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APPLICATION OVERVIEW

<table>
<thead>
<tr>
<th>NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL</th>
<th>Royal Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF SPONSERING ENTITY</td>
<td>The Royal School System</td>
</tr>
<tr>
<td>The sponsoring entity is a:</td>
<td>☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University</td>
</tr>
</tbody>
</table>

I. CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>Soner Tarim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant Mailing Address:</td>
<td>503 Ogden Trail Sugar Land, TX 77479</td>
</tr>
<tr>
<td>Applicant Email Address:</td>
<td><a href="mailto:sonertarim@gmail.com">sonertarim@gmail.com</a></td>
</tr>
<tr>
<td>Applicant Phone #:</td>
<td>832-641-5588</td>
</tr>
</tbody>
</table>

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

<table>
<thead>
<tr>
<th>Number of Campuses Being Requested:</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Districts within Geo Boundary:</td>
<td>24</td>
</tr>
</tbody>
</table>

Address of Proposed Administrative Offices (if different from above):
Click or tap here to enter text.

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

III. GOVERNANCE/LEADERSHIP

<table>
<thead>
<tr>
<th>Number of Board Members:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson of the Governing Board:</td>
<td>Dr. Kenneth Pascal</td>
</tr>
<tr>
<td>Chief Executive Officer of the Sponsoring Entity:</td>
<td>Dr. Soner Tarim</td>
</tr>
<tr>
<td>Superintendent of Proposed Charter School:</td>
<td>Dr. Soner Tarim</td>
</tr>
<tr>
<td>Board Member Who Attended Applicant Conference:</td>
<td>Nancy J. LiTarim</td>
</tr>
</tbody>
</table>
IV. ENROLLMENT OVERVIEW

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

<table>
<thead>
<tr>
<th>Year 1 - Estimated Enrollment: 576</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Year 2 - Estimated Enrollment: 1344</td>
</tr>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Year 3 - Estimated Enrollment: 1920</td>
</tr>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Year 4 - Estimated Enrollment: 2496</td>
</tr>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>Year 5 - Estimated Enrollment: 3264</td>
</tr>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>At Capacity - Maximum Enrollment: 4556</td>
</tr>
<tr>
<td>EE3 PK 4  K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
</tbody>
</table>

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

Signature of Chief Executive Officer of Sponsoring Entity (in blue ink)

01/04/2019 Soner Tarim

Date Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation
## Applicant Team Overview

### I. Application Team Members
Include names, current employment, and position with proposed school

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title/Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Soner Tarim</td>
<td>CEO/Royal Public Schools</td>
<td>CEO</td>
</tr>
<tr>
<td>Stephanie Griffiths M.Ed.</td>
<td>Sp. Ed. Coordinator / Harmony Publ. Sch</td>
<td>Special Programs Director</td>
</tr>
<tr>
<td>Kevin T. O’Hanlon</td>
<td>Attorney/O’Hanlon, Demerath, &amp; Castilo</td>
<td>General Counsel</td>
</tr>
<tr>
<td>Mehmet M. Subas M.Ed.</td>
<td>Principal / Harmony Public Schools</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Ben Gomez</td>
<td>CPA and Auditor / Gomez and Co</td>
<td>Financial Advisor</td>
</tr>
<tr>
<td>Blaine Helwig</td>
<td>Owner / The New 3R Edu. Consulting</td>
<td>Advisor</td>
</tr>
<tr>
<td>Lam Nguyen</td>
<td>Software Developer/Camino Info Serv.</td>
<td>Volunteer for IT/Database Need</td>
</tr>
<tr>
<td>Susan Morrison</td>
<td>Attorney / Texas School for the Blind &amp; Visually Impaired</td>
<td>Advisor for Special Education</td>
</tr>
</tbody>
</table>

### II. Board of Directors
Include names of all Board members.

- Kenneth C. Pascal
- Benjamin S. Warren
- Nancy J. Li-Tarim
- Harriet Wasserstrum
- Tom Sage

### III. Application Preparation/Support Services
List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

Click or tap here to enter text.

Were any of the above-mentioned paid?

- Yes ☐
- No ☒
OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES

Royal Public Schools
Proposed Generation Twenty-Four Charter Name

The Royal School System
Name of Sponsoring Entity

State the proposed school’s 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.

A primary attendance boundary is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code (TAC), §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. Do not list the charter schools located within the designated geographic boundary.

<table>
<thead>
<tr>
<th>Attendance Boundary</th>
<th>Primary Attendance Boundary (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldine ISD, Alief ISD, Alvin ISD, Cypress-Fairbanks ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Fort Bend ISD, Houston ISD, Katy ISD, Klein ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Lamar CISD, Pasadena ISD, Pearland ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Spring Branch ISD, Spring ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Stafford MSD, Tomball ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Austin ISD, Del Valle ISD, Eanes ISD,</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Georgetown ISD, Hutto ISD, Leander ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Manor ISD, Pflugerville ISD, Round Rock ISD</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>
NUMBER OF CHARTER SCHOOL CAMPUSES CURRENTLY OPERATING WITHIN THE OCCUPIED DISTRICT: 19

NUMBER OF TRADITIONAL SCHOOL CAMPUSES CURRENTLY OPERATING WITHIN THE OCCUPIED DISTRICT: 179

NUMBER OF TRADITIONAL SCHOOL DISTRICTS WITHIN TEN MILES OF THE PROPOSED LOCATION: 15

WILL THE PROPOSED SCHOOL BE LOCATED IN THE ATTENDANCE ZONE OF A SCHOOL DISTRICT-CAMPUS ASSIGNED AN UNACCEPTABLE PERFORMANCE RATING UNDER SECTION 39.054 FOR THE TWO PRECEDING SCHOOL YEARS?

Yes ☒ No ☐

SCHOOL NAME(S):

Burnet MS in Austin ISD and Sneed Elementary in Alief ISD

1. PROVIDE A RATIONALE FOR THE GEOGRAPHIC LOCATION SELECTED AND THE PROCESS UNDERTAKEN TO SELECT THE PRIMARY ATTENDANCE BOUNDARY TO BE SERVED.

NARRATIVE RESPONSE:

EVALUATION CRITERIA-GEOGRAPHIC BOUNDARIES

A STRONG RESPONSE WILL:

☑ OFFER REALISTIC ATTENDANCE BOUNDARIES;
☑ PROVIDE A COMPPELLING RATIONALE FOR THE GEOGRAPHIC LOCATION SELECTED; AND
☑ PROVIDE A SPECIFIC LOCATION FOR THE CHARTER SCHOOL CAMPUS AND DESCRIBE A SCHOOL SITE THAT WILL BE LOCATED IN THE ATTENDANCE ZONE OF A SCHOOL DISTRICT-CAMPUS ASSIGNED AN UNACCEPTABLE PERFORMANCE RATING UNDER SECTION 39.054 FOR THE TWO PRECEDING SCHOOL YEARS (FOR ONE PRIORITY POINT).
understand the needs of students and status of these failing schools. We also obtained the charter schools waitlist numbers from Families Empowered to document the demand. Additionally, we searched these neighborhoods for available lands or buildings large enough to build a facility that would support our educational design and plan. As a result, we identified two primary zones in Austin and Houston (Exhibit-A: Failing Schools). In Austin, we identified Northeast Austin where Burnett Middle School is located (Exhibit-A). Burnett Middle School rated academically unacceptable by TEA in the last several years. According to TEA accountability ratings and the Children At-Risk Report (#01), there are 6 failing schools within a 3-mile radius of Burnett (Exhibit-A). In Houston, we identified the southwest region where Sneed Elementary is located (Exhibit-A). Sneed Elementary is an Alief ISD school, and it also borders a Houston ISD failing schools. Sneed Elementary is rated academically unacceptable by TEA. According to TEA accountability ratings and the Children At-Risk Report (#01), there are 6 failing schools within a 4-mile radius of Sneed Elementary (Exhibit-A). We determined to start our charter schools in these two neighborhoods because of: a) student data; b) our parental survey; c) high density of failing public schools; d) waitlist numbers at existing charter schools; e) a limited number of schools with STREAMS-360 program, and; f) available space to build a school facility. Most importantly, we finalized our target locations based on our personal interactions with local community leaders and their support for our proposal. 1. NOTE to READER: Even though we identified very specific areas shown in Exhibit-A, we listed a wide range of school districts in the attendance boundary list because we may draw a very limited number of students from those neighboring school districts. 2. NOTE to READER: The applicant submitted a charter application last year that may contain similar chapters to this application. Applicant also wrote charter application with similar programs for charter organizations in Alabama (LEAD Academy and Woodland Prep). Reference(s): (#01): https://texasschoolguide.org by Children-At-Risk
OVERVIEW OF ANTICIPATED NEED
ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE3</td>
<td>0</td>
</tr>
<tr>
<td>PK 4</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>192</td>
</tr>
<tr>
<td>Grade 1</td>
<td>192</td>
</tr>
<tr>
<td>Grade 2</td>
<td>192</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0</td>
</tr>
<tr>
<td>Grade 12</td>
<td>0</td>
</tr>
</tbody>
</table>
Provide the anticipated demographics for the proposed school as well as current demographics for the Occupied District and two Contiguous Districts.

**NOTE:** The term “Occupied District” refers to the traditional school district in which the campus will be located. District 2 and 3 must be contiguous to the school district in which the first campus will be located. The term “First Charter Campus” refers to projected enrollment data for the first specific campus.

