, student rights and responsibilities.

Community:

Public information, community engagement, parental involvement, business partnerships.

Especially noteworthy are the parameters of 19 TAC 100.1113 (a) (2) (d) on consanguinity:

(D) No family members within the third degree of consanguinity or second degree of affinity shall serve on the charter holder or charter board;

(E) 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 superintendent shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school.

As per 19 TAC 100.1113 (a)(2)(F) the charter school accepts and will not delegate ultimate responsibility for the school, including academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school.

The Board will interact with the principal/head of the school and any advisory bodies in accordance with all provisions of TAC in that regard as well as Open Meeting Acts requirements, etc. Board membership selection criteria will align with the school's mission and vision, will require that members live within state of Texas and are available to attend meetings regularly, and meet criteria for service. Board members will be a cross-section of the community with strong commitments to the innovative approach of the STTA in the areas of manufacturing, architecture, and culinary arts as evidenced in their personal and professional lives, advisory boards they are a part of, and community-business-industry partnerships which they support and promote.



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?

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

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

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

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

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.

Expenses	
The following is a breakdown of anticipated expenses.	
Instructional Personnel Cost	- \$0
Contracted Services	- \$ 45,000
PEIMS Software	- \$25,000
Accounting Software	- \$20,000
School Operations	- \$ 53,000
Board Expense	- \$5,000
Classroom Materials	- \$10,000
SPED Supplies	- \$2,000
Textbooks	- \$5,000
General Supplies	- \$5,000
Equipment	- \$20,000
Phone	- \$1,000
Technology	- \$5,000
Facility Operations	- \$ 25,000
Insurance	- \$ 5,000
Building Lease	- \$20,000

The projected revenue for the startup year is from TeacherBuilder.Com. Attachment F2 contains a signed letter of commitment from the owner of TeacherBuilder.Com pledging to provide \$200,000 and other in-kind resources. In addition to the cash, TeacherBuilder.Com is pledging to provide in-kind services such as administrative personnel costs, office space use, internet use. Administrative personnel cost include the salary of the superintendent, chief operating officer, and director of operations.

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.

<p>The projected revenue for the startup year is from TeacherBuilder.Com. Attachment F2 contains a signed letter of commitment from the owner of TeacherBuilder.Com pledging to provide \$200,000 and other in-kind resources. In addition to the cash, TeacherBuilder.Com is pledging to provide in-kind services such as administrative personnel costs, office space use, internet use. Administrative personnel cost include the salary of the superintendent, chief operating officer, and director of operations.</p>



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...	0
<i>How many donors reflect this amount?</i>	0
II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? If any...	0
<i>How many donors reflect this amount?</i>	0
III. What is the cumulative amount of all other donations ANTICIPATED? If any...	0
<i>How many donors reflect this amount?</i>	0
IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? If any...	200,000
<i>How many donors reflect this amount?</i>	2



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.

Operating Cash Startup

The projected revenue for the startup year is from TeacherBuilder.Com. Attachment F2 contains a signed letter of commitment from the owner of TeacherBuilder.Com pledging to provide \$200,000 and other in-kind resources. In addition to the cash, TeacherBuilder.Com is pledging to provide in-kind services such as administrative personnel costs, office space use, internet use.

Years 0-5

The following is as breakdown of expected Revenue and Expenses for STTA.

Year 0

Projected Donation	\$ 200,000
Projected Expenses	\$ 123,000

Net Operating Income \$ 77,000

Year 1

Projected State Revenue	\$ 2,329,450
Projected Federal Revenue	\$ 100,000
Projected Expenses	\$ 465,959

Net Operating Income \$ 465,950

Year 2

Projected State Revenue	\$ 5,054,907
Projected Federal Revenue	\$ 217,000
Projected Expenses	\$ 3,801,020

Net Operating Income \$1,470,887

Year 3

Projected State Revenue	\$ 6,419,732
Projected Federal Revenue	\$ 275,590
Projected Expenses	\$ 5,105,035

Net Operating Income \$ 1,590,287

Year 4

Projected State Revenue	\$ 8,923,427
Projected Federal Revenue	\$ 383,070
Projected Expenses	\$ 6,953,316

Net Operating Income \$ 2,353,181

Year 5

Projected State Revenue	\$ 9,726,536
Projected Federal Revenue	\$ 417,546
Projected Expenses	\$ 7,443,302

Net Operating Income \$ 2,700,780

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.

In the case that anticipated revenues are lower than expected. Student recruitment is the key in being able to meet the financial needs of a charter school. STTA administration has designated the director of operations position to monitor enrollment, student attendance, and student recruitment. Administration will monitor on a weekly basis; student enrollment, attendance, and recruitment. In the case student enrollment is not at expected levels then the chief operating officer will work with the director of operations to implement strategies to increase enrollment. Strategies include community walks, info sessions, setting up information booths at local business over the weekend.

In the case worst case scenario that after staff intervention anticipated revenues are still lower than expected. TeacherBuilder.Com ownership has pledged to STTA in opening a line of credit at a banking institution. TeacherBuilder.Com will provide all documentation needed by banking institution to support STTA.

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

Other Beginning in Year

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.

STTA will adopt the provisions of TEC, Chapter 44 Subchapter B for process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property proposed in this application.

GENERAL REQUIREMENTS FOR ALL OUTSOURCED SERVICES

All employees must wear the company's uniform and a picture ID badge at all times while on duty. Provider company supervisors must also wear the company's externally identifiable logo and a name badge as well as report to the school office before interacting with their employees. The bid process will also use a rating scale for evaluating the employers' provision of market-level salaries and benefits as well as equal-opportunity employment status. The STTA will comply with all federal, state, and local guidelines regarding bid specifications, advertising for bids, timelines, procurement of services, contracts, breach of contract, etc. and will use the Region One list of providers or buy board with regards to outsourcing of services. The STTA charter chooses to work off of the Region One bid list because this provides a reliable source of data, many providers listed may be local and references, reputations and quality of service are easily checked and verified. All provider employees will meet federal and state guidelines regarding finger printing, criminal records, etc. and the provider will provide the charter all paperwork on employees. The provider must be bonded and references checked as part of the bid process. Board members are bound by consanguinity, conflict of interest, nepotism, gift giving, disclosure procedures, etc. as required by federal and state statutes.

FOOD SERVICES

STTA will outsource food services. The responsibility of the service provider will be to serve breakfast, lunch, and after-school tutorial/enrichment/co-curricular/extra-curricular snacks for every day that students are in attendance and on days (summer, Spring Break) when students are on campus engaged in tutorial or enrichment activities. The service provider will also have box lunches for all field trips and any internships when students are off campus during the instructional day. All servings must meet FDAA standards for school lunches. The service provider will work with an advisory board comprised of 1 central office representative, 1 campus administrator, 1 elementary and 1 secondary school student, and 2 parents.

TRANSPORTATION

STTA will outsource transportation services. The provider must be capable of transporting students to and from school on time and in the shortest amount of time possible. It must have enough vehicles to transport only elementary students in some vehicles and only secondary students in others and simultaneously get them all to school on time and at the same time because the school day begins at 8:00 A.M. for all three levels of students. In the afternoon, the provider must ensure that secondary students' route times are shorter so that they arrive home before elementary age siblings, thus providing the value-added element of parents having the reassurance of an extra level of child-care for young students as needed. The provider's fleet of buses must include specially-equipped vehicles to meet the needs of any special education students in attendance as well as a fleet of vans which can transport small groups of students to and from field experiences, internships, testing or certification sites, etc. The provider must present evidence that it has a long and successful history of:

- 1) keeping all vehicles up to code and regulations at all times,
- 2) employing operators who enjoy market-level salaries and benefits,
- 3) having a full and adequate staff of operators at all times as well as a cadre of substitutes,
- 4) ensuring that all operators are properly licensed, have excellent driving records, and have been trained in soft skills as well as driving licenses for all types of vehicles.

All of these qualifications will be included in the bid specifications.

JANITORIAL AND GROUNDS

The STTA Charter will outsource janitorial and grounds services. All buildings within the complex must be cleaned

daily: this includes classrooms, fine art rooms, science labs, physical education and athletic buildings, etc. All rest rooms are to be cleaned a minimum of 4 times daily during hours of high occupancy and again at the end of the day when the complex is empty. The outsourcing company will provide all equipment, cleaning materials, protective clothing, and paper products necessary for high-quality maintenance. Equipment must be in good running condition at all times and meet industry standard regulations. The bid specifications will include other details such as how often, how, and when facilities will be deep-cleaned. They will also provide in-depth detail regarding the exterior care of all grounds, including plants, pathways, athletic fields, conversation areas, schedules for power-washing, painting, and/or floor, parking lot maintenance and repair. A contractor must have an outstanding record of being able to keep buildings and grounds in immaculate condition and must be able to demonstrate fidelity to the highest standards by agreeing to unannounced visits from administration to other complexes (with the complex owner's permission) of similar size and environmental uniqueness for the purpose of evaluating ability to perform. This requirement will be written into the bid specifications.

SPECIAL SERVICES

STTA will have a Shared Services Agreement with the San Antonio Special Programs Co-Op for special education services needs in the areas of diagnostician services and evaluations. Orthopedic, speech, and physical therapy will also be provided through the consortium. STTA will work through the consortium to provide services to any autistic, blind, physically handicapped, deaf, other hearing impaired, multiple disability, emotionally disturbed, other health impaired, traumatic brain injury, and/or visually impaired student as well as 3-5 years olds in need of services.

OUTSOURCE	TIMELINES FOR BID/AWARD/ETC.	COSTS
Food Services	Projected award date January 2018	\$25,000
Transportation	Projected award date January 2018	\$30,000
Janitorial & Grounds	Projected award date January 2018	\$15,000
Special Education Services	Projected award date January 2018	\$190,000

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.

NA

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.

NA

V. Applicant currently has a pending charter school application in another states. Yes No

If yes, list all states
NA

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.

Press to Input Narrative Response

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.

NA

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.

NA



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

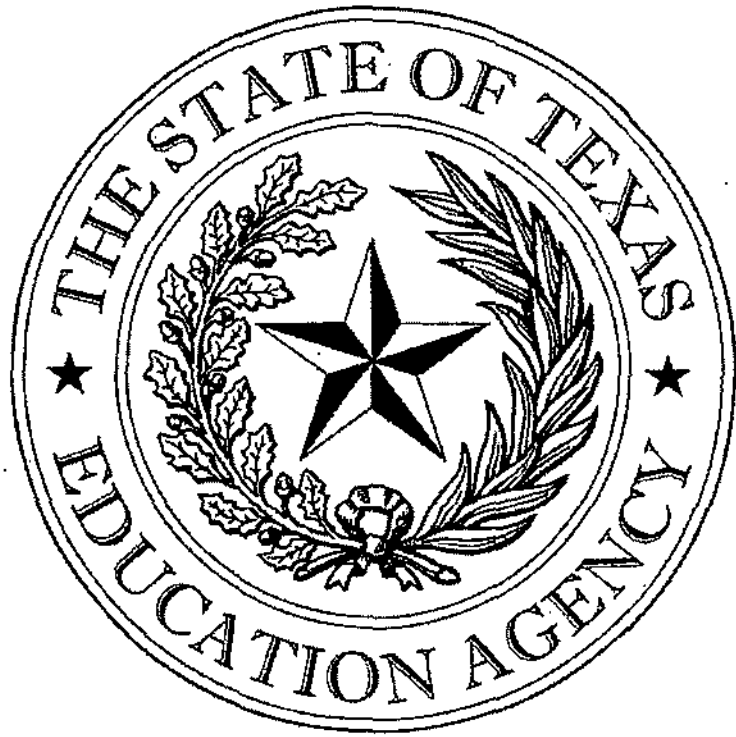
A response that meets the standard will:

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.



GENERATION TWENTY-TWO

Open-Enrollment

CHARTER APPLICATION

FOR SCHOOLS TO OPEN SCHOOL YEAR 2018-19

Attachments Section

SUBCHAPTER D
SAS 556.17
RFA 701.16.106

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.

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 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: South Texas Trade Academy

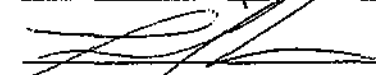
Sponsoring Entity Name as reflected on the 501(c)(3): CharBrian Foundation


Application Contact Name: Dr. Noe Saucedo

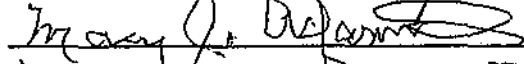
Title/Role: Board Member

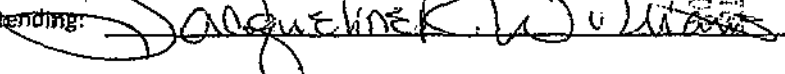
Email: [REDACTED] Phone: 956-457-8041

Board Member Attending: Dr. Noe Saucedo 

Board Member Attending: 

Board Member Attending: Jaine Lopez 

Board Member Attending: Mary Jo DeLeon 

Board Member Attending: SANQUELINE R. WILSON 

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.

If you have any questions about the sessions or registration, please contact John Garland at
 512-463-3533 or john.garland@tea.texas.gov.

RECEIVED
 TEXAS EDUCATION AGENCY
 SEP 19 AM 9:38
 DIVISION OF CHARTER SCHOOL ADMINISTRATION

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.

Constable Precinct 3 race - San Benito, Rio Hondo

Democrat Adrian Gonzalez will challenge incumbent Republican Raul Cavazos in Tuesday's election in the race for Precinct 3 Constable. Public service: I have many

Cavazos vs. Gonzalez

years of experience working in several aspects of law, environmental concern and is potentially hazardous to residents in the area.

CharBrian Foundation Inc. presents a

Public Meeting

On a proposed open enrollment charter school
South Texas Trade Academy (STTA)

Monday, November 14, 2016
6:30 - 7:30 p.m.

La Quinta Inn and Suites
7007 E. Expressway 83
Mercedes, Tx 78570

This is an opportunity for the public to learn more about a proposed open enrollment charter school, South Texas Trade Academy (STTA).

Call (956) 501-5073 for more information

Sponsoring board members for CharBrian Inc. will be in attendance.

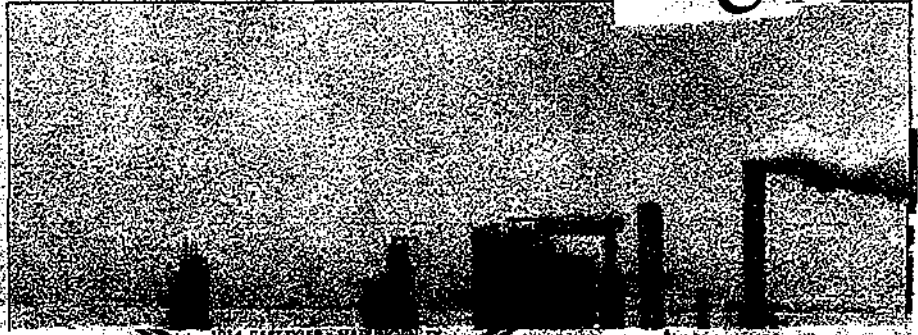
ey

Washington rejects carbon tax, but backers undeterred

By PHUONG LE
The Associated Press

SEATTLE—Washington's carbon tax initiative was billed as a bipartisan approach to curbing carbon emissions. But voters in this progressive state roundly rejected the measure that drew opposition from the fossil fuel industry.

"Among economists,



1214 EAST TYLER, WASHINGTON, TX
(206) 566-2000

In the
Excellence

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Call (956) 501-5073 for more information

Sponsoring board members for CharBrian Inc. will be in attendance.

2016 QUALITY

South Texas Health

- Doctors: Hospital
- Knappa Medical Center
- Mission Regional
- Pro Grande Regional



Learn more
South Texas Health



Get So

Physicians are independent
The Hospitals

P71

From: Irichards@valleystar.com
Subject: Re: Valley Morning Star
Date: November 4, 2016 at 10:07 AM
To: Jaime Lopez jlopez@teacherbuilder.net



Thank you. Attached is a copy of payment receipt.
Have a great weekend.
luise

-----Original Message-----

From: "Jaime Lopez" <jlopez@teacherbuilder.net>
Sent: Thursday, November 3, 2016 7:07pm
To: "Irichards@valleystar.com" <Irichards@valleystar.com>
Subject: Re: Valley Morning Star

This proof is approved. Thanks.

Sent from my iPhone

On Nov 3, 2016, at 4:53 PM, "Irichards@valleystar.com" <Irichards@valleystar.com> wrote:

Attached is the Public Meeting Notice proof for your review / approval.

As discussed, the total cost for four publications will be \$1,867.32. Upon approval of this ad, I will process payment by credit card.

Please advise if approved.

We thank you for the business and have a great evening.

Luise

Legal Notices
Irichards@valleystar.com
956-430-6296
<Star-Logo---Email-Sig.JPG>
<Star-Logo---Email-Sig.JPG>
<30024112-Teacher Builder-Meeting.pdf>

1 Data - POS

<https://globalgateway4.firstdata.com/vpos>

***** TRANSACTION RECORD *****
THE VALLEY MORNING STAR
1310 S. COMMERCE
HARLINGEN, TX 78550
United States
WWW.THEMONITOR.COM

TYPE: Purchase
ACCT: Visa \$ 1,867.32 USD
CARDHOLDER NAME : Noe Saucedo

Teacher Builder

p. 72

CARD NUMBER : ██████████
DATE/TIME : 04 Nov 16 10:00:08
REFERENCE # : 002 0656769 M
AUTHOR. # : 00049C
TRANS. REF. : 40019686 1r

Approved - Thank You 100

Please retain this copy for your records.

Cardholder will pay above amount to
card issuer pursuant to cardholder
agreement.

11/4/2016 10:00 AM



La Quinta Inn & Suites Mercedes
7007 E. Expressway 83
Mercedes, TX 78570
956-565-0505

LOPEZ, JAIME
721 LAKEWAY DRIVE
PROGRESO, TX 78579
Company: L

Folio#: 6129141238
Room: MR1
Arrival: 11/14/16
Departure: 11/14/16
Returns Club No :
Voucher/Ship/PO:

Trans #	Date	Description	Charges	Payments	Balance
541540	11/14/2016	MTG RM RENT	\$100.00	\$0.00	\$100.00
541541	11/14/2016	TAX - OCCUPANCY - STATE	\$6.00	\$0.00	\$106.00
541542	11/14/2016	CC PMT - VISA ... 1512	\$0.00	\$106.00	\$0.00
				Balance:	\$0.00

Signature:

THANK YOU
WE APPRECIATE YOUR BUSINESS

7.79

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.

6459 0204 1000 025T 5102

U.S. Postal Service™
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Domestic Mail Only

For delivery information, visit our website at www.usps.com

OFFICIAL USE

Certified Mail Fee \$

Extra Services & Fees (check box, add fee as appropriate)

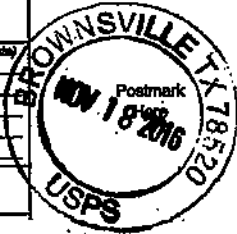
Return Receipt (hardcopy) \$

Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



Postage \$

Total Postage and Fee \$

Sent To
Street and Apt. No.
City, State, ZIP+4®

Dr. Richard Rivera
P.O. Box 127/920 Hwy. 107
Edcouch, Texas 78538-0127

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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



Postage \$

Total Postage and Fee \$

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Street and Apt. No.
City, State, ZIP+4®

Mr. Raymundo Villarreal Jr.
P.O. Box 1159/203 E Oleander Ave
La Feria, Texas 78559

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Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



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Total Postage and Fee \$

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Street and Apt. No.
City, State, ZIP+4®

Dr. Filomena Leo
P.O. Box 266/319 West 4th Street
Weslaco, Texas 78596-0266

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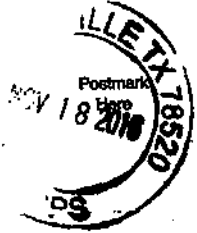
Return Receipt (hardcopy) \$

Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



Postage \$

Total Postage and Fee \$

Sent To
Street and Apt. No.
City, State, ZIP+4®

Mr. Johnny Pineda
One Bearkat Blvd.
Raymondville, Texas 78580-3351

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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



Postage \$

Total Postage and Fee \$

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Street and Apt. No.
City, State, ZIP+4®

Mr. Fernando Castillo
116 North 10th Street
Donna, Texas 785637-0116

6559 0204 1000 025T 5102

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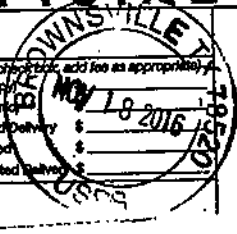
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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$



Postage \$

Total Postage and Fee \$

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Street and Apt. No.
City, State, ZIP+4®

Dr. Daniel Treviño
P.O. Box 419/206 East 6th Street
Mercedes, Texas 78570-0419

p.76

7549 0204 4020 1520 0000 0251 5107

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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

Adult Signature Restricted Delivery \$

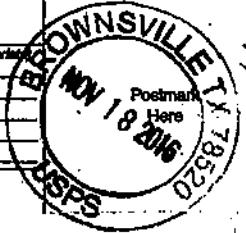
Postage \$

Total Postage \$

Sent To
Street and Apt
City, State, ZIP

Mr. Heriberto Villarrea
I.P.O. Box 368/Hwy 107 & E. Cruz
Santa Rosa, Texas 78593-0368

PS Form 383



7549 0204 4020 1520 0000 0251 5107

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Extra Services & Fees (check box, add fee as appropriate)

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Return Receipt (electronic) \$

Certified Mail Restricted Delivery \$

Adult Signature Required \$

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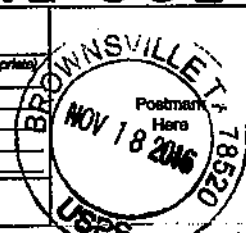
Postage \$

Total Postage \$

Sent To
Street and Apt
City, State, ZIP

Mr. Martin Cuellar
P.O. Box 610/South FM 1015
Progreso, Texas 78579-0613

PS Form 383



4449 0204 4020 1520 0000 0251 5107

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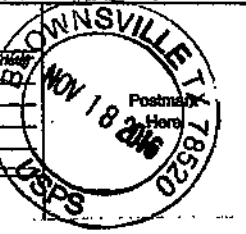
Postage \$

Total Postage \$

Sent To
Street and Apt
City, State, ZIP

Dr. Jose A. Cervantes
P.O. Box 9/500 East 9th Street
La Villa, Texas 78562-0009

PS Form 383



4449 0204 4020 1520 0000 0251 5107

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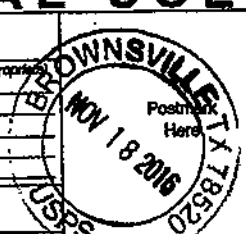
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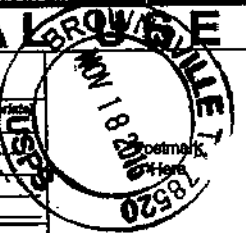
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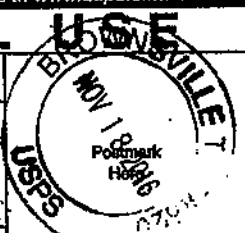
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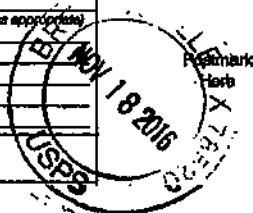
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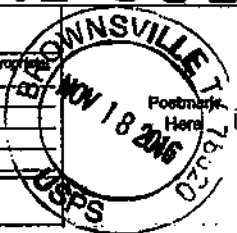
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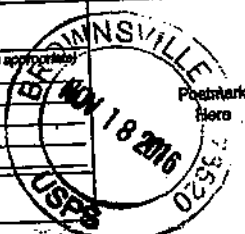
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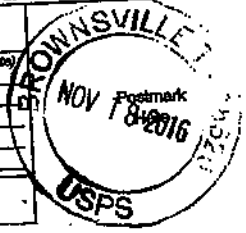
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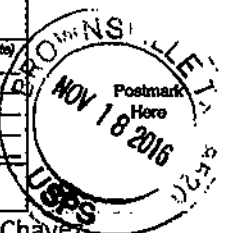
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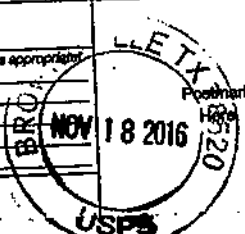
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Provide the following:

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.*

ATTACHMENT A4

The South Texas Trade Academy (STTA) will accept students from the following traditional school districts:

- La Feria ISD
- Mercedes ISD
- Weslaco ISD

The secondary attendance zone for STTA (in accordance with 19 Texas Administrative Code, 100.1207 [f]) will include the following traditional school districts:

Brownsville ISD
Edcouch Elsa ISD
Harlingen CISD
La Feria ISD
La Villa ISD
Los Fresnos CISD
McAllen ISD
Mercedes ISD
Monte Alto ISD
Progreso ISD
San Benito CISD
Santa Maria ISD

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.

STTA

ATTACHMENT A5

**Teacher-Student
Ratio**

Grades PreK-4: 22: 1

Grades 5-12: 25: 1

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.

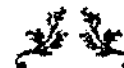
Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

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

By the end of the unit the student will know that the distance around a figure is its perimeter and that to find the perimeter of a polygon we add the lengths and sides. By the end of the unit the student will be able to determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.

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.

The foundation knowledge & skills required for this unit include: TEKS; 3.1A: applying mathematics to problems arising in everyday life, society and the workplace, 3.1B: using a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process, and the reasonableness of the solution, 3.1C: selecting tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, to solve problems, 3.1D: communicating mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate, 3.1E: creating and using representations to organize, record, and communicate mathematical ideas, 3.1F: analyzing mathematical relationships to connect and communicate mathematical ideas, and 3.1G: displaying, explaining, and justifying mathematical ideas and arguments using precise mathematical language in written or oral communication. Gaps will be addressed by beginning each lesson with a review of measuring, common shapes, and standard units, using manipulatives, word cards, and shapes formed by tape on the board, floor, or using groups of students to form squares, rectangles, triangles, etc. Prior knowledge will be activated through lessons and activities such as (1) using tape to create large rectangle on the floor, having students walk around it as they chant together with the teacher: "We are walking around the rectangle. The perimeter is the distance around the perimeter." (2) using grid paper draw irregular shapes and have students trace the shape in the air, while saying the same as above. Tier II and Tier III instructional supports will be provided.

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Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

- 1) Why do we need to find the perimeter of a shape?
- 2) How do we find the perimeter of a rectangle, square, equilateral triangle, trapezoid, or any irregularly shaped polygon?
- 3) What would your dad need to decide before he builds an outside doghouse for your new pet cocker spaniel?
- 4) Two sides of a trapezoid are 25 meters long. The 3rd side is 40 meters and the 4th side is half the length of the largest side. What is the perimeter?
- 5) If you wanted to know how far you walked if you walked around your city block, would you be measuring the area or the perimeter?
- 6) If your mom wants to know what size table cloth she needs for her new dining room table, will she start by finding the perimeter or the area of the table?

Texas Essential Knowledge & Skills Alignment

TEKS Math Grade 3: Student Expectations. 3.1A: Apply mathematics to problems arising in everyday life, society,

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.

and the workplace. 3.1B: Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. 3.1C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. 3.1D: Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. 3.1E: Create and use representations to organize, record, and communicate mathematical ideas. 3.1F: Analyze mathematical relationships to connect and communicate mathematical ideas. 3.1G: Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. 3.3C: Explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number. 3.4E: Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, array, area models, equal jumps on a number line, and skip counting. 3.4K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects, pictorial models, including arrays, area models, and equal groups, properties of operations, or recall of facts. 3.6C: Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. 3.6D: Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area. 3.6E: Decompose two congruent two dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. 3.7B: Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Scott Foresman-Addison Wesley enVision MATH Texas Edition teacher's manual, student book, digital resources and on-line assessments at PearsonTexas.com. are the core resources needed to teach this unit. Additionally, a wide variety of consumable materials such as but not limited to: tape, construction paper, grid paper, scissors, measuring instruments (inches and centimeters), paper clips and a recording chart (chart paper) will be needed.

Review

If a unit review will be provided, please describe the format and nature of the review.

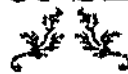
A unit review will be provided. Working in groups of 2 students will represent on a grid, 3 flat surfaces (rectangular box, a design made with square tiles, and a large picture of a cone shaped party hat. Cooperative groups will be required to find the perimeter of each in 3 units of measure: (a) paper clips, (b) inches, and (c) centimeters. Each group will record its findings on a chart previously prepared by the teacher.

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

Students will experience continuous and cumulative growth of the scope of the curriculum as they mature mathematically. Next steps in the scope and sequence of grade 3 geometry and measurement include area of squares and rectangles, area and the distributive property, area of irregular shapes, and equal areas and fractions.

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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.

Background Knowledge: Using the activity described above, have students tell each other, as they stand on the perimeter of the taped rectangle on the floor, what perimeter is and why they need to know how to measure perimeter. Review vocabulary words such as square, rectangle, octagon, parallelogram, trapezoid polygon, by either drawing them on the board or using cardboard cut-outs. For each shape, ask individual students how many sides they have, unique characteristics of each, how each is different from the other, and have them draw them in the air as they describe them. Use the questioning strategy: (a) ask the question, (b) provide 1-3 seconds of wait time, (3) call on an individual student for an answer. Be sure to call on students whether or not they have their hands raised. Use popsicle sticks with students names on, pull out one, call on that student, and set the popsicle stick aside. Continue this process throughout the entire lesson. When all popsicle sticks are out of the container, replace them in the container and continue the strategy to ensure that all students get to answer questions equally through the session.

Guided Practice: Ask students how to formulate a plan to use side lengths to determine the total distance around a rectangular garden. Draw one on the chalkboard or direct students to page. 701 of their textbooks. Discuss perimeter with them and have them share the definition in their own words with their neighbors. Build understanding by asking questions such as: "What do you need to find? What is the mathematical term? What information do you have?" Give hints as needed. Have students share and discuss the solutions and then have them generalize and summarize the main concepts: "the distance around a figure is its perimeter. Perimeter is measured in units of length, such as feet, etc. The perimeter of a polygon, or a closed figure with straight sides can be found by adding the length of its sides." etc.

Guided Practice: Distribute grid paper and have students each draw 1 rectangle, 1 square, and 1 trapezoid on their papers. Have them find the perimeter of each and record these on a separate piece of paper. Then have them exchange papers with the closest classmate and have them find the perimeter of each of the figures on their classmate's grids. When finished, have the partners discuss their findings. Call on various groups and ascertain whether or not they got the same perimeter findings. If not, ask why? What could have caused variations in the findings and how those could be rectified. Students may

LESSON ONE (1)- instructional Strategies

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LESSON ONE (1)- *Student Activities*

count unit segments incorrectly. they may skip a segment or end the count incorrectly. As needed, provide hints such as numbering each unit segment as they count it. Use this strategy with at least 2-3 more figures as found on pages 702-703 of the student's textbook. Stress accuracy of measurement and check to see if students have indeed been more successful in accurately measuring the perimeters.