<table>
<thead>
<tr>
<th>Name</th>
<th>First Charter Campus</th>
<th>Occupied District</th>
<th>Contiguous District 1</th>
<th>Contiguous District 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Royal Academy-Houston</td>
<td>Alief ISD</td>
<td>Houston ISD</td>
<td>Fort Bend ISD</td>
</tr>
<tr>
<td>African American</td>
<td>30.0</td>
<td>29.0</td>
<td>24.0</td>
<td>27.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>55.0</td>
<td>53.1</td>
<td>61.7</td>
<td>26.3</td>
</tr>
<tr>
<td>White</td>
<td>5.0</td>
<td>4.0</td>
<td>8.8</td>
<td>16.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.5</td>
<td>1.1</td>
<td>0.2</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>9.0</td>
<td>12.0</td>
<td>4.0</td>
<td>26.1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.4</td>
<td>0.6</td>
<td>1.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>80.0</td>
<td>79.7</td>
<td>75.0</td>
<td>37.3</td>
</tr>
<tr>
<td>ELL</td>
<td>25.0</td>
<td>22.8</td>
<td>32.4</td>
<td>24.0</td>
</tr>
<tr>
<td>At-Risk</td>
<td>75.0</td>
<td>77.8</td>
<td>71.7</td>
<td>42.9</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>5.0</td>
<td>4.4</td>
<td>15.8</td>
<td>7.3</td>
</tr>
<tr>
<td>Special Education</td>
<td>7.0</td>
<td>7.3</td>
<td>7.1</td>
<td>7.7</td>
</tr>
</tbody>
</table>
OVERVIEW OF ANTICIPATED NEED
ENROLLMENT AND DEMOGRAPHIC PROJECTIONS (CONTINUED)

1. 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. Where demographic projections deviate significantly from the surrounding districts, explain the proposed demographic assumption(s). **NOTE:** Student demographic data can be found by school district on the Texas Academic Performance Report (TAPR), available by right-clicking HERE.

2. Provide the proposed teacher to student ratio for each grade level served and provide a description of the process by which this ratio was determined.

**Narrative Response:**

---

**Evaluation Criteria-Enrollment and Demographic Projections**

A strong response will:

- Offer realistic enrollment projections in the first year of operation;
- Cite realistic demographic projections and accurate district data;
- Demonstrate a comprehensive understanding of the community/student population with unique historical, cultural, social, or academic factors that drive the school’s mission/vision;
- Identify both common and unique learning needs among the anticipated student population(s) that clearly align with the proposed instructional program; and
- Propose an allowable teacher to student ratio and describe a description of the process by which this ratio was determined and supports the description with research, theory, and/or experience.

---

**Anticipated Population**

Royal plans to create two networks (clusters) of schools in Austin and Houston. In each city, we propose to establish feeder patterns among two elementary schools, one middle school, and one high school. These four campuses will form a cluster. For each cluster, maximum enrollment numbers at elementary (x2), middle, and high schools will be 576 (x2), 576, and 600, respectively. In our first year, we propose to begin with a total of 288 students in grades K-2 in both clusters. We will gradually increase grade levels and enrollment to allow teachers and school administrators to phase in implementation of the proposed programs and help ensure positive outcomes as we grow. At scale, each cluster will serve approximately 2,328 students. The cluster size and enrollment numbers in each school are determined by an ideal high school size of 600 students. Our experience and a national research study conducted by Dr. Valerie E. Lee (University of Michigan) indicate that the most effective high schools have 600 to 900 students. This size student population is large enough to offer a robust curriculum with many electives, AP and dual credit courses while being financially viable. We identified Burnett Middle School, Austin ISD, in Austin and Sneed Elementary, Alief ISD, in Houston.
as the centers of our target areas for the clusters. There are multiple failing schools within a 4-mile radius of each schools’ attendance boundaries. Before we delve into each of these targeted areas, we would like to provide our observation that is common in both locations. In both cities, Royal anticipates serving a diverse population of students, with approximately 80% of the population eligible for free and reduced lunches, and more than 85% minority. Historically, in both locations, students who are attending failing schools come from families with low socioeconomic status. Because many of these students come from homes with limited resources, they often do not receive the academic enrichment and support necessary to meet the demands of ever-increasing education standards. Faced with the pressures and realities of high-stakes testing, students often find themselves disenfranchised and struggling to meet expectations of adequate academic progress. Left to their own devices, they fall behind and find it difficult to catch up. For several generations, the career path for many residents in these regions, in fact, many urban cities, was to go straight from high school into an industry. This route is no longer open to most high school graduates, and these graduates are often not prepared for other options. Middle-class wage jobs, even in manufacturing, require a higher skill level than they did in the past. To change the employment trajectory in the region, the educational systems must provide new, innovative programs that prepare students from all backgrounds for college and the 21st century workforce. STEM education and training programs help drive the economy through the promotion of innovation, as well as increase the employability of individuals by helping them develop in-demand critical thinking and analytical skills (#01). We believe that the next generation of learners will be prepared when STEM is combined with Reading, Art, and Social and Emotional Learning components that prepare students to compete in the global marketplace, become productive citizens, and resilient individuals. These skills are a central element of our well-rounded education. AUSTIN TARGET AREARoyal proposes to open its first school with elementary grades in August 2020 in Northeast Austin within the Crestview, Georgian Acres, and N. Lamar triangle (Exhibit-A). The target area is the Burnet Middle School neighborhood. This proposed area has six historically failing schools operated by Austin ISD. These schools are: Burnet Middle School, Pickle Elementary, Webb Primary, Dobie Middle School, Pillow Elementary, and Lanier High School (https://texasschoolguide.org). Based on Children at Risk 2018, Pickle, Webb, Burnett, and Dobbie campuses received F ratings. The other two campuses, Pillow Elementary and Lanier High School, received D and D- ratings, respectively (#02). Historically, the north and east sides of Austin has been composed of peaceful neighborhoods consisting of 1950s-70s vintage homes and a mix of middle-aged families and seniors of various ethnicities. Some singles and students are attracted to the area also because of its low housing prices and its proximity to downtown and the University of Texas (#03). As you get closer to I-35 and 290, the neighborhoods turn noticeably more rundown and crime-infested. Currently, there are over 81,000 students enrolled across 133 traditional district schools in Austin. According to the Texas Education Agency (TEA) database, the Austin ISD student population is comprised of 7.3 % African American, 56.7 % Hispanic, 28.5% White students, 4.2 % Asian, 0.1 % American Indian, 0.1 % Pacific Islander, and approximately 3.1 % multi-racial. Approximately, 51% of Austin ISD students are classified as At-Risk, and 53.4 % are economically disadvantaged (#02). The Burnet Middle School student population for the 2017-18 school year was comprised of 967 students, and 90.3% of the student population was classified as economically disadvantaged. Student enrollment by race and ethnicity was 85.4% Hispanic and 7.9% African American. Additionally, 60.9% of the students are English language learners.
Burnet Middle School scored well below the district average and fell below minimum standards met, resulting in an “improvement required” rating in student achievement. In terms of performance, Burnet Middle School ranks 56th out of 58 schools in Travis County (#02). Based on the state assessment data, Burnet Middle School earned an “improvement required” rating for students’ achievement because it fell below the minimum passing score of 57%. Fewer than 23% of the student population perform at grade level whereas the district raw score is 52%. In addition, fewer than 57% of the student population approaches grade level whereas the district raw score is 78%. The Burnet Middle school campus breakdown fell below the Austin ISD Raw scores. Overall the percentage of students that “meets grade level” was 23% while the district raw score was 52% (#04). Due to the lack of quality public school choice in the area, charter schools continue to grow in Austin, and likely will reach 30,000 students in dozens of campuses in the 2019-20 school year. Public charter school attendance has increased by an average of 25% yearly in the Austin area, which far exceeds the statewide charter school enrollment of nearly 315,000 students (or about 6 percent of all students in Texas). In Travis County, 12% of all public school students are enrolled in charters. While Austin ISD has more charter schools than other neighboring ISDs, it still is not meeting public demand, as evidenced by the waitlists for available seats at existing charter schools (Exhibit-A). Although there are a number of charters in Austin, the city lacks the quality of school choice options especially in the areas of STEM, project-based learning, personalized blended learning, and rigorous college preparation that incorporates social and emotional learning. We firmly believe that the Royal cluster of schools will fill the needs of Austin and surrounding communities by providing targeted, intentional, and purposeful curriculum and instruction that prepare students for college and careers.

**HOUSTON TARGET AREA**

Houston is one of the fastest growing metropolitan areas in the United States (US Census Bureau). A large part of this growth can be attributed to an increase in the population of children over the past several decades. Consequently, child population growth has significantly shifted the racial and socioeconomic makeup of Houston (#05). According to the 2015 Census Bureau, approximately two million children live in the greater Houston area. Of those two million, nearly 1.2 million are enrolled in grades K through 12 in Region 4 ESC, and nearly 60% of these children are economically disadvantaged. Because of this large increase in low-income families, districts have been struggling academically and socially to respond to the need of disadvantaged students. Similarly, the population of our target district, Alief ISD, has grown dramatically over the past fifty years. The population boom began in the 1970s, with the overall population quadrupling between 1970 and 1985. Since the late 1990s, the population further expanded and Alief ISD responded by building 32 new campuses and facilities to meet the needs of its current 46,000 students (#06). While Alief ISD has been able to grow facilities, it has also struggled to meet the growing (and changing) demand for diverse and innovative educational programs. (#07). Our specific target area is the neighborhood surrounding Sneed Elementary (Exhibit-A). Within a 4-mile radius, there are five chronically failing schools operated by Alief ISD and one operated by Houston ISD. These schools are Sneed Elementary, Landis Elementary, Horn Elementary, Klentzman Intermediate, Owens Intermediate, and Piney Point Elementary. All of these schools rated academically unacceptable by TEA and have “F” ratings according to the 2018 Children-At-Risk Report (#02). Currently, there are more than 46,000 students enrolled across 46 traditional schools in Alief ISD. According to the TEA database, the Alief ISD student population is comprised of 29.0% African American, 53.1% Hispanic, 4.0% White students, 12.0 % Asian, 1.1 % American Indian, 0.1 % Pacific Islander, and approximately
0.6% multi-racial. Approximately, 77.8% of Alief ISD students are classified as At-Risk, and 79.6% are economically disadvantaged (#04). The Sneed Elementary student population for the 2017-18 school year was 1,120 students, and 83.3% of the student population is classified as economically disadvantaged. Student enrollment by race and ethnicity was 67.0% Hispanic and 21.3% African American. Additionally, 71.0% of the students are English language learners. Sneed Elementary scored well below the district average and fell below minimum standards, resulting in an “improvement required” rating in student achievement. According to the 2018 Report by Children-At-Risk, Sneed Elementary ranks 597th out of 625 schools in Harris County (#02). Based on the state assessment data, Sneed Elementary earned an “improvement required” rating for students’ achievement because it fell below the minimum passing score of 57%. Fewer than 27% of the student population met grade level whereas the district raw score is 39%. In addition, fewer than 56% of the student population approaches grade level whereas the district raw score is 78%. The Sneed Elementary campus breakdown fell below the Alief ISD Raw scores. Overall, the percentage of students that “meets grade level” was 27% while the district raw score was 39% (#04).