Independent Practice: Have students find the perimeters of the sticker and patio on page 704 of the student text. Tell them they will have only 7 minutes to complete the task. At the end of the allocated time discuss students answers with them by asking guiding questions and avoiding doing any of the explanations. When a student fails to provide the unit of measure (feet, inches, yard) in his/her answer, ask what is missing from the response. Challenge students to extend their thinking by solving problems 14 & 15 of page 704. After they have completed the tasks independently, have them discuss their findings and communicate their thinking and explain how they got their answers. Work with Tier II and Tier III students.

LESSON ONE (1)- *Student Assessments*

Pass out construction paper to students. Have them cut out a new polygon and find its perimeter by using paper clips. Have them write the perimeter in the center of the polygon and all the side lengths, except one, on the corresponding side of the polygon. When the task is completed, have students pass their polygon to their closest neighbor. Tell them to find the missing perimeter of their partner's polygon, record it on the side with the missing measurement and write their name next to it. Collect the polygons and assess levels of success of both the student who drew the original polygon and the one who recorded the measurement of the missing side.

LESSON TWO (2)- *Instructional Strategies*

Ask students what they did in class the previous day and draw out of them the definitions for perimeter, square, rectangle, polygon, triangle, etc. Draw a parallelogram on the board labeling each side (a), (b), (c), and (d). Have a student come to the board and measure side (a), labeling it, and telling the class what he did. Do the same for side (b). (Make sure that the labeled sides are of different lengths). So far, students have found perimeters of polygons that were either drawn on a grid or had all side lengths labeled. Ask what could be done to find the perimeter of this figure since only 2 sides are labeled for length. Lead students to discover that it is possible to find a perimeter when some side lengths are missing. Have them apply definitions and properties of common shapes: parallelogram/opposite sides of a parallelogram are the same length, square/all four sides of a square are the same length, and equilateral triangle/all three sides of an equilateral triangle are the same length. Lead them to draw the conclusion when a shape has equal sides or correspondingly equal sides, the perimeter can be found by applying the definition of that shape and adding the lengths of the sides. Using a square and an equilateral triangle repeat the process, always having students doing the explaining, and drawing the conclusions. Ask students if they can think of another mathematical process besides addition to use to find the perimeter of a square or rectangle or parallelogram? (Multiplication).

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LESSON TWO (2)- *Student Activities*

Guided Practice: Draw 2 rectangles on the board writing in the measurements for only 2 of the sides, 5 inches and 3 inches. Label 1 Rodney's work: 5 inches + 3 inches + 5 inches = 13 inches and the other: Sandra's work: 5 inches + 3 inches = 8 inches. Have students do a Think-Pair-Share and then ask partners which answer is correct. Have one of the pairs come to the board and redraw the rectangle, label the two sides, and do the work while the other explains to the group what error both Rodney and Sandra made and why.

Independent Practice: Having students work together in twos, assign problems # 1, 2, 5, and 6 page 709 of the student textbook. When complete, have students discuss their work and their findings. As they report out, note the kinds of errors they may have made and ask scaffolding questions, such as: "How many sides does the rectangle have? (4). So, how many side lengths do you need to use to find the perimeter? (4) How many lengths did you add together? What is missing? How do you know, or how can you find out the length of the missing side? What do you need to do with that new piece of information? Next, have students work independently and do problems 10 and 11 on page 710 of the student book. Follow the same scaffolding questioning strategies with students as they share their answers and the explanations of how they arrived at their answers. Extend students' by passing out construction paper trapezoids and with the top labeled 3 inches and one side labeled 5 inches. On the board write, "the bottom of the trapezoid is 2 times as long as the top. Find the perimeter of this trapezoid." Repeat this information orally. Allow students to work in pairs to find the perimeter, share their

findings, and explain what they did to the class. Work with Tier II and Tier III students.

LESSON TWO (2)- Student Assessments

Provide each student with a construction paper cut-out equilateral triangle (use 3-6 different sizes). Label only 1 side (ie.: 6 inches, 5 inches, 2 inches, etc.). Instruct students to find the perimeter, write the formula they used to do so, and if they can, write a 2nd formula finding the perimeter by using multiplication. Have students post their triangles on a nearby bulletin board at the close of class, thereby enabling the teacher to do a "quick glance" assessment.

LESSON THREE (3)- Instructional Strategies

In this lesson, students will learn how to measure the area of regular and irregular shapes using grids. The area of a region is precisely the number of unit squares that it takes to cover the region. Superimposing a grid over a region is a quick method for counting the number of unit squares by multiplying the number of rows by the number of unit squares in each row. Occasionally some of the unit squares are only partially covered, but that can usually be handled by using a finer grid. Otherwise, the partial area must be estimated, which makes the entire area measurement an estimate as well. It is important to reinforce the difference between exact measurements and estimates. Begin the lesson by taping a large square on the floor and dividing it into 9 smaller squares. Write "square unit" on 9 note cards. Distribute them to students and ask them to place one note card inside each smaller square. Say: "Each square is a square unit. Area is the number of square units covering a region. Have students count the note cards aloud with you and repeat after you: "This area is 9 square units. We find area by counting square units." Ask individuals what area is and support and encourage as you get them to define it as "number of square unit which cover a region." In this lesson, vary the units of measure to include centimeters, meters, etc. as appropriate, always reminding students that their work is not complete unless they have named the unit of measure being recorded.

LESSON THREE (3)- Student Activities

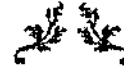
Guided Practice: Pass out grid paper, pair students, and have them draw a rectangle, square, trapezoid, or other parallelogram using the grid lines. Have them count the number of squares their drawing encompassed and then share with the group, explaining what the area of their figure is. Have students do the same for a rectangle and circle you have placed on grid paper and posted (white board, etc). Ask students to find the number of square centimeters in the rectangle and the circle. Scaffold as needed: "What does each square represent/Key says/1 centimeter, How can you make sure you are counting correctly/put a mark in each square as you count, etc." Ask students what they notice about the grid squares in the circle (they are not full squares). Ask students what will be another significant difference between the 2 measurements beside the fact that they cover a different number of squares. One will be an exact measurement and one will be an estimate. Discuss and draw information out of students. Repeat this activity with a square and a equilateral triangle. Have students reflect on the accuracy of their measurements.

Independent Practice: Have students work #1 and #2 on page 715 (post on white board). Allow 3 minutes and then have individuals report on their findings and explain how they arrived at them. Post problems #6, 7, an 8 from the student textbook page 716 and have students work them independently. One of these requires the finding of the perimeter and 2 require the finding of area. Give students 4 minutes to complete this task and then have students report on their findings and explain how they arrived at them. Note how many differentiated between finding the perimeter and the area and were able to verbalize the definitions for each and apply them to the problem solving situation. Do a soft ball toss: teacher has students stand by their desks and asks, "what is the perimeter and how do you find it and throws the ball to a student. That individual answers, and then asks another question such as "What is the area and how do you find it as he/she throws the ball to a classmate....etc. Work with Tier II and Tier III students.

LESSON THREE (3)- Student Assessments

Have students find 4 different size rectangular /square shapes at home, measure them, graph them on grid paper, label each, and record the perimeters and areas in their choice of inches, feet, centimeters, or meters. Work to be displayed on classroom bulletin board.

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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

By the end of the unit the student will be able to apply mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions (TEKS 7.3) and apply mathematical process standards to represent and solve problems involving proportional relationships (TEKS 7.4).

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.

The TEKS mathematical Process Standards are as follows:

7.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- 7.1(A) Apply mathematics to problems arising in everyday life, society, and the workplace;
- 7.1 (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
- 7.1 (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate to solve problems;
- 7.1 (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
- 7.1 (E) Create and use representations to organize, record, and communicate mathematical ideas;
- 7.1 (F) Analyze mathematical relationships to connect and communicate mathematical ideas; and
- 7.1 (G) Display, explain, and justify mathematical language in written and oral communication.

Knowledge and skills gaps will be careful analysis of each student's and the group's disaggregated data from sixth grade STAAR results, 6th grade end-of-the year Texas Math summative assessment with immediate on-line results as well as the diagnostic test administered the first week of 7th grade. Gaps will be addressed through scaffolding questions to include background knowledge and information in areas of weaknesses and rebuilding background knowledge through use of on-line resources in those areas as well as direct teach and accelerated instructional periods throughout the day/week/year. Prior knowledge questions and activities are built into every lesson and activity. Particular attention will be paid to the review of mathematical vocabulary with which students should be familiar and the building of vocabulary (in concrete terms) for success in this unit through the use of kinesthetic vocabulary cards. ELPs activities pertinent to each lesson (McGraw Hill Education 7th Grade Texas Math Reimage Learning teachers' edition) will also be used. Tier II and Tier III support will be provided.

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Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

Guiding Question:

1. How can you show that two objects are proportional?

Prior Knowledge Questions:

1. Use an example to describe how a rate is a measure of one quantity per unit of another quantity.
2. Explain what makes two quantities proportional.

3. What is a complex fraction?
4. How does graphing relationships help determine whether the relationship is proportional or not?
5. How do you solve a proportion?

Texas Essential Knowledge & Skills Allignment

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.

The student will apply mathematical process standards to represent and solve problems involving proportional relationships (TEKS 7.4). The student is expected to: calculate unit rates from rates in mathematical and real-world problems (7.4(B), and solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems (7.4(D).

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

McGraw Hill Education 7th Grade Texas Math Reimage Learning teachers' edition, student books, and on-line resources. College Board 7th Grade Springboard Math curriculum materials and on-line learning tools. Graphing calculators, tablets for each child. Wide variety of consumable and non-consumable materials including but not limited to: graphing paper, chart paper, measuring instruments, construction paper, paper for foldables, etc. All resources and materials will be provided by MAC.

Review

If a unit review will be provided, please describe the format and nature of the review.

"A Chapter Review," McGraw Hill Education 7th Grade Texas Math Reimage Learning teachers' edition pp. 205-208 will be used. The review will include: vocabulary words crossword puzzle which students work in pairs and completing a foldable which includes how to represent and compare proportional and nonproportional relationships using tables, graphs, and equations. The foldable will have 3 sections: (1) How do you show that two objects are proportional with a table, (2) How do you show that two objects are proportional with a graph, and (3) How do you show that two objects are proportional with an equation. Students are told to: define each method and illustrate it. Students will work independently and complete the foldable. They will then exchange their products with a partner and discuss similarities and differences, returning the product to the original creator who will finalize his/her product based on the classmate's input.

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

Next steps in the development of the concept of proportionality include:

- 1) Applying proportionality to percent; (TEKS 7.4)
- 2) Applying proportionality to geometry; and (TEKS 7.5)
- 3) Applying proportionality to probability; and (TEKS 7.6).

This ensures continuous and cumulative growth of the scope of the curriculum and provides instruction which builds students' capacity to demonstrate success on upcoming STAAR, EOC, AP, SAT, etc. assessments.

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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

Warm Up Activity: Have students fill in their "Track Your TEKS Progress" in their student texts (xvii) marking each column with a sad, uncertain, or happy face as they read the statements about proportionality. Do a real-world think-pair-share activity with students, having them pair up, take and record each others pulses for 1 minute, then for 2 minutes, then for 3 minutes. After they have recorded each other's results, ask them if they can figure out what their pulses are likely to be for 4 minutes. Have them record their thoughts and then share with the group as a whole.

Guided Practice: Tell students that yesterday a friend biked 24 miles in 4 hrs. Ask: If she biked at a constant speed, how many miles did she ride in one hour? Demonstrate expressing the rate of 24 miles in 4 hrs expressed as a fraction, eliciting the steps to follow and the mathematical vocabulary to be used from students. Refrain from teacher talk. Ask scaffolding questions, "To calculate the unit rate what do we do? Why? Why do we divide by 4? What is the unit rate? What does it mean in the context of this problem?" How can you check your answer?" Ask: "If she continues biking at this rate, how many miles will she bike in 5 hrs?" Follow the same procedure. Use the questioning strategy: (a) ask the question, (b) provide 1-3 seconds of wait time, (3) call on an individual student for an answer. Be sure to call on students whether or not they have their hands raised. Use popsicle sticks with students names on, pull out one, call on that student, and set the popsicle stick aside. Continue this process throughout the entire lesson. When all popsicle sticks are out of the container, replace them and continue the strategy to ensure that all students get to answer questions equally throughout the session. Use another example, "Julia read 52 pages in 2 hrs. "What is the average number of pages she read per hour?" Be sure that students come to the board and do all the work regarding writing of the ratio, and finding the unit rate, insisting that they use the correct terminology and complete sentences (ELPs c.4C(4). Continue this strategy with 2 problems (engineering or culinary arts segments) that the MAC curriculum writing team developed for grade 7.

Independent Practice: Give students 2 minutes to work problem #2 page 125 of the student text reminding them to show all their work and label their units correctly. After 2 minutes, have someone go to the board, work the problem, explaining steps, using correct terminology, etc. Ask others for input as needed and always using the question-1-3 seconds of wait time

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LESSON ONE (1)- *Student Activities*

and calling a student by name/popsicle sticks technique. Continue this strategy for problems 3 and 4. Instruct students to quickly read #3 and tell what is different about it. (multi-step problem). As needed, ask: "What are you trying to determine? How can you do so? What operation will you use? What's the unit (lb/inches/etc) in this problem?"
Have students divide into groups of 4 and record for each the number of times each blinks in 30 seconds and in 1 minute. Have them make a chart with the headings: Student Name, Number of Blinks/30 seconds, Number of Blinks/60 seconds. Have them then calculate how many times each would blink in 2 minutes assuming that the number of blinks per second remained constant. Have them record their results and share findings with the group-as-a-whole.
Homework: Have students go on line and do the "Check Your Progress" activity for this lesson (Chapter 2, Lesson 1). Remind them that you will be viewing their work before tomorrow's session.

LESSON ONE (1)- *Student Assessments*

Have students do questions 18-24 on page 130 of the student book. Explain that they are to work independently, show all their work, and label answers. Allot 25 minutes, giving "time left" announcements every 10-13 minutes. At the end of the allotted time, have them pass all papers to the front of the room and collect them. Randomly select a student paper, ensure that the name is not visible, and put it on the screen for all to view. Have students read problem #18 chorally to refresh their memories and then ask questions about the answer, its information, etc. Diagnose student errors by asking group-as-a-whole questions. Use another student's paper, and repeat the process for questions #19-20. Next, return papers to all original owners and allow 5-7 minutes for them to make their own corrections, based on the discussion, to their original work.

LESSON TWO (2)- *Instructional Strategies*

Ask scaffolding questions: "What makes a fraction a complex fraction? How would you write a complex fraction as a division problem? and, How do you rewrite a division problem as a multiplication problem?" For all of these questions students must make up fractions and division problems as they explain themselves. Be sure to use the question-wait-call on student/popsicle sticks strategy previously described. Continue this strategy with 2 problems (engineering, manufacturing, or culinary arts segments) that the MAC curriculum writing team developed on proportional relationships for grade 7. Describe to students the culminating activity for lesson 2: Using the recent results of a national on-line sports competition in running, kayaking, or pole vault jumping, develop a table and record distance and time and decide which individual demonstrated the greatest speed/height, etc. Assign work teams of 3 students. Explain that they are to decide on the competition they want to use either through on-line resources, newspapers, etc. and limit themselves to 4 competitors and that the work must be displayed on chart tablet (provided). Explain that the finished product will be ready for presentation at the end of the week. Post these guidelines with intermediate due dates, in the room and remind students daily of this project.

LESSON TWO (2)- *Student Activities*

Guided Practice: Present a problem on simplifying a complex fractions (page 132/teacher's manual) to students. Scaffold questions and ensure that students are doing the talking as the teacher asks: "How do we simplify this complex fraction?" Continue the same strategy with (a), (b), (c), and (d) page 132/teacher's manual. Continue the same procedure with calculating unit rates, page 133/teacher's manual.
Independent Practice: Using their tablets/laptops and working in pairs (1 tablet/laptop per pair), have students solve problems 1-10 listed under "Independent Practice, Lesson 2, Chapter 2. Remind them that they will be simplifying complex fractions and calculating unit rates. Explain that you will be awarding points to each team as you move around the room and hear them using terms/phrases/sentences which prove that they know that they are to be simplifying a complex fraction or that they are using terms such as numerator, denominator, unit of measure, divide, multiply, reciprocal, etc. and recording exemplary terminology and the group you heard using it. Explain that you have allocated 10 minutes for this work and will provide a time status reminder every 4 minutes or so. At the end of the allocated time, have students save their work and debrief with them. During 80%-95% of the debriefing period, students should be doing the explaining, expanding, correcting, etc. The teacher serves only as facilitator during this debriefing activity.

Distribute chart tablet sheets. Each sheet should have 1 of the 4 problems from p. 138/teacher's manual printed on it. and labelled #1, #2, #3, and #4. Divide the class into 4 sections, providing each section with a different chart tablet. Also give all students a sheet of paper with the rubric for evaluating the work, i.e.: accuracy of findings, correct labeling of units, work/

LESSON TWO (2)- *Student Assessments*

steps performed visually represented, etc. Give each group 5 minutes to solve its problem and record its findings. At the end of 5 minutes, post the 4 charts in the 4 corners of the room. Have each group initially stand in front of it work, with their rubric sheets, and then immediately move each group to the nearest corner to their right. Allow 3 minutes for the group to fill in their rubric sheets for that problem, then call time and repeat the process. When all 4 problems have been reviewed by all 4 groups, return students to their desks and lead summary comments about each group's work, what the reviewers rubric information revealed, etc.

LESSON THREE (3)- *Instructional Strategies*

Pass out and have students complete (with notes, diagrams, and examples) their Visual Kinesthetic Learning flashcards (for this unit. (VKV7 of teacher's edition). These are flashcards that animate words by focusing on their structure, use, and meaning. Students should be familiar with these since they have been using and working with them in previous grades. Provide 4 minutes for the completion of this task. Have students pass their flashcards to the person to their right and have that individual initial them in the upper right hand corner verifying that they have been reviewed for accuracy. Have students store their flashcards in their assigned places. Conduct a discussion with students on the project assigned in lesson 1, reminding them that it is due at the end of the week and having them recall intermediate assignment due dates. Have students do a think-pair-share with the problem on page 139/student book. Extend the problem by asking for the average speed of a squirrel in yards per second (p. 139/teacher's edition).

LESSON THREE (3)- *Student Activities*

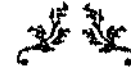
Guided Practice: Ask scaffolded questions for each of the examples on page 140-142/student textbook. Use the question-wait time-call on individual student-popsicle stick strategy to ensure that all are actively engaged and participating. Also be sure that the teacher is acting as facilitator of learning and drawing information out of students rather than supplying it him/herself.

Independent Practice: Have students count off 1-4 and then again alphabetically A-M (according to number of students in the class) Have them write their assigned number and alphabet letter in the upper right hand corner of their workbook page 143 (ie. A1, C2, etc) Assign each #1 student to work problem #1 on page 143 of the student book, each #2 student to work problem #2, etc. Time the task, allowing 2 minutes and requiring that the work be done independently. At the end of the 2 minutes, group the all 4 A students, all 4 B students, etc together. Explain that they are to begin with the person who worked problem #1 and have him/her read the problem to the others, tell them how he/she solved it, using correct mathematical technical vocabulary and continue in that format until all 4 of them in each group has reported on his/her problem to the other 3. Allow 5 minutes for this. Reconvene the group as a whole and have volunteers write out their work and answers for each problem (1-4) on the board. Diagnose student errors by asking questions. Mentally note class trends, common errors, and misconceptions and reteach as needed. Call on individuals to summarize where the groups made their most common errors and what needs to happen to correct these errors. Tier II and Tier III support will be provided.

LESSON THREE (3)- *Student Assessments*

Distribute tablets/laptops, have students log-on to the connectED.mcgraw-hill.com system and complete problems 13-17, Chapter 2, Lesson 3. Remind them that this is independent work and will count for a report card test grade. Remind them also that the test format is that of STAAR and that they will be able to see their results, gauge their progress, and view their mistakes immediately after submitting their work. Students will finish at different intervals. Those who finish early might work independently and silently, using their laptops/tablets for research, on their project which is due at the end of the week

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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

By the end of this unit the student will be able to interpret algebraic expressions in context, create and solve equations involving the distributive property, and rearrange scientific formulas.

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.

Mathematical Processes:

TEKS A1.1.C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate and techniques, including mental math estimation, and number sense as appropriate to solve problems.

TEKS A1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

TEKS A1.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

Language Objectives:

ELPS 1.A, 1.B, 2.C, 3.E, 1.F, 3.C, 3.F, 3.H, 4.F, 4.G

Explain the meaning of each term of an algebraic expression that models a real-world

Explain to a partner how to solve an equation with the variable on both sides.

Explain to a partner how to solve an equation for a specified variable. Knowledge and skills gaps will be assessed through "Assess Readiness" pretest for Module 2, Houghton Mifflin Harcourt Texas Algebra 1 textbook, p.46.

Gaps will be addressed through intensive whole-group instruction (Tier 1 instruction), small-group instruction (Tier II instruction), and as needed, direct sustained intervention (Tier III instruction) in alignment with IEPs, IAPS, tutorials, SSI services, optional extended year, etc. Prior knowledge will be activated through the use of manipulatives, vocabulary charts, word walls, videos, etc. Each module in the Houghton Mifflin Harcourt Texas Algebra I teacher's manual also provides for activities which build prior knowledge and skills and which are divided into Tier I, Tier II, and Tier III sections. For example, teacher's manual p. 46 has activities for module 2: Algebraic Models. The program's Personal Math Trainer assessment and intervention tool automatically creates personalized standards-based intervention assignments which target each student's individual needs.

Guiding Questions

include open-ended, succinct, challenging questions that will guide development of this unit.

How do you use algebraic models to solve real-world problems?

How do you use an equation to model and solve real-world problem?

How do you rewrite formulas and literal equations?

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,

TEKS A.1.1 The student uses mathematical processes to acquire and demonstrate mathematical understanding.

The student is expected to:

TEKS A1.1.E Create and use representations to organize, record, and communicate mathematical ideas.

TEKS A1.5.A Solve linear equations in one variable, including those for which the application of the distributive

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Romanette, as applicable.

property is necessary and for which variables are included on both sides.
TEKS A1.12.E Solve mathematical and scientific formulas, and other literal equations, for a specified variable.

Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Houghton Mifflin Harcourt Texas Algebra I teacher's manual, student books, on-line videos, on-line resource locker, on-line tutorials, and on-line personal math trainer. College-board Springboard Algebra I curriculum. Problem solving activities designed by MAC teachers and business/industry leaders. Consumable materials such as but not limited to: paper for creating graphic organizers and tables, highlighters, index cards, graphing calculator. Laptops/tablets for each student.

Review

If a unit review will be provided, please describe the format and nature of the review.

A unit review will not be provided until after Lesson 4 in which students will be creating and solving inequalities. Thus, no unit review is provided here for the following 3 sample lessons.

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

The Houghton Mifflin Harcourt Algebra I program uses the 5E instructional model Engage, Explore, Explain, Elaborate, and Evaluate. At each juncture, students are actively engaged and participating through hands-on and collaborative work. Problem and project-based learning is exactly what is needed for MAC students who are preparing to enter the workforce at high pay grade levels in the areas of manufacturing, architecture, and culinary arts. Combining the program referenced above with the College Board Springboard Algebra I curriculum and the problem-solving units and problem-based case learnings which MAC teachers and the business/industry employees have designed guarantees that the end result of the curriculum will be graduates who can use their math skills in their workplace and/or who are successful in completing their associates or bachelors degrees and successfully challenge certification exams in their chosen fields.

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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.

Assess readiness by having students take the test provided by the on-line Personal Math trainer for Module 2: Algebraic Models, Houghton Mifflin Harcourt Texas Algebra I. It will help the teacher determine if students need strategic or intensive intervention for the module's prerequisite skills. It will automatically create standards-based, personalized intervention assignments for them, targeting each student's intervention needs. Using the results, implement Tier I activities which the majority of the class need and Tier II or Tier III interventions for small group, individual, and resource (tutorials, etc).
 Guided Practice: Engage students by presenting to them the real world problem (developed by the team of teachers and architectural experts) whose first step requires them to interpret algebraic expressions in terms of their context. Explain that this problem will be part of this entire unit of work. Require students to think of multiple representations of the setting up the problem and use technical and mathematical vocabulary as they disassemble its components, processes, and steps. Draw out of students the oral work as you represent it on the board. Ensure that this is 85%-90% student talk and not the teacher doing the explaining. Review vocabulary terms (expression, term, coefficient, variable, constant, factors, operations, by using vocabulary cards, a word wall, or an interactive game (Kahoot) in which definitions for words come up on the screen with 4 answer choices, students log in to the program on their cell phone and the first to get the word's definition correct scores a point. Using pages 49-50 of the teacher's manual referenced above, post pre-prepared lead questions on the screen. These will be questions that students are to ask each other as they perform the task. i.e.: "what do you know about...." Explain to students that they will work in pairs writing situations and translating each other's situations into algebraic expressions. Model and then have students work in pairs, each writing a situation and translating each other's situation into an algebraic expression. Provide only 3-4 minutes for the independent writing of the situation and then 5-7 minutes for the translation and another short period of time for the discussion between partners. Have 3-5 students share their discussion with the group as a whole using the white board and posting all completed projects.

Independent Practice: Organize students in groups of 3 and provide each group with chart paper. Assign each group a problem (#10-27) from pages 53-56 of the students' textbook. Have them work the problems. Provide approximately 20-25

LESSON ONE (1)- instructional Strategies

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LESSON ONE (1)- *Student Activities*

minutes, reminding them occasionally of time constraint and remaining time to complete work. At the end of the allocated time, have a member from each group post their work around the room. Pass out scoring rubrics and instruct each student to score the work of the group as it presents. Ensure that each individual in each group takes part in the oral presentation. Have students work on their on-line intervention assignments and/or challenge worksheets posted in their personal Math Trainer. Establish due dates. Remind students that work products are evaluated immediately and they are required to go back to their work and revise and finalize as directed.

LESSON ONE (1)- *Student Assessments*

Administer Tier II and Tier III on-line post tests. Remind students that these are EOC formatted and that they are automatically graded and you will both see results immediately. Extend learning by having students research the various incentives employers offer perspective employees to motivate them to join their firms. Have them compare benefits, base salaries, bonus packages, etc. and develop a graphic organizer based on their findings.

LESSON TWO (2)- *Instructional Strategies*

Engage students by reviewing with them the real world problem (developed by the team of teachers and architectural experts). Remind them that this problem will be part of this entire unit of work. Draw out of students the oral work as you represent it on the board. Ensure that this is 85%-90% student talk and not the teacher doing the explaining. The task is to use a verbal description to create a table and write an equation and solve it, checking that answers make sense. Guided Practice: Asking scaffolding questions, model and explain the work needed to solve the real-world problems on pages 59-60 of the students' on-line text. Follow the 85%-90% student talk and ask question-wait 2-3 seconds and call on a student (popsicle sticks) techniques. Ensure also that students are always expressing themselves in terms of complete thoughts which include academic language, the units of measure under discussion, etc. Give each student a prepared index card with a different expression on it...ie.: $2x + 4$ or $3x - 7$. Tell them that they have 7 minutes to rotate around the room, set their expressions equal to each other and solve the equation they form. Have them turn the index card over, write their names on it, record their two expressions, and write the solution. At the end of the 7 minutes the student with the most expression combinations and correct solutions recorded wins. Asking scaffolding questions, model and explain the work of creating and solving equations with variables on both sides on p. 61-62 of the students' on-line text. Follow the 85%-90% student talk and ask question-wait 2-3 seconds and call on a student (popsicle sticks) techniques. Ensure also that students are always expressing themselves in terms of complete thoughts which include academic language, the units of measure under discussion, etc. Questioning strategies "What words or phrases in a word problem tell you what the variable in your equation should represent? Why should you use the original form of the equation to check your solution?" etc. After the work of pp 61-62 has been completed, have students use their graphing calculators to check the solution to the equations with variables on both sides. Have students work together in pairs, strategically pairing Tier II and Tier III students with students who have a good grasp of the Tier I instruction together. Direct them to pages 63 and 64 of their on-line books and instruct them to construct equations after creating tables to represent the information provided in problems #7-8. Specific time allocations are recommended to ensure that time-on-task is maximized. At the end of the allocated time, have different teams post their work on the screen, discuss the tables they created and the equations constructed. Lead a discussion of common errors, pitfalls, and varying degrees of success based on the accuracy of the information provided by the visual, etc.

LESSON TWO (2)- *Student Activities*

Provide students a specific amount of time to work on their research on the various incentives employers offer perspective employees to motivate them to join their firms. Remind them that they are to compare benefits, base salaries, bonus packages, etc. and develop a graphic organizer based on their findings. Explain that this research will be used later towards the end of this module to summarize the learnings acquired and mastery of the TEKS under study. Independent Practice: With the problems on pages 67-70 of the student's on-line textbook, pair students off in groups of 2 and assign all the #1 students the odd number problems on those pages and the #2 students the even number problems on those pages. Tell them that they are to only write the equations for their problems. Provide 3-4 minutes for them to do problems 9-14. At the end of the allotted time, tell them to exchange papers and solve each other's problems. Debrief with the group as a whole, asking scaffolding questions as needed. Follow the 85%-90% student talk model. Continue with

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procedure with questions #15-20 and #21-25.

LESSON TWO (2)- *Student Assessments*

Have students independently create and solve a problem whose content focuses on their career pathway of manufacturing, architecture or culinary arts. Post the rubric and review it with students:

- 1) The problem must have variables on both sides;
- 2) An organized table must be created to help construct the equation.
- 3) The problem is correctly solved.

LESSON THREE (3)- *Instructional Strategies*

Review the real world problem developed by the team of teachers and architectural experts in terms of TEKS skills already under study in this module. Require students to think of multiple representations of the setting up the problem, variables, distributive properties, use technical and mathematical vocabulary as they disassemble its components, processes, and steps, etc.

Guided Practice: Lead students to an understanding of literal equations as equations that contain two or more variables. Scaffold questions and develop the understanding that there are many literal equations in the form of math, science, and engineering formulas and that these formulas may seem like they can only be solved for the variable that is isolated on one side of the formula. Expand understanding to realizing that by using inverse operations and the properties of equality, a formula can be rearranged so any variable in the formula can be isolated. Help students make the connection that this is no different than how equations are solved by using inverse operations and the properties of equality. Use the two examples on pp. 71 & 72 of the teacher's manual (rearranging mathematical formulas and rearranging scientific formulas) to demonstrate. Have student use their graphing calculators to evaluate common formulas to find a value, such as the volume of a three-dimensional figure with given dimensions or the Celsius equivalent to a given Fahrenheit temperature. Review vocabulary terms (expression, term, coefficient, equation, literal, distributive, variable, inverse, equality, etc) by using vocabulary cards, a word wall, or an interactive game (Kahoot) in which definitions for words come up on the screen with 4 answer choices, students log in to the program on their cell phones and the first to get the word's definition correct scores a point.

Guided Practice: With the input of students, develop a table with formulas in geometry, personal finance, and physical science. Scaffold questions to help students develop the formulas and then solve each for each of its variables. Using their on-line student books, pp. 73 and 74, have students work A & B and practice items 1-10. Specify time allocation. Then have students pair up and check each other's work. Finally, call on individual students to report out to the group as a whole, ensuring that all are called on to contribute either through direct questioning or through expanding or explaining contributions by others

LESSON THREE (3)- *Student Activities*

Independent Practice: Have students work their Personal Math Trainer on-line assignments on rearranging mathematical formulas, scientific formulas, and literal equations. Remind students that these are EOC formatted and that they are automatically graded and you will both see results immediately.

Remind students that their research on the various incentives employers offer perspective employees to motivate them to join their firms is due at the end of Lesson 4 of this module and that they are to compare benefits, base salaries, bonus packages, etc. and develop a graphic organizer based on their findings.

Assign the performance task (p. 76 of teacher's manual). Allow students to work in groups of 2 or independently according to personal preferences. After a specified time allocation, have individuals demonstrate for the group as a whole the chart created, the equations formed, the work completed.

LESSON THREE (3)- *Student Assessments*

Pull 10 questions from Houghton Mifflin Harcourt Texas Algebra I's Quarterly benchmark Test and administer them as formative assessment of skills and concepts covered in Module 2, Lessons 1-3 outlined in this sample plan.

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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.

STTA

ATTACHMENT E2

Admission and Enrollment Policy

Non-Discrimination Statement

STTA will not discriminate against any child in admissions on the basis of gender, national origin, ethnicity, religion, disability, language, economic status, social status, and/or the district the child would otherwise attend. STTA will not discriminate based on artistic or athletic ability. Nor will STTA discriminate in its provisions of educational services, activities, and programs in accordance Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973; as amended. STTA will assure that every student will have equal opportunities for a quality education.

Admissions

The Manufacturing, Architecture, and Culinary Arts (STTA) charter will offer admission to eligible students according to TEC, 25.001. All applicants must submit a complete application to be considered for admission. The application must include the following information:

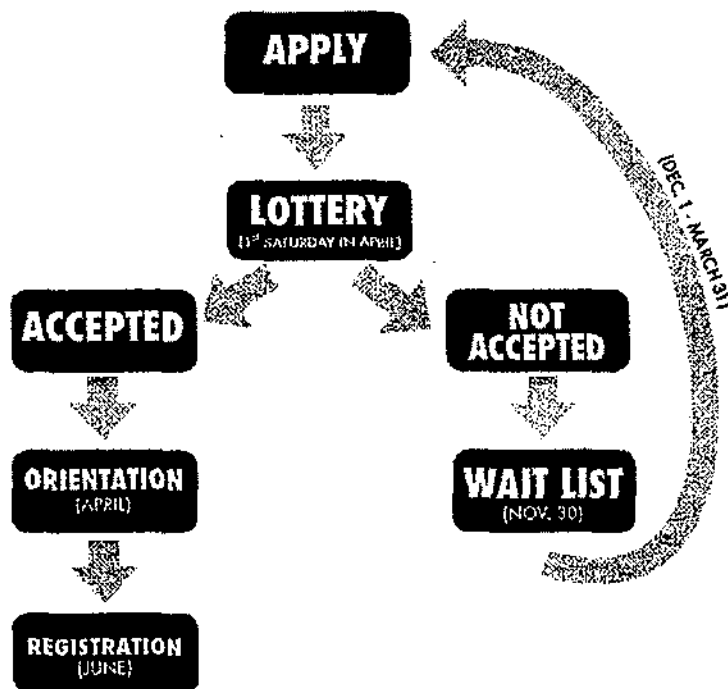
- Name of Applicant
- Grade for which admission is being sought
- Proof of Age of Applicant (Child's Birth Certificate)
- Document suitable as proof of child's identity (i.e. Social Security)
- Physical and Mailing address of the applicant
- Parent's /Legal Guardian's name, address, and contact information
- Documentation showing place of residence (i.e. utility bill)

Lastly, all applications must also be signed and dated by the parent or legal guardian for a minor student to be considered complete. Applicants will not be required to provide transcripts or other academic records until after they are offered admission and are enrolling.

A lottery system will be used only if there are more student applications than space available and is described below in greater detail.

Admissions Process

THE ADMISSIONS PROCESS



APPLY: A student wishing to attend STTA must apply each year to be considered. Applications are accepted Dec. 1 through March 31 every year.

LOTTERY: A lottery is held when there are more student applications than there is space available. A public lottery will be held annually on the first Saturday in April to determine which students will fill spots available. STTA will collect student applications between December 1st and March 31st. If needed, STTA will conduct a lottery to determine admittance, if the number of applications for a specific class exceeds the number of available spaces. In order to have a student's name entered into the lottery, parent must mail and post-date the application form (which contains all items listed in paragraph 1 of this document) to STTA's central office address on the STTA campus. The lottery for each school year will be held on the first Saturday in April. The name of each student will be entered into a random list generator. Students whose names are drawn will be accepted. Names will be drawn up until all vacancies in each grade level are filled. When a student who has school age siblings whose parents/legal guardians have also entered their names into the lottery receives a spot because of a lottery drawing, those siblings will automatically be afforded spots either based on availability or being moved to the top of the waiting list.

All applications not admitted during the primary lottery will form a waitlist and names will called it seats become available throughout the year. Applications received after July 31st will be date stamped and become subject of the lottery process as spaces become vacant throughout the school year.

ACCEPTED: Students accepted at the lottery must attend an **ORIENTATION SESSION** in April and **REGISTRATION** in June to officially enroll at STTA.

NOT ACCEPTED: Students not selected during the lottery will be placed on a waiting list. The application will remain on file until the last day of November, annually.

WAIT LIST: The order of the waiting will be randomly determined. Students are then chosen from the wait list if space becomes available.

RE-APPLY: Students who are not selected by the last day of November annually will need to **RE-APPLY** Dec. 1st through March 31 annually.

WITHDRAWALS

It is anticipated that students will withdraw from STTA for various reasons during the school year and/or holidays, summer break, etc. When this occurs, parents/legal guardians of students on the wait list will be notified and invited to occupy the slot or slots made available by another's withdrawal.

REENROLLMENT

In the event that parents/legal guardians withdraw students from STTA and then wish to reenroll them, they will have to reapply and readmission will depend on available spots and the wait list.

TRANSFERS

Parents/legal guardians of students who wish to transfer them to STTA during the school year will only be allowed to do so if there are spots available and no wait list.

EXEMPTIONS

STTA will not enroll students who have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter a, Chapter 37 (TEC 12.111(a)(5)(A).d Exempt enrollment is given to the following students (prior to lottery):

- Returning STTA students
- Siblings of currently enrolled STTA students
- Children (legal dependents) of all STTA employees and founders

Enrollment Process

Once students are admitted, either through the regular application or the lottery process, records from the previous school will be obtained. Parents/legal guardians must sign a release of records form for all records, including attendance, behavioral/disciplinary, IEP, IAP, etc. In addition, a student's social security cards, birth certificate, and immunization record will be provided as proof of age and eligibility to enroll. A current utility bill or lease/rent agreement for the address listed on the application is also required. Parents/legal guardians must appear in person at the school office to enroll their children. Enrollment paperwork must be complete and filed with the school office a maximum of 7 work days after the first day of school or the first day that the student is conditionally assigned a classroom.

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.

STTA

ATTACHMENT E3

Discipline Policy

Discipline Policy

The Manufacturing, Architecture, Culinary Arts Board of Trustees will adopt a code of conduct for the charter and for each campus. (TEC) 12.131.

PRACTICES THAT THE SCHOOL WILL USE TO PROMOTE GOOD DISCIPLINE, INCLUDING PENALTIES FOR INFRACTIONS AND INCENTIVES FOR GOOD BEHAVIOR:

Operational Code of Behavior

- Instill a culture of academic integrity which is business like yet warm and inviting
- Give and receive respect from each other
- Wear school uniforms with pride and in business-like condition (exception days/school calendar)
- Arrive on time and attend classes faithfully
- Be prepared with all assignments, learning materials, and a "can do" attitude.

Infractions

- Private conversation/teacher-student
- Verbal correction
- Improvement contract (behavioral/academic, etc.)
- Time out/cooling off period
- Parent student teacher conference
- Parent student teacher administration conference

Incentives

- Internal sense of self-discipline, respect for self, increased concept of self-worth
- Acknowledgement of 1-2 students daily on morning announcements "Caught Doing Something Good." If the student doesn't wish to have name announced, good deed will be published anonymously.
- Stickers for outstanding work, behavioral improvements, model study habits, exemplary on-time activities
- Classroom and school "good will ambassador" status

Parents will be notified within 24 hours of any type of significant behavioral issue (including but not limited to offenses for which the students may be suspended or expelled). After 3 notifications to parent by a teacher, a principal-teacher-parent-student will be held and a plan of corrective action agreed upon, signed, and provided to all parties will be filed. The teacher will notify all parties on a weekly basis of status of improvement and whether or not there is a need to continue, modify, or close the plan. Follow-up conferences will be held if more stringent behavioral interventions are warranted. If a behavior plan has not been effective after 3 principal-teacher-parent-student conferences (extending over a eight week period to provide for the opportunity to improve) the student may then be subject to removal from the school. Removal from school after persistent misbehavior or truancy will be enforced. Appeals must be in writing and signed and delivered by parent/legal guardian to the Superintendent of Schools. The Superintendent's decision is final and cannot be appealed. Students with disabilities will have a manifestation ARD

to determine if their behaviors are linked to their disabilities and all special education rules and regulations will be strictly followed and enforced.

Discretionary Suspension or Expulsion Actions/Behaviors

- Failure (repeated) to comply with directives of school personnel/Insubordination
- Cheat/copy work of another, falsify school documents (records, passes, etc.)
- Leave school grounds without permission
- Fail to comply with school bus/van rules for conduct
- Use profanity or vulgar language/obscene gestures
- Fight/scuffle/gamble/assault/act as part of a criminal street gang engaged in misconduct
- Bully, coerce, extort, blackmail, haze, dating violence, indecent exposure
- Harass sexually/sexual abuse by word, gesture, towards other students, employees, outsourced personnel, volunteers
- Threaten other students, employees, outsourced personnel, volunteers on or off school property
- Use telecommunication, social media to record without prior consent or disrupt the educational setting or invade privacy
- Damage/deface property owned by others/felony criminal mischief
- Steal, rob even if not within definition of felony (Texas Penal Code) or possess stolen property
- Possess prohibited items such as but not limited to: fireworks, gun, "look-alike" weapon, pocket-knife, tobacco products
- Possess, use, give, sell marijuana, paraphernalia, contraband, prescription drugs (outside of approved manner), look-alike
- Misuse technology & resources, passwords, etc. to access protected information, threaten, alter, destroy, on/off property
- Engage in criminal mischief not punishable as a felony

Mandatory Removal Actions/Behaviors

- Engage in conduct relating to a false alarm, bomb threat, terroristic threat, abusable volatile chemicals
- Engage in conduct punishable by felony
- Commit assault with bodily injury (Texas Penal Code 22.01(a)(1))
- Sell, give, possess, use, deliver illegal controlled substances or dangerous drugs in violation of the Health & Safety Code
- Sell, give, possess, use, deliver alcoholic beverages & engage in serious act or offense while under the influence
- Behave lewdly
- Engage in a firearms violation, aggravated robbery or felony listed under Title 5 of the Texas Penal Code on/off campus for which deferred prosecution &/or delinquent conduct verdict is rendered or there is a reasonable belief that student engaged in such conduct
- Convicted, placed on deferred adjudication

The Principal's decision to impose in/out of school suspensions is final and cannot be appealed. Out of school suspensions may not exceed 3 school days per incident. In and out of school suspensions for any given student are limited to a total of 20 days per school year. Thereafter, more stringent measures are required.

Students will be provided due process. They will have the right to provide their explanation of what happened and why, to request consideration in terms of self-defense, intent or lack of intent at the time of the incident, and the disciplinary history at the disciplinary hearing.

Expulsion decisions may be appealed in writing by parents to the Superintendent within 2 business days of the written notice of expulsion. Parents will be given written notice of the date and time of the appeals hearing a minimum of 48 hours prior to the scheduled event. An appeals hearing

will be conducted within 6 business days of the expulsion decision. Parent/parents/legal guardian, and student must be present at the event. Extended family members, other relatives, friends, acquaintances will not be admitted. A student's legal counsel is allowed to be present at a hearing. The superintendent's decision is final and cannot be appealed. If, by mutual consent of both parties (parent/legal guardian and Superintendent), the appeals hearing is conducted 10 or more days after the date of notice of expulsion, home school instruction will be provided by 1 teacher working with the student in the home under parental/legal guardian supervision for 2 early evening hours every school day until the final decision of the Superintendent has been communicated in writing to the parent/legal guardian.

Students with disabilities or who receives services under Section 504 of the Rehabilitation Act of 1973 will have a manifestation determination review by the ARD committee to determine if behaviors are linked to disabilities before a significant change of placement can occur. Disciplinary actions will be determined in accordance with federal law and regulations, including the provision of functional behavioral assessments, behavioral interventions, strategies, and supports, behavioral intervention plans and the manifestation determination review.

The Office of Civil Rights (OCR) considers a suspension or expulsion of students protected under these umbrellas for more than 10 consecutive school days to be a significant change in placement. A series of short term suspensions that add up to 10 school days within more or less six weeks may also create a pattern of removals that add up to constitute a significant change in placement. Manifestation determinations must be conducted before the disciplinary hearing. All federal and state rules and regulations regarding, stay-put, restraint, removal to JJAEP, etc. will be strictly implemented.

Parents/legal guardians and students will be informed of the discipline policy:

- Receipt of paper copy in English/Spanish upon enrollment or at the beginning of each school year. The school office will keep the signature page, signed and dated in the student's record file for each school year.
- The discipline policy will be posted on the school's and district's website in English/Spanish.
- Social media links.

The discipline policy will be reviewed and revised annually by the Office of Operations in conjunction with a committee of teachers and parents. Changes/addendums, etc. will be presented to the Board by the Superintendent annually in May for the upcoming school year. The document will be published and distributed annually as described in the previous paragraph.

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 84th 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.

SOUTH TEXAS TRADE ACADEMY

Student Code of Conduct

This document was adapted from the 2010 TASB
Model Student Code of Conduct

Authority and Jurisdiction

School rules and the authority of South Texas Trade Academy (STTA) to administer discipline apply whenever the interest of the school is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

STTA has disciplinary authority over a student:

- During the regular school day, while participating in any school activity, and while the student is going to and from school on district transportation;

During lunch periods in which a student is allowed to leave campus;

While the student is in attendance at any school-related activity, regardless of time or location;

For any school-related misconduct, regardless of time or location;

When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;

When criminal mischief is committed on or off school property or at a school-related event;

For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;

For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;

When the student commits a felony, as provided by Texas Penal Code and

When the student is required to register as a sex offender.

STTA has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

STTA has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet STTA Public School's standards of grooming and dress.

- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. These offenses are addressed in the following sections. Any offense, however, may be serious enough to result in a student dismissal from STTA as detailed in that section.

Students shall not:

Disregard for Authority

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle.
- Threaten a student, employee, or volunteer of STTA, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).

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- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

- Damage or vandalize property owned by others.
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.
- Possession of Prohibited Items
- Possess or use:
 - fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - a “look-alike” weapon;
 - an air gun or BB gun;
 - ammunition;
 - a stun gun;
 - a pocketknife or any other small knife;
 - mace or pepper spray;
 - pornographic material;
 - tobacco products;
 - matches or a lighter;
 - a laser pointer for other than an approved use; or
 - any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
 - Possession of Telecommunications or Other Electronic Devices
 - Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day.

Illegal, Prescription, and Over-the-Counter Drugs

- Possess or sell seeds or pieces of marijuana in less than a usable amount.

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- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Computers and the Internet

- Violate computer use policies, rules, or agreements signed by the student or the student’s parent.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.

Safety Transgressions

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.

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- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

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Discipline Management Techniques

Discipline Management Techniques will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or "time-out."
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, field trips, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation (final warning contracts).
- In-school-suspension.
- Out-of-school suspension.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by STTA Public Schools.

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- Other strategies and consequences as determined by school officials.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with the STTA Complaint Process. A copy of the policy may be obtained from the STTA website or school office. Consequences will not be deferred pending the outcome of due process.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation. In deciding whether to order out-of-school suspension, the administrator will take into consideration:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- The student's disciplinary history.

Due Process

A student may be a suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year. Exceptions include;

- In the case of students receiving special education services and/ or 504 administrators and school personnel must follow students IEP's and/ or accommodation plans in administering disciplinary measures.
- When a student commits an expellable offence and is the process of waiting for administration to take the matter before the board.

Before being suspended a student will have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made. The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days. The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

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Administrative Withdrawals

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.¹ 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.

Expellable Offenses

A student **must** be administratively withdrawn if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property 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 school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Commits a federal firearms violation.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

- The student receives deferred prosecution (see glossary),
- A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
- The principal or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, the offending student will be administratively withdrawn.

Due Process

When a student is removed from class for an expellable offense, the appropriate administrator will schedule a conference within three school days with the student's parent, and the student. At the conference, the appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal. Following valid attempts to require attendance, the district may hold the conference and make decision regardless of whether the student or the student's parents attend the conference.

At this point a student will be placed in out-of-school suspension while school administrators conduct an investigation and goes before the board for approval.

If approved 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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals concerning the decision to administratively withdraw a student from STTA must be addressed in accordance to STTA Complaint Process

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

A crime that involves starting a fire or causing an explosion with intent to destroy or damage:

Any vegetation, fence, or structure on open-space land; or

Any building, habitation, or vehicle:

Knowing that it is within the limits of an incorporated city or town,

Knowing that it is insured against damage or destruction,

Knowing that it is subject to a mortgage or other security interest,

Knowing that it is located on property belonging to another,

Knowing that it has located within it property belonging to another, or

When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another;

A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

A crime that involves intentionally starting a fire or causing an explosion and in so doing:

- Recklessly damages or destroys a building belonging to another, or
- Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

- To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;

Place a person in fear of imminent serious bodily injury; or

Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

- Conduct that meets the definition established in the Code of Conduct; or
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

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Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;

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- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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*).

Detailed Narrative Start-Up Plan Specifying Tasks, Timelines, and Responsible Individuals.

Board of Trustees

- Set up Superintendent salary/benefits package, & sign to work Date of NOGA- 2017
- Research/approve banking relationships Date of NOGA-August 2017
- Adopt policies, procedures & meeting/training schedules Date of NOGA-October 2017
- Conduct Board meetings & approve reports, audits, etc. Date of NOGA-On-going
- Approve Yr. 1 zero based budget January 2017
- Board training/Open Meetings Act, etc. September 2017
- Approve Build to Lease October 2017
- Approve/Issue contracts: Staff December 2017-Ongoing
- Approve financial fraud and theft prevention policies and procedures March 2017
- Approve bids for services/materials/recommended by Supt. April 2017-On-going
- Approve all policies & procedures manuals/handbooks submitted by key central office & campus staff and recommended by Superintendent as per timelines which follow May 2017

Superintendent

- Coordinate all facets of Build To Lease Board Approval to August 2018
- Plan and execute all community outreach, meetings, announcements August 2017-On-going
- Plan and execute seeking of grants, donations, fiscal resources August 2017-On-going
- Present year one staffing model and compensation plan to Board September 2017
- Recommend Key Central/Campus Office* January 2017
- Recommend to Board all plans and documents submitted by central & campus principal/leadership teams as per designated timelines below February 2017-On-going
- Present bids for services & materials** February 2017-Ongoing
- Perform all Human Resources tasks involved with hiring of campus & central office staff, including acquiring Board approval, training, code of conduct, handbook March 2017-May 2017
- Recruit business/industry experts to work with campus leadership team in development of MAC career units integrated into the foundation program (ELA, math, etc.) curriculum March 2017-May 2017
- Provide Board with monthly updates/progress reports on all activities of key central office and campus staff March 2017-On-going

Chief Financial Officer

- Design/implement policies & procedures for prevention of financial fraud & theft prevention. Present to Board & Superintendent January 2017-March 2017
- Process all banking activities January 2017-On-going
- Prepare Yr. 1 zero budget/Submit to Superintendent & Board January 2017
- Present to Superintendent & Board monthly audits, bank statements February 2017-On-going
- Seek out additional grants, fiscal resources, donations & submit March 2017-On-going

Operations Manager

- Bidding processes for outsource services** January 2017-March 2017
- Submit bid recommendations to Superintendent & Board April 2017-On-going
- Initiate, coordinate, execute outreach activities, community meets, etc. January 2017-On-going
- Develop/submit student & parent policies & procedures February 2017-April 2017
- Develop/submit safety and crisis plans March 2017-June 2017
- Develop Yr. 1 school calendar in collaboration with Curriculum Director, campus principal, and campus leadership team & submit to Superintendent/Board for approval July 2017
- Develop Yr. 2 school calendar in collaboration with Curriculum Director, campus principal, and campus leadership team & submit to Superintendent/Board for approval January 2018

Curriculum Director

- Build relationships with all TEA and Region 1 curriculum staff January 2017
- Coordinate work of campus leadership team: recommendations for instructional materials, software programs, etc. January-March 2017
- Plan & implement schedules: curriculum & professional development January 2017-June 2018
- Develop (input from campus principal and leadership team) grading policies and procedures, personal graduation plan guidelines, technology plan, CTE Yr. I implementation, (field trips, mentorships procedures, etc. April 2017-January 2018
- Coordinate development of units of study between campus leadership teams & business/industry leaders May 2017-January 2018

Technology Administrator

- Build relationships with all TEA & Region 1 technology staff January 2017
- Research, initiate & recommend (working with Operations Manager Curriculum Director, campus principal & leadership team, & CFO) all hardware and software components/purchases January 2017-December 2017
- Oversee all installation of on-site hardware & setting of all instructional & administrative software systems and programs May 2017-March 2018
- Set up district website, twitter & twitter pages, & notifications to parents' phone/email/Facebook informational program January 2018

Campus Principal

- Interview & recommend for hire campus leadership team February 2017
- Work with CFO, Operations Manager, Curriculum Director, & Technology Administrator to accomplish all bid processes & development of manuals February 2017-On-going
- Establish work schedules and calendars for campus leadership team February 2017
- Develop admissions & enrollment guidelines, timelines, procedures April 2017
- Coordinate & oversee curriculum development work of campus leadership team in conjunction with Curriculum Director May June 2017-January 2018
- Submit documents to Superintendent & Board for approval May 2017
- Implement public awareness campaign, newspaper announcements, social media notices, & a series of community meetings June 2017-June 2018
- Interview & recommend/hire Yr. I campus staff August 2017-January 2018
- Attend to myriads of details of setting up new campus: receive & process furniture, instructional materials, consumables & fixtures, develop grade level schedules, collaborate with outsource entities in development of schedules*** assignments of classrooms, setting up of labs, development of school web page, twitter, & social media platforms, databases/hard copy storage of student & staff records December 2017-July 2018

Campus Leadership Team

- Sign agreements to perform scope of work in all areas listed above & adhere to work schedules/calendars provided February 2017
March 2017-July 2018
- Participate in professional development, instructional materials recommendations, technology programs recommendations, calendar development, & policies and procedures input activities according to timelines and work schedules provided.
- Participate, present, conduct all community outreach activities as assigned March 2017-July 2018

• Central Office: CFO, Operations Manager, Curriculum Director, Technology Administrator.
 • Campus Staff: Principal, Dean of Instruction, 2 elementary, 2 middle school, 2 high school teachers, clerical; administrative assistant, secretary, data entry. Secondary teachers to be 1 from each foundation subject area/ELA, math, science, social studies
 ** Instructional materials, consumables, technology hardware/software, furniture, etc.
 ***Food services, transportation, facilities & grounds maintenance

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.

Budget Narrative

The following is a description of projected revenues and expenses for STTA.

Projected Revenues and Expenses for STTA startup

Revenue

TeacherBuilder.Com Donation to CharBrian Inc. - \$200,000

Assumptions and Expenses

Administrative Staff Personnel Cost	-In-kind from TeacherBuilder.Com
Instructional Personnel Cost	-\$0
Contracted Services	-\$ 45,000
School Operations	-\$ 53,000
Facility Operations	-\$ 25,000

Total Revenue	-\$200,000
Total Expenses	-\$123,000
Net Operating Income	-\$ 77,000

Revenues

The projected revenue for the startup year is from TeacherBuilder.Com. Attachment F2 contains a signed letter of commitment from the owner of TeacherBuilder.Com pledging to provide \$200,000 and other in-kind resources. In addition to the cash, TeacherBuilder.Com is pledging to provide in-kind services such as administrative personnel costs, office space use, internet use. Administrative personnel cost include the salary of the superintendent, chief operating officer, and director of operations.

Expenses

The following is a breakdown of anticipated expenses.

Instructional Personnel Cost	-\$0
Contracted Services	-\$ 45,000
PEIMS Software	-\$25,000
Accounting Software	-\$20,000
School Operations	-\$ 53,000
Board Expense	-\$5,000
Classroom Materials	-\$10,000
SPED Supplies	-\$2,000
Textbooks	-\$5,000
General Supplies	-\$5,000
Equipment	-\$20,000
Phone	-\$1,000
Technology	-\$5,000

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Facility Operations	- \$ 25,000
Insurance	- \$ 5,000
Building Lease	- \$20,000

The following is a breakdown of projected revenues and expenses for Years 1-5

Year 1

Projected State Revenue	\$ 2,329,450
Projected Federal Revenue	\$ 100,000
Projected Expenses	\$ 465,959

Net Operating Income \$ 465,950

Year 2

Projected State Revenue	\$ 5,054,907
Projected Federal Revenue	\$ 217,000
Projected Expenses	\$ 3,801,020

Net Operating Income \$1,470,887

Year 3

Projected State Revenue	\$ 6,419,732
Projected Federal Revenue	\$ 275,590
Projected Expenses	\$ 5,105,035

Net Operating Income \$ 1,590,287

Year 4

Projected State Revenue	\$ 8,923,427
Projected Federal Revenue	\$ 383,070
Projected Expenses	\$ 6,953,316

Net Operating Income \$ 2,353,181

Year 5

Projected State Revenue	\$ 9,726,536
Projected Federal Revenue	\$ 417,546
Projected Expenses	\$ 7,443,302

Net Operating Income \$ 2,700,780

Building

CharBrian has entered into a build to lease agreement with RGV International Investment Group. The lease agreement has been included in this attachment.

Contingency Plan

In the case anticipated revenues are lower than expected TeacherBuilder.Com will support STTA by providing cash donations and/or supporting CharBrian in opening a line of credit with a bank. In this case scenario all rules and regulations in entering any such agreement.



2616 W. Freddy Gonzalez
Edinburg, Tx 78539
1-877-822-1144
www.teacherbuilder.net

December 1, 2016

Texas Education Agency
1701 N. Congress Avenue
Austin, Tx 78701

To Whom It May Concern:

TeacherBuilder.Com has been involved in teacher preparation since 2005. We are passionate about education and as such have committed to support the education of children as much as possible. With this goal in mind, we are committed to providing the necessary funding to CharBrian Inc. establish the South Texas Trade Academy (STTA) in the Rio Grande Valley. We believe that STTA will provide the children of the Rio Grande Valley a school option that offers a strong academic platform coupled with a top notch Career and Technology Education component. TeacherBuilder.Com is committing the following startup resources to STTA;

- Inkind resources
 - Administrator Salaries (Superintendent, Chief Operating Officer, Director of Operations)
 - Office Space

- Cash
 - \$200,000 for startup costs

If approved we believe that the children of the Rio Grande Valley will greatly benefit from having the South Texas Trade Academy as a viable school option. Should you require any additional information please contact me at your convenience.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Noe Saucedo", is written over a white background.

Dr. Noe Saucedo
Owner, TeacherBuilder.Com
(956) 457-8041
[Redacted]

From: Louis Cuevas [REDACTED]
Subject: Fwd: Lease Agreement
Date: December 2, 2016 at 9:29 AM
To: Jaime Lopez [REDACTED]



Here it is

Sent from my iPhone

Begin forwarded message:

From: "arturo@ccglaw.net" <arturo@ccglaw.net>
Date: December 1, 2016 at 4:41:52 PM CST
To: "lcuevas72@gmail.com" [REDACTED] Cynthia Gutierrez <cynthia@ccglaw.net>
Subject: Re: Lease Agreement

Good afternoon Mr. Cuevas,

Attached is the proposed Lease Agreement for your review.
Thanks.

Sincerely,

Arturo Ortiz
Paralegal
Contreras Gutierrez & Associates
1302 S 10th Ave
Edinburg, Texas 78539
Ph: (956) 683-0057
Fx: (956) 683-0059

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COMPETITIVE MATERIAL

15 pages has been withheld

PLEASE NOTE: The responsive information contains information protected under Texas Government Code Section 552.104. If you have any questions, please email us at CharterSchools@tea.texas.gov.

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.

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Colors for tabs and cells may be different on MAC computers and Apple products.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users the GRAY cells may appear blue.
- Complete ALL EIGHT tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users the BLUE tabs are SOF, ASATR, and Payment Formula Example. All other tabs are GREEN data entry tabs.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged. All 'Descriptions of Assumptions' should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year Zero' select the fiscal year the proposed charter school will be in it's startup year.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'Fiscal Year End Date' use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row 'Total School Year Minutes' enter in the number of minutes the proposed charter school will be open for operation.

Data Entry Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

Start-Up Budget Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Enter in any description of variances and assumptions that need further explanation.