MEETING THE UNMET COMMUNITY DEMAND

The founding members of Royal strongly believe that there is a need for a high-quality charter school option in these target areas. Only a very limited number of schools in these areas offer a comprehensive college preparatory program, and none provide Royal’s planned STREAMS curriculum integrating project-based learning, personalized blended learning, and social emotional learning components. Royal will be a driving force for improving educational options among low-income, minority, and underserved populations. Royal will offer parents a high quality educational choice to prepare their children for college and beyond. We will place a strong emphasis on STREAMS-360 education and expose our students early in the education process to college and career pathways. In order to ensure success for all students, we will provide support in the form of personalized learning, tutorials, enrichment classes, mentoring, and guidance counseling (social and emotional learning). Through the use of benchmarks and other authentic assessment data, teachers will be prepared to offer support to students before they fail or fall behind. Students will be provided with a mentor to regularly review academic successes and challenges and to discuss any obstacles. Struggling students will be immediately assigned to tutorials, either one-on-one or small group sessions, that provide guided instruction to close learning deficits. In addition to mentors and tutoring, home visits are an integral part of developing a strong relationship among teachers, students and parents or guardians. All Royal students will be given the option of a home visit by at least one or more staff members. These visits provide the teacher and/or administrator with a clear picture of the students’ home life, often leading to an ability to better understand and offer support before, during and after school. Royal will establish a school ecosystem where parents will have assurance that the school is genuinely concerned about the welfare and dignity of their children. Instruction will be student-centered and project-based. Each student will be recognized as a unique person with various interests and talents. Therefore, personalized attention and motivation will be provided to students with the help of blended learning strategies, intensive counseling in the form of social and emotional learning, and personalized goals. These components are the key characteristics that will attract students to our school and will set Royal apart from other public educational options. Royal will offer a high-quality program to meet and exceed the need of those targeted communities in Austin and Houston in terms of high academic proficiencies, graduation rates, and college readiness. We are confident we will meet and exceed student proficiency levels of similar schools because the members of the
EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

1. **Anticipated Need**: Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

2. **Mission and Vision**: State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.

3. **Education Plan**: Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Royal Executive Summary

Royal Public Schools (Royal), a new and innovative K-12 public charter school program, will be established by the Royal School System (RSS), a Houston-based non-profit foundation. Founders of the RSS are passionate about helping to transform the K-12 educational system in Texas. We will combine our experience in the fields of education and business with evidence-based practices for effective teaching and learning to offer a new and innovative charter school program to students in Houston and Austin.

Specifically, Royal proposes to establish elementary schools in Austin and Houston, concurrently, in areas where there are multiple failing schools. In August 2020, we propose launching elementary schools with 288 students in grades K-2 and grow to grades K-5 by SY 2023-2024. Eventually, in each of these failing school zones, Royal plans to develop into school “clusters” that serve grades K-12 (a “cluster” will include two elementary schools, one middle school and one high school). At full capacity, each cluster (one in Austin and one in Houston) will educate 2,390 students in grades K-12. Anticipated enrollment numbers in each of these clusters will be 576 (x2), 576, and 600 at elementary (x2), middle, and high schools, respectively. Our goal is to establish these clusters in neighborhoods where there are currently multiple failing schools. The founding group carefully examined the student enrollment and demographics in each of these cities, reviewed the performance of the currently available public school options, and identified several neighborhoods that matched our goal. In Austin, we identified Northeast Austin, specifically the neighborhoods surrounding Burnett Middle School, which has been rated as academically unacceptable by the TEA over the last several years. According to TEA accountability ratings and the Children At-Risk Report, there are 6 failing schools within a 3-mile radius of Burnett. In
Houston, we identified the southwest region, specifically the area surrounding Sneed Elementary, which is rated academically unacceptable by the TEA. According to TEA accountability ratings and the Children At-Risk Report, there are 6 failing schools within a 4-mile radius of Sneed Elementary. In both Austin and Houston, we have identified communities that will benefit from our “cluster” approach of providing K-12 educational programming. In Austin, there are currently over 81,000 students enrolled across 133 traditional district schools. Demographics at Burnett Middle School—which sits at the center of our target geographic zone—provide insight into our likely student population. The Burnet Middle School student population for the 2017-18 school year was comprised of 967 students. 90.3% of the student population was classified as economically disadvantaged. Student enrollment by race and ethnicity was 85.4% Hispanic and 7.9% African American. Additionally, 60.9% of the students are English language learners. In Houston, we are focused on the Alief ISD, which currently educates over 46,000 students. Again, demographics at our target school for the zone—Sneed Elementary School—provide insight into our likely student population. The Sneed Elementary student population for the 2017-18 school year was 1,120 students. 83.3% of the student population is classified as economically disadvantaged. Student enrollment by race and ethnicity was 67.0% Hispanic and 21.3% African American. Additionally, 71.0% of the students are English language learners. Across the two zones, there are common challenges, particularly high levels of economically disadvantaged students and high percentages of English language learners. Moreover, in both communities, due to chronic low performing schools, students are falling behind their peers, and the schools are failing to help close achievement gaps. We believe that these communities are perfect for us to achieve our mission: To spark curiosity, empower students with a rigorous, well-rounded education, and provide students with the knowledge and skills necessary to achieve their post-secondary and life goals. The founders of Royal share a common vision for our charter school program: To establish a school ecosystem where parents have the assurance that the school is genuinely concerned about the welfare and dignity of their children, provide instruction that is student-centered and recognizes each student as a unique person with various interests and talents. The Royal development team and founders believe that each scholar can learn and achieve when their individual needs are understood and met. Our team is determined, enthusiastic, well aware, and equipped to address all students’ educational and emotional needs, including students with disabilities and English language learners. Utilizing the right instructional strategies, curricular materials and resources will be one of the critical responsibilities of our team. In particular, Royal will implement teaching and learning practices that are personalized, project-based, and blend the use of educational technologies into the instructional program. Furthermore, Royal will emphasize the importance of social-emotional learning to help students develop the life skills necessary for long-term and continued success. These elements are “non-negotiables” that manifest in nine core elements of our Educational Plan: 1) Rigorous curriculum and instruction; 2) Assessment and academic progress monitoring; 3) Addressing the needs of special populations; 4) Highly effective teacher development; 5) Social and emotional learning; 6) College, career and military readiness; 7) Extracurricular activities and enrichment; 8) Parent engagement, and’ 9) Classroom management through clear protocols and procedures. Of particular note is Royal’s plan to implement STREAMS-360 a unique approach to delivering a curriculum that provides targeted, rigorous and college-bound instructional programs. STREAMS-360
focuses on well-rounded learning that integrates Science, Technology, Reading, Engineering, Math, and Social Emotional Learning (STREAMS). The 360 represents a complete and well-rounded educational program that encompasses the whole child. We believe that this combination of core subject courses with blended, personalized learning activities will prepare for our students for college, careers, and life. Our proposed STREAMS-360 approach will fortify student foundational skills and prepare them for academic challenges at the high school and college levels. Targeted, intentional and purposeful assessments will be one of the critical components of Royal culture and learning. When students can see how they are doing in a class, they can control and understand their learning. Assessments also help to engage and stimulate students’ learning. Royal designed its assessment approach based on the four assessment types: 1) Diagnostic Assessment to determine a student’s prior knowledge and necessary remediation activities; 2) Formative Assessment to provide a student direction and feedback with regard to her/his learning; 3) Summative Assessment to measure a student’s performance by using a formal evaluation tool such as a rubric, and; 4) Authentic Assessment to measure a student’s performance as he/she applies newly acquired knowledge and engages higher order thinking skills to create an original work. Assessments will be administered purposefully to drive instruction, evaluate mastery of grade level standards and provide individualized learning for students who need support. Royal will have a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. Royal will offer a high-quality program to meet and exceed the need of those targeted communities in Austin and Houston in terms of high academic proficiencies, graduation rates, and college and military readiness. We are confident we will meet and exceed student proficiency levels of similar schools because the members of the application team have successfully incubated and operated multiple nationally recognized public charter schools.
**EDUCATION PLAN**

**MISSION AND VISION**

**THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING ENTITY.** If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

| Authoring Board Member: | Dr. Ken pascal, Nancy J. Li-Tarim, Benjamin Warren, Harriet Wasserstrum |

1. State the mission and vision of the proposed charter school. **NOTE:** The application measures innovation across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.

2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.

3. Provide a succinct overview of how the school’s mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. Include any innovative attributes to the proposed mission and vision.

**Narrative Response:**

**Evaluation Criteria-Mission and Vision**

A strong response will:

- Articulate the mission and vision clearly and concisely;
- Demonstrate five attributes of innovation;
- Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and
- Rationalize the approach that has been proposed for the anticipated student population.