Enrollment Tab

- **Enrollment Section:** Enter the anticipated enrollment for the proposed school by grade by year. The anticipated enrollment for all five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- **WARNING:** Enter conservative & realistic enrollment amounts. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers, or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance than your projections may be invalid. Additionally your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.
- **Student Population Section:** Enter in gray cells only the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the 'Budget' and 'Cash Flow' tabs.
****PLEASE NOTE** - Before selecting a category be sure to select the 'Budget' tab to see where each category falls under in terms of the Personnel section.**
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 8 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Columns H-K; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
**** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.**

Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.
- Nothing needs to be entered into Years 1-5 other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Sample Charter School	
New Application Budget(s) & Cash Flow(s) Template	
Lead Applicant Name:	[REDACTED]
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
Startup Fiscal Year End:	[REDACTED]
Year One Fiscal Year End:	[REDACTED]
Fiscal Year End Date:	[REDACTED]
Total School Year Minutes:	[REDACTED]

A	B	C
1	Sample Charter School	
3	Estimate of State Aid Entitlement Input	
4		
5	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	
6	Kindergarten	
7	1st Grade	
8	2nd Grade	
9	3rd Grade	
10	4th Grade	
11	5th Grade	
12	6th Grade	
13	7th Grade	
14	8th Grade	
15	9th Grade	
16	10th Grade	
17	11th Grade	
18	12th Grade	
19		
20	Total Number of Students Enrolled	300.0
21	Total Number of High School Students Enrolled	100.00
22	Percentage Rate of Attendance	
24	Special Education Data	
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	
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	250.00
50	Regular Program Transportation Allotment	250.00
51	Special Education Program Transportation Allotment	
52	Career and Technology Program Transportation Allotment	100.00
53	Total Transportation Allotment	\$ 350.00
54		

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24	Extended Year Services	
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36	Advanced Care	
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Sample Charter School ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	42551	42552	42553	42554	42555
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	50.00	100.00	100.00	100.00	100.00
1st Grade	50.00	100.00	100.00	100.00	100.00
2nd Grade	-	-	-	-	-
3rd Grade	-	-	-	-	-
4th Grade	-	-	-	-	-
5th Grade	-	-	-	-	-
6th Grade	100.00	100.00	100.00	100.00	100.00
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	100.00	100.00	100.00	100.00	100.00
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	100.00	200.00	300.00	400.00	400.00
Total Number of All Students Enrolled (Average Membership)	300.00	650.00	950.00	1,150.00	1,250.00
Average Daily Attendance (ADA)	255.00	552.50	703.00	977.50	1062.50
Average Daily Attendance %	85%	85%	74%	85%	85%
Percent change YOY		117%	27%	39%	9%

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.								
	42551	EYS 42551	42552	EYS 42552	42553	EYS 42553	42554	EYS 42554	42555
Special Education Data:									
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	5.00	-	10.00	-	-	-	-	-	-
Number Enrolled in Resource Room	3.00	-	-	-	-	-	-	-	-
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	11.00	-	-	-	-	-	-	-	-
Special Education Student Count (SPED)	19.00	-	42.00	3.00	60.00	4.00	74.00	4.00	80.00
Special Education Student Count %	6.33%	-	6.46%	0.46%	6.32%	0.42%	6.43%	0.35%	6.40%
Percent change YOY			121%	0%	43%	33%	23%	0%	8%
Career and Technology (C&T) Data:									
Number Enrolled in One-hour Class	100.00	-	150.00	-	200.00	-	200.00	-	200.00
Number Enrolled in Two-hour Class	-	-	50.00	-	100.00	-	100.00	-	100.00
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	100.00	-	200.00	-	300.00	50.00	400.00	100.00	400.00
% of Career & Technology Students	33.33%	-	30.77%	-	31.58%	5.26%	34.78%	8.70%	32.00%
Percent change YOY			100%	0%	50%	0%	33%	100%	0%

	Data for following fiscal years must be based on reasonable estimates and projections.			
	42551	42552	42553	42554
Number Gifted and Talented Students Enrolled	-	-	-	-
% of Gifted and Talented Students Enrolled		8.52%	8.95%	8.96%
Number of Pregnancy Related Students	-	-	-	-
% of Pregnancy Related Students Enrolled			0.26%	0.24%
Number of Students Enrolled in Bilingual/ESL	71.00	150.00	150.00	150.00
% of Students Enrolled in Bilingual/ESL	23.67%	23.69%	23.68%	23.91%
Special Education Error Check				
Career and Technology Error Check				
Available School Fund ADA	-	-	-	-
Comensatory Education Enrollment	250.00	494.00	222.00	950.00

Transportation	42551	42552	42553	42554	42555
Regular Program Transportation Allotment	\$ 250.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ 100.00	\$ 200.00	\$ 100.00	\$ 100.00	\$ 100.00
Transportation Total	\$ 350.00	\$ 700.00	\$ 600.00	\$ 600.00	\$ 600.00
Percent change YOY		129%	50%	25%	7%



EYS 42555
4.00
0.32%
0%
Advanced C&T
FTE 42555
150.00
50.00
100.00
8.00%
0%

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REVENUE AND EXPENSE ASSUMPTIONS

42551 42552 42553 42554 42555

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

TOTAL STATE REVENUES	2,329,450.19
TOTAL FEDERAL REVENUES	221,000
TOTAL LOCAL & OTHER REVENUES	
TOTAL REVENUE	2,429,450.19

0.00%				
0.00%				
0.00%				

[REDACTED]

TOTAL PERSONNEL EXPENSES

PAYROLL TAXES AND BENEFITS

- Social Security
- Medicare
- State Unemployment
- Worker's Compensation Insurance

[REDACTED]

- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Retirement Contribution

[REDACTED]

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
- Titlement Services (i.e. Title I)

[REDACTED]

TOTAL CONTRACTED SERVICES

[REDACTED]

[REDACTED]

[REDACTED]

SCHOOL OPERATIONS

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
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



TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance
Janitorial Services
Building and Land Rent / Lease
Repairs & Maintenance
Security Services
Utilities



TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

DEPRECIATION & AMORTIZATION

NET OPERATING INCOME (Including Depreciation)



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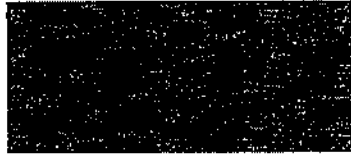
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NOTES



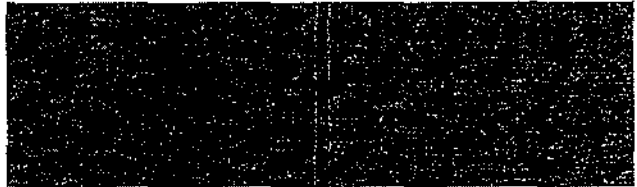
Sample Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

EXPENSES	
Total Revenue	200,000
Total Expenses	123,000
Net Operating Income (before Depreciation)	77,000

Description of Assumptions and Variances

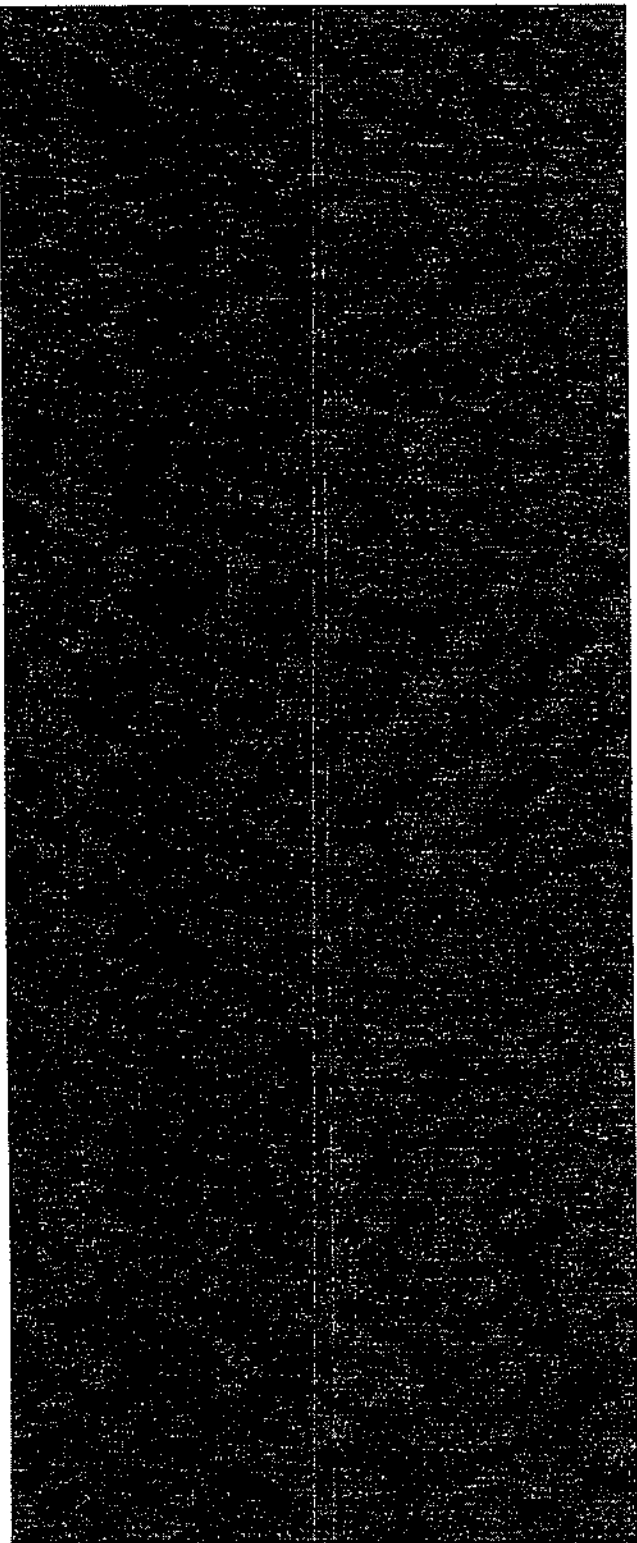
Start-Up Period

REVENUES	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 200,000
TOTAL REVENUE	\$ 200,000



EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
Other - Administrative	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ -
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other - Instructional	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	
Librarian	
Custodian	
Security	
Other - Non-Instructional	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -
TOTAL PERSONNEL 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	
Titlement Services (i.e. Title I)	
PEIMS Software	
Accounting software	
Custom Contracted Services #3	
TOTAL CONTRACTED SERVICES	\$ 45,000



[REDACTED]

Sample Charter School

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
EXPENSES						
Total Revenue	200,000	2,429,450	5,271,907	6,695,322	9,306,497	10,144,082
Total Expenses	123,000	1,963,500	3,801,020	5,105,035	6,953,316	7,443,302
Net Operating Income (before Depreciation)	77,000	465,950	1,470,887	1,590,287	2,353,181	2,700,780
Revenue Per Pupil	[REDACTED]	8,098	8,111	7,048	8,093	8,115
Expenses Per Pupil	[REDACTED]	6,545	5,848	5,374	6,046	5,955
REVENUES						
TOTAL STATE REVENUES	\$ -	\$ 2,329,450	\$ 5,054,907	\$ 6,419,732	\$ 8,923,427	\$ 9,726,536
TOTAL FEDERAL REVENUES	\$ -	\$ 100,000	\$ 217,000	\$ 275,590	\$ 383,070	\$ 417,546
TOTAL LOCAL & OTHER REVENUES	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 200,000	\$ 2,429,450	\$ 5,271,907	\$ 6,695,322	\$ 9,306,497	\$ 10,144,082

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PERSONNEL

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-	85,000	86,700	88,434	90,203	92,007
Instructional Management	-	55,000	96,900	197,676	259,996	265,196
Deans, Directors & Coordinators	-	40,000	132,600	135,252	137,957	140,716
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	105,000	107,100	109,242	111,427	113,655
Administrative Staff	-	-	30,600	62,424	63,672	97,419
Other - Administrative	-	60,000	86,700	88,434	90,203	92,007
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$	\$ 345,000	\$ 640,600	\$ 681,462	\$ 753,458	\$ 601,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	320,000	489,600	1,248,480	1,995,071	2,597,837
Teachers - SPED	-	40,000	40,800	41,616	42,448	86,595
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	80,000	204,000	374,544	509,380	562,865
Aides	-	40,000	81,600	104,040	148,569	151,541
Therapists & Counselors	-	45,000	45,900	93,636	143,263	146,128
Other - Instructional	-	40,000	40,800	41,616	42,448	43,297
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$	\$ 565,000	\$ 902,700	\$ 1,903,932	\$ 2,881,180	\$ 3,588,263

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	30,000	30,600	62,424	63,672	64,946
Librarian	-	-	-	-	-	-
Custodian	-	20,000	20,400	41,616	42,448	43,297
Security	-	-	-	-	-	-
Other - Non-Instructional	-	70,000	173,400	197,676	297,138	346,378
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$	\$ 120,000	\$ 224,400	\$ 301,716	\$ 403,259	\$ 454,622

TOTAL PERSONNEL EXPENSES

\$	\$	1,030,000	\$ 1,867,700	\$ 2,887,110	\$ 4,037,896	\$ 4,843,884
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PAYROLL TAXES AND BENEFITS

Social Security	-	-	-	-	-	-
Medicare	-	-	-	-	-	-
State Unemployment	-	-	-	-	-	-
Worker's Compensation Insurance	-	103,000	166,770	288,711	403,790	484,388
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	51,500	833,850	577,422	807,579	242,194
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$	\$ 154,500	\$ 1,000,620	\$ 866,133	\$ 1,211,369	\$ 726,583

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$	\$	1,184,500	\$ 2,668,320	\$ 3,753,243	\$ 5,249,265	\$ 5,570,467
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CONTRACTED SERVICES

Accounting / Audit	-	10,000	12,500	15,625	19,531	24,414
Legal	-	40,000	50,000	62,500	78,125	97,656
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	10,000	12,500	15,625	19,531	24,414
Food Service / School Lunch	-	25,000	31,250	39,063	48,828	61,035
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	30,000	37,500	46,875	58,594	73,242
Titlement Services (i.e. Title i)	-	-	-	-	-	-
PEIMS Software	25,000	25,000	25,000	25,000	25,000	25,000
Accounting software	20,000	25,000	25,000	25,000	25,000	25,000
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	\$	45,000	\$ 165,000	\$ 193,750	\$ 229,688	\$ 330,762

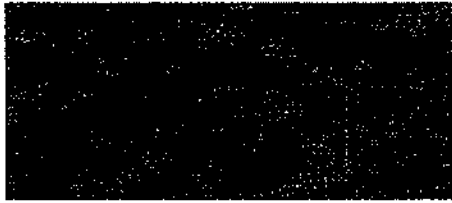
SCHOOL OPERATIONS

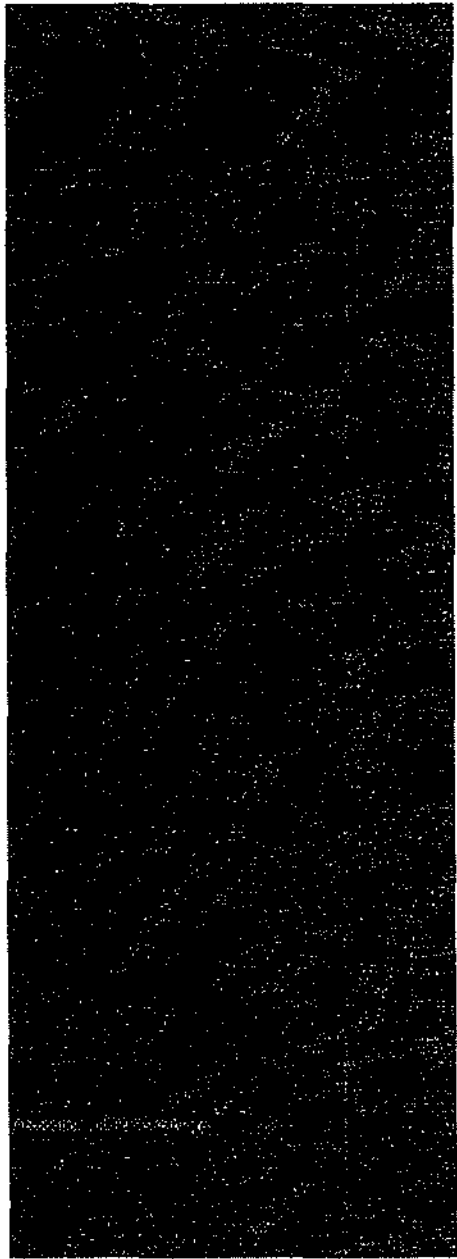
Board Expenses	5,000	5,000	10,850	13,997	19,455	21,206
Classroom / Teaching Supplies & Materials	10,000	50,000	108,500	139,965	194,551	212,061
Special Ed Supplies & Materials	2,000	5,000	10,850	13,997	19,455	21,206
Textbooks / Workbooks	5,000	30,000	65,100	83,979	116,731	127,237
Supplies & Materials other	5,000	20,000	43,400	55,986	77,821	84,824
Equipment / Furniture	20,000	5,000	10,850	13,997	19,455	21,206
Telephone	1,000	10,000	21,700	27,993	38,910	42,412
Technology	5,000	10,000	21,700	27,993	38,910	42,412
Student Testing & Assessment	-	15,000	31,550	41,990	58,365	63,618
Field Trips	-	5,000	10,850	13,997	19,455	21,206
Transportation (student)	-	5,000	10,850	13,997	19,455	21,206
Student Services - other	-	5,000	10,850	13,997	19,455	21,206
Office Expense	-	5,000	10,850	13,997	19,455	21,206
Staff Development	-	30,000	65,100	83,979	116,731	127,237
Staff Recruitment	-	5,000	10,850	13,997	19,455	21,206
Student Recruitment / Marketing	-	15,000	32,550	41,990	58,365	63,618
School Meals / Lunch	-	25,000	54,250	69,983	97,276	106,030
Travel (Staff)	-	20,000	43,400	55,986	77,821	84,824
Fundraising	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
Custom Operations #3	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 53,000	\$ 265,000	\$ 575,050	\$ 741,815	\$ 1,031,122	\$ 1,123,923

FACILITY OPERATION & MAINTENANCE

Insurance	5,000	48,000	52,800	58,080	63,888	70,277
Janitorial Services	-	10,000	11,000	12,100	13,310	14,541
Building and Land Rent / Lease	20,000	60,000	66,000	72,600	79,860	87,846
Repairs & Maintenance	-	5,000	5,500	6,050	6,655	7,321
Security Services	-	2,000	2,200	2,420	2,662	2,928
Utilities	-	24,000	26,400	29,040	31,944	35,138
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 25,000	\$ 149,000	\$ 163,900	\$ 180,290	\$ 198,319	\$ 218,151
RESERVES / CONTINGENCY	-	200,000	200,000	200,000	200,000	200,000
TOTAL EXPENSES	\$ 123,000	\$ 1,963,500	\$ 3,801,020	\$ 5,105,035	\$ 6,953,316	\$ 7,443,302
NET OPERATING INCOME (before Depreciation)	\$ 77,000	\$ 465,950	\$ 1,470,887	\$ 1,590,287	\$ 2,353,181	\$ 2,700,780
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 77,000	\$ 465,950	\$ 1,470,887	\$ 1,590,287	\$ 2,353,181	\$ 2,700,780

Description of Assumptions and Variances





FINANCIAL PLAN WORKBOOK SUMMARY

Sample Charter School

	Year 0 (Start- Up) 2016	Year 1 42551	Year 2 42552	Year 3 42553	Year 4 42554
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REVENUE

Total State Revenue	\$	2,329,450	\$	5,054,907	\$	6,419,732	\$	8,923,427
Total Federal Revenue	\$	100,000	\$	217,000	\$	275,590	\$	383,070
Total Local and Other Revenue	\$	200,000	\$	-	\$	-	\$	-
TOTAL REVENUE	\$	200,000	\$	2,429,450	\$	5,271,907	\$	6,695,322

EXPENSES

Total Administrative Staff Personnel Costs	\$	-	\$	345,000	\$	540,600	\$	681,462	\$	753,458
Total Instructional Personnel Costs	\$	-	\$	565,000	\$	902,700	\$	1,903,932	\$	2,881,180
Total Non-Instructional Personnel Costs	\$	-	\$	120,000	\$	224,400	\$	301,716	\$	403,259
Total Payroll Taxes and Benefits	\$	-	\$	154,500	\$	1,000,620	\$	866,133	\$	1,211,369
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$	-	\$	1,184,500	\$	2,668,320	\$	3,753,243	\$	5,249,265
Total Contracted Services	\$	45,000	\$	165,000	\$	193,750	\$	229,688	\$	274,609
Total School Operations	\$	53,000	\$	265,000	\$	575,050	\$	741,815	\$	1,031,122
Total Facilities Operations and Maintenance	\$	25,000	\$	149,000	\$	163,900	\$	180,290	\$	198,319
Reserves and/or Contingency	\$	-	\$	200,000	\$	200,000	\$	200,000	\$	200,000
TOTAL EXPENSES	\$	123,000	\$	1,963,500	\$	3,801,020	\$	5,105,035	\$	6,953,316

NET OPERATING INCOME (before depreciation)	\$	77,000	\$	465,950	\$	1,470,887	\$	1,590,287	\$	2,353,181
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STUDENT ENROLLMENT

Projected Student Enrollment		300	650	950	1,150			
Revenue Per Pupil	\$	8,098	\$	8,111	\$	7,048	\$	8,093
Expenses Per Pupil	\$	6,545	\$	5,848	\$	5,374	\$	6,046

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Year 5

42555

\$	9,726,536
\$	417,546
\$	-
\$	10,144,082
\$	801,000
\$	3,588,263
\$	454,622
\$	726,583
\$	5,570,467
\$	330,762
\$	1,123,923
\$	218,151
\$	200,000
\$	7,443,302
\$	2,700,780
	1,250
\$	8,115
\$	5,955

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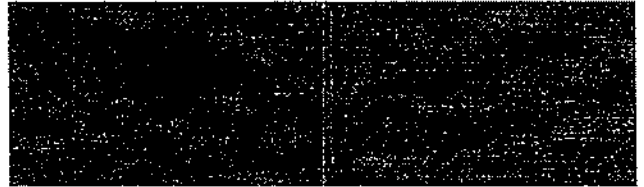
Sample Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

REVENUE	
Total Revenue	200,000
Total Expenses	123,000
Net Operating Income (before Depreciation)	77,000

Description of Assumptions and Variances

Start-Up Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	200,000
TOTAL REVENUE	\$ 200,000



FINANCIAL PLAN WORKBOOK SUMMARY

Sample Charter School

	Year 0 (Start-Up) 2016	Year 1 42551	Year 2 42552	Year 3 42553	Year 4 42554
REVENUE					
Total State Revenue		\$ 2,329,450	\$ 5,054,907	\$ 6,419,732	\$ 8,923,427
Total Federal Revenue		\$ 100,000	\$ 217,000	\$ 275,590	\$ 383,070
Total Local and Other Revenue	\$ 200,000	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 200,000	\$ 2,429,450	\$ 5,271,907	\$ 6,695,322	\$ 9,306,497
EXPENSES					
Total Administrative Staff Personnel Costs	\$ -	\$ 345,000	\$ 540,600	\$ 681,462	\$ 753,458
Total Instructional Personnel Costs	\$ -	\$ 565,000	\$ 902,700	\$ 1,903,932	\$ 2,881,180
Total Non-Instructional Personnel Costs	\$ -	\$ 120,000	\$ 224,400	\$ 301,716	\$ 403,259
Total Payroll Taxes and Benefits	\$ -	\$ 154,500	\$ 1,000,620	\$ 866,133	\$ 1,211,369
TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES	\$ -	\$ 1,184,500	\$ 2,668,320	\$ 3,753,243	\$ 5,249,265
Total Contracted Services	\$ 45,000	\$ 165,000	\$ 193,750	\$ 229,688	\$ 274,609
Total School Operations	\$ 53,000	\$ 265,000	\$ 575,050	\$ 741,815	\$ 1,031,122
Total Facilities Operations and Maintenance	\$ 25,000	\$ 149,000	\$ 163,900	\$ 180,290	\$ 198,319
Reserves and/or Contingency	\$ -	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
TOTAL EXPENSES	\$ 123,000	\$ 1,963,500	\$ 3,801,020	\$ 5,105,035	\$ 6,953,316
NET OPERATING INCOME (before depreciation)	\$ 77,000	\$ 465,950	\$ 1,470,887	\$ 1,590,287	\$ 2,353,181
STUDENT ENROLLMENT					
Projected Student Enrollment		300	650	950	1,150
Revenue Per Pupil		\$ 8,098	\$ 8,111	\$ 7,048	\$ 8,093
Expenses Per Pupil		\$ 6,545	\$ 5,848	\$ 5,374	\$ 6,046

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Year 5

42555

\$	9,726,536
\$	417,546
\$	-
\$	10,144,082

\$	801,000
\$	3,588,263
\$	454,622
\$	726,583

\$	5,570,467
\$	330,762
\$	1,123,923
\$	218,151
\$	200,000
\$	7,443,302

\$	2,700,780
----	-----------

	1,250
\$	8,115
\$	5,955

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Sample Charter School Estimate of State Aid Entitlement Output			
Refined ADA		255,000	
HS ADA		85,000	
ASF ADA		0,000	
EDUCATION PROGRAMS			
Number Enrolled in Homebound		0,000	0,000
Hospital Class		0,000	0,000
Speech Therapy		0,177	0,000
Resource Room		1,215	0,000
Self-Contained Mild/Mod/Sev		0,900	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
EDUCATION PROGRAMS - FTEs			
Career & Technology FTEs		14,450	
Advanced Career & Technology FTES		0,000	
EDUCATION PROGRAMS - ADA			
Mainstream ADA		9,350	
Gifted & Talented Enrollment		0,000	
Compensatory Ed Enrollment		250,000	
Pregnancy-related FTEs		0,000	
Bilingual ADA		60,350	
Adjusted GVA		0,9733	
FINANCIAL INFORMATION			
State Average Basic Allotment	\$	4,890	
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	
GRANTS AND BLOCK GRANTS			
Regular Program Block Grant	\$	1,527,501	
Special Education Block Grant (Spend 52% of Amount as proposed)	\$	28,937	
Mainstream Special Education (Spend 82% of Amount as proposed)	\$	65,690	
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$	-	
State Schools (Spend 52% of Amount as proposed)	\$	-	
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$	-	
TOTAL STATE AID FOR SPECIAL EDUCATION			
	\$	94,627	
GRANTS AND BLOCK GRANTS - FTEs			
Career & Technology Grant (Spend 58% of Amount as proposed)	\$	124,594	
Gifted & Talented Op Grant (Spend 95% of Amount as proposed)	\$	-	
Regular Compensatory Ed (Spend 82% of Amount as proposed)	\$	319,350	
Pregnancy Related Services Allocation (Spend 82% of Amount as proposed)	\$	-	
Military Allotment	\$	-	
Bilingual Education Block Grant (Spend 82% of Amount as proposed)	\$	38,546	
GRANTS AND BLOCK GRANTS - ADA			
Regular Program	\$	250	
Special Education	\$	-	
Career and Technology	\$	100	
GRANTS AND BLOCK GRANTS - TRANSPORTATION			
High School Allotment	\$	23,375	
State Share of Tier I	\$	2,129,344	
Tier II Level 1	\$	133,430	
Tier II Level 2	\$	67,677	
TOTAL STATE AID			
	\$	2,713,277	
ADDITIONAL STATE AID			
Staff Salary Allotment	\$	-	
Additional State Aid for Tax Reduction (ASATR)	\$	-	
TOTAL STATE AID - FUNDING			
	\$	2,713,277	

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		410,506
4	2015-2016 Base Target Revenue (Greater of Line 1 x Line 3 or Line 2 x Line 3)	\$	1,890,231
5	2015-2016 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	45,630
6	2015-2016 Minimum Revenue (Line 4 + Line 5)	\$	1,935,862
7	Transportation Adjustment	\$	350
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)	\$	1,936,212
11	2015-2016 Tier I State Aid	\$	2,128,344
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)	\$	2,128,344
14	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line 3)	\$	5,185

2015-2016

Total FSP from latest Summary of Finances (SOF)	\$	2,329,450
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-
Current Year FSP Payments Year to Date from FSP Ledger	\$	-
FSP Remaining Balance	\$	2,329,450
Number of Remaining FSP Payments	\$	12
Remaining Balance to be Paid this Month		8.3%
Payment		193,344

Payment Month	Number of Payments	Annual Rate	Estimated Payment Standing
September	12	8.3%	\$ 193,344
			\$ 194,386
November	10	10.1%	\$ 196,114
	9	11.1%	\$ 193,762
January	8	12.4%	\$ 192,429
			\$ 195,756
March	6	16.6%	\$ 193,167
			\$ 193,128
May	4	25.1%	\$ 195,118
			\$ 193,306
July	2	49.7%	\$ 193,303
			\$ 195,637
			\$ 2,329,450

12/15/2012

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/.

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.

CharBrian Foundation Inc.
Statement of Activities
For the Years Ended December 31, 2015 and 2014

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
			<u>2015</u> <u>2014</u>
Revenues			
Local support:			
Contributions			
Fund-raising activities			
Interest and other income			
Total local support			
State program revenues			
Foundation School Program			
Other State Aid			
Total state program revenues			
Federal program revenues:			
ESEA Title I Part A			
ESEA Title X			
Child Nutrition			
Total federal program revenues			
Net assets released from restrictions:			
Restrictions satisfied by payments			
Total Revenues			
Expenses			
Program Services:			
Instruction and Instructional-Related Services			
Instructional and School Leadership			
Support Services:			
Administrative Support Services	1229.66		1229.66
Ancillary Services			
Support Services-Non-Student Based			
Support Services-Student (Pupil)			
Fund Raising			
Total Expenses	1229.66		1229.66
Change in Net Assets	-1229.66		-1229.66
Net Assets, beginning of year	0		0
Net Assets, ending of year	-1229.66		-1229.66

CharBrian Foundation Inc.
Statement of Financial Position As of December 31, 2015

Assets

Current Assets	
Cash and cash equivalents	
Accounts receivable	
Prepaid expenses	
Total current assets	
Property and Equipment, net	
Total Assets	<u>0</u>

Liabilities and Net Assets

Current Liabilities	
Accounts payable	
Accrued liabilities	
Deferred revenue	
Current portion of long-term debt	
Other current Liabilities	1229.66
Total current liabilities	<u>1229.66</u>
Long-Term Debt	
Total Liabilities	<u>1229.66</u>
Net Assets	
Unrestricted	-1229.66
Temporarily restricted	
Total Net Assets	-1229.66
Total Liabilities and Net Assets	<u><u>-1229.66</u></u>

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."


COPYRIGHT MATERIAL

4 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 to schedule an appointment.

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.

From: Louis Cuevas [REDACTED] 
Subject:
Date: November 17, 2016 at 2:28 PM
To: Jaime Lopez [REDACTED] Noe Saucedo [REDACTED]



Attached is the confirmation of the 990 filing



Confirmation

[Home](#) | [Security Profile](#) | [Logout](#)

Your Form 990-N(e-Postcard) has been submitted to the IRS

- Organization Name: CHARBRIAN FOUNDATION INC
- EIN: 272976881
- Tax Year: 2015
- Tax Year Start Date: 01-01-2015
- Tax Year End Date: 12-31-2015
- Submission ID: 10065520162960559027
- Filing Status Date: 10-21-2015
- Filing Status: Pending

Note: Print a copy of this filing for your records. Once you leave this page, you will not be able to do so.

MANAGE FORM 990-N SUBMISSIONS

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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."

THE SENATE OF TEXAS

STATE CAPITOL, 3S.5
AUSTIN, TEXAS 78711
(512) 463-0127

1210 W. INTERSTATE 2, STE. 10
PHARR, TEXAS 78577
(956) 787-5227



7 NORTH PARK PLAZA
BROWNSVILLE, TEXAS 78521
(956) 548-0227

700 FM 3168
RAYMONDVILLE, TEXAS 78580
(956) 689-1860, EXT. 230

SENATOR
EDDIE LUCIO, JR.

November 22, 2016

To Whom It May Concern:

Please accept my support for the CharBrian Foundation Inc.'s application for a proposed Generation 22 Open Enrollment Charter School.

The proposal would establish the South Texas Trade Academy charter school in Mercedes, Texas and would focus on providing students access to a quality academic program along career and technical education strands that will prepare students for college and the workforce. By focusing on academic and trade skills, a student will find various avenues to high school graduation and will be equally prepared for a career in higher education or a technical field.

As a State Senator for more than 25 years and as Vice Chairman of the Committee on Education, I appreciate the great need in our South Texas border community to offer our students with the opportunity to discover different skillsets and improve their outlook in the local workforce. To this end, I support the mission of the school and I am confident it will provide the students of South Texas increased access to quality education.

I respectfully request careful consideration of this application. If you have any questions, please do not hesitate to contact me.

Yours in Education,

A handwritten signature in cursive script that reads "Eddie Lucio, Jr." with a flourish at the end.

Eddie Lucio, Jr.
State Senator

ELJ



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Keppel AmFELS

Keppel AmFELS, L.L.C. Tel: 956 831 8220
20000 State Highway 48 Fax: 956 831 6220
Brownsville, Texas 78521-8910
USA

December 1, 2016

To Whom It May Concern:

Keppel AmFELS, LLC applauds the efforts of CharBrian Foundation Inc. to establish a Generation 22 Open Enrollment Charter School, the South Texas Trade Academy charter school in Mercedes, Texas. The stated goal for the South Texas Academy is to equip young adults with certifications or degrees of high labor market value and prepare them to earn respectful beginning salaries in the skilled labor force of Cameron, Hidalgo, and Willacy counties while simultaneously prepare students to excel in all traditional academic studies.

Keppel AmFELS, LLC firmly believes in this goal and the mission of the school to provide the students of South Texas with increased opportunities to obtain a quality education and at the same time to develop the trade skills and specialties which will gain them successful entry into the skilled local workforce in our area.

We wish CharBrian Foundation Inc. the greatest success in its application process so that the South Texas Trade Academy charter school can be established as soon as possible.

Best Regards,



Simon Lee

President

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December 1, 2016

To Whom It May Concern:

It is with great pleasure that I express my full support for the CharBrian Foundation Inc.'s application for a proposed Generation 22 Open Enrollment Charter School.

The proposal would establish the South Texas Trade Academy charter school in Mercedes, Texas and would focus on providing students access to a quality academic program along career and technical education strands that will prepare students for college and the workforce. By focusing on academic and trade skills, a student will find various avenues to high school graduation and will be equally prepared for a career in higher education or a technical field.

I wholeheartedly value the great need in our South Texas border community to offer this wonderful opportunity to our students. They will be able to discover the different skillsets and enhance their outlook in the local workforce. To this end, I support the mission of the school and I am confident it will provide the students of South Texas increased access to a quality education.

I respectfully request careful consideration of this application. Please do not hesitate to contact me if you have any questions.

Respectfully,

Ralph Cowen
Port Commissioner
Port of Brownsville

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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.

Date of this notice: 07-06-2010

Employer Identification Number:
27-2976681

Form: SS-4

Number of this notice: CP 575 A

CHARERIAN FOUNDATION INC
* BRIAN SAMS
3715 PEACHTREE RD NE STE 2
ATLANTA, GA 30319

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 27-2976681. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2011

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes and Publication 4248, EFTPS (Brochure). If you need to make a deposit before you receive your Welcome Package, please visit an IRS taxpayer assistance center to obtain a Federal Tax Deposit Coupon, Form 8109-B. To locate the taxpayer assistance center nearest you, visit the IRS Web site at <http://www.irs.gov/localcontacts/index.html>. Note: You will not be able to obtain Form 8109-B by calling 1-800-829-TAXFORMS (1-800-829-3676).

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number	Best Time to Call	DATE OF THIS NOTICE:	07-06-2010
()		EMPLOYER IDENTIFICATION NUMBER:	27-2976681
		FORM:	SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
llllllllllllllllllllllllllllllllllll

CHARBRIAN FOUNDATION INC
% BRIAN SAMS
3715 PEACHTREE RD NE STE 2
ATLANTA, GA 30319

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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

The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

Char Brian Foundation, Inc
Filing Number: 801547722

Certificate of Formation

February 07, 2012

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on February 09, 2012.



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

Phone: (512) 463-5555
Prepared by: BSWONKE

Come visit us on the internet at <http://www.sos.state.tx.us/>

Fax: (512) 463-5709
TID: 10266

Dial: 7-1-1 for Relay Services
Document: 407638330003

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Form 202
(Revised 05/11)

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



Certificate of Formation
Nonprofit Corporation

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas
FEB 07 2012
Corporations Section

Article 1 - Entity Name and Type

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

Char Brian Foundation, Inc

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:

Jaime J Reyna
First Name M.I. Last Name Suffix

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

871 Old Alice Rd. Suite 600 Brownsville TX 78520
Street Address City State Zip Code

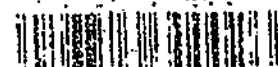
Article 3 - Management

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

A minimum of three directors is required.

Director 1				
First Name	M.I.	Last Name	State	Suffix
Charlene		Young		
304 Clark Dr.		London	KY	USA
Street or Mailing Address		City	State	Zip Code Country

RECEIVED
FEB 07 2012
Secretary of State



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Director 2				
Jaime	J	Reyna		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
871 Old Alice Rd. Suite 600	Brownsville	TX	78520	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3				
Marco		Turrubiates		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
719 North 25th St.	Harlingen	TX	78550	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

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

Article 4 – Membership

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

A. The nonprofit corporation shall have members.

B. The nonprofit corporation will have no members.

Article 5 – Purpose

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

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

The Char Brian Foundation was formed exclusively for charitable and educational purposes. Specifically, the Char Brian Foundation was developed for "Children Having At-Risk Behaviors Revealing Intellectual Assistance Needs". These youth will be identified by using a specific set of criteria that establishes risk factors for teen pregnancy, drug use, educational drop out and/or illegal activity. The criteria will be precluded by single parent environments, foster children, socioeconomic deprived status, abusive environments and borderline disabilities. Our program will offer educational and participatory programs that will redefine the roles and relationships of our nation's youth. The Char Brian Foundation will offer after school programs, summer camps and parent/child retreats that foster physical fitness, psychological wellness and social mastery. Our ultimate goal is to promote family interdependency to open communication and prevent destructive behaviors

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

The optional provisions:

The corporation shall be organized, and at all times thereafter, operated exclusively for public charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the internal Revenue Code. In furtherance of such purposes, the Corporation shall have full power and authority:

- (a) To make distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the internal revenue code;
 - (b) To make distributions for other charitable purposes;
 - (c) To receive and accept property, whether real, personal, or mixed, by way of gift, bequest, or devise, from any person, firm, trust, or corporation to be held, administered, and disposed of in accordance with and pursuant to the governing instruments of the Corporation as the same shall be amended from time to time;
 - (d) To perform all other acts necessary or incidental to the above and to do whatever is deemed necessary, useful, advisable, or conducive, directly or indirectly, as determined by the Board of Directors, to carry out any of the purposes of the Corporation, as set forth in these Articles of Incorporation, including the exercise of all other power and authority enjoyed by corporations generally by virtue of the provisions of the Texas Nonprofit Corporation Code (within and subject to the limitations of Section 501(c)(3) of the Internal Revenue Code)
- The Corporation shall serve only such purposes and functions and shall engage only in such activities as are consistent with the purposes set forth in this article 7 and as Charitable and are entitled to charitable status under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 8

Tax Exempt Nonprofit Corporation

The Corporation shall be neither organized nor operated for pecuniary gain or profit.

- (a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any member, director, officer, or trustee of the Corporation, or any other private person, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes as set forth in Article III hereof;
- (b) No Substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office;
- (c) Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:
 - (I) By a corporation exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code; or
 - (II) By a corporation, contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

It is intended that the Corporation shall have, and continue to have, the status of an organization with is exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code. All terms and provisions of these Articles of incorporation and the Bylaws of the Corporation, and all authority and operations of the Corporation, shall be construed, applied and carried out in accordance with such intent.

ARTICLE 9

Limitation of the Director Liability

- (a) A director of the Corporation shall not be personal liable to the Corporation for monetary damages for breach of duty of care or other duty as a director, except for liability (I) for any appropriation, in violation of his or her duties, of any business opportunity of the Corporation, (II) for acts or omissions not in good faith or which involve international misconduct or a knowing violation of law, or (III) for any transaction from which the director derived an improper personal benefit.
- (b) Any repeal or modification of the provisions of this Article shall be prospective only, and shall not adversely affect any limitation on the personal liability of a director of the Corporation with respect to any act or omission occurring prior to the effective date of such repeal or modification.
- (c) If the Texas Nonprofit Corporation Code or, by reference, if appropriate, the Texas Business Corporation Code hereafter is amended to authorize the further elimination or limitation of the liability of directors, then the liability of a director of the Corporation, in addition to the limitation on personal liability provided herein, shall be limited to the fullest extent permitted by the amended Texas Nonprofit Corporation Code, as appropriate.
- (d) In the event that any of the provision of this Article (including any provision within a single sentence) are held by a court of competent jurisdiction to be invalid, void, or otherwise unenforceable, the remaining provisions are severable and shall remain enforceable to the fullest extent permitted by law.

ARTICLE 10

Board of Directors

The Board of Directors shall have general charge of the affairs and any property and assets of the Corporation. It shall be the duty of the Directors to carry out the purposes of the Corporation. The Directors shall be elected in accordance with the Bylaws of the Corporation and shall have the powers and duties set forth in these Articles of Incorporation and in the Bylaws, to the extent that such powers and duties are not inconsistent with the status of the Corporation as a nonprofit corporation which is exempt from federal income taxation under Section 501(c)(3) of the internal Revenue Code;

ARTICLE 11

Dissolution of Corporation

Upon the dissolution of the Corporation, the Board of Directors, shall, after paying or making provision for the payment of all liabilities or the Corporation, dispose of all of the assets of the Corporation by distributing those assets to one or more organizations organized and operated exclusively for public charitable uses and purposes as shall at the time qualify as exempt from taxation under Section

501(c)(3) of the Internal Revenue Code, As the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction for the county in which the principle office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine which are organized and operated exclusively for such purpose.

ARTICLE 12

These Articles may be amended at any time and from time to time by affirmative vote of all of the Directors then in office.

IN WITNESS WHEREOF, These articles were adopted by the incorporators at the December 23, 2011 organizational board meeting. The corporation does not have members therefore member vote is not required. The undersigned has executed these Articles on the date set forth below.

Signature(s):

Date: 12/23/2011

President

Vice President

Supplemental Provisions/Information

(See instructions.)

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

Organizer

The name and address of the organizer:

Charlene Young

Name

304 Clark Dr.

London

KY

40741

Street or Mailing Address

City

State

Zip Code

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

- A. This document becomes effective when the document is filed by the secretary of state.
- B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____
- C. This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

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

Execution

The undersigned 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: 02/03/2012



Signature of organizer

Charlene Young

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.

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GOVERNING DOCUMENTS

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Article One — Adoption, Amendment, and Interpretation of Bylaws

1.01 Definitions

In these Bylaws:

“Board of Directors” has the meaning set forth in Section 22.001(1) of the TBOC: the group of persons vested with the management of the affairs of the Corporation, regardless of the name used to designate the group. “Director” means a person who is a member of that group, regardless of the name used to designate the person.

“Corporation” means the corporation formed as described in Article 2.01 of these Bylaws.

“Governing authority” has the meaning set forth in Section 1.002(35)(A) of the TBOC: the Board of Directors of the Corporation or other persons authorized to

perform the functions of the Board of Directors of the Corporation. The term does not include an Officer who is acting in the capacity of an Officer.

"Governing documents" has the meaning set forth in Section 1.002(36) of the TBOC: the Certificate of Formation, the Bylaws and other documents or agreements adopted by the Corporation under the TBOC to govern the internal affairs of the Corporation.

"Governing person" has the meaning set forth in Section 1.002(37) of the TBOC: a person serving as part of the governing authority of an entity.

"Member" has the meaning set forth in Section 1.002(53)(C), TBOC: a person who has membership rights in the nonprofit corporation under its governing documents.

"Signature" has the meaning set forth in Section 1.002(82) of the TBOC: any symbol executed or adopted by a person with present intention to authenticate a writing. Unless the context requires otherwise, the term includes a digital signature, an electronic signature, and a facsimile of a signature.

"TBOC" means the Texas Business Organizations Code, as amended from time to time.

"TNPCL" means the Texas Nonprofit Corporation Law, the short title for the provisions of Chapters 20 and 22, TBOC and the provisions of Title 1, TBOC to the extent applicable to nonprofit corporations, as amended from time to time.

"Writing" or "written" has the meaning set forth in Section 1.002(89) of the TBOC: an expression of words, letters, characters, numbers, symbols, figures, or other textual information that is inscribed on a tangible medium or that is stored in an electronic or other medium that is retrievable in a perceivable form. Unless the context requires otherwise, the term includes stored or transmitted electronic data, electronic transmissions, and reproductions of writings; and does not include sound or video recordings of speech other than transcriptions that are otherwise writings.

1.02 Interpretation and Severability

These Bylaws are governed by, and shall be construed in accordance with the laws of the State of Texas. If any provision of these Bylaws or the application thereof to any person or circumstance is held invalid or unenforceable, the remainder of these Bylaws and the application of that provision to other persons or circumstances are not affected thereby, and that provision shall be enforced to the greatest extent permitted by the applicable law.

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1.03 Gender and Number

Whenever the context requires, the gender of all words used in these Bylaws will include the masculine, feminine, and neuter, and the number of all words will include the singular and plural.

1.04 Articles and Other Headings

The articles and other headings contained in these Bylaws are for reference purposes only and will not affect the meaning or interpretation.

1.05 Adoption, Amendment, and Repeal of Bylaws

The Board of Directors may alter, amend, or repeal these Bylaws, and adopt new Bylaws. All amendments shall be upon advice of counsel as to legal effect, except in emergency. Bylaw changes shall take effect upon adoption unless otherwise specified. Notice of Bylaw changes shall be given in or before notice of the first Directors' meeting following their adoption.

Article Two — Certificate of Formation and Offices

2.01 Certificate of Formation Provisions

The Certificate of Formation of Char Brian Foundation, Inc was duly filed with the Texas Secretary of State. The Certificate of Formation sets forth the Corporation's name, purpose, duration if not perpetual, registered office and registered agent, and initial Board of Directors, and may set forth other provisions as well. Each provision of the Certificate of Formation shall be observed until amended by Restated Certificate or Certificate of Amendment duly filed with the Secretary of State.

2.02 Registered Office and Registered Agent

The address of the Registered Office provided in the Certificate of Formation, as duly filed with the Texas Secretary of State, is:

The name of the Registered Agent of the Corporation at such address, as set forth in the Certificate of Formation, is: Jaime Reyna

The registered agent or registered office may be changed by filing a Statement of Change of Registered Office or Registered Agent with the Texas Secretary of State, and not otherwise. Such filing shall be made promptly with each change. Arrangements for each change in registered agent or office shall ensure that the Corporation is not exposed to the possibility of a default judgment. Each successive registered agent shall be of reliable character and well informed of the necessity of

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immediately furnishing the papers of any lawsuit against the Corporation to its attorneys.

2.03 Principal Place of Business

The address of the principal place of business of the Corporation is hereby established as:

The Corporation may have additional business offices within the State of Texas, and where it may be duly qualified to do business outside of Texas, as the Board of Directors may designate or the business of the Corporation may require.

Article Three — Management

3.01 Governing Authority

The governing authority of the Corporation shall be called the Board of Directors. It shall consist of all the Directors of the Corporation. The business and affairs of the Corporation shall be managed under the direction of, and all corporate powers shall be exercised by or under the authority of, the Board of Directors, subject to the limitations imposed by the governing documents, as amended from time to time, the TBOC, and all applicable laws and regulations.

3.02 Indemnification of Governing Persons and Officers

The Corporation shall indemnify all officers, Directors, employees, and agents to the extent required by Chapter 8, TBOC. The Board of Directors may, by separate resolution, provide for additional indemnification as allowed by law.

3.03 Insuring Governing Persons, Officers, and Employees

The Corporation may purchase, procure, or establish and maintain insurance, or make any other arrangement, on behalf of any person as permitted by Section 8.151, TBOC, whether or not the Corporation has the power to indemnify that person against liability for any acts.

3.04 Authority to Appoint Committees

By resolution adopted by the majority of the Directors in office, the Board of Directors may designate one or more committees to have and exercise the authority of the Board of Directors in the management of the Corporation to the extent provided by the resolution, the Certificate of Formation, or these Bylaws. Each committee must consist of at least two (2) persons, and the majority of the persons on the committee must be Directors. The remaining persons on the committee are not required to be Directors. The Board of Directors shall have the power to change the powers and membership of, fill vacancies in, and dissolve any committee at any time. Members of

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any committee shall receive such compensation as the Board of Directors may from time to time provide. The designation of any committee and the delegation of authority thereto shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed by law.

3.05 No Authority to Execute Instruments Absent Specific Authorization

These Bylaws provide certain authority for the execution of instruments. The Board of Directors, except as otherwise provided in these Bylaws, may additionally authorize any officer(s) or agent(s), to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless expressly authorized by these Bylaws or the Board of Directors, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement nor to pledge its credit nor to render it liable pecuniarily for any purpose or in any amount.

3.06 Execution of Certain Instruments

Formal contracts, promissory notes, deeds, deeds of trust, mortgages, pledges, and other evidences of indebtedness of the Corporation, other corporate documents, and certificates of ownership of liquid assets held by the Corporation shall be signed or endorsed by the President or any Vice President and by the Secretary or the Treasurer, unless otherwise specifically determined by the Board of Directors or otherwise required by law.

3.07 Compensation

The Corporation may pay compensation in a reasonable amount to the Directors for services provided. This policy does not preclude any Director from serving the Corporation in any other capacity and receiving compensation for such additional service.

3.08 Number of Directors

The number of Directors the Corporation shall have is the number set by or in the manner provided by the Certificate of Formation. No Director need be a Member of the Corporation or resident of Texas. The number of Directors may be increased or decreased from time to time by amendment of these Bylaws. Any decrease in the total number of Directors shall not have the effect of reducing the total number of Directors below three (3), nor of shortening the tenure that any incumbent Director would otherwise enjoy.

3.09 Election and Term of Office of Directors

Unless a Director resigns or is removed, a Director shall hold office until the next annual election of Directors and until a successor is elected, appointed, or designated and qualified. Election for all Director positions, vacant or not, shall occur

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at each annual Directors' meeting and may be held at any special Directors' meeting called specifically for that purpose.

3.10 Vacancies

Vacancies on the Board of Directors shall exist upon: (1) the failure of the Directors to elect the full authorized number of Directors to be voted for at any Directors' meeting at which any Director is to be elected; (2) a declaration of vacancy under this subarticle; (3) an increase in the authorized number of Directors; or (4) the death, resignation, or removal of any Director.

3.10(a) Declaration of a Vacancy

A majority of the Board of Directors may declare the office of a Director vacant if the Director is adjudged incompetent by a court; is convicted of a crime involving moral turpitude; or fails to accept the office of Director, either by a letter of acceptance or by attending a meeting of the Board of Directors, within thirty (30) days of notice of election.

3.10(b) Filling Vacancies by Directors

Vacancies other than those caused by an increase in the number of Directors may be filled temporarily by majority vote of the remaining Directors, though less than a quorum, or by a sole remaining Director. Each Director so elected shall hold office until a qualified successor is elected at a Directors' meeting. Vacancies reducing the number of Directors to fewer than three shall be filled before the transaction of any other business.

3.11 Removal of Directors

A Director may be removed from office, with or without cause, by the persons entitled to elect, designate, or appoint the Director. Removal requires an affirmative vote equal to the vote necessary to elect the Director. If any or all Directors are so removed, their replacements may be elected at the same meeting.

3.12 Quorum of Board of Directors

The presence throughout any Directors' meeting, or adjournment thereof, of a majority of the authorized number of Directors shall be necessary to constitute a quorum to transact any business, except to adjourn. If a quorum is present, every act done or resolution passed by a majority of the Directors present and voting shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Certificate of Formation, or these Bylaws. Directors present by proxy shall not be counted toward a quorum.

3.13 Adjournment and Notice of Adjourned Meetings

A quorum of the Directors may adjourn any Directors' meeting to meet again at a stated hour on a stated day. Notice of the time and location where an adjourned meeting will be held need not be given to absent Directors if the time and location are

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fixed at the adjourned meeting. In the absence of a quorum, a majority of the Directors present may adjourn to a set time and place if notice is duly given to the absent members, or until the time of the next regular meeting of the Board.

3.14 Director Proxies

A Director may vote in person or by proxy executed in writing by the Director. No proxy shall be valid after three (3) months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable and otherwise irrevocable by law.

Article Four — Meetings

4.01 Notice of Meetings

If notice is required for a meeting, the Secretary shall deliver written notice to each Director or committee member, as applicable, entitled to vote at the meeting at least ten (10) but not more than sixty (60) days before the date of the meeting. Notice shall be given at the direction of the President, Secretary, or other person calling the meeting. Such notice shall state the date, time, and location of the meeting. Notice of a Board of Directors meeting need not specify the business to be transacted at the meeting or the purpose of the meeting. Generally, a tentative agenda will be included, but the meeting shall not be confined to any agenda included with the notice.

The notice shall be addressed to each recipient at such address as appears in the Corporation's records or as the recipient has given to the Corporation for the purpose of notice.

Meetings provided for in these Bylaws shall not be invalid for lack of notice if all persons entitled to notice consent to the meeting in writing or are present at the meeting in person or by proxy and do not object to the notice given. Consent may be given either before or after the meeting. Notice of the reconvening of an adjourned meeting is not necessary unless the meeting is adjourned more than thirty (30) days past the date stated in the notice, in which case notice of the adjourned meeting shall be given as in the case of any special meeting.

4.02 Notice by Postal Mail, Delivery, Facsimile, or Electronic Message

Notice may be given personally, by mail, or by electronic transmission including, but not limited to, facsimile, electronic mail, or other means. A person may specify the form of electronic transmission to be used to communicate notice. Notice shall be addressed to each recipient at such address as appears in the Corporation's records, or at such address or number as the recipient has given to the Corporation for the purpose of notice.

A person may revoke the person's consent to receive notice by electronic transmission by providing written notice to the Corporation. The person's consent is considered revoked if the Corporation is unable to deliver by electronic transmission

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two consecutive notices, and the Secretary, Assistant Secretary, or transfer agent of the Corporation, or another person responsible for delivering notice on behalf of the Corporation, knows that delivery of those two electronic transmissions was unsuccessful. Inadvertent failure to treat the unsuccessful transmissions as a revocation of the Shareholder's consent does not affect the validity of a meeting or other action.

4.03 Notice Considered Provided

Notice is considered provided to a person on the date notice is: 1) deposited in the U.S. mail with postage paid in an envelope addressed to the person at the person's address as it appears on the Corporation's records; 2) successfully transmitted to a facsimile number provided by the person for the purpose of receiving notice; or 3) successfully transmitted to an electronic mail address provided by the person for the purpose of receiving notice:

Upon providing notice, the Secretary or other person sending notice shall sign and file in the Company Record Book a statement of the details of the notice given to each person. If such statement should later not be found in the Company Record Book, due notice shall be presumed.

4.04 Waiver of Notice and Consent to Action

Notice of a meeting is not required to be given to a person entitled to notice if the person signs a written waiver of notice of the meeting. Meetings provided for in these Bylaws shall not be invalid for lack of notice if all persons entitled to notice either waive notice or consent to the meeting, in writing, or are present and do not object to the notice given. Waiver or consent may be given either before or after the meeting.

Attendance at a meeting shall constitute a waiver of notice of such meeting, unless the person participates in or attends the meeting solely to object to the transaction of business at the meeting on the ground that the meeting was not lawfully called or convened.

4.05 Location of Meetings

Meetings of the Board of Directors or a committee thereof, shall be held at the principal office of the Corporation, or at such other location in or outside the State of Texas as may be provided by or fixed in accordance with the Board of Directors or the person calling the meeting, or as agreed to by all persons entitled to notice of the meeting. Any meeting is valid wherever held if written consent to the meeting is given by all persons entitled to vote at the meeting.

The location of a meeting shall be stated in the notice of the meeting or in a duly executed waiver thereof. The location of a meeting means either the physical location of the meeting, or in the case of an alternative form of meeting described in Bylaw

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4.06, the form of communications system to be used for the meeting and the means of accessing that communications system.

4.06 Meetings by Remote Communications Technology

Subject to the notice provisions required by these Bylaws and by the TBOC, meetings of the Board of Directors, or a committee thereof, may be held by means of a remote electronic communications system, including a conference telephone or similar communications equipment, or another suitable electronic communications system, including videoconferencing technology or the Internet, or any combination, only if each person entitled to participate in the meeting consents to the meeting being held by means of that system, and the system provides access to the meeting in a manner or using a method by which each person participating in the meeting can communicate concurrently with each other participant, as authorized by Section 6.002 and 22.002, TBOC. Participation in such a meeting shall constitute presence in person at such meeting, except participation for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened.

If voting is to take place at the meeting, the Corporation must implement reasonable measures to verify that every person voting at the meeting by means of remote communications is sufficiently identified, and keep a record of any vote or other action taken.

4.07 Conduct of Meetings

The President shall chair all meetings of the Board of Directors of the Corporation. In the President's absence, a Vice President or a Chairman chosen by a majority of the persons present in person or by proxy and entitled to vote at the meeting shall preside. The Secretary of the Corporation shall act as secretary of the meetings. In the absence of the Secretary or Assistant Secretary, the Chairman of the meeting shall appoint another person to act as secretary of the meeting. When the Secretary is absent from any meeting, the Chairman may appoint any person to act as secretary of that meeting.

4.08 Action by Consent of Board of Directors Without Meeting

Any action that is required to be taken or that may be taken at a meeting of the Board of Directors or a committee of the Board of Directors, may be taken without a meeting if a written consent, stating the action to be taken, is signed by the number of Directors or committee members necessary to take that action at a meeting at which all of the Directors or committee members are present and voting. The consent must state the date of each Director's or committee member's signature. Prompt notice of the taking of an action without a meeting by less than unanimous written consent of the Board of Directors or a committee thereof shall be given to each Director or committee member who did not consent in writing to the action. Such action may be

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taken without holding a meeting, providing notice, or taking a vote if each person entitled to vote on the action signs a written consent stating the action taken. A unanimous written consent has the same effect as a unanimous vote at a meeting. Consent may be given individually or collectively.

4.09 Regular Meetings of the Governing Authority

Regular meetings of the Board of Directors shall be held, without call or notice, at such regularly repeating times and locations as the Board of Directors may designate.

4.10 Special Meetings of the Governing Authority

Special meetings of the Board of Directors for any purpose may be called at any time by the President or, if the President is absent or unable or refuses to act, by any Vice President or any two Directors. Written notice of the special meeting, stating the time and location of the meeting, shall be delivered to each Director, either by facsimile transmission, by mail, or by electronic message not later than ten (10) days before the day appointed for the meeting, or personally delivered so as to be received by each Director not later than two (2) days before the day appointed for the meeting. The notice may include a tentative agenda, but the meeting shall not be confined to any agenda included with the notice, and none is required.

Upon providing notice, the Secretary or other officer sending notice shall sign and file in the Company Record Book a statement of the details of the notice given to each Director. If such statement should later not be found in the Company Record Book, due notice shall be presumed.

Article Five — Members and Membership

5.01 Members

Subject to its Certificate of Formation as amended from time to time, the Corporation shall not have Members. Should the Board of Directors amend the Certificate of Formation to have Members, the Board shall amend these Bylaws within a reasonable period of time to reflect that change.

Article Six — Officers

6.01 Title and Appointment

The officers of the Corporation shall include a President and a Secretary and may include one or more Vice Presidents, a Treasurer, and other officers and assistant officers as the Board of Directors may designate. Any two or more offices, except President and Secretary, may be held by the same person. All officers shall be elected by, and hold office at the pleasure of, the Board of Directors, who shall fix the compensation and tenure, not to exceed three (3) years, of all officers. The Board of Directors may delegate this power to appoint officers to any officer or committee, and

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such officer or committee shall have full authority over the officers they appoint, subject to the power of the Board as a whole. Election or appointment of an officer shall not itself create contract rights.

6.02 Removal and Resignation

Any officer may be removed, with or without cause, by a vote of a majority of the Directors at any meeting of the Board of Directors or, except in the case of an officer chosen by the Board of Directors, by any committee or officer upon whom that power of removal may be conferred by the governing authority. Such removal shall be without prejudice to the contract rights, if any, of the person removed. Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Any resignation shall take effect upon receipt or at any later time specified therein. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

6.03 Vacancies

Should any vacancy occur in any office of the Corporation, the Board of Directors may elect an acting successor to hold office for the unexpired term or until a permanent successor is elected.

6.04 Compensation

The compensation of the officers shall be fixed from time to time by the Board of Directors, and no officer shall be prevented from receiving a salary by reason of the fact that the officer is also a Director of the Corporation.

6.05 President

The President shall be the chief executive officer of the Corporation, subject to the control of the Board of Directors. The President shall have general supervision, direction, and control of the business and officers of the Corporation; shall have the general powers and duties of management usually vested in the office of the President of a corporation; shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws; and shall be *ex officio* a member of all standing committees, including the executive committee, if any. In addition, the President shall preside at all meetings of the Corporation.