**The Mission**

The mission of Royal Public Schools is to spark curiosity, empower students with a rigorous, well-rounded education, and provide knowledge and skills necessary to achieve post-secondary and life accomplishments. The name Royal has been selected by the founders thoughtfully and reflects our desire for everyone in our school’s ecosystem—students, parents, and staff—to treat each other with mutual respect and dignity. We have also selected this name keeping in mind the fact that the first documented charter school
in history was granted in Dublin, Ireland by King George III in 1733 to educate the poor who had been previously denied the opportunity. In keeping with this history, we intend to make quality public education accessible to all. We firmly believe that all students can reach their full potential when we establish high expectations for them and provide the education they need to meet those expectations. Thus, we aim to provide an academically rigorous college and career preparatory program for all students regardless of race, gender, ethnic origin, national background, or socioeconomic level. Our motto is "Excellence and Equity for All." We are passionate about transforming the K-12 educational system in Texas by combining our experiences in the fields of education and business. We will use leading-edge, research-based educational strategies to offer a new and innovative charter school program. These "best practices" will include, but not be limited to, the following: exposing all students to personalized, blended learning, project-based learning, higher-level critical thinking and problem-solving techniques, thematic instruction, and scaffolding instructional practices to support learners at all levels. We believe that training in STEM fields (Science, Technology, Engineering, and Mathematics) is vital and indispensable for making our state and the nation more innovative and competitive in the ever-evolving global economy. Data shows that American students generally score below average in international tests (i.e., PISA) compared to their counterparts abroad, particularly in the STEM subjects. According to the most recent PISA test results, among the 34 OECD countries, the United States ranked 27th in Mathematics and 20th in science (#01). Our country ranks below Poland, Slovenia, and Estonia in terms of the average scores in STEM subjects. It is evident that our students are underperforming in Math and Science. However, STEM alone is not the cure for our public education. PISA test results also show that the scores in Reading are well below the expected level. This has a profound impact on communities: "low literacy is related to negative outcomes including increased education costs, higher crime rates, poorer overall health, and a higher rate of dependence on publicly subsidized programs" (#02). To equip our students with 21st-century skills, Royal Charter School will emphasize the importance of English language arts and the humanities, including reading, writing, and Fine Arts. In other words, we will focus on bringing a "STREAM" education to our students by offering Science, Technology, Reading, Engineering, Arts and Math in an integrated manner. Moreover, the founding board pledges to create a school environment that promotes holistic development of the students’ well-being while offering core academic courses. We will provide social, emotional, and career guidance to prepare our students to become good citizens and lifelong learners (#03). To implement our curricular goals, we propose to use a new model called STREAMS360 (Science, Technology, Reading, Engineering, Art, Mathematics, and Social and Emotional Learning). The 360 connotes a commitment to providing a complete and well-rounded educational program. We believe that this combination of core subject courses with Blended Project-Based Learning will create an innovative model for our students to be ready not only for college but their careers and future life as well. The concept of STREAMS-360 has been developed by Dr. Soner Tarim who is a founding member of Royal. Dr. Tarim initiated this STREAMS-360 idea while he was attending a two-year long Aspen-Pahara Fellowship Program. Dr. Tarim established and successfully managed the largest and highest performing charter school system in Texas and the largest STEM program in the nation. In the last 18 years, Dr. Tarim has replicated his institution from a single campus with 200 students to 54 campuses, serving nearly 34,000 students. Another founding member, Dr. Ken Pascal, is the former Dean of the Art Institute of Houston and has a keen interest in Art, Social and Emotional Learning (SEL). Collectively, all board members agree on the importance of our integrated
curricular approach and the tenets of the STREAMS-360 model. The Vision "Innovation is not simply a technical matter but rather one of understanding how people and societies work, what they need and want. America will not dominate the 21st century by making cheaper computer chips but instead by constantly reimagining how computers and other new technologies interact with human beings." - Fareed Zakaria (#04). Our vision for Royal is to establish an educational system that prepares curious, knowledgeable, responsible and well-rounded future leaders at every level of society. The founders of Royal intend to establish a school ecosystem where parents will have the assurance that the school is genuinely concerned about the welfare and dignity of their children. Instruction provided at each campus will be student-centered and project-based. Each student will be recognized as a unique person with various interests and talents. Therefore, individual attention and motivation will be provided to students with the help of blended learning strategies, intensive counseling in the form of social and emotional learning, and personalized goal setting. These components are considered the keys to motivating our students. The following six components make up the building blocks of a Royal School: 1) High Expectations: Royal will set high expectations for all students, staff, and parents to create and maintain a positive school climate and culture. Its philosophy is to hold every student and teacher in high regard and hold the belief that if held to these high expectations, each person can and will reach their full potential. We will create a school environment where all expectations are well communicated, practiced and reinforced among all stakeholders. This will allow our students to be high-efficiency, high-performing, continuous achievers. 2) Devoted Human Capital: Highly capable, motivated, and mission-driven teachers are the key to student success. Royal will conduct a rigorous and intensive interview and selection process, which will, in turn, build a diverse and highly qualified staff. Teacher craft is arguably the most critical component in student academic success (#05). We will train, support, coach and retain teachers to instill consistency and ensure that every day, each student will learn. We will hire diverse faculty that reflects the Royal student body. Teachers will conduct home visits and communicate with parents periodically. 3) College and Career Readiness: Future success in life is the culmination of academic knowledge and skills in critical thinking, problem-solving and social and emotional well-being. Royal students will be ready to take on the challenges of the future because of a well-designed college and career readiness program that will enable them to communicate effectively, think critically, solve problems, engage appropriately, and be self-sufficient. We believe these strategies develop the whole child/learner. We will cultivate college-going culture by having frequent college counseling, offering dual credit programs, and visits to college campuses. 4) Data Mining in Learning: Every decision made at Royal will be rooted in accurate and timely data analysis. We believe that the only way to improve student academic achievement continually is by analyzing and responding to data with an intentional and purposeful approach. Therefore, we propose to implement a research-based continuous improvement model (also known as the Deming Cycle). Through the use of informal and formal assessments, teachers, interventionists, support staff, and administrators will be able to analyze student results in order to target their instruction to yield the biggest gains. 5) Student Oriented Teaching and Authentic Assessment: At Royal, individual attention will be given to every student. Diagnostic tests will be administered periodically to measure progress. Student progress will be monitored over time to provide accurate and timely feedback. Royal's teaching and assessment design will help students access their highest learning opportunities by providing: a) a blended learning design with integration of most recent adaptive learning systems and tools, b) targeted and systematic
assessment to ensure students are mastering the state standards at grade level and above, and c) a targeted and individualized intervention program to address any skill gaps that may be existent for each student. 6) Social and Emotional Learning (An innovative integration): We believe that students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. The proposed school program will promote high levels of literacy and academic achievement through a multifaceted view of students’ educational requirements. We believe that in addition to a rigorous educational program, the foundation for students’ future success depends on their developmental, social and emotional growth in a positive learning environment. Research conducted on the social-cognitive theory of learning demonstrates that a student’s self-efficacy influences his or her academic achievement (#06). Royal will coordinate with a Chicago-based nonprofit, Collaborative for Academic Social and Emotional Learning (CASEL), to integrate Social Emotional Learning with STREAMS-360. Social Emotional Learning is a systematic, evidence-based approach to teach students how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions (#03). According to a 2011 analysis of 213 studies involving more than 270,000 students who participated in evidence-based SEL programs, there was an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs (#03). The same comparative study also indicated that students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (#03).


2. CREATION OF THE MISSION AND VISION The mission and vision of Royal Public Schools have been developed collectively among all Board members under the leadership of Dr. Soner Tarim who is about to complete the Aspen Institute’s Pahara Education Leadership Program. The Pahara is a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high-integrity leaders who are reimagining public education so that every child in America has access to an excellent public school (#01). As part of this Fellowship program, Dr. Tarim attended meetings and conventions in Houston and Austin where he met a number of educators, philanthropists, and business owners who share a common concern about the state of public education in low-income neighborhoods. Dr. Tarim followed up with individuals after these initial meetings, discussing their priorities and ideals for public education. Ultimate, he invited some of the current board members to join together in development of Royal, particularly the mission and vision for the new school. The first official meeting of this group took place in October 2017 in Mr. Benjamin Warren’s office where the group discussed the mission and long-term vision. The Board members brought to the conversation their areas of expertise in the fields of education, leadership and policy, curriculum and instruction, developmental psychology, nonprofit finance and governance, and school and real-estate law. Along with this expertise, our team is familiar
with the educational needs of students, historical and socioeconomic trends, and the challenges of securing a site for a school building in Houston and Austin. Board members are concerned about the scarcity of high-quality schools and are fully committed to supporting Royal’s mission of offering a comprehensive, rigorous educational program to students in low-income neighborhoods. We have confidence in our ability to consider and address the multitude of issues related to establishing a successful educational institution.

In the fall of 2017, Board members attended an overnight convening at Camp Allen, near Houston. The theme of the gathering, organized by the American Leadership Forum, was “Care About Houston’s Future”. Approximately 55 people shared their concerns about the future of education in Houston, particularly which neighborhoods need immediate interventions. As a result of this meeting, we determined the location of our proposed school site—a community that has multiple failing schools and community support for new public education opportunities.

Following these gatherings, Royal Board members met multiple times to further refine the current mission and vision statements. In every one of these meetings, we discussed shared concerns regarding public education:

a) dissipation of students’ curiosity, engagement, and joy of learning,  
b) lack of basic literacy and numeracy focus,  
c) lack of personalized attention,  
d) lack of interest in college and understanding of college readiness,  
e) lack of rigorous curriculum and instructional programs.

As a result of this collective process, Board members’ now share a firm commitment to providing a college-bound academic setting for historically underserved students in Austin and Houston. As indicated above, Board members are highly qualified individuals who possess expertise in relevant areas such as secondary and postsecondary education, administration, management, business, finance, human resources, and nonprofit governance. We believe that our program’s student-centered and developmental approach to education is unique and will be effective in helping every student reach his or her potential. The structure of the program is based on extensive research in all aspects of education that contribute to academic achievement. The program is also informed by the Board of Directors’ collective experience working with all types of learners in traditional and charter public schools. We have learned from both successful and failing approaches and implementation models. We believe that a holistic view is required of the different elements which enhance or impede learning to fully support students to overcome their struggles and move beyond their perceived limits.

Below, we list the names and qualifications of our current Board members and their involvement in the creation of the vision and mission statements. Dr. Tarim will lend his STEM experience to the formation of the curriculum. Dr. Pascal will supervise art education as well as the college readiness component. Mr. Warren will make sure that the research-based continuous improvement approach is implemented with fidelity and effectively. Mrs. Li-Tarim and Mrs. Wasserstrum will help in the implementation and oversight of the social and emotional learning program.