6.06 Vice President

The Vice President(s), if any, shall have such powers and perform such duties as from time to time may be prescribed by these Bylaws, the Board of Directors, or the President. In the absence or disability of the President, the senior Vice President shall perform all the duties of the President, pending action by the Board. While so acting, the senior Vice President shall have the powers of, and be subject to all the restrictions on, the President.

6.07 Secretary

The Secretary shall:

1. See that all notices are duly given as required by law, the Certificate of Formation, or these Bylaws. In case of the absence or disability of the Secretary, or the Secretary's refusal or neglect to act, notice may be given and served by an Assistant Secretary or by the President, Vice President, or Board of Directors.
2. Be custodian of the minutes of the Corporation's meetings, its Company Record Book, its other records, and any seal which it may adopt. When the Corporation exercises its right to use a seal, the Secretary shall see that the seal is embossed upon all documents authorized to be executed under seal in accordance with these Bylaws.
3. If the Corporation amends its Certificate of Formation to add Members, maintain a record of all Members of the Corporation in the Company Record Book, together with their current mailing addresses.
4. In general, perform all duties incident to the office of Secretary, and such other duties as from time to time may be required by Article Seven — Corporate Records and Administration — of these Bylaws, by these Bylaws generally, by the President, by the Board of Directors, or by law.

6.08 Treasurer

The Treasurer, if any, shall:

1. Have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all funds in the name of the Corporation in those banks, trust companies, or other depositories as the Board of Directors select.
2. Receive, and give receipt for, monies due and payable to the Corporation.
3. Disburse or cause to be disbursed the funds of the Corporation as may be directed by the Board of Directors, and take proper vouchers for those disbursements.
4. If required by the Board of Directors or the President, give to the Corporation a bond to assure the faithful performance of the duties of the Treasurer's office and the restoration to the Corporation of all corporate books, papers, vouchers, money, and other property of whatever kind in the Treasurer's possession or control, in case of the Treasurer's death, resignation, retirement, or removal from office. Any such bond shall be in a sum satisfactory to the Board of Directors, with one or more individual securities or with a surety company satisfactory to the Board of Directors.

5. In general, perform all the duties incident to the office of Treasurer, and such other duties as from time to time may be assigned to the Treasurer by Article Seven — Corporate Records and Administration — of these Bylaws, by these Bylaws generally, the President, the Board of Directors, or by law.

6.09 Assistant Secretary and Assistant Treasurer

The Assistant Secretary and Assistant Treasurer shall have such powers and perform such duties as the Secretary or Treasurer, respectively, or as the President or Board of Directors may prescribe. In the absence of the Secretary or Treasurer, the Assistant Secretary or Assistant Treasurer, respectively, may perform all the functions of the Secretary or Treasurer.

Article Seven — Corporate Records and Administration

7.01 Minutes of Corporate Meetings

The Corporation shall keep at the principal office, or such other place as the Board of Directors may order, a Company Record Book containing minutes of all meetings of the Corporation's Board of Directors and committees. The minutes shall show the time and place of each meeting, whether the meeting was regular or special, a copy of the notice given or written waiver thereof, and, if it is a special meeting, how the meeting was authorized. The minutes of all meetings shall further show the proceedings and the names of those present.

7.02 Books of Account and Annual Reports

The Corporation shall maintain current and accurate financial records with complete entries as to all financial transactions, including all income and expenditures, in accordance with generally accepted accounting principles. Based on these records, the Board of Directors shall annually prepare or approve a report of the Corporation's financial activity for the preceding year. The report must conform to accounting standards as promulgated by the American Institute of Certified Public Accountants and must include a statement of support, revenue, and expenses, a statement of changes in fund balances, a statement of functional expenses, and a balance sheet for all funds. All records, books, and annual reports of the financial activity of the Corporation shall be kept at its principal office for at least three (3) years after the closing of each fiscal year and shall be available to the public for inspection and copying there during normal business hours. The Corporation may charge for the reasonable expense of preparing a copy of a record or report.

7.03 Corporate Seal

The Board of Directors may at any time adopt, prescribe the use of, or discontinue the use of, such corporate seal as it deems desirable, and the appropriate officers shall cause such seal to be affixed to such documents as the Board of Directors may direct.

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7.04 Fiscal Year

The fiscal year of the Corporation shall be as determined by the Board of Directors and approved by the Internal Revenue Service. The Treasurer shall forthwith arrange a consultation with the Corporation's tax advisors to determine whether the Corporation is to have a fiscal year other than the calendar year. If so, the Treasurer shall file an election with the Internal Revenue Service as early as possible, and all correspondence with the IRS shall reflect such non-calendar year election.

7.05 Management of Funds

All institutional and endowment funds shall be handled pursuant to the Uniform Management of Institutional Funds Act. (Tex. Property Code §§ 163.001 et seq.)


7.06 Loans to Officers and Directors

The Corporation shall not loan money to any of its Directors. Loans to officers may be made if the loans can reasonably be expected to benefit the Corporation, directly or indirectly, and are either made to finance the officer's principal residence, or do not exceed one hundred percent (100%) of the officer's annual salary if the loan is to be made before the first anniversary of the officer's employment, or fifty percent (50%) of the officer's annual salary if the loan is made in any subsequent year.

Article Eight — Adoption of Initial Bylaws

The foregoing Bylaws were adopted by the Board of Directors on the

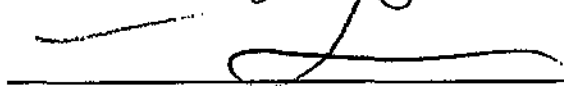
2nd day of April, 2012.



Director



Director



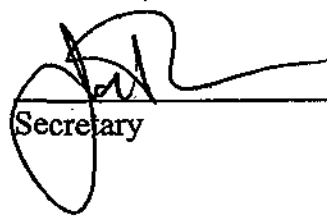
Director

Director

Director

Director

Attested to, and certified by:



Secretary

Corporate Seal

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:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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:

1. What was your motivation to serve on the board of the proposed charter school?

I have over 30 years of experience in public service, most of which have been in the field of education. I am a product of public education and have benefited from a quality instructional program which provided me many opportunities to learn and implement what I learned. I am confident that a properly lead educational institution which recruits and empowers quality individuals to implement research-based instructional strategies can effectively prepare students not only to succeed in an academic setting but graduate high school, ready to join the work force earning a decent wage. I am excited to be a part of the leadership team to implement the concept of South Texas Trade Academy as it strives to interrelate the worlds of manufacturing, architecture, and the culinary arts.

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2. What is your understanding of the appropriate role of a public charter school board member?

The role of a charter board member is to work with the school superintendent to develop budgets, policies and hire staff, all within the rules and laws of the Texas Education Agency and the State of Texas.

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.

Although I have not served as a board member, I have served as superintendent of schools in Texas for over 10 years. While superintendent I worked closely with the various boards and became familiar with the roles of the board through training and implementation. I also was a professor in the College of Education, department of Educational Leadership for the University of Texas, Pan American for 8 years. I taught the Public School Law course which included extensive review of the roles of the superintendent and board.

4. Describe the specific knowledge and experience that you would bring to the board.

I have served as superintendent of schools, curriculum director, director of operations, principal, teacher and a program specialist for the Texas Education Agency which all have prepared me to effectively participate as a part of the governance team for STTA.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

We intend to prepare students with a skill set that will allow them to interrelate the worlds of academic excellence with the worlds of manufacturing, architecture and the culinary arts insisting that all graduates will graduate career and college ready.

2. What is your understanding of the school's proposed educational program?

All graduates will possess an exemplary knowledge and skill base resulting for a coordinated academic education incorporating the knowledge of business and social skills, integrity, empathy, respect for others and high personal expectations.

3. What do you believe to be the characteristics of a successful school?

A successful school produces graduates possessing the appropriate skills to succeed in a post secondary academic setting and the necessary skills which will allow for the successful entry into the skilled workforce paying an excellent wage.

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4. How will you know that the school is succeeding (or not) in its mission?

The board will develop clear and measurable expectations for the school administrators and will continually monitor progress towards those goals. Along with data gathered from self monitoring, the board will utilize data from TEA and other appropriate agencies to assure quality and compliance. Necessary changes will be promoted as needed to continue those strategies and are effective or adjust and/or change those strategies found to be ineffective. This will be an ongoing process.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will develop clear and measurable expectations for the school administrators and will continually monitor progress towards those goals. Along with data gathered from self monitoring, the board will utilize data from TEA and other appropriate agencies to assure quality and compliance. Necessary changes will be promoted as needed to continue those strategies that are effective or adjust and/or change those strategies found to be ineffective. This will be an ongoing process.

2. How will you know if the school is successful at the end of the first year of operation?

Data will be gathered and reported to the Board by administration on a regular basis and progress towards benchmarks established together by the board and administration will be tracked. Appropriate action will be taken as needed to assure success.

3. How will you know at the end of four years if the school is successful?

Data will be gathered and reported to the Board by administration on a regular basis and progress towards benchmarks established together by the board and administration will be tracked. Appropriate action will be taken as needed to assure success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Continuous monitoring and evaluation of administrations work toward the established goals and benchmarks.

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?

Immediate and direct action reviewing the behavior with appropriate citation/documentation. Specific board guidelines will be developed establishing ways to submit complaints and any and all actions which may result. Board members will be required to agree to abide by all rules, laws and procedures as needed.

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.

Inlumino, Inc.

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 management 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 the 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.

[Empty box for describing 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).

[Empty box for providing information]

CERTIFICATION

I, Noe Saucedo, 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

[Handwritten Signature]

Date

12-01-2016

Verification

State of

Texas

County of

Cameron

On this day, Noe Saucedo (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

1 day of December, 2016.

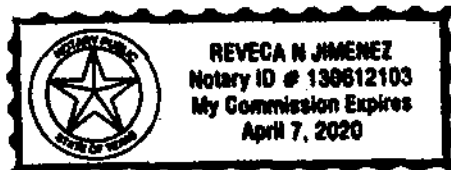
(Notary Public)

Reveca Jimenez

(Seal)

My commission expires

April 7, 2020



Name of proposed charter school: South Texas Trade Academy

Name of sponsoring entity: CharBrian Inc

BACKGROUND

Full Legal Name: Marco Turrubiates

Home Mailing Address: 716 N. 25th St. Harlingen, Tx 78550

Phone Number: 956-535-2092

E-mail Address: marco@mercyrehabservices.com

Business Name: Mercy Rehab

Business Mailing Address: 871 Old Alice Rd. Brownsville, Tx 78526

Phone Number: 956-541-2102

E-Mail Address: marco@mercyrehabservices.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: Down By the Border

1. What was your motivation to serve on the board of the proposed charter school?

Today I am the CPA and CFO of Mercy Kids Rehab and I am living proof of the impact education can have on a person who comes from humble beginnings. I firmly believe in the power of education and feels that is cool that breaks away from the traditional model and focuses on career and technology education can have a positive and lasting impact on the community. I feel that my background is the CPA could be useful to the board and to the school.

2. What is your understanding of the appropriate role of a public charter school board member?

I believe my role as a school board member would be financial accountability is a CPA; my experience in finance spends more than 20 years. I am also a certified internal auditor and as such would make it my goal to ensure the financial of the school District business finances.

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 have served in another non profit board. This experience is very useful especially when you have a board that is embarking on a monumental initiative such as creating a charter school.

4. Describe the specific knowledge and experience that you would bring to the board.

I have been a CPA for over 16 years and I have extensive accounting and auditing experience. I am also well versed in tax and not for profit law.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that technical education will be integrated into a rigorous academic curriculum that will challenge students while simultaneously motivating them to excel.

2. What is your understanding of the school's proposed educational program?

My understanding is that the educational programs will break away from the traditional program by incorporating technical education into a challenging curriculum.

3. What do you believe to be the characteristics of a successful school?

In my opinion a successful school is measured by the academic success of its student and the financial stability to endure the ups and downs common in any economy.

4. How will you know that the school is succeeding (or not) in its mission?

If the students are making adequate progress as measured by state assessments, and the schools financial health allows it to meet its financial obligations in the students are happy and motivated to learn. This is what I would consider to be a school successful.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is responsible for selecting and evaluating the superintendent. They help establish and approve policies for governance. They ensure financial accountability to proper use of funds.

2. How will you know if the school is successful at the end of the first year of operation?

Through reviews of internal financial audit and accounting reports I will be able to ascertain in the school is financially solvent and meeting the expectations laid out in the financial plan. In addition, the reports provided by the state on student performance will determine the level of academic success.

3. How will you know at the end of four years if the school is successful?

Adequate academic progress as measured by state assessments and financial solvency to meet the obligations of the school will serve as a measure of success.

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 must review finances to ensure solvency and appropriate use of school funds. Secondly, the school board must hold to superintendent accountable for adequate academic progress. Finally, the board must hold the superintendent accountable for significant progress in technical education for students.

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 follow the policies and/or procedures that are established for dealing with this type of situation.

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.

Dr Noe Saucedo is an acquaintance.

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.

Mercy Rehab

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.

No experience with charter schools.

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.

[Empty box for relationship description]

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).

[Empty box for conviction information]

CERTIFICATION

I, Marco Terrubiates, 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 [Signature] Date 12/1/16

Verification

State of Texas

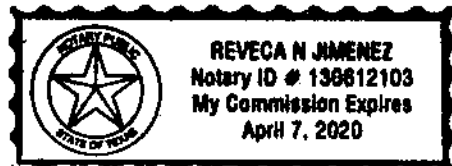
County of Cameron

On this day, Marco Terrubiates (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 1 day of December, 2016.

(Notary Public) Rebecca Jimenez (Seal)

My commission expires April 7, 2020



Name of proposed charter school:

Name of sponsoring entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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:

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve as Board member on South Texas Trade Academy is running a school board that focuses on policies to improve student achievement. In my experience there are too many school boards that spend too much time focused on operational challenges. With everyone committed to promote student achievement leaders can encourage their staff to tackle demanding tasks and seek new solutions.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that boards members must build trust and open communication with school leaders in order to support the overall goal of 100% student focused. In Addition, board members must strategically engage but operationally distant.

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 believe I'm capable of be an effective school board member because of my experience as a classroom teacher and as a campus administrator. I believe these experiences made me see how policies implemented at top level can positively or negatively affect student outcomes.

4. Describe the specific knowledge and experience that you would bring to the board.

I have managed large scale operations in the business world and in addition I have served as a teacher and as a school and programs administrator. Collectively, these experiences will play an important role for me to serve in this school board.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school mission is to serve the students the opportunity to excel in the areas of manufacturing, architecture and the culinary arts. By combining academic excellence and real world application students will build a solid academic future for them and their career.

2. What is your understanding of the school's proposed educational program?

My understanding is that the school would integrate the worlds of manufacturing, architecture, and culinary arts into the state standards and thereby generate a curriculum that is aligned yet ultimately more rigorous.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that creates a culture of which encourages all stakeholders to communicate between each other to not only support students success but to develop and implement plans that welcomes future positive changes.

4. How will you know that the school is succeeding (or not) in its mission?

One of the traditional measures that I truly believe is an indicator of a school fulfilling its mission is re-enrollment. Parent satisfaction can be a tell factor in gauging a school's health and success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

One of the boards main responsibility is the task of hiring and evaluating its superintendent. In addition, the board will work closely with the superintendent to established policies and goals to achieve maximum student success.

2. How will you know if the school is successful at the end of the first year of operation?

There are many metrics such as data, state and federal evaluation results and locally develop goals that can be utilized to determined the effectiveness of the superintendent's first year.

3. How will you know at the end of four years if the school is successful?

One of the tools that I would use to determine school success over a period of time, is state and federal ratings as well as the achievement of locally developed goals.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

One of the most critical step is to establish a school board with members that can excel in the areas of coaching, leadership, communication and with the drive to operate according to what's best for the school.

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 follow the established protocols and discuss the situation with all members of the board. Additionally, I will seek advise from all the sources of information and make sure that all is treated fairly to put a stop to the negative actions.

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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).

N/A

CERTIFICATION

I, Hector Ortiz, 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

12/01/16

Verification

State of Texas

County of Hidalgo

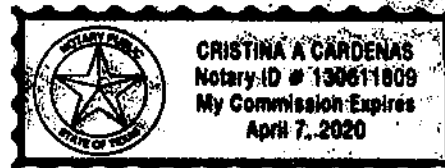
On this day, Hector Ortiz (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 1st day of December, 2016.

(Notary Public) Cristina Cardenas

(Seal)

My commission expires April 7, 2020



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.

Below is a list of the current board of directors at CharBrian Foundation Inc.

Name	Office held
Jaime Reyna	Secretary
Charlene Young	President
Marco Turrubiates	Treasurer
Dr. Noe Saucedo	Member

There are no relationships to declare.

The governing board at CharBrian is addressing the issue of conflicts stemming from relationships by implementing the following policy and procedures.

The governing board of CharBrian is committed to a policy of employment and advancement based on qualifications and merit and does not discriminate in favor of or in opposition to the employment of relatives.

Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CharBrian will hire or consider other employment actions concerning relatives of persons currently employed only if: a) candidates for employment will not be working directly for or supervising a relative, and b) candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative. Such decisions include hiring, retention, transfer, promotion, wages and leave requests.

This policy applies to all candidates for employment.

Definitions

"Family member" is defined as one of the following: relationships by blood—parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece and first cousin; and relationships by marriage—husband, wife (as defined by state law), step-parent, step-child, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, niece, spouse/partner of any of the above and co-habiting couples or significant others.

Procedure

Prior to the employment offer, the immediate supervisor must complete a signed statement certifying that the candidate for employment or other employment action is not a relative as defined above. Failure to submit the signed statement to the vice president of human resources (HR) will result in the delay of the job offer until the statement is submitted.

The hiring supervisor is responsible for ensuring policy compliance. Department directors are

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responsible for monitoring changes in employee reporting relations after initial hire to ensure compliance with this policy. Employees are responsible for immediately reporting any changes to their supervisor.

If any employee, after employment or change in employment, enters into one of the above relationships, one of the affected individuals must seek a transfer or a change in the reporting relationship. Such changes must be approved by the vice president of HR. If a decision cannot be made by the affected employees within 14 days of reporting, reassignment will be made on direction of the department director and the vice president of HR.

No exception to this policy will be made without the written consent of the vice president of HR.

Neptotism Policy

The employment of relatives can cause various problems including but not limited to charges of favoritism, conflicts of interest, family discord and scheduling conflicts that may work to the disadvantage of both the agency and its employees.

For the purposes of this policy the term "relative" shall include the following relationships: relationships established by blood, marriage or legal action. Examples include the employee's: spouse, mother, father, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-inlaw, daughter-in-law, stepparent, stepchild, aunt, uncle, nephew, niece, grandparent, grandson or cousin. The term also includes domestic partners (a person with whom the employee's life is interdependent and who shares a common residence) and, a daughter or son of an employee's domestic partner.

It is the goal of the agency to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts or management disruptions exist. The agency may allow existing personal relationships to be maintained or employ individuals with personal relationships to current employees under the following circumstances:

- Individuals may not work under the supervision of the same manager;
- They may not create a supervisor/subordinate relationship with a family member;
- They may not supervise or evaluate a family member;
- The relationship will not create an adverse impact on work productivity or performance;
- The relationship may not create an actual or perceived conflict-of-interest;
- They may not audit or reviewing in any manner the individual's work.
- They may not be employed if a member of the employee's immediate family (spouse, children, parents, grandparents, brothers, sisters, step family members, in-law family members) serves on the agency's Board or any Committee or Council which has authority to review or order personnel actions or wage and salary adjustments which could affect his/her job.

No personal employee relationship covered by this policy will be allowed to be maintained, regardless of the positions involved, if it creates a disruption or potential disruption in the work environment, creates an actual or perceived conflict of interest or is prohibited by any legal or regulatory mandate.

This policy must be considered when hiring, promoting or transferring any employee. Should relationships addressed within this policy be identified with either candidates for employment or, current employees the matter should be immediately reported to the Director of Human Resources and the following policies and procedures will be followed:

- A determination will be made whether the relationship is subject to the agency's Nepotism policy based on the conditions described above.
- If the relationship is determined to fall within one or more of the conditions described in this policy the HR Director in consultation with the affected employees and the agency's ED/CEO will attempt will to resolve the situation through the transfer of one employee to a new position or identifying some other action (e.g., Supervisory reassignment) which will correct the conflict or 2 issue identified. If accommodations are not feasible then, with affected employee suggestions, the HR Director in consultation with the agency's ED/CEO shall determine which employee must resign in order to resolve the situation.

The agency reserves the right to exercise appropriate managerial judgment to take such actions as may be necessary to achieve this intent of this policy. The agency reserves the right to vary from the guidelines outlined in this policy to address unusual circumstances on a case by case basis.

It is the responsibility of every employee to identify to the agency's HR Director any potential or existing personal relationship which falls under the definitions provided in this policy. Employees who fail to disclose personal relationships covered by this policy will be subject to disciplinary action up to and including the termination of employment.

CharBrian Foundation Inc.

PROPOSED CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

**ARTICLE I
PURPOSE**

The purpose of this Code of Ethics and Conflict of Interest Policy is to promote honest and ethical conduct, and to provide guidance to the Board of Directors (the "Board") and employees of CharBrian Foundation, Inc. (the "CharBrian") to help them deal with ethical issues and to help preserve the culture of honesty and accountability of the CharBrian. This Code of Ethics and Conflict of Interest Policy applies to each person who is a member of the Board, a Board committee or staff of the CharBrian Foundation Inc, substantial contributors, parties related to the above, those who have the ability to influence decisions of the organization and those with access to information not available to the general public (each, a "Covered Person"). Other capitalized terms are defined in Appendix A.

This Code of Ethics and Conflicts of Interest Policy is intended to supplement, but not replace, any applicable laws governing Conflicts of Interest applicable to non-profit and charitable organizations, including, without limitation, any provisions of the Internal Revenue Code or regulations issued thereunder restricting or regulating Conflicts of Interest involving tax exempt organizations.

**ARTICLE II
ROLE OF THE BOARD**

The principal role of the Board is that of governance – making decisions crucial to the life and direction of the CharBrian. In carrying out those responsibilities, members of the Board must fulfill certain duties to the CharBrian and to the public it serves. This involves making a commitment to the mission of the CharBrian, developing priorities and strategies to address this mission and ensuring the administrative integrity and financial stability of the CharBrian.

Each Board member must devote time and attention to the affairs of the CharBrian to ensure that all CharBrian actions, including those of each Board member and staff member, are in accordance with its bylaws. In establishing policies or authorizing activities, the Board must ensure that no policies or activities will jeopardize the basic not-for-profit status of the CharBrian or will reflect unfavorably upon the CharBrian as an organization devoted to public service. Additionally, the Board shall work to avoid situations which may result in a real or perceived Conflict of Interest by using sound business practices such as gathering sufficient data, requesting bids or proposals when appropriate and basing decisions on the merits of the proposed action.

ARTICLE III REQUIREMENTS

This Code of Ethics and Conflicts of Interest Policy requires each Covered Person to:

3.1 **Loyalty and Support.** Act with loyalty to the CharBriar and keep the best interests of the CharBriar at heart. All Covered Persons should work for the organization as a whole and not attempt to act in his or her individual capacity with respect to actions of the CharBriar.

Covered

Persons should not use information (such as potential funding sources or land acquisition opportunities) gained from membership on the Board to further his or her own personal gain or to further another non-profit organization's goals.

3.2 **Confidentiality.** Keep information learned during the course of CharBriar activities in confidence when the information concerns the administration and the activities of the CharBriar that are not generally available to the public. This may be particularly true of funding opportunities, the details of specific land transactions and other organizational business such as personnel or financial matters.

3.3 **Conflicts of Interest.** Avoid situations that may result in actual, potential or perceived Conflicts of Interest, which are defined in Appendix A and further described in Article IV.

3.4 **Conformance with Policies and Procedures.** Take all actions in conformance with applicable policies and procedures of the CharBriar. All actions taken by Board members shall be through the Board or its committees, and in conformance with the bylaws or applicable policies and procedures of the CharBriar.

3.5 **Gifts.** Not accept gifts or gratuities from individuals, agencies or companies doing business or seeking to do business with the CharBriar, except for occasional de minimis items such as token promotional items (e.g., water bottles, key chains, pens, note pads, etc.).

3.6 **General Rules.** As general rules, the CharBriar shall not:

(a) Retain Board members or their firms for services for which they are compensated. However, there may be occasions when the special expertise of the Board member may be advantageous to the CharBriar. In those circumstances, the Board shall approve the action and a complete description of the transaction shall be maintained in the files of the CharBriar documenting the rationale and the costs associated with the transaction.

(b) Hire persons related to a Board member. In unusual circumstances, an exception can be made when it would be advantageous to the CharBriar. The Board shall specifically approve such exceptions.

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(c) Grant special privileges to Covered Persons for use of the CharBriar's property.

(d) Make purchases involving more than \$1,000 from any Board member or any entity of which the Board member is an officer, partner or owner without prior approval of the Board.

ARTICLE IV CONFLICTS OF INTEREST

4.1 General

The CharBriar follows a policy of avoiding any Conflict of Interest or the appearance of any Conflict of Interest on the part of Covered Persons.

A Conflict of Interest generally exists when the personal or professional interests of a Covered Person may affect his or her ability to be objective. Conflicts of Interest are defined specifically in Appendix A. The Board recognizes that Board members and staff are active in various business and philanthropic communities and may have various affiliations with organizations having business relationships with the CharBriar. While such affiliations are generally beneficial to the CharBriar, they may give rise to actual or potential Conflicts of Interest.

For example, Conflicts of Interest may arise when identifying potential land acquisition opportunities, donor lists and grants, proposals for government and private funding and in other competitive situations between non-profit organizations.

4.2 Procedures.

4.2.1 Annual Conflict of Interest Disclosure Statement. The Executive Director shall obtain from each Covered Person, upon appointment or hiring and not less frequently than annually thereafter, a completed disclosure form (the "Annual Disclosure Statement"). Each Covered Person will disclose on the Annual Disclosure Statement all entities with which he or she has, or to his or her knowledge, any of his or her Family Members, may have, a Business Relationship or a Community Relationship. Each Covered Person shall also affirm on the Annual Disclosure Statement that he or she has received a copy of and has read, understands and agrees to comply with this Code of Ethics and Conflict of Interest Policy. If a Covered Person or, to his or her knowledge, any of his or her Family Members, acquires any new Business Relationship or Community Relationship after submitting the Annual Disclosure Statement, he or she shall promptly advise the Executive Director in writing.

The Executive Director shall review the Annual Disclosure Statements and any supplemental information submitted by any Covered Person, and shall advise the appropriate members of the Board and staff of the CharBriar of any Conflicts of Interest which the

Executive Director believes to exist based upon the information provided by a Covered Person and the Executive Director's knowledge of any organizations or individuals with which the CharBriar proposes to transact business. Conflict of Interest information provided by the Executive Director pursuant to this Section shall be in addition to and shall not supersede the obligation of a Covered Person, as set forth in Section 4.2.2, to promptly disclose any Conflict of Interest of which he or she becomes aware.

4.2.2 Duty to Disclose. As soon as any Covered Person becomes aware of any actual or potential Conflict of Interest, he or she shall disclose the Conflict and all pertinent material facts to the Executive Director, or in the case of a Conflict of Interest involving the Executive Director, to the President of the Board. If a Conflict of Interest is discovered at a Board, committee or staff meeting at which action is to be taken with respect to a matter relating to the Conflict, disclosure shall be made to all other persons present at the meeting and shall be reflected in the minutes of the meeting. When a Covered Person reasonably believes or is uncertain that he or she has an existing or potential Conflict of Interest, he or she shall discuss the Conflict with the Executive Director. The Executive Director shall seek the advice from the Executive Committee regarding the Conflict and provide advice in writing to the Covered Person.

4.2.3 Abstention. A Covered Person who has a Conflict of Interest shall abstain from voting on any matter pertaining to the Conflict at any Board, committee or other meeting at which the matter is to be considered. The Covered Person may, however, make a presentation and participate in the discussion on the matter; provided, however, that the President or other person presiding at the meeting at which the matter is to be considered (or, in the case of a Conflict involving the President or the presiding officer, any other Board member or committee member present at the meeting) may, if he or she believes it appropriate, direct that the Covered Person involved leave the meeting and not participate in the discussion or voting on the matter. The fact that the Covered Person in question has abstained from voting and/or been absent from discussion shall be reflected in the minutes of the meeting.

4.3 Additional Provisions Applicable to Staff.

4.3.1 Prohibition on Non-Profit Affiliations. No staff member of the CharBriar shall serve as a trustee, director or officer of, or otherwise undertake or continue any Community Relationship with, any Non-Profit Entity unless the relationship has been specifically authorized by the Executive Director with the knowledge of the Board or Executive Committee.

4.3.2 Staff Member Conflicts. If a staff member of the CharBriar or any of his or her Family Members has a Conflict of Interest, the Executive Director may, in his or her discretion, assign another member of the staff to evaluate or otherwise act upon the matter which is the subject of the Conflict.

APPENDIX A DEFINITIONS

1. **Business Relationship.** A Business Relationship exists if a person is an officer, director, employee, partner or member of, or serves as counsel or renders other professional services to, or directly or indirectly has a Material Ownership or Investment Interest in, or any compensation or other financial arrangement with, a corporation, partnership or other business entity or organization (a "Business Entity").
2. **Community Relationship.** A Community Relationship exists if a person is an officer, director, trustee, employee, consultant or advisor to, or has any compensation or other financial arrangement with, a non-profit or other agency or organization which is principally engaged in charitable, educational, community or other non-business activities (a "Non-Profit Entity").
3. **Conflict of Interest.** A Conflict of Interest arises when a Covered Person may benefit financially from a decision he or she could make in his or her capacity as a Covered Person, including indirect benefits such as to Family Members or businesses with which he or she is closely associated. Specifically, a Conflict of Interest exists if:
 - (a) A Covered Person or any of his or her Family Members has a Business Relationship with any Business Entity with which the CharBriar is negotiating or considering approval, termination or modification of, any transaction or relationship involving the provision of goods or services or any lease, purchase, investment, financing or other transaction;
 - (b) A Covered Person or any of his or her Family Members solicits or accepts any payment, gift or other thing of value that is given with the attempt to influence or given with the expectation of favoritism or other preferential treatment with respect to any action of the CharBriar; or
 - (c) A Covered Person has a material financial interest in a transaction or project under consideration by the CharBriar, or if a Covered Person has competing or opposing loyalties between the work of the CharBriar and the Covered Person's own personal or business interests.
4. **Material Ownership or Investment Interest.** An ownership or investment interest in a Business Entity shall be considered to be "material" only if a Covered Person and/or one or more of his or her Family Members, directly or indirectly, owns or has a beneficial interest in more than one percent (1%) of the outstanding shares of common stock of such Business Entity, or, in the case of a Business Entity which is not a corporation, the right to receive or participate in more than one percent (1%) of the profits or other equity interests in such Business Entity.
5. **Family Member.** Family member includes a Covered Person's spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren and great grandchildren.

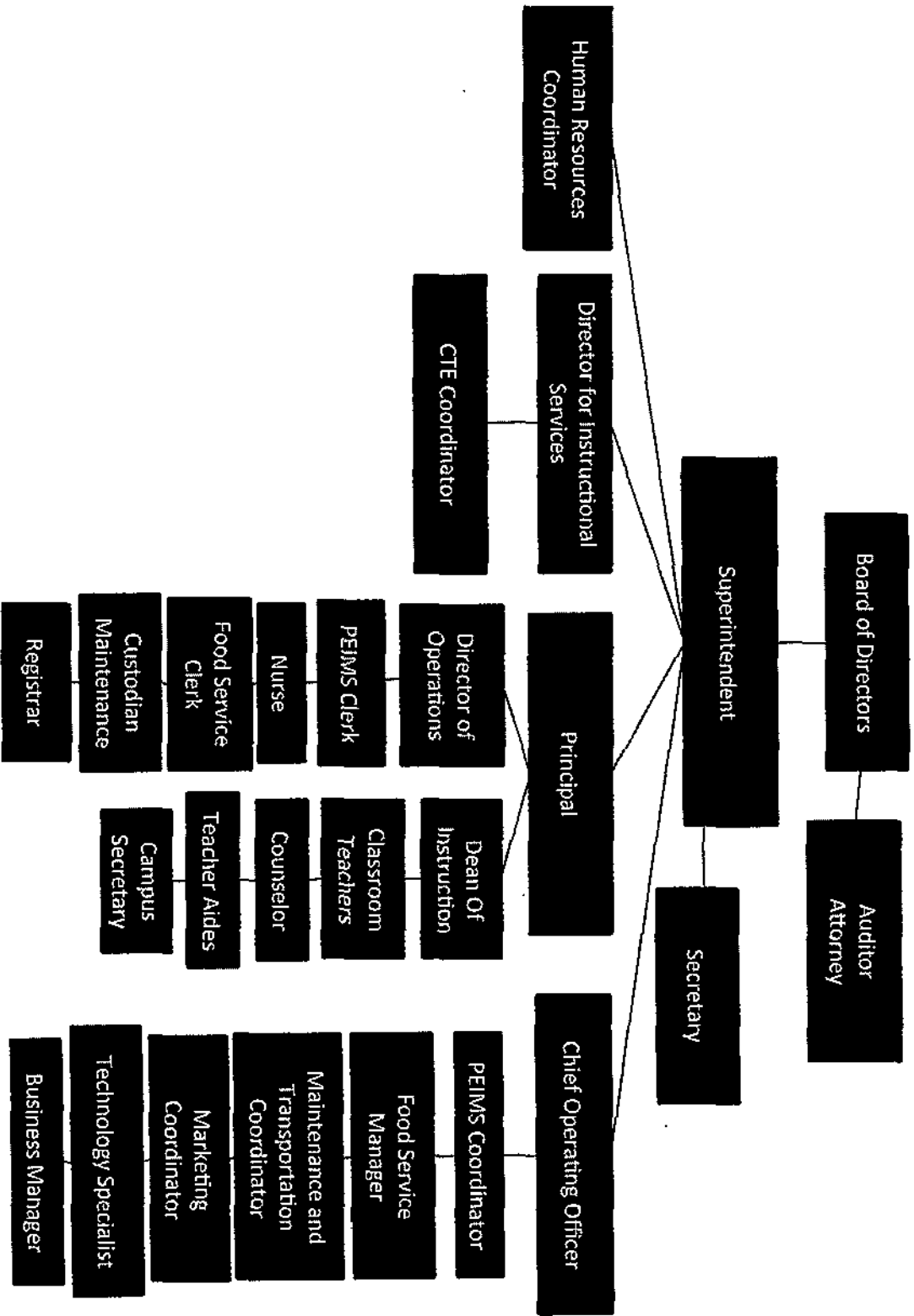
Provide the following:

Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

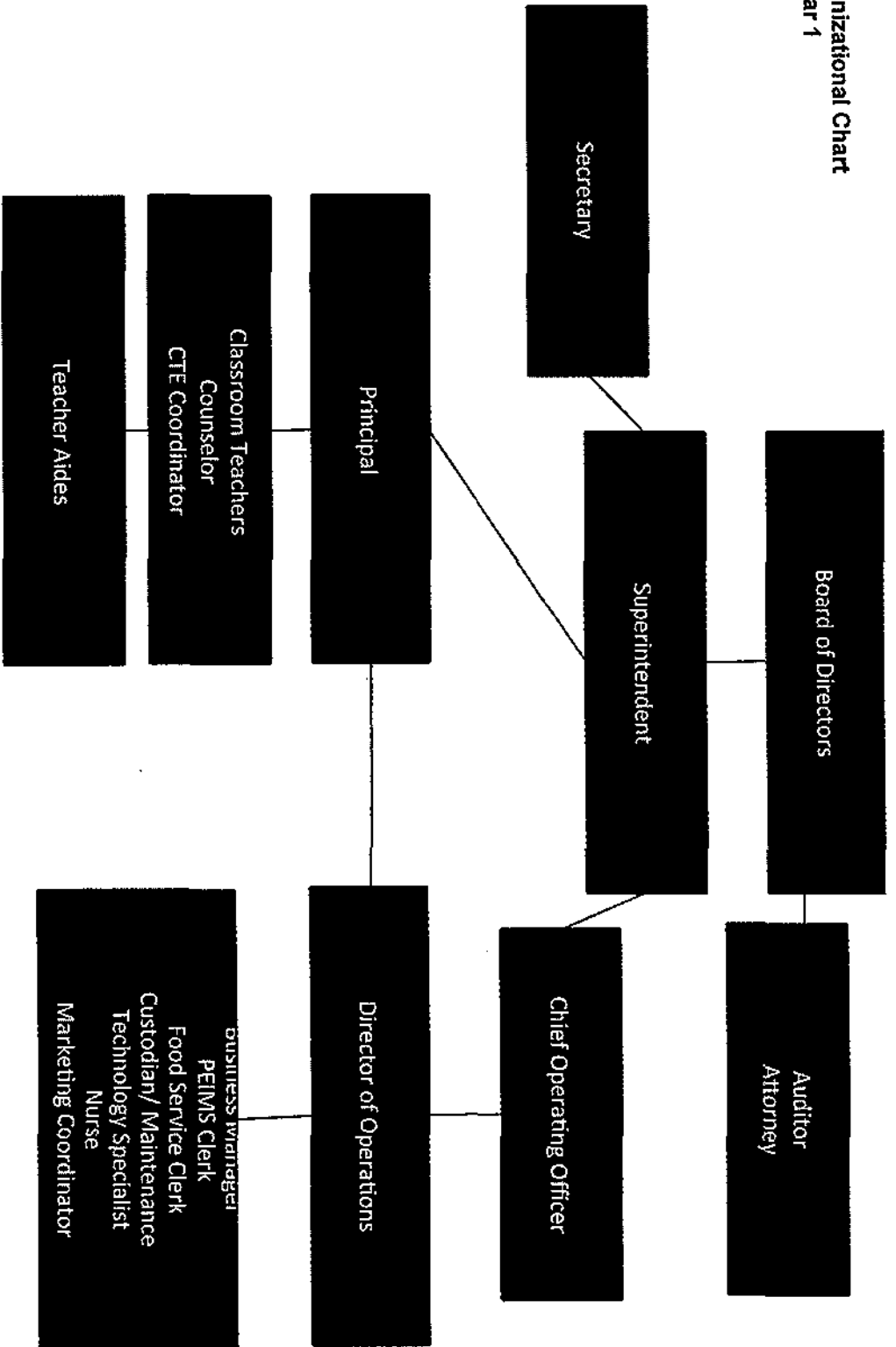
Each organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the 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.

**STTA Organizational Chart
At Capacity**



STTA Organizational Chart
Year 1



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:

South Texas Trade Academy (STTA)

Name of Sponsoring Entity:

CharBrian Inc.

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	0.3	0.3	1	1	1
Assistant Principal		0	0	0	0
Add'l Campus Leadership Position 1 (Dean of Instruction)			0.3	1	1
Add'l Campus Leadership Position 2 (Technology)	0.3	0.5	0.5	0.5	1
Add'l Campus Leadership Position 3					
Classroom Teachers (Core Subjects)	2	3	18	18	18
Classroom Teachers (Specials)	0.3	1	3	4	4
Student Support Position 1 (Counselor)	0.3	0.5	1	1	1
Student Support Position 2 (Nurse)	0.3	0.5	1	1	1
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants	1.5	1.5	1.6	3	3
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at elementary campus(es)	8	10.3	29.4	32.5	33

Principal	0.3	0.3	0	1	1
Assistant Principal(s)		0	0	0	0
Add'l Campus Leadership Position 1 (Dean of Instruction)			0.3	0.5	0.5
Add'l Campus Leadership Position 2 (Technology)	0.3	0.5	0.5	0.5	1
Add'l Campus Leadership Position 3		0.5	1	1	1
Classroom Teachers (Core Subjects)	2	4	12	14	14
Classroom Teachers (Specials)	0.3	2	3	4	4
Student Support Position 1 (Counselor)	0.3	0.5	0.5	1	1
Student Support Position 2 (Nurse)	0.3	0.5	0.5	0.5	0.5
Specialized Campus Staff 1 [specify]					
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants	0	1.3	1.6	2	2
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at middle school campus(es)	6.5	12.6	22.4	27.5	28

Name of Proposed Charter School: **South Texas Trade Academy (STTA)**

Name of Sponsoring Entity: **CharBrian Inc.**

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	0.3	0.3	1	1	1
Assistant Principal(s)		1	1	1	1
Deans			0.3	0.5	0.5
Add'l Campus Leadership Position 1 (Technology)	0.3	0.3	0.3	0.3	0.3
Add'l Campus Leadership Position 2					
Add'l Campus Leadership Position 3					
Classroom Teachers (Core Subjects)	4	4	12	16	16
Classroom Teachers (Specials)	1	2	3	4	5
Student Support Position 1 (Counselor)	0.3	0.3	0.5	1	1
Student Support Position 2 (Nurse)	0.3	0.3	0.5	0.5	0.5
Specialized Campus Staff 1 (CTE Coordinator)	1	1	1	1	1
Specialized Campus Staff 2 [specify]					
Teacher Aides and Assistants	0.5	1.3	1.6	2	2
Campus Operations Support Staff	3	3	3	3	3
Total FTEs at high school campus(es)	10.7	13.5	24.2	30.3	31.3

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
San Perlita ISD	245904	San Perlita	281	\$95,000 - \$105,000
Santa Maria ISD	031913	Santa Maria	727	\$95,000 - \$110,000
Santa Rosa ISD	1,176	Santa Rosa	1,176	\$100,000 - \$120,000

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.
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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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Principal

Reports to: Superintendent

Salary Range: \$55,000 - \$65,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Three years of related administrative experience in education
Two years of assistant principal experience (for a person who has not served as a principal)

Certification Required: Principal Certificate

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
San Perlita ISD	245904	San Perlita	281	\$60,000 - \$71,000
Santa Maria ISD	031913	Santa Maria	727	\$55,000 - \$65,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$65,000 - \$75,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Principal

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain the organization and management of the school program
2. Providing leadership for the instructional growth of teachers by supervising instruction
3. Prepare a master schedule that is in compliance with accreditation standards
4. Promote guidance and counseling program that will furnish the assistance appropriate to be identified ne
5. Act as a chairperson of the ARD committee
6. Supervise the administration of state-mandated or districtwide testing programs
7. Establish and maintain positive communication with personnel and students
8. Determine staff assignments according to campus needs
9. Assume responsibility for implementing TEA's requirements and the boards policies
10. Prepare and submit the school budget, and monitor allocations and expenses of funds

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Chief Operating Officer

Reports to: Superintendent

Salary Range: \$55,000 - \$ 60,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Master's degree in business and/or education

Experience Required: Knowledge of school finance, budgeting, accounting, payroll, data analysis, Excel, Word, and Powerpoint

Certification Required: TASBO Certified

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
San Perlita ISD	245904	San Perlita	281	\$55,000 - \$65,000
Santa Maria ISD	031913	Santa Maria	727	\$50,000 - \$60,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$50,000 - \$60,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Chief Operating Officer

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate all financial transactions, including revenue activities, expenditures, reporting, auditing, Etc.
2. Coordinate all administrative transactions, including personnel services, recordkeeping, reporting, invento
3. Manage facility maintenance and daily operations
4. Coordinate the preparation and planning of the schools annual budget
5. Establish procedures to operated maintain the schools budget and account in accordance to FASRG
6. Oversee the payroll system and coordinate employee benefits programs
7. Develop and maintain accurate fiscal accounting procedures in accordance to FASRG
8. Arranging and supervising the schools contracts and service-level agreements
- 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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Classroom Teacher

Reports to: Principal

Salary Range: \$40,000 - \$50,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: None

Certification Required: Valid Teacher's Certificate

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
San Perlita ISD	245904	San Perlita	281	\$40,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$36,265 - \$55,398
Santa Rosa ISD	031914	Santa Rosa	1,176	\$38,000 - \$55,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Classroom Teacher

Reports to:

Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Teaches District approve curriculum
2. Plans a program of study that meets the individual needs, interests, and abilities of the students
3. Create a classroom environment that is conducive to learning
4. Encourages students to set and maintain standards of classroom behavior
5. Guides the learning process toward the achievement of curriculum goals
6. Establishes clear objectives for all lessons, units, projects, and communicate these subject to students
7. Diagnoses the learning styles of students
8. Evaluate students academic and social growth keeps appropriate records and prepares progress reports
9. Assist in the selection of books, equipment, and other instructional materials
10. Assumes responsibility for extra curricular activities as assigned

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: CharBrian inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Counselor

Reports to: Principal

Salary Range: \$45,000 - \$55,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Master's Degree in Guidance and Counseling or related field

Experience Required: Three years classroom teacher experience

Certification Required: Valid Teaching Certificate
Counselor Certification

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
San Perlita ISD	245904	San Perlita	281	\$45,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$45,000 - \$55,000
Santa Rosa ISD	031914	Santa Rosa	1,176	45,000 - \$55,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Counselor

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Implements a tiny process to define needs, priorities and program objectives
2. Implements a comprehensive and balanced program
3. Evaluate the effectiveness of individual activities and the overall program in meeting desired student outc
4. Educate the school staff, parents and the community about the guidance program through a public infor
5. Outline, in writing, a compass guidance curriculum consistent with the districts guidance program
6. Supports teachers in guidance related TEKS
7. Consult with administrators and teachers regarding the teachers areas of responsibility in teaching
8. Teach guidance units effectively
9. Provide counseling systemically
10. Present relevant information accurately and without bias

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Custodian/ Maintenance

Reports to: Principal

Salary Range: \$20,000 - \$30,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: None required

Experience Required: Must be sufficiently proficient in English language to permit employee to communicate in the workplace, and to understand verbal instructions, and written work related documentation

Certification Required: None 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
San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Custodian/ Maintenance

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain a program of preventative maintenance to ensure the comfort, health, and safety of students an
2. Assume the responsibility for opening and closing the school facilities each day
3. Establish procedures for locking, checking, and safeguarding facilities
4. Regulate heat, ventilation, and air conditioning systems to provide appropriate temperatures
5. Check daily to ensure that all exit doors are open and all panic bolts are working properly during School h
6. Develop and maintain a cleaning schedule
7. Keep the school building and grounds neat and clean
8. Observe and inform supervisor of safety hazards
9. Comply with all local laws and procedures for storage and disposal of trash
10. Make minor building repairs as needed and report major repairs needed to administrators

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Director for Instructional Services

Reports to: Superintendent

Salary Range: \$65,000 - \$75,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Master's Degree in Education or related field

Experience Required: Five years experience in the classroom

Certification Required: Valid Teaching Certificate

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
San Perlita ISD	245904	San Perlita	281	\$45,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$60,000 - \$70,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$60,000 - \$70,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Director for Instructional Services

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Works with staff to develop district improvement plan
2. Provide support to campus initiated instructional programs
3. Provide staff development to teachers and staff
4. Provide input to superintendent, and makes recommendation on overall school instruction program
5. Works with campus principals to provide appropriate staff development for teachers
6. Develop a district budget for instructional programs
7. Oversees all instructional programs; bilingual education, special education, GT, etc.
8. Oversees stated testing program
9. Coordinates with campus staff to ensure that every student has appropriate textbooks
10. Coordinates with campus staff to ensure implementation of teacher evaluation system

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Food Service Clerk

Reports to: Principal

Salary Range: \$20,000 - \$30,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma/ GED

Experience Required: None

Certification Required: Valid Food Handler

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
San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Food Service Clerk

Reports to:

Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Efficiency prepares food according to planned menu
2. Review the schools production record daily
3. Serves food according to menu schedules, Production records, and department policies
4. Assist in the receiving storage or organization of food and warehouse items
5. Follows established Hazard Analysis and Critical Control Points (HACCP) procedures
6. Accurately documents required information on the daily PR on corresponding department log
7. Demonstrates correct food handling techniques; stores food properly using date/ time labels
8. Maintains a clean kitchen and serving area
9. Communicates inventory needs, equipment deficiencies and production/ serving concerns to the manage
10. Understands proper use of chemicals, chemical hazards, and appropriate storage of chemicals

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Food Service Manager

Reports to: Chief Operating Officer

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma/ GED

Experience Required: None

Certification Required: Valid Food Handler

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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Food Service Manager

Reports to: Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Manages a staff of 5 to 7 people in preparing food according to established standards
2. Review the schools production record daily
3. Serves food according to menu schedules, Production records, and department policies
4. Assist in the receiving storage or organization of food and warehouse items
5. Follows established Hazard Analysis and Critical Control Points (HACCP) procedures
6. Accurately documents required information on the daily PR on corresponding department log
7. Demonstrates correct food handling techniques; stores food properly using date/ time labels
8. Maintains a clean kitchen and serving area
9. Communicates inventory needs, equipment deficiencies and production/ serving concerns to the manage
10. Understands proper use of chemicals, chemical hazards, and appropriate storage of chemicals

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Maintenance and Transportation Coordinator

Reports to: Chief Operating Officer

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: None required

Experience Required: Must be sufficiently proficient in English language to permit employee to communicate in the workplace, and to understand verbal instructions, and written work related documentation

Certification Required: None 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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Maintenance and Transportation Coordinator

Reports to: Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Maintain a program of preventative maintenance to ensure the comfort, health, and safety of students and staff
2. Assume the responsibility for opening and closing the school facilities each day
3. Establish procedures for locking, checking, and safeguarding facilities
4. Regulate heat, ventilation, and air conditioning systems to provide appropriate temperatures
5. Check daily to ensure that all exit doors are open and all panic bolts are working properly during School hours
6. Develop and maintain a cleaning schedule
7. Keep the school building and grounds neat and clean
8. Observe and inform supervisor of safety hazards
9. Comply with all local laws and procedures for storage and disposal of trash
10. Make minor building repairs as needed and report major repairs needed to administrators

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Registrar

Reports to: Principal

Salary Range: \$20,000 - \$30,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent

Experience Required: Two years general clerical experience

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Registrar

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assists with the coordination and organization of registration
2. Performance data entry as required for PEIMS
3. Requests and sends students records and transcripts
4. Assist with the reviewing of teacher reconciliation reports
5. Works closely with campus staff to research, correct and submit documentation for PID/ PET Errors
6. Works closely with campus staff to research, correct and submit documentation for duplicate enrollment
7. Maintains TEAL Applications submitted to TEA
8. Prepares cumulative folders for new students
9. Enrolls and withdraws students throughout the year
10. Establishes and maintains an environment which leads to positive staff morale

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Dean of Instruction

Reports to: Principal

Salary Range: \$45,000 - \$55,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Master's Degree in Education

Experience Required: Three years as a classroom teacher

Certification Required: Valid Teaching Certificate

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
San Perlita ISD	245904	San Perlita	281	\$45,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$45,000 - \$55,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$45,000 - \$55,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Dean of Instruction

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist administration in reviewing curriculum and instructional plans
2. Work with teachers to design effective learning experiences for students
3. Collect and use evidence to evaluate and improve the design, materials, and implementation of the curric
4. Assist the administration in developing short and long range plans to improve the academic program
5. Assist the administration to track student progress on student performance, and the campus performanc
6. Assisted in and monitor the development of the ability of all teachers to provide TEKS-based instruction
7. Participate in the development of the campus improvement plan with staff
8. Orient new staff to the curriculum and instructional programs on campus
9. Assist in the implementation of the state assessment program
- 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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Technology Specialist

Reports to: Chief Operating Officer

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School diploma

Experience Required: Three years experience installing, maintaining, and repairing computers.

Certification Required: A+/ Net+ Certification

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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Technology Specialist

Reports to: Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Text helpdesk queues on a daily basis in response to support calls in a timely manner
2. Installs and upgrades computers and peripherals throughout the district
3. Troubleshoot operating system and application problems
4. Installs and maintains operating system and antivirus updates and patches
5. Relocate computer, network or peripheral equipment is needed
6. Images workstations and migrate data to replacement hard drives as needed
7. Uses remote administration software to remotely diagnose/control workstations
8. Diagnose network connectivity problems
9. Assist with network projects as directed
10. Installs, tests, or repairs network twisted pair or fiber cable terminations

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Nurse

Reports to: Principal

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: LVN

Experience Required: Three years of nursing experience

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Nurse

Reports to:

Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Practices within the defined limits of the Texas Nurse Practice Act
2. Complies with Texas Department of State Health Services regulations and school policies Serves as a health liaison
3. Establishes and maintains an environment which leads to positive staff morale
4. Provides temporary and emergency care for sick endangered students or employees according to district policy
5. Notifies parents of accident or illness and secures medical care for students in emergency
6. Serves as a health liaison between school, physician, parents, and community
7. Assesses student health care issues, implements the nursing process, And makes appropriate referrals
8. Makes home visits concerning health related problems when all other means of communication have failed
9. Provide health services and screenings to students
- 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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Director for Operations

Reports to: Principal

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: None

Certification Required: None

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
No comparable within area				

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Director for Operations

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Develop systems, procedures and materials to maximize school site efficiency
2. Oversee the effective implementation of core school operational practices; food service, etc
3. Ensure that student records are properly maintained and updated at the school
4. Directly supervise operational staff such as, peims clerk, nurse, food service, and custodians
5. Actively recruit students
6. Get parent information sessions once a month, create a year-long schedule for parent info sessions
7. Order, receive and distribute campus textbooks on an annual basis
8. Actively serve on the schools leadership team
9. Prepare campus for startup/ new school year
10. Monitor student attendance daily

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Teacher Aide

Reports to: Principal

Salary Range: \$20,000 - \$30,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Three years of HR experience in a school district

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Teacher Aide

Reports to:

Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist the teacher with the instruction in constant development of children and a first language
2. Provide individual and group follow-up and reinforcement activities as directed by the teacher
3. Models good oral language
4. Interacts with children at learning centers
5. Reinforces the teacher's discipline plan and helps maintain a comfortable learning environment
6. Helps orient new students to the school and class
7. Helps the teacher prepare learning materials, bulletin boards, and learning centers
8. Assist teacher in monitoring student behavior
9. Assist substitute teachers
10. Assisted in supervising arrival, departure, lunchroom behavior, and playground activities

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Campus Secretary

Reports to: Principal

Salary Range: \$24,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent

Experience Required: Three years of clerical experience in a school district

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Campus Secretary

Reports to:

Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Exercises judgment based on knowledge and experience to plan and organize details of assigned work
2. Instructs and coordinates one or more parks in lower-level jobs
3. Collects money and keeps an accurate set of books to demonstrate receipts and disbursements
4. Maintains responsibility for accuracy and completeness of records for a department or school
5. Prepares an compile statistical reports and directions related to the functional area of work
6. Provide secretarial services to the principal
7. Works under general or specific direction, but performs assigned duties with considerable independence
8. Answering telephones and directly messages
9. Provide secretarial services to the principal/supervisor to include typing, filing, and processing reports
10. Processes and maintains records such as a transferred textbook, Purchases and a campus condition of su

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Secretary

Reports to: Superintendent

Salary Range: \$24,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent

Experience Required: Three years of clerical experience in a school district

Certification Required: None

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).

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Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Secretary

Reports to:

Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Exercises judgment based on knowledge and experience to plan and organize details of assigned work
2. Instructs and coordinates one or more parks in lower-level jobs
3. Collects money and keeps an accurate set of books to demonstrate receipts and disbursements
4. Maintains responsibility for accuracy and completeness of records for a department or school
5. Prepares an compile statistical reports and directions related to the functional area of work
6. Provide secretarial services to the superintendent
7. Works under general or specific direction, but performs assigned duties with considerable independence
8. Answering telephones and directly messages
9. Provide secretarial services to the principal/supervisor to include typing, filing, and processing reports
10. Processes and maintains records such as a transferred textbook, Purchases and a campus condition of su

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: PEIMS Coordinator

Reports to: Chief Operating Officer

Salary Range: \$45,000 - \$55,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Three years of PEIMS experience in a school district

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$45,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$45,000 - \$55,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$45,000 - \$55,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: PEIMS Coordinator

Reports to: Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinates the district PEIMS submission related to financial and human resource data timely and accurate
2. Assist school and administrative departments to manage all automated Business systems in the district
3. Plans and execute a continuing training and information dissemination program
4. Recommends policy, plan and procedures concerning data classification, state ownership, and Data
5. Manages the process of distributing aggregated business system information to the appropriate department
6. Develop and implement the data quality improvement strategies, Working within cross functional teams
7. Support TIS technical staff and data management
8. Assist with planning and implementing automated systems, to meet the identified needs of users of systems
9. Implements the policies established by local, state, federal laws
- 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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: PEIMS Clerk

Reports to: Principal

Salary Range: \$20,000 - \$30,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: High School Diploma or equivalent

Experience Required: Two years general clerical experience

Certification Required: None

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).

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San Perlita ISD	245904	San Perlita	281	\$20,000 - \$30,000
Santa Maria ISD	031913	Santa Maria	727	\$20,000 - \$30,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$20,000 - \$30,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: PEIMS Clerk

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains and files are reports, records and other documents required for PEIMS submissions and/ or aud
2. Performance data entry as required for PEIMS
3. Keeps current on policies and procedures outlined in the PEIMS Data Standards
4. Assist with the reviewing of teacher reconciliation reports
5. Works closely with campus staff to research, Correct and submit documentation for PID/ PET Errors
6. Works closely with campus staff to research, correct and submit documentation for duplicate enrollment
7. Maintains TEAL Applications submitted to TEA
8. Attends PEIMS training
9. Receives and records orders for supplies, equipment and/or service
10. Establishes and maintains an environment which leads to positive staff morale

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Marketing Coordinator

Reports to: Chief Operating Officer

Salary Range: \$40,000 - \$50,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Three years working experience in marketing, communications, and/or event planning

Certification Required: None

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

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Marketing Coordinator

Reports to:

Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Spearhead the planning process for all major marketing events
2. Services a liaison and support to all internal events
3. Manages an external community events calendar
4. Manage lead up and date of events
5. Support planning, development, refinement, and ordering the materials and other items for marketing ev
6. Keep school leaders a price of community engagement opportunities
7. Establishes goals for student record recruitment
8. Works with campus in district staff to coordinate events for student recruitment
9. Evaluate student recruitment strategies
10. Provide support to campus staff in conducting lotteries

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Human Resources Coordinator

Reports to: Superintendent

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Three years of HR experience in a school district

Certification Required: None

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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School:

CharBrian Inc.

Name of Sponsoring Entity:

South Texas Trade Academy (STTA)

Position:

Human Resources Coordinator

Reports to:

Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Analyzes federal, state, and local program mandates to determine required responses from human resources
2. Establishes and maintains an environment which leads to positive staff morale
3. Directs special projects connected with or sponsored by human resources
4. Attend board meetings and Attends and presides over such other meetings as the superintendent designates
5. Prepares and submits reports and other documents as required by the superintendent. Demonstrates superior
6. Keeps informed and interprets laws, regulations, statutes, rules, and policies related to human resources
7. Oversees responses to EEOC complaints and administration of district policies and procedures
8. Develops, implements, and manages the human resources budget based on documented program needs
9. Plans, develops, provides or otherwise implements, evaluates and modifies programs
- 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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: Business Manager

Reports to: Chief Operating Officer

Salary Range: \$30,000 - \$40,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Accounting and Finance

Experience Required: Three years business office experience in a school district

Certification Required: TASBO Certification

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
San Perlita ISD	245904	San Perlita	281	\$30,000 - \$40,000
Santa Maria ISD	031913	Santa Maria	727	\$30,000 - \$40,000
Santa Rosa ISD	031914	Santa Rosa	1,176	\$30,000 - \$40,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: Business Manager

Reports to: Chief Operating Officer

Job Duties: List up to 10 key duties this individual will perform.

1. Evaluate accounting procedures, systems, and controls in all district departments
2. Maintain a continuous auditing program for all funds and assist the district's independent auditors
3. Ensure that accounting systems comply with applicable laws and regulations including Texas FASRG
4. Develop period cash flow analysis to aid in determining cash available for investment and payment of bills
5. Oversee preparation of monthly bank reconciliations for the operating, special revenue, debt service,
6. Review and approve all purchase orders and check requests and maintain control of budget
7. Plan and conduct needs assessments for improvement of district business operations
8. Work with district personnel to project student enrollments, staffing needs, building and facilities needs
9. Provide leadership to achieve cost-effective practices throughout the district
10. Ensure that business operations support the district's goals and objectives

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: CharBrian Inc.

Name of sponsoring entity: South Texas Trade Academy (STTA)

Position: CTE Coordinator

Reports to: Director for Instructional Services

Salary Range: \$40,000 - \$50,000

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): Mercedes and Hidalgo

Number of Students anticipated in year one: 350 In year five: 1,500

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: None

Certification Required: Valid Teacher's Certificate

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
San Perlita ISD	245904	San Perlita	281	\$40,000 - \$55,000
Santa Maria ISD	031913	Santa Maria	727	\$36,265 - \$55,398
Santa Rosa ISD	031914	Santa Rosa	1,176	\$38,000 - \$55,000

Name of Proposed Charter School: CharBrian Inc.