Dr. Kenneth C Pascal, Former Dean of Art Inst. Of Houston  
B.A.: Yale University, Ph.D.: UCLA  
Dr. Pascal was Dean of Academic Affairs at The Art Institute of Houston for thirteen years and played a leadership role in planning, budgeting, assessing educational programs, and accreditation. He brings to Royal extensive experience in HR and developing curricula in Fine Arts and design. Prior to his role at the Art Institute of Houston, Dr. Pascal was Associate Dean of Extended Education at California State University, Fresno, and an Assistant Professor in Extension at Virginia Polytechnic Institute and State University.

Benjamin Warren, Owner, ITC Trading Co.  
B.S.: Vassar College, M.B.A.: Columbia University, NY  
Ben is CEO of a multi-generational family office and investment pool of capital. He is a dedicated community leader with a deep sense of passion for educating,
caring for and changing the lives of challenged and underserved populations through a variety of organizations, virtually all grounded on a track to education in one way or another. He served as a board member for numerous educational organizations, including KIPP Houston and Cristo Rey Houston College Preparatory Academy. He has led development of our plans for college readiness and preparation. Nancy J. Li-Tarim, Owner, Easton Resources Development B.A.: Qiqihar University, M.A.: Dalian University Nancy Li-Tarim is Founder and President of Easton Resource Development, Inc., an education consulting and public relations firm based in Houston, Texas. She has served as lecturer and Associate Professor in English language arts. She is a firm believer of the importance of literacy education and providing additional opportunities for low-income communities and for English language learners. She was instrumental in selecting the proposed target neighborhoods to establish the first Royal school. Tom Sage, Partner, Andrews, Kurth B.S.: US Air Force Academy, J.D.: University of Houston Law Center Tom counsels both issuers and underwriters in almost every aspect of tax-exempt financing and infrastructure development. Tom emphasizes his practice in the realm of school finance, municipal finance, infrastructure, and urban development. He regularly serves as bond counsel for several cities, counties, and school districts as well as special utility districts. Tom is the foremost authority on educational finance. He developed the practice and is the authority for charter school bond financings in the States of Texas and Arkansas. Tom brings a wealth of knowledge to the organization in school finance and charter school law. Because of his military background, he firmly believes in providing rigorous programming and strong discipline. Harriett Wasserstrum, Retired CEO of American Leadership Forum B.A.: Barnard College, M.B.A.: Harvard University Harriett Wasserstrum is Board Chair of the American Leadership Forum (ALF) National organization, a network dedicated to joining and strengthening diverse leaders to serve the common good. Harriet serves on the Board Development Committee of the Girl Scouts of San Jacinto Council. She previously served on the Good Behavior Game Advisory Council, the Boards of SEARCH Homeless Services and INROADS, the Executive Council of All Kids Alliance, and the Regional Faculty Executive Committee of Houston A+ Challenge. She is a Senior Fellow, Class XXI, of American Leadership Forum. Harriet received a BA in Sociology from Barnard College, Columbia University and an MBA from Harvard Business School. She grew up in New York City where she attended public schools and graduated from the Bronx High School of Science. Soner Tarim, Founder and former CEO of Harmony Public Schools Ph.D.: Texas A&M University Dr. Soner Tarim is a lead organizer of Royal Public Schools. He is the founder and former CEO of Harmony Public Schools and has been an educational advocate for underserved communities for more than 30 years. Soner was the first principal at Harmony Houston, serving 200 students. Under his leadership, Harmony grew to serve nearly 34,000 students at 54 campuses throughout Texas. He has decades of experience in developing innovative educational programs for K-12 schools for the Harmony group of schools, including nationally-recognized STEM programs. Under Soner’s leadership, Harmony earned the reputation as one of the best charter school organizations in the country (Broad Prize Finalist 2017). Many of its campuses have found a place in prestigious high schools rankings such as News & World Report and Children-at-Risk. Soner received the Charter School Leader of the Year Award at the annual charter school conference in October 2017. Currently, he is a Pahara-Aspen Institute Education Fellow and has also been selected to attend a year-long program at the Broad Foundation Academy, which brings together passionate and renowned leaders who are dedicated to transforming school systems so that every student receives a world-class public education.

3. MISSION ALIGNMENT TO INSTRUCTIONAL PROGRAM

The mission of Royal
Public Schools is to spark curiosity, empower students with a rigorous, well-rounded education and provide knowledge and skills necessary to achieve post-secondary and life accomplishments. All children are curious and children learn to use all of their senses to discover the world around them. Providing children with multi-sensory experiences can help them understand and retain information more effectively. We believe that project-based learning (PBL) provides this multi-sensory experience and will help facilitate better cognitive connections for students to understand difficult concepts (#02). Thus, innovative and advanced PBL will be an essential component of our STREAMS360 program.

Project-Based Learning: Integrating it with the Innovative STREAMS360

The project-based learning methodology will further help us engage students in active learning processes and enable teachers to observe and assess areas of students’ strengths and struggles. Project-based learning has been proven to facilitate a deeper conceptual understanding of academic content through hands-on activities. For many students, gaps in their conceptual understanding hinder their process of internalizing and generalizing information. Our proposed STREAMS-360 PBL will fortify the foundational skills of students and prepare them to face academic challenges at the high school and college levels. Practical application of knowledge will be encouraged so that students can get an idea as to what their professional lives are going to be like. Researchers at Texas A&M (#03) indicate that PBL provides contextualized, authentic experiences necessary for students to scaffold learning and build meaningful and powerful STEM concepts supported by Language Arts, Social Studies, and Fine Arts. Integrating interdisciplinary STREAMS360 and PBL will: a) eliminate curriculum fragmentation; b) make learning more meaningful; c) help students bridge concepts across disciplines, d) allow appropriate development with a modified curriculum, and e) allow for curriculum flexibility so that teachers can meet the needs of diverse learners (#03).

Personalized Blended Learning: Royal Block

We are expecting to attract a diverse and high at-risk student population. Royal’s personalized instructional approach will optimize curriculum and instruction to meet the needs of each learner. Incoming students will have various levels of proficiency, and this approach will address the needs of all students, including students with disabilities and English language learners. This technique will empower students and give them the opportunity to take ownership for their learning experiences. Blended learning is going to be one of the most critical strategies to address our anticipated student population needs. Royal will use an approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom approaches. This requires the physical presence of both student and teacher, with some elements of student control over time, place, path, or pace. The eventual goal of blended learning is personalized learning for all students, including students with disabilities and English language learners.

Why Royal Block for our anticipated population?

Royal Block will provide time and structure within the school day for students. In Royal Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There are two time blocks dedicated for flexible placement into intervention, enrichment, or elective courses during the Royal Block. In these blocks, teachers will utilize a variety of instructional approaches to support competency-based improvement through individualized learning plans. We have chosen this approach because: 1) it will give opportunities and spaces for teachers to work with small groups of students to address learning goals (individualization); 2) it will give the opportunity to enhance or extend the curriculum (rigor); 3) teachers will be able to spend time analyzing student data (monitoring); 4) in various settings students, and teachers will interact with each
other (face-to-face instruction, independent and collaborative practice, and online curricula); 5) it will make the learning personalized; 6) online curricula will individualize instructional pathways aligned with academic goals; 7) strategic integration of technology and face-to-face instruction will create a coherent, personalized learning experience for all students; 8) strategic and effective use of technology tools will improve, facilitate, and/or extend learning within and beyond the boundaries of the typical school day; 9) real-time data and small group learning stations will provide multiple data points to measure student growth and monitor progress to tailor activities to meet students' needs at the moment, and; 10) common structures, including learning objectives, mastery assessments, and learning pathways, will allow for students to advance to new content based upon demonstrated mastery rather than seat time. Social Emotional Learning: An innovative integration Members of Royal believe that students need a supportive and socially nurturing educational environment that promotes high levels of engagement through active learning experiences. The proposed school program will promote high levels of literacy and academic achievement through a multifaceted view of students' educational requirements. We believe that in addition to a rigorous educational program, the foundation for students' future success depends on their developmental, social and emotional growth in a positive learning environment. As previously discussed, research conducted on the social-cognitive theory of learning demonstrates that a student's self-efficacy influences his or her academic achievement (#04) and social emotional learning (SEL) leads to academic gains as well as increases on long-term educational success. References: #01: Pahara-Aspen Institute (http://pahara.org/about-us)#02= Anna Pitts: How to Learn: (https://www.howtolearn.com/2012/12/learning-is-multi-sensory-how-to-engage-all-the-senses-so-children-really-benefit/)#03=Robert Capraro and Scott Slough (2009) Project Based Learning. Sense Publication #04= J. A. Durlak (2011), The Impact of Enhancing Students' SEL: A Meta-Analysis of School-Based Universal Interventions in Child Development.
EDUCATION PLAN
CURRICULUM AND INSTRUCTION

1. Describe the proposed educational program(s), including Special Education and Bilingual Education/English as a second language. Summarize any core elements and/or non-negotiables. 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 expectations and continuous improvement. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills standards. NOTE: As stated in TEC 28.002 (b-1) - (b-4), charter schools may not adopt the common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills.

2. Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

3. Describe any specific instructional strategies or methodologies to be utilized and rationalize the use of these strategies with the proposed curricular model.

4. Describe the plan and schedule to evaluate the proposed curriculum and instructional strategies.

5. Discuss any plans to offer special programs or extracurricular activities and provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision. NOTE: Open-Enrollment Charter Schools may not charge “blanket” activity fees. Additional information governing tuition and fee restrictions can be found by right clicking HERE.

Narrative Response:

Royal Holistic Educational Program
Royal educational program is designed to provide an effective, research-based curriculum and instruction for all students, including students with disabilities and English Language Learners (ELL). Our curriculum is completely aligned to the TEKS standards in order to create a base platform for academic success for all students. The Royal program is designed to reinforce the foundation of our students’ knowledge and skills so that they will meet and exceed academic expectations with confidence in every grade level. We believe in the holistic development of students so that they not only achieve a high rate of literacy but also become productive and responsible citizens. To achieve this objective, we intend to design a rigorous and structured curriculum that is based on serious deliberation and research. Innovative instructional techniques and methods of assessment will be used in order to ensure that students are successful on all assessments and fully prepared for college and beyond. The educational focus is on strengthening the foundation of the students so that they meet and exceed academic challenges with complete confidence. Blended Personalized Learning methods will be utilized for all scholars, including students with disabilities and English language learners so that they can successfully be integrated into the mainstream curriculum. Blended learning time will be
embedded in the daily schedule so each scholar’s personalized need will be addressed with a targeted, intentional, and purposeful (TIP) plan. The TIP is a unique design element of our school culture that will be practiced by all school stakeholders. From course design to school design and processes, everything done at Royal will be Targetted, Intentional, and Purposeful. Challenging scholars with project-based learning will help them deepen skills, increase critical thinking, prepare them to analyze situations logically and within context, engage them in meaningful discussions and arrive at logical, informed conclusions. By developing students’ literacy and mathematical skills coupled with individual and group progress monitoring, utilizing the curriculum and standards-based assessments will increase our targeted populations’ success.