Name of Sponsoring Entity: South Texas Trade Academy (STTA)

Position: CTE Coordinator

Reports to: Director for Instructional Services

Job Duties: List up to 10 key duties this individual will perform.

1. Manages the districts CTE Program
2. Plans a program of study that meets the individual needs, interests, and abilities of the students
3. Manage Career and Technical Education (CTE) budget for feeder
4. Ensure alignment of CTE programs across the District
5. Align CTE programs with challenging academics and real-world experiences,
6. Establishes clear objectives for all lessons, units, projects, and communicate these subject to students
7. Diagnoses the learning styles of students
8. Evaluate students academic and social growth keeps appropriate records and prepares progress reports
9. Assist in the selection of books, equipment, and other instructional materials
10. Assumes responsibility for extra curricular activities as assigned

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

Not applicable

Provide the following:

Annual Financial and Business Plans for the last two years and any current business plan for the organization.

Business Plan

CharBrian Foundation

Lead Name:
Dr. Noe Saucedo

[REDACTED]
956-457-8041

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Company Summary

Vision/Mission Statement:

The CharBriar Foundation was formed exclusively for charitable and educational purposes. Specifically, the CharBriar Foundation was developed for "Children Having At-Risk Behaviors Revealing Intellectual Assistance Needs".

Ownership Structure:

Dr. Noe Saucedo – CEO Appointed September 2015
Hector Ortiz – Board Chairperson
Marco Turrubiates - Treasurer

Resources, Facilities and Equipment:
None

CharBrian Foundation Future Investments

1. *South Texas Trade Academy (Charter School)*

South Texas Trade Academy

VISION:

The South Texas Trade Academy (STTA) fuses academic excellence with the worlds of manufacturing, architecture, and culinary arts. Our students will graduate students ready for college, career, and life.

MISSION STATEMENT:

The South Texas Trade Academy (STTA) combines academic excellence with knowledge in manufacturing, architecture, and culinary arts. Our students will graduate with an exemplary academic education, knowledge of business and social skills, and the values of integrity, empathy, respect for others.

Financial Implementation

CharBrian foundation is expected to receive a \$200,000.00 donation from TeacherBuilder to move forward with the creation of South Texas Trade Academy. Initial start-up donation will cover the operating cost of STTA.

Upon approval of the charter school, RGV International Investment Group has pledged to build a school for the charter school. The building will be lease to the charter school.

	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	
SUMMARY							
Total Revenue	200,000	2,429,450	3,271,907	6,605,322	9,306,497	10,144,082	
Total Expenses	123,000	1,963,500	3,801,020	5,105,035	6,551,516	7,643,302	
Net Operating Income (before Depreciation)	77,000	465,950	1,470,887	1,500,287	2,353,181	2,700,780	
Revenue Per Pupil		8,038	8,111	7,048	8,093	8,115	
Expenses Per Pupil		6,543	5,848	5,374	6,046	5,935	
REVENUES							
TOTAL STATE REVENUES	\$ -	\$ 2,229,450	\$ 3,054,907	\$ 6,419,732	\$ 8,923,427	\$ 9,728,539	
TOTAL FEDERAL REVENUES	\$ -	\$ 100,000	\$ 217,000	\$ 279,390	\$ 349,070	\$ 417,846	
TOTAL LOCAL & OTHER REVENUES	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUE	\$ 200,000	\$ 2,429,450	\$ 3,271,907	\$ 6,695,322	\$ 9,306,497	\$ 10,144,082	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	85,000	86,700	88,434	90,203	92,007	
Instructional Management	-	55,000	96,900	197,676	259,696	265,196	
Deans, Directors & Coordinators	-	40,000	132,600	135,252	137,957	140,716	
CEO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	105,000	107,100	108,242	111,427	113,655	
Administrative Staff	-	-	30,600	62,424	63,672	67,419	
Other - Administrative	-	50,000	88,700	88,434	90,203	92,007	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ -	\$ 345,000	\$ 340,600	\$ 683,482	\$ 753,458	\$ 801,000	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	370,000	489,600	1,248,400	1,995,071	2,197,837	
Teachers - SPED	-	40,000	40,800	41,810	42,448	46,595	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	90,000	204,000	374,544	509,380	582,885	
Aides	-	40,000	81,600	104,040	148,560	151,541	
Therapists & Counselors	-	45,000	45,900	93,636	143,263	146,228	
Other - Instructional	-	40,000	40,800	41,616	42,448	43,297	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 485,000	\$ 902,700	\$ 1,909,932	\$ 2,881,180	\$ 3,588,283	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	30,000	30,600	62,424	63,672	64,946	
Librarian	-	-	-	-	-	-	
Custodian	-	20,000	20,400	41,616	42,448	43,297	
Security	-	-	-	-	-	-	
Other - Non-Instructional	-	70,000	173,000	197,876	297,138	346,378	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 120,000	\$ 224,600	\$ 301,716	\$ 403,299	\$ 454,622	
TOTAL PERSONNEL EXPENSES	\$ -	\$ 1,090,000	\$ 1,467,700	\$ 2,887,310	\$ 4,057,896	\$ 4,843,894	

The following is the new operating income for years 1-5.

Year 1 – \$ 465,950
Year 2 – \$ 1,470,887
Year 3 - \$ 1,590,287
Year 4 - \$ 2,353,181
Year 5 - \$ 2,700,780

Charbrian Inc. plans to invest the net operating income into opening a another campus in Cameron county by Year 3 and a third campus on Year 5.

CharBrian Foundation Inc.
Statement of Activities
For the Years Ended December 31, 2015 and 2014

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	
			<u>2015</u>	<u>2014</u>
Revenues				
Local support:				
Contributions				
Fund-raising activities				
Interest and other income				
Total local support				
State program revenues				
Foundation School Program				
Other State Aid				
Total state program revenues				
Federal program revenues:				
ESEA Title I Part A				
ESEA Title X				
Child Nutrition				
Total federal program revenues				
Net assets released from restrictions:				
Restrictions satisfied by payments				
Total Revenues				
Expenses				
Program Services:				
Instruction and Instructional-Related Services				
Instructional and School Leadership				
Support Services:				
Administrative Support Services	1229.66		1229.66	
Auxiliary Services				
Support Services-Non-Student Based				
Support Services-Students (Pupil)				
Fund Raising				
Total Expenses	<u>1229.66</u>		<u>1229.66</u>	
Change in Net Assets	<u>-1229.66</u>		<u>-1229.66</u>	
Net Assets, beginning of year	<u>0</u>		<u>0</u>	
Net Assets, ending of year	<u>-1229.66</u>		<u>-1229.66</u>	

CharBrian Foundation Inc.
Statement of Financial Position As of December 31, 2015

Assets

Current Assets

Cash and cash equivalents

Accounts receivable

Prepaid expenses

Total current assets

Property and Equipment, net

Total Assets 0

Liabilities and Net Assets

Current Liabilities

Accounts payable

Accrued liabilities

Deferred revenue

Current portion of long-term debt

Other current Liabilities 1229.66

Total current liabilities 1229.66

Long-Term Debt

Total Liabilities 1229.66

Net Assets

Unrestricted -1229.66

Temporarily restricted

Total Net Assets -1229.66

Total Liabilities and Net Assets -1229.66

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.

CharBrian Foundation Inc.
Statement of Activities
For the Years Ended December 31, 2015 and 2014

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	
			2015	2014
Revenues				
Local support:				
Contributions				
Fund-raising activities				
Interest and other income				
Total local support				
State program revenues				
Foundation School Program				
Other State Aid				
Total state program revenues				
Federal program revenues:				
ESEA Title I Part A				
ESEA Title X				
Child Nutrition				
Total federal program revenues				
Net assets released from restrictions:				
Restrictions satisfied by payments				
Total Revenues				
Expenses				
Program Services:				
Instruction and Instructional-Related Services				
Instructional and School Leadership				
Support Services:				
Administrative Support Services	1229.66		1229.66	
Ancillary Services				
Support Services—Non-Student Based				
Support Services—Student (Pupil)				
Fund Raising				
Total Expenses	<u>1229.66</u>		<u>1229.66</u>	
Change in Net Assets	-1229.66		-1229.66	
Net Assets, beginning of year	0		0	
Net Assets, ending of year	<u>-1229.66</u>		<u>-1229.66</u>	

p.31.7

CharBrian Foundation Inc.
Statement of Financial Position As of December 31, 2015

Assets

Current Assets	
Cash and cash equivalents	
Accounts receivable	
Prepaid expenses	
Total current assets	
Property and Equipment, net	
Total Assets	<u>0</u>

Liabilities and Net Assets

Current Liabilities	
Accounts payable	
Accrued liabilities	
Deferred revenue	
Current portion of long-term debt	
Other current Liabilities	1229.66
Total current liabilities	<u>1229.66</u>
Long-Term Debt	
Total Liabilities	<u>1229.66</u>
Net Assets	
Unrestricted	-1229.66
Temporarily restricted	
Total Net Assets	-1229.66
Total Liabilities and Net Assets	<u><u>-1229.66</u></u>

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11:40 AM

09/26/16

Accrual Basis

CharBriar Foundation Inc
Profit & Loss
January 1, 2012 through September 26, 2016

	<u>Jan 1, '12 - Sep 26, 16</u>
Ordinary Income/Expense	
Expense	
Bank Charges	243.30
Business Expenses	
Business Registration Fees	<u>850.00</u>
Total Business Expenses	850.00
Contract Services	
Legal Fees	<u>47.00</u>
Total Contract Services	47.00
Operations	
Postage, Mailing Service	<u>89.36</u>
Total Operations	<u>89.36</u>
Total Expense	<u>1,229.66</u>
Net Ordinary Income	<u>-1,229.66</u>
Net Income	<u><u>-1,229.66</u></u>

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11:40 AM
09/26/16
Accrual Basis

CharBrian Foundation Inc
Balance Sheet
As of September 26, 2016

	<u>Sep 26, 16</u>
ASSETS	0.00
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Director Loan Charlene Young	508.30
Director Loan Jaime Reyna	507.00
Director Loan Marco Turrubiates	214.36
Total Other Current Liabilities	<u>1,229.66</u>
Total Current Liabilities	<u>1,229.66</u>
Total Liabilities	1,229.66
Equity	
Unrestricted Net Assets	<u>-1,229.66</u>
Total Equity	<u>-1,229.66</u>
TOTAL LIABILITIES & EQUITY	<u><u>0.00</u></u>

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09/26/16

Accrual Basis

CharBrian Foundation Inc
Profit & Loss Detail
 January 1, 2012 through September 26, 2016

Type	Date	Num	Adj	Name	Memo	Clr	Split	Debit	Credit	Balance
Ordinary Income/Expense										
Expense										
Bank Charges										
General Journal	07/31/2012	6					Lone Star Ban...	15.00		15.00
Check	08/31/2012				Service Charge		Lone Star Ban...	15.00		30.00
General Journal	09/28/2012	7					Lone Star Ban...	15.00		45.00
Check	10/31/2012				Service Charge		Lone Star Ban...	15.00		60.00
Check	11/30/2012				Service Charge		Lone Star Ban...	15.00		75.00
Check	12/31/2012				Service Charge		Lone Star Ban...	15.00		90.00
Check	01/31/2013				Service Charge		Lone Star Ban...	17.00		107.00
Check	02/28/2013				Service Charge		Lone Star Ban...	17.03		124.03
Check	03/31/2013				Service Charge		Lone Star Ban...	17.00		141.03
Check	04/30/2013				Service Charge		Lone Star Ban...	17.00		158.03
Check	05/31/2013				Service Charge		Lone Star Ban...	17.00		175.03
Check	06/30/2013				Service Charge		Lone Star Ban...	17.05		192.08
Check	07/31/2013				Service Charge		Lone Star Ban...	17.00		209.08
Check	08/31/2013				Service Charge		Lone Star Ban...	17.00		226.08
Check	09/30/2013				Service Charge		Lone Star Ban...	17.22		243.30
Total Bank Charges								243.30	0.00	243.30
Business Expenses										
Business Registration Fees										
General Journal	04/02/2012	4			to record filin...		Business Regl...	825.00		825.00
General Journal	06/13/2012	5			to record che...		Director Loan ...	25.00		850.00
Total Business Registration Fees								850.00	0.00	850.00
Total Business Expenses								850.00	0.00	850.00
Contract Services										
Legal Fees										
General Journal	03/16/2012	3			to record law...		Director Loan ...	47.00		47.00
Total Legal Fees								47.00	0.00	47.00
Total Contract Services								47.00	0.00	47.00
Operations										
Postage, Mailing Service										
General Journal	05/11/2012	2			pay for posta...		Director Loan ...	53.13		53.13

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11:47 AM

09/26/16

Accrual Basis

CharBrian Foundation Inc
Profit & Loss Detail
January 1, 2012 through September 26, 2016

Type	Date	Num	Adj	Name	Memo	Clr	Split	Debit	Credit	Balance
General Journal	08/29/2013	10			to record cas...		Director Loan ...	36.23		89.36
	Total Postage, Mailing Service							89.36	0.00	89.36
	Total Operations							89.36	0.00	89.36
	Total Expense							1,229.66	0.00	1,229.66
	Net Ordinary Income							1,229.66	0.00	-1,229.66
	Net Income							1,229.66	0.00	-1,229.66

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09/28/16

Accrual Basis

CharBriar Foundation Inc

Balance Sheet Detail

As of September 26, 2016

Type	Date	Num	Adj	Name	Memo	Clr	Split	Debit	Credit	Balance
ASSETS										0.00
Current Assets										0.00
Checking/Savings										0.00
Lone Star Bank										0.00
Total Lone Star Bank										0.00
Total Checking/Savings										0.00
Accounts Receivable										0.00
Total Accounts Receivable										0.00
Other Current Assets										0.00
Total Other Current Assets										0.00
Total Current Assets										0.00
Fixed Assets										0.00
Furniture and Equipment										0.00
Total Furniture and Equipment										0.00
Total Fixed Assets										0.00
Other Assets										0.00
Marketable Securities										0.00
Total Marketable Securities										0.00
Other Assets										0.00
Total Other Assets										0.00
Security Deposits Asset										0.00
Total Security Deposits Asset										0.00
Total Other Assets										0.00
TOTAL ASSETS										0.00
LIABILITIES & EQUITY										0.00
Liabilities										1,229.66
Current Liabilities										1,229.66
Accounts Payable										0.00
Accounts Payable										0.00
Total Accounts Payable										0.00
Total Accounts Payable										0.00
Credit Cards										0.00
Total Credit Cards										0.00

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09/28/16

Accrual Basis

CharBrian Foundation Inc
Balance Sheet Detail
 As of September 26, 2016

Type	Date	Num	Adj	Name	Memo	Clr	Split	Debit	Credit	Balance
Other Current Liabilities										1,229.66
Director Loan Charlene Young										508.30
Total Director Loan Charlene Young										508.30
Director Loan Jaime Reyna										507.00
Total Director Loan Jaime Reyna										507.00
Director Loan Marco Turrubiates										214.36
Total Director Loan Marco Turrubiates										214.36
Payroll Liabilities										0.00
Total Payroll Liabilities										0.00
Total Other Current Liabilities										1,229.66
Total Current Liabilities										1,229.66
Long Term Liabilities										0.00
Other Liabilities										0.00
Total Other Liabilities										0.00
Total Long Term Liabilities										0.00
Total Liabilities										1,229.66
Equity										-1,229.66
Opening Balance Equity										0.00
Total Opening Balance Equity										0.00
Perm. Restricted Net Assets										0.00
Total Perm. Restricted Net Assets										0.00
Temp. Restricted Net Assets										0.00
Total Temp. Restricted Net Assets										0.00
Unrestricted Net Assets										-1,229.66
Total Unrestricted Net Assets										-1,229.66
Net Income										0.00
Total Net Income										0.00
Total Equity										-1,229.66
TOTAL LIABILITIES & EQUITY										0.00

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CharBrian Foundation, Inc.
Statement of Activities
For the Years Ended December 31, 2015 and 2014

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	
			<u>2015</u>	<u>2014</u>
Revenues				
Local support:				
Contributions				
Fund-raising activities				
Interest and other income				
Total local support				
State program revenues				
Foundation School Program				
Other State Aid				
Total state program revenues				
Federal program revenues:				
ESEA Title I Part A				
ESEA Title X				
Child Nutrition				
Total federal program revenues				
Net assets released from restrictions:				
Restrictions satisfied by payments				
Total Revenues				
Expenses				
Program Services:				
Instruction and Instructional-Related Services				
Instructional and School Leadership				
Support Services:				
Administrative Support Services	1229.66		1229.66	
Ancillary Services				
Support Services-Non-Student Based				
Support Services-Student (Pupil)				
Fund Raising				
Total Expenses	<u>1229.66</u>		<u>1229.66</u>	
Change in Net Assets	<u>-1229.66</u>		<u>-1229.66</u>	
Net Assets, beginning of year	0		0	
Net Assets, ending of year	<u><u>-1229.66</u></u>		<u><u>-1229.66</u></u>	

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CharBrian Foundation Inc.
Statement of Financial Position As of December 31, 2015

Assets

Current Assets

Cash and cash equivalents
Accounts receivable
Prepaid expenses
Total current assets
Property and Equipment, net
Total Assets

0

Liabilities and Net Assets

Current Liabilities

Accounts payable
Accrued liabilities
Deferred revenue
Current portion of long-term debt
Other current Liabilities
Total current liabilities

1229.66

1229.66

Long-Term Debt

Total Liabilities

1229.66

Net Assets

Unrestricted
Temporarily restricted

-1229.66

Total Net Assets

-1229.66

Total Liabilities and Net Assets

-1229.66



Five Star National Bank

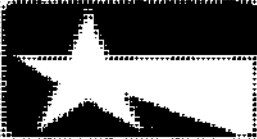


Date 12/31/12
Primary Account
Enclosures

Page 2

As of 12/31/2012 Thank you for being a valued Lone Star National Bank customer!

A328



Lone Star National Bank



	Total For This Period	Total Year-to-Date
Overdraft item fees year to date	\$.03	\$.03
Return item fees year to date	\$.00	\$.00

*****Service Charge Breakdown Section*****

Description	Amount
*Balance Fee in Service Charge	15.00

Deposits and Additions

Date	Description	Amount
2/11	Over The Counter Deposit	60.00

Debits and Other Withdrawals

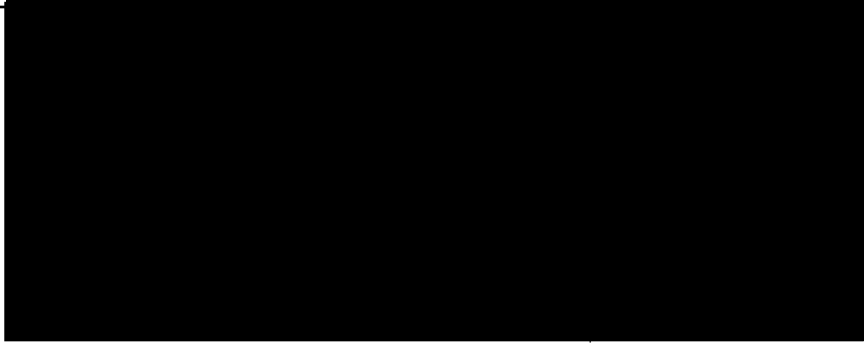
Date	Description	Amount
2/28	Paper Statement Fee	2.00-
2/28	Service Charge	15.00-
2/28	Overdraft Int Charge	.03-

Daily Balance Information

Date	Balance	Date	Balance	Date	Balance
2/01	7.00-	2/11	53.00	2/28	35.97

As of 02/28/2013

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Long Star National Bank



NOW Business Checking

██████████ (Continued)

Debits and Other Withdrawals

Date	Description	Amount
4/30	Paper Statement Fee	2.00-
4/30	Service Charge	15.00-

Daily Balance Information

Date	Balance	Date	Balance
4/01	18.97	4/30	1.97

As of 04/30/2013

Effective May 1, 2013: Commercial Account Change Order Requests. Loose or strapped currency will be charged per thousand. Rolled coin will be charged per roll. Should you have any questions, please contact Customer Service at (800) 580-0322.

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Member FDIC


Lone Star National Bank™

P.O. Box 1127 • Pharr, Texas 78577-1127
www.lonestarnationalbank.com

Date 1/31/13
Primary Account
Enclosures

Page 1

Customer Service.....	(956) 984-2440
Toll Free	(800) 580-0322
24 Hour Star Access - Direct.....	(956) 984-2444
24 Hour Star Access.....	(800) 580-0322 Ext. 2444
Lost or Stolen Debit Card (After Hours)....	(800) 580-0322 Ext. 2444

*****AUTO**5-DIGIT 78520
 3735 O. 6364 AV. D 360 11 1 118

 CHAR BRIAN FOUNDATION INC
 871 OLD ALICE RD SUITE 600
 BROWNSVILLE TX 78520-8274

Debit Card Customers: Due to fraud activity, we have turned off the "Credit" option for certain merchants. If your debit card transaction declines you may use the "Debit" option and PIN. You can re-pin your debit card at any banking center.

CHECKING ACCOUNTS

Open your Individual Retirement Account today and start a retirement savings with a possible Tax Deduction (Consult your Tax Advisor). To open an IRA, or for more information contact Customer Service at (956) 984-2440 or (800) 580-0322 or visit our website www.lonestarnationalbank.com to find a Banking Center near you. We value your business and the opportunity in assisting you achieve your long term financial goals.

NOW Business Checking		Number of Enclosures	0
Account Number	[REDACTED]	Statement Dates	1/01/13 thru 1/31/13
Previous Balance	10.00	Days in the statement period	31
Deposits/Credits	.00	Average Ledger	9.93
1 Checks/Debits	2.00	Average Collected	9.93
Service Charge	15.00		
Interest Paid	.00		
Current Balance	7.00-		

*****Service Charge Breakdown Section*****

Description	Amount
*Balance Fee in Service Charge	15.00

Debits and Other Withdrawals

Date	Description	Amount
1/31	Paper Statement Fee	2.00-
1/31	Service Charge	15.00-

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Date 1/31/13
Primary Account
Enclosures

Page 2

NOW Business Checking

[REDACTED] (Continued)

Daily Balance Information

Date	Balance	Date	Balance
1/01	10.00	1/31	7.00-

As of 01/30/2013

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Date 5/31/13
Primary Account
Enclosures

Page 2

NOW Business Checking

[REDACTED] (Continued)

Debits and Other Withdrawals

Date	Description	Amount
5/31	Paper Statement Fee	2.00-
5/31	Service Charge	15.00-

Daily Balance Information

Date	Balance	Date	Balance
5/01	1.97	5/31	15.03-

As of 05/30/2013

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Member FDIC

Lone Star National Bank™

P.O. Box 1127 • Pharr, Texas 78577-1127
www.lonestarnationalbank.com

Date: 6/28/13
Primary Account
Enclosures

Page 1
1

Customer Service (856) 984-2440
 Toll Free (800) 580-0322
 24 Hour Star Access - Direct (856) 984-2444
 24 Hour Star Access (800) 580-0322 Ext. 2444
 Lost or Stolen Debit Card (After Hours) ... (800) 580-0322 Ext. 2444

*****AUTO**5-DIGIT 78520
 5657 0 7968 AV 0 360 14 1 167
 CHAR BRIAN FOUNDATION INC
 871 OLD ALICE RD SUITE 500
 BROWNSVILLE TX 78520-8274

Do you still receive a federal benefit payment by paper check? The US Dept. of the Treasury requires federal benefit payments to be made electronically. It's easy to switch to direct deposit. Visit USNB, call (800) 333-1795 or go to www.GoDirect.org

CHECKING ACCOUNTS

NOW Business Checking		Number of Enclosures	1
Account Number	[REDACTED]	Statement Dates	6/03/13 thru 6/30/13
Previous Balance	15.03	Days in the statement period	28
1 Deposits/Credits	50.00	Average Ledger	22.25
1 Checks/Debits	2.00	Average Collected	22.25
Service Charge	15.05		
Interest Paid	.00		
Current Balance	17.92		

	Total For This Period	Total Year-to-Date
Overdraft item fees year to date	\$.05	\$.08
Return item fees year to date	\$.00	\$.00

****Service Charge Breakdown Section****

Description	Amount
*Balance Fee in Service Charge	15.00

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NOW Business Checking [REDACTED] (Continued)

Deposits and Additions

Date	Description	Amount
6/10	Over The Counter Deposit	50.00

Debits and Other Withdrawals

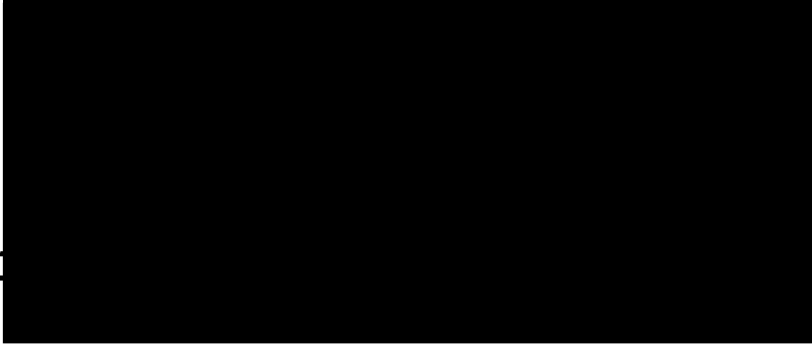
Date	Description	Amount
6/28	Paper Statement Fee	2.00-
6/28	Service Charge	15.00-
6/30	Overdraft Int Charge	.05-

Daily Balance Information

Date	Balance	Date	Balance
6/03	15.03-	6/28	17.97
6/10	34.97	6/30	17.92

As of 06/28/2013

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Member FDIC

Lone Star National Bank™

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www.lonestarnationalbank.com

Date: 9/30/13
Primary Account
Enclosures

Page 1

Customer Service.....(956) 984-2440
 Toll Free.....(800) 580-0322
 24 Hour Star Access - Direct.....(956) 984-2444
 24 Hour Star Access.....(800) 580-0322 Ext. 2444
 Lost or Stolen Debit Card (After Hours).....(800) 580-0322 Ext. 2444

*****AUTO**5-DIGIT 78520-
 5596.0:6364 AV 0.360 14.1.154
 CHAR BRIAN FOUNDATION INC
 871 OLD ALICE RD SUITE 600
 BROWNSVILLE TX 78520-8274

CHECKING ACCOUNTS

NOW Business Checking		Number of Enclosures	0
Account Number	[REDACTED]	Statement Dates	9/03/13 thru 9/30/13
Previous Balance	16.08-	Days in the statement period	28
Deposits/Credits	.00	Average Ledger	16.15-
1 Checks/Debits	2.00	Average Collected	16.15-
Service Charge	15.22		
Interest Paid	.00		
Current Balance	33.30-		

	Total For This Period	Total Year-to-Date
Overdraft item fees year to date	\$.22	\$.30
Return item fees year to date	\$.00	\$.00

*****Service Charge Breakdown Section*****

Description	Amount
*Balance Fee in Service Charge	15.00

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Date 9/30/13
Primary Account
Enclosures

Page 2

NOW Business Checking

(Continued)

Debits and Other Withdrawals

Date	Description	Amount
9/30	Paper Statement Fee	2.00-
9/30	Service Charge	15.00-
9/30	Overdraft Int Charge	.22-

Daily Balance Information

Date	Balance	Date	Balance
9/03	16.08-	9/30	33.30-

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Date 10/31/13
Primary Account
Enclosures

Page 1
[Redacted]
1

Lone Star National Bank

P.O. Box 1127 • Pharr, Texas 78577-1127
www.lonestarnationalbank.com

Customer Service.....(956) 984-2440
Toll Free.....(800) 580-0322
24 Hour Star Access - Direct.....(956) 984-2444
24 Hour Star Access.....(800) 580-0322 Ext. 2444
Lost or Stolen Debit Card (After Hours)...(800) 580-0322 Ext. 2444

*****AUTO**3-BRSTP 785
8257 0 7968/AD 01384 26 1 196
CHAR BRIAN FOUNDATION INC
871 OLD ALICE RD SUITE 600
BROWNSVILLE TX 77820-8274

CHECKING ACCOUNTS

NOW Business Checking		Number of Enclosures	1
Account Number	[Redacted]	Statement Dates	10/01/13 thru 10/31/13
Previous Balance	33.30	Days in the statement period	31
+ Deposits/Credits	33.30	Average Ledger	6.44
- Checks/Debits	.00	Average Collected	6.44
Service Charge	.00		
Interest Paid	.00		
Current Balance	.00		

	Total For This Period	Total Year-to-Date
Overdraft item fees year-to-date	\$.00	\$.30
Return item fees year-to-date	\$.00	\$.00

Deposits and Additions

Date	Description	Amount
10/07	Over The Counter Deposit	33.30

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Date 10/31/13
Primary Account
Enclosures

Page 2
[REDACTED]
1

NOW Business Checking

[REDACTED] (Continued)

Daily Balance Information

Date	Balance	Date	Balance
10/01	33.30-	10/07	.00

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Lone Star National Bank[®]

06/26/2012

CHAR BRIAN FOUNDATION, INC
871 OLD ALICE RD SUITE 600
BROWNSVILLE TX 78520-0000

Dear CHAR BRIAN FOUNDATION, INC,

Welcome to Lone Star National Bank and thank you for allowing us the privilege of serving as your financial institution.

Lone Star National Bank is dedicated to providing our customers with premier Quality Customer Service. We are growing with the valley and it would be our pleasure if you would allow us to also serve your friends and family. Our banking centers are located throughout the valley and there is a branch near you.

Should you have any questions, or if we may be of any additional assistance, please do not hesitate to contact our customer service call center at 956-984-2440 or 1-800-580-0322-ext 2440. We look forward to meeting all your financial service needs.

Once again, thank you.

Sincerely,

Cindy Reynolds
Personal Banker

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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 and Past Ligation

Not applicable

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Two
Special Assurances Document

Sponsoring Entity: CharBrian Inc.

Proposed Charter School Name: South Texas Trade Academy (STTA)

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

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.

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

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

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

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

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

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: CharBrian Inc.

Proposed Charter School Name: South Texas Trade Academy (STTA)

VII. Admission and Enrollment

- 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.
- 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.
- 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.
- 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.
- 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)

- 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

- 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.
- 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.

Sponsoring Entity:

CharBrian Inc.

Proposed Charter School Name:

South Texas Trade Academy (STTA)



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).



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



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.



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.



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



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.

HECTOR ORTIZ

Printed Name of Sponsoring Entity Board Chair

[Signature]

Signature of Sponsoring Entity Board Chair

12/01/16

Date