Our rigorous and structured curriculum delivery design is based on thoughtful deliberation and research. It will support the innovative instructional techniques and methods of assessments for each scholar. The targeted intentional and purposeful assessment will prepare scholars for the standards-based assessments so that scholars will reach required mastery levels. Ultimately, this process will lead scholars to success in college and beyond. In the first, Royal allocated $161,320 for supplies, technology, and tools that will be needed to facilitate successful implementation of the Royal educational programs. Breakdown of this amounts are -Classroom / Teaching Supplies and Materials ($36,400), -Special Ed. Supplies & Materials ($12,000), Textbooks and workbooks ($57,600), -Technology ($26,700), -Supplies and materials ($17,100), -Student testing and Assessment ($11,520).

Core Elements of Royal Educational Program

The Royal development team and founders believe that each scholar can learn and achieve when their individual needs are understood and met. Our team is determined, enthusiastic, well aware, and equipped to address all students’ educational and emotional needs, including students with disabilities and English language learners. Utilizing the right instructional strategies, curricular materials and resources will be one of the critical responsibilities of our team. The Royal Educational Program encompasses 9 Core elements. These core elements and our non-negotiables are: RIGOROUS CURRICULUM AND INSTRUCTION, ASSESSMENT AND ACADEMIC PROGRESS MONITORING, ADDRESSING THE NEEDS OF SPECIAL POPULATIONS, HIGHLY EFFECTIVE TEACHER DEVELOPMENT, SOCIAL AND EMOTIONAL LEARNING, COLLEGE, CAREER AND MILITARY READINESS, EXTRACURRICULAR ACTIVITIES AND ENRICHMENT, PARENT ENGAGEMENT, CLASSROOM MANAGEMENT THROUGH CLEAR PROTOCOLS AND PROCEDURES. RIGOROUS CURRICULUM AND INSTRUCTION

Royal will offer foundational and enrichment curricula for all students in Kindergarten through grade 12. The foundational curriculum consists of English Language Arts, Mathematics, Science and Social Studies. Our enrichment curriculum will consist of Fine Arts, Physical Education, Health, Technology Education, Languages other than English, and Career and Technical Education. Additionally, we will offer Advanced Placement (AP) courses, Dual Credit courses, Project-Lead-the-Way (PLTW), PLTW Launch, and PLTW Gateway. To ensure high levels of academic rigor among all classrooms, the Royal development team will provide a scope and sequence for each of the courses that are aligned with TEKS.
Royal teachers will use the scope and sequence and ELP standards to develop daily and weekly lesson plans Fluency First: Reading and Numeric Fluency. Reading and numeric fluency is one of Royal’s non-negotiables. Students at Royal will be provided an opportunity to practice their reading and numeric fluency every day. There will be an allotted time in the daily schedule for students to focus on these skills. Teachers will be responsible for providing immediate feedback to students to ensure proper progression. The system will be designed to have current data readily available for teachers to analyze and adjust their instruction to help students gain mastery of specific skills.

Royal Foundational Curriculum: English Language Arts: Royal ELA curriculum for grades K-5 will deliver a balanced literacy structure to teach four fundamental literacy components: reading, writing, speaking, listening. The curriculum includes authentic texts and mini-lessons, flexible instructional strategies, and targeted differentiation. This curriculum will provide a targeted framework for teaching Reading and Writing Workshop to generate a classroom of collaborative and individualized learning for all general education, ELL and students with disabilities (SWD). Our student-centered curriculum and resources will provide an opportunity for students to take ownership of their learning.

The Royal ELA curriculum objective for grades 6-12 is to develop students’ skills, including the perspective of the learners, collectively and individually, along with providing 21st-century learning opportunities that encourage higher success and improve the skills needed for college and career readiness. Our individualized Blended Learning (BL) merges classic educational techniques and technology in a student-centered, teacher-inspired classroom. The program creates an interactive, engaging, and relevant setting for learning through readings, targeted and intentional activities, and purposeful performance tasks. Also, this curriculum encourages collaboration as well as student ownership of learning through goal setting, choice, and reflection. This process will integrate students’ opinions and viewpoints so they can use the informational and literary texts to prepare for college and beyond.

Based on our mission statement, empowering all students will create a student-centered classroom. A student-centered literature approach will excite students and enable them to think, read and write. At the beginning of a lesson, teachers will model the concepts for the class, and then students will collaborate in smaller groups on targeted, intentional and purposeful assignments. Next, students will complete independent work and come back and share their final product. Thus, this approach is going to support and challenge all learners to become natural collaborators and self-directed scholars.

In our curriculum, one of the most critical parts is identifying what students already know. Most importantly, how students can utilize and apply those skills. In a sense, we will utilize backward design curriculum; all activities, instruction, and assessments are structured in a way for students to develop the ability to demonstrate their learning in response to an achievable performance-based assessment. Students apply the knowledge they have learned, utilize critical thinking skills, cite evidence, and use an expression to respond to complex multi-step writing and/or to speaking and listening task.

Small group instruction...
provides the opportunity for learners to have their individual needs met, where targeted skills can be addressed. The reading workshop approach allows for all students to develop their literacy skills at their own pace. The teacher can focus their instruction on specific needs and skills in isolation and progress monitor while providing immediate feedback. The students will participate in independent practice to ensure mastery of the targeted skill. The purposeful planning and targeted outcomes for small groups is the key to the effectiveness of this approach. The teacher determines the needs of each student by using a compilation of current data, identify which skills need to be addressed, purposefully plan for the specific skill to be taught, teach the small group, progress monitor, while providing immediate feedback to the students. Based upon the assessment results, the teacher adjusts his/her instruction to ensure mastery of the skill. This purposeful approach meets the needs of a diverse group of learners, including SWDs and ELLs. Small group instruction ensures that ELLs will acquire listening, speaking, reading and writing skills while in the process of learning the English language. The targeted skills can be adjusted based upon the level of English that they have acquired. Students who are at the beginner level need instruction in the development of conversational and academic skills in English, while the students at an intermediate or advanced level require instruction in the academic vocabulary and comprehension of concepts. Students will have access to MyOn—an addition to the classroom library—where they will be able to choose from a variety of texts on their independent reading level. They can listen to the texts being read to them, which will increase their listening skills, vocabulary development and reading fluency skills. There will be an array of instructional strategies to engage ELLs in their learning. Visuals are an essential part of an ELL’s academic experience, as this provides them with an alternative explanation to support their understanding of what is presented to them. Scaffolding helps by using a student’s previous background knowledge and building upon this knowledge to gain an understanding of the concept or skill. Pre-teaching vocabulary is vital to allow time for the student to process the information. Vocabulary development will help the progression of a student’s reading comprehension. The student may understand social English vocabulary but have difficulty when it comes to academic English vocabulary. Graphic organizers and concept maps are effective strategies to address this skill. At Royal, Socratic seminars will be used to allow students to converse with others about what they are learning and collaborate with their peers on a particular concept. Socratic seminars will increase students’ vocabulary development by listening to a verbal explanation of the words and then verbalizing in their own words. This method exposes the student to higher order thinking questions and open-ended response questions. SWDs will also benefit from the above strategies and methods to support their learning. Small group instruction will be differentiated to meet the needs of a continuum of learning needs based on their individualized education plans (IEPs). The student’s progress will be frequently monitored to provide immediate feedback and adjust instruction accordingly. The goal is that each student progresses at their pace toward grade-level mastery. Each student will
have an IEP along with accommodations to support them. The student’s IEP goals will be monitored and worked on to follow the agreed upon IEP in the ARD meeting. Mathematics: Overall, Royal mathematics curriculum will help develop students’ mathematical problem-solving skills in daily life, the real world, and in their career. To facilitate the process of ensuring that students accurately solve math problems, they will be explicitly taught how to use a problem-solving model. This problem-solving model will have students analyze the given information, create a plan or strategy, solve the problem using the chosen plan or strategy and determine if the answer is reasonable. The students will have access to a variety of resources to support their comprehension of math problems, such as real objects, manipulatives, paper and pencil and technology. Students will be taught specific strategies to increase math fluency skills and math comprehension to include mental math, estimation numeric fluency, and number sense. Another aspect of our math curriculum will be guiding students in their ability to communicate mathematical ideas. This will be incorporated by creating diagrams, graphs, symbols to analyze information and explain a mathematical idea using relevant vocabulary terms related to specific math concepts. A core element of the math curriculum will be the problem-solving strategy, called Understand-Plan-Solve-Check (UPSC) which will help students solve one-step and multi-step word problems. This strategy will teach students how to break down a math word problem and give them an organized, step-by-step plan to lead to accurate answers. The students will read the problem, think about what the question is asking and restate the question. Next, the students will identify keywords, numbers, labels, record information and choose an appropriate strategy. The students will write an equation, write their plan, and solve. The last step is to check the answer, determine if the question is answered and if the answer is reasonable. Our math curriculum will address the needs of all learners, and the instruction will be purposefully differentiated to reach all students at their skill level. The Royal lesson plan design will be utilized for all math lessons to ensure that students can gain an understanding of all math concepts. Visuals, charts, diagrams, and graphs will be an essential part of all lessons to provide students with multi-modality learning opportunities. The lessons will be of high interest to students, engaging in facilitating active participation, while connecting the concept being taught to real-world applications. This will lead to students having conversations about what they are learning about, being able to problem solve through a math problem with peers and use math vocabulary in context. ELL students will be supported through class/group discussions of the math concepts and will be provided with visuals to help facilitate their understanding of the lesson. There will be whole group, small group, and independent practice to reinforce the skills the students are working on. During small groups, the teacher will reteach, assess, provide immediate feedback to students and adjust their instruction. The students will utilize technology to promote their comprehension of math problems, which will be individualized, progress monitored and assessed to ensure proficiency in a math skill. The math curriculum will encompass three areas in assessments: formative assessment, diagnostic assessment, and
summative assessment. All of the data from these assessments will be analyzed and used to drive instruction in the classroom. Science Curriculum: Royal science curriculum will be a combination of projected-based learning (PBL) and STREAMS-360 approach. Additionally, Royal will use the research-based 5E instructional model to deliver the science curriculum. The 5E stands for Engage, Explore, Explain, Extend and Evaluate. Starting from kindergarten, we will focus on scientific inquiry as an exploration that scholars engage with through real-world applications and hands-on activities. The 5E instructional approach creates high impact on economically disadvantaged students learning and their science assessments (#6). The 5E model is going to give the opportunity to reach and address every sub-group of students through unique steps. The royal curriculum will cover all TEKS science standards, offering scientific exploration as a journey of curiosity. ENGAGE: Engage is intended to grab students’ attention, curiosity and get them personally involved in the lesson while measuring their previous knowledge. EXPLORE: Explore is the stage in which teachers get students involved in the learning standard; providing students with an opportunity to build their skills and knowledge. In this phase, the students have the chance to get direct exposure to topics and materials. The students’ investigation process pushes the instruction during the exploration stage. EXPLAIN: Explain is the phase that provides students with an opportunity to communicate what they have learned so far and discover what it means to them. This is the stage at which students begin to converse with other students about what they have learned. Purposeful and targeted interactions and conversations occur between students and the teacher. EXTEND: Extend is the phase that permits students to use their newly-gained knowledge and skills and explore further. In this phase, students expand what they have learned, make connections to other related knowledge and skills, and apply their understandings to real-life scenarios. EVALUATE: Evaluation is the phase for both students and facilitators to define how much learning has happened. Evaluate is an on-going process that allows the facilitator to decide if the scholar has reached the mastery level of the learning standard — understanding of concepts and knowledge. Social Studies: In elementary school, Royal social studies curriculum will provide comprehensive knowledge of home, family, self, and classroom to establish the foundation for responsible citizenship in society. Students will be able to explore state and national heritage by examining the celebration of patriotic holidays and the contributions of historical figures. This knowledge and skills will be the foundation for understanding Texas and US history courses. Storytelling will be one of the unique instructional approaches that teachers will utilize to teaching history, geography, culture, and people of different places. Lives of men and women who have contributed in a significant way to the progress of humankind or have made a significant impact on world history will be discussed in the class and their actions interpreted ethically to promote character development in students. Also, the Royal curriculum will provide comprehensive knowledge of the diversity of cultures and peoples. In middle school, evidence-based analysis of circumstances and critical thinking activities will be part of every class. Students will learn the importance of certain
historical documents, the pledge of allegiance, representative government, the advantages of free enterprise and the values of national and state governments. Visiting local museums will be part of the instruction and will increase scholars’ curiosity and interests. Also, cross-curricular activities will allow students to practice knowledge of Language Arts in the social studies classrooms. In social studies classes, students will be able to utilize the language art skills, such as textual analysis, oral and written skills. In high school, the emphasis will be on concepts of Economics, World Geography, Free Enterprise, and US Government by TEKS guidelines. Students will be expected to analyze challenging non-fictional texts and have extensive knowledge of the history of Texas, the U.S, and the World. Additionally, concepts of sociology and ethics will be a part of the social studies curriculum.

Continuous Curriculum Review and Improvement
Royal will make sure that the curriculum is regularly reviewed and improved to meet the needs of all students and continuously set high academic expectations for them. Under the supervision of the CEO, Principals, Instructional Coaches, Assistant Principals, Special Programs Coordinators, Counselors, and Department Heads, teachers will evaluate the effectiveness of the curriculum continuously. Additionally, throughout the year, teachers will work as professional learning communities (PLCs) to review student assessment results and identify strengths and necessary modifications in the curriculum.

Instructional Strategies and Methodologies
At Royal, teachers will utilize instructional strategies and techniques to help students become independent, intentional learners and meet their own learning goals. Royal teachers will choose their instructional approaches purposefully and make sure that the selected strategies are: 1) aligned with the learning standards and assessments in the lesson; 2) appropriate for the subject area and the developmental needs of their students; 3) research-based, and; 4) help students interact with and relate the content to assignments and assessments masterfully. Also, to become productive and strategic learners, students need: 1) step-by-step plan for the learning process; 2) a range of instructional methodologies and learning resources to meet their individual needs; 3) suitable support that includes independent, and guided practice and modeling; 4) opportunities to translate knowledge, skills, and ideas from one to another; 5) opportunities to make targeted, intentional and purposeful connections between ideas and skills, and real-life applications; 6) opportunities to be self-directed and demonstrating what they know; 7) encouragement to self-monitor and self-correct, and; 8) tools for reflecting on and assessing their own learning.

Quality instruction is crucial for students to reach the mastery level in every content area. Choosing the right strategy should not be a random selection process. Years of classroom experience and research demonstrates that instructional strategies need to be targeted, intentional and purposeful. Royal believes that following research-based instructional strategies will help to improve all students’ knowledge and skills, including students with disabilities and English language learners. We will use the following instructional strategies: a) Project-based learning (PBL); b) Personalized Blended learning: Royal Block; c) Reading and writing workshops; d) Cooperative learning, and; e) STREAMS-360a) Project
Based Learning (PBL)
PBL is a constructivist instructional approach that focuses on personalized learning and collaboration. Students work on a project over an extended period that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience (#12). This process will improve Royal students’ success because it adds value to their work and motivates them. Students also conduct self-evaluation to assess their growth and learning authentically. Throughout this process, the teacher’s role is to guide and advise students rather than direct and manage student work.

b) Personalized Blended Learning: Royal Block
We are expecting to attract a diverse and high at-risk student population. Royal’s personalized instructional approach will optimize curriculum and instruction to meet the needs of each learner. Incoming students will have various levels of proficiency, and this approach will address the needs of all students, including students with disabilities and English language learners. This technique will empower students and give them the opportunity to take ownership for their learning experiences.

Blended learning is going to be one of the most critical strategies to address our anticipated student population needs. Royal will use an approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom approaches. This requires the physical presence of both student and teacher, with some elements of student control over time, place, path, or pace. The eventual goal of blended learning is personalized learning for all students, including students with disabilities and English language learners.

Royal Block is another instructional approach that provides time and structure within the school day for students. In Royal Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There will be two-time blocks dedicated for flexible placement into intervention, enrichment, or elective courses during the Royal Block. In these blocks, teachers will utilize a variety of instructional approaches to support competency-based improvement through individualized learning plans. Teachers will use technology-based learning and assessment systems to provide one-on-one personalized learning experiences for students, create small groups and support rapid feedback cycles with real-time assessment data. Students who are already on track to college and career readiness will use Royal Block time to choose math or ELA augmentation or to pursue specific interests through elective classes. The critical activities related to this approach will include: 1) developing an instructional framework stating a variety of high-leverage approaches used in Royal Block; 2) identifying and designing ways to increase classroom flexibility to allow several forms of instruction to occur concurrently; 3) creating methods and routines for assigning students to appropriate classes; 4) frequently reexamining and rearranging based on student assessment, and; 5) supporting mastery-based progress by providing technology-based personalized instruction.

c) Reading and writing workshops
Royal’s reading and writing workshops model is intentionally planned to offer a simple, structured and predictable classroom environment for our students. The teacher will focus on the complex work of observing students'
progress and teaching to their needs. Each session begins with a mini-lesson. When the mini-lesson ends, the scholars start their independent work. While students are working, the teacher confers with students and monitors the small groups. Through independent work time, the teachers stand and deliver a mid-workshop teaching point. Each workshop will culminate with an end product.

d) Cooperative learning

Royal’s cooperative learning approach aims to organize classroom activities into academic and social learning experiences. With cooperative learning activities, our anticipated student population will be responsible not only for learning what is taught but also for supporting team members to learn, therefore generating an environment of achievement. Cooperative learning helps teachers accomplish the targeted goals in the classroom by increasing engagement and providing opportunities for formative assessment and differentiated instruction. Cooperative learning also allows for the collaborative construction of knowledge, provides an opportunity for students to develop and practice communication skills, and prepares students for working in teams when they leave school to join the workforce.

STREAMS-360 (STEM + Reading + Art + Social-Emotional learning = Whole Child)

STREAMS-360 is our newly-developed unique approach to delivering a curriculum that provides targeted, rigorous and college-bound instructional programs. STREAMS-360 focuses on well-rounded learning that integrates Science, Technology, Reading, Engineering, Math, and Social Emotional Learning (STREAMS). The 360 represents a complete and well-rounded educational program that encompasses the whole child. We believe that this combination of core subject courses with blended PBL activities will prepare for our students for college, careers, and life. Our proposed STREAMS-360 approach will fortify student foundational skills and prepare them for academic challenges at the high school and college levels.

Researchers at Texas A&M University indicate that PBL provides contextualized and authentic experiences necessary for students to scaffold learning and build meaningful and powerful STEM concepts supported by Language Arts, Social Studies, and Fine Arts. Integrating interdisciplinary STREAMS-360 and PBL will: a) eliminate curriculum fragmentation; b) make learning more meaningful; c) help students bridge concepts across disciplines, d) allow appropriate development with a modified curriculum, and e) allow for curriculum flexibility so that teachers can meet the needs of diverse learners.

ASSESSMENT AND ACADEMIC PROGRESS MONITORING

Targeted, intentional and purposeful assessments are one of the critical components of Royal culture and learning. It helps students reach the mastery level over time. When students can see how they are doing in a class, they can control and understand their learning. Assessments also help to engage and stimulate students’ learning. Royal designed its assessment approach based on the four assessment types: 1) Diagnostic Assessment to determine a student’s prior knowledge and necessary remediation activities; 2) Formative Assessment to provide a student direction and feedback with regard to her/his learning; 3) Summative Assessment to measure a student’s performance by using a formal evaluation tool such as a rubric, and; 4) Authentic Assessment to measure a student’s performance as he/she applies newly acquired knowledge and engages
higher order thinking skills to create an original work. The following assessments will help teachers and parents monitor student progress, and address their needs accordingly: 1) Bell work, 2) Exit tickets, 3) Benchmarks, 4) Standards-based assessments, 5) Benchmark/Unit Test, 6) NWEA MAP, 7) LION for reading, 8) State assessments (STAAR and TELPAS), 9) AP, 10) PSAT, 11) SAT, 12) TSI. Academic Performance MonitoringRoyal will track the academic performance of individual students and student cohorts. Our mission-driven educational program is designed to meet the individual needs of students by empowering them through innovative personalized, blended learning. Through these innovative attributes, the Royal academic team will focus on a systematic approach of continuously analyzing data to drive instruction, implement effective interventions, and close the educational gaps in all student cohort groups. Royal will have a succinct plan to track the academic performance of all scholars, including students with disabilities and English language learners. Assessments will be administered purposefully to drive instruction, evaluate mastery of grade level standards and provide individualized learning for students who need support. Royal will have a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. The daily schedule has been developed to ensure every instructional minute has a purpose and strives to achieve student success in the classroom. Royal will have an allotted amount of time each day for reading and math fluency within the school day and a literacy and math block. EXTRACURRICULAR ACTIVITIES AND ENRICHMENTRoyal will offer a variety of extra-curricular activities to contribute to the development of its students. Royal will provide multiple options such as soccer, debate, basketball, volleyball, drama, cross county, dance, creative writing, chess, and table tennis. Royal’s scholars will have an opportunity to participate in the UIL, The Texas Charter School Academic & Athletic League, Odyssey of the Mind, Houston Live Stock Show and Rodeo Art Competition, Destination Imagination, Robotics, Math Olympiad, Science Olympiad, Science Fair, and debate competitions. The potential clubs that the school may offer include Drama Club, Art Club, Choir, Math League, Robotics Club, Chess Club, Comic Books Club, Gardening Club, and Study Hall. Also, a range of after-school activities will give the opportunity to improve teacher-student relationships. These activities may include athletic activity, the performance of plays, poetry recitations, and educational presentations. Extracurricular activities offered by the school personnel will be free of charge. We will develop additional academic and athletic-based programs based on the interests of the students. PARENT ENGAGEMENTA successful school shows evidence of student and parent engagement. We believe that parent engagement is part of the positive school culture. Parents will be our equal partners regarding their children growth and success. Royal will encourage parents to take an active role in campus improvement committees to the parent-teacher organization. Evaluation of Proposed CurriculumAt Royal, the curriculum evaluation process will be led by a team comprised of teachers, instructional coaches, and administrators. The team will evaluate and test the relevance and effectiveness of our curriculum on a regular basis through continuous
assessments. We will refine our curriculum and align it as seamlessly as possible to the TEKS standards. The effectiveness of the curriculum and instruction will be assessed no less than nine weeks with alignment to our benchmark test windows. The team will collect teacher feedback, student performance data, and classroom observations. Student performance data will include data from the NWEA MAP, LION for Reading, STAAR assessment data and internally created assessments. There will be unit assessments after completion of every lesson to check proficiency with the TEKS. Additionally, the results of the STAAR assessment conducted at the end of every year will be segregated by subject, grade level, and student population to accurately diagnose the current state of the curriculum. Teachers will meet every week to plan instruction, the master scope of the subject and the sequence of the syllabus. If required, adjustments will be made and propositions for changes in next year. Every year, the academic leadership team will conduct curriculum audits based on the feedback of the teachers. The curriculum at each grade level will be reviewed to check whether changes are required. With the collaboration of the head of the departments for each subject, the academic leadership team will finalize a revised curriculum for the next academic year. References: 1- Wong Harry and Rosemary, (2009) First days of School page 802- What helps students learn? Educational leadership, pp. 74-793- Lemov, D (2015) Teach Like a Champion 2.04- https://tea.texas.gov/curriculum/teks/ 5- Chapter 74.4. English Language Proficiency Standards http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html6- Fifth Graders in Texas School Districts Using STEMscopes from Accelerate Learning Achieve Higher Passing Rates on STAAR Science Test https://bit.ly/2QVQnpv 7- Lemov, D (2015) Teach Like a Champion 2.08- Wong Harry and Rosemary, (2009) First days of School 9- Cain, Sean, and Laird, Mike, (2011) Fundamental 510- https://casel.org/what-is-sel/11- http://www.bie.org/about/what_pbl
Evaluation Criteria-Curriculum and Instruction

A strong response will:

- Distinguish itself from educational/ instructional models currently implemented within the geographic boundaries;
- Describe a foundation curriculum which clearly demonstrates alignment to the Texas Essential Knowledge and Skills (TEKS) standards;
- Align the proposed curriculum with the general and unique needs of the target population and community using supportive research, theory and/or experience;
- Describes specific instructional strategies and rationalizes their use with the proposed curricular model, supported by research, theory, an/or experience;
- Describe a consistent and robust plan to evaluate the proposed curriculum and instructional strategies; including but not limited to, time lines, stakeholders, staff positions, and identifiable metrics that will determine success and/ or necessary realignment;
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program, with associated budget cost(s); and
- Present well designed extracurricular activities and programs.
EDUCATION PLAN
SPECIAL POPULATIONS

1. Discuss plans to implement all required screenings, accommodations, instruction, and placements for students requiring special education. **NOTE: Federal IDEA law requires that all children with disabilities residing in the state, who need special education and related services, must be identified, located, and evaluated (Child Find) and that charter schools provide a continuum of alternative placements to students with identified disabilities. Additional information about IDEA requirements is available by right-clicking HERE.**

2. Discuss plans to ensure that English Language Learners will be taught the academic English they will need for school purposes and will be assessed to measure progress in learning the English language. Include specific reference to budget amounts that will facilitate compliance with English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS).

3. Discuss plans to provide any screenings, accommodations, instruction, and/or placements for Gifted and Talented students. Include specific reference to budget amounts that will facilitate the proposed activities. If the proposal will not be providing specific services for Gifted and Talented students, provide a clear rationale for the exclusion of such services.

4. Identify the person(s), position(s), and/or entities that will be responsible for implementing services for Special Education students, English Language Learners, and Gifted and Talented students with fidelity and describe education and experience requirements for these roles.

**Narrative Response:**

Royal Public Schools will follow the federal law (IDEA-Individuals with Disabilities Education Act), Child Find is a requirement for all schools to find students with disabilities who may be eligible for any special education services. Royal will identify, locate and evaluate a child who has a suspected disability and provide the parent with verbal and written information about the referral process. Any child regardless of suspected disability will be evaluated and provided appropriate services to receive a free appropriate public education (FAPE). After the students enroll in Royal, an identification list will be created for students who have a disability. Parent will sign a consent form to release the academic records, so Royal can gain access to the students’ which special education or Section 504. The special education teacher will request special education or Section 504 documents through TREx system after identifying a student may have a disability immediately. After the initial identification of screening the enrollment documents, the special education teacher will contact the parents to confirm the student was receiving special education services or section 504 accommodations. The process for the services to begin will be initiated and tracked to ensure every service hour is met. The special education teacher will set up a transfer ARD meeting with the parent at an agreed upon date and time for both parties, an administrator as well as the student’s teacher of record will be in attendance. The parent will be provided with an ARD notice and an updated version of the procedural safeguard. If an interpreter is needed, the special education teacher will arrange an interpretation service for the parent. After the transfer ARD, the parent will be provided a copy of the current IEP. The special education teacher will inform and disseminate the accommodations and IEP goals to the related personnel. Progress monitoring of the IEP goals will be communicated with the parent throughout the school year at least once every nine weeks. Addressing students’ needs and delivering the necessary services in the least restrictive
environment and give full access to the general education curriculum is our one of the critical goal. Based on the student’s IEP and FIE (full individual evaluation) the appropriate instructional services will be provided. The least restrictive environment will always be considered first. The instructional services that could be provided will be accommodations, inclusion, resource, self-contained, or homebound. If needed, Royal will provide an alternative placement. Royal student support team will respond to intervention (RTI) to address students’ needs who may require more intensive academic support. This student population currently does not fall under special education, or 504 yet. The student support team will meet and review student needs and progress of the interventions being implemented. Interventions will be provided by the general education teacher and support staff. Parents will be involved in this process and informed of the student’s strengths and areas of need. If the student does not respond to the interventions being implemented, a parent may request an evaluation, with or without having the RTI process. With the consent of the parent, the student can be referred for an evaluation to determine the eligibility and a need for special education services. We have allocated an appropriate budget for the special education services. Starting the first year, we will have approximately $100,000. During the fifth year, this amount will be approximately $567,423.

English Language Learners

2. English Language Proficiency Standards

All teachers will incorporate the teaching of English in daily content area instruction through language objectives while linguistically accommodating the instruction according to the English proficiency levels of the ELLs. This will develop ELLs’ language proficiency levels, and therefore, ELLs will be able to participate in instruction in a meaningful way. The ELPS found in 19 TAC 74.4 outline the student expectations for LEP students. Royal will implement ELPS as an integral part of each subject in the curriculum along with the TEKS. The ELPS state student learning expectations in each of the five domains: 1) Learning Strategies 2) Listening 3) Speaking 4) Reading 5) Writing The ELPS also list four different levels of language proficiency: Beginner, Intermediate, Advanced, and Advanced High. ELPS levels do not correlate with a student’s grade level. There may be students who are at the beginner level in high school, or there may be students at advanced high level in elementary. Additionally, ELLs may demonstrate a different proficiency level in different domains. Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English (#01). This will be assured by consistently implementing ELPS in the classroom. To ensure effective implementation of ELPS in the classroom, ESL teacher(s) and staff are trained at the beginning of the year professional development training to include ELPS as a part of lesson plans and classroom instruction. Use of this practice will ensure the integration of second language acquisition with quality content area instruction. This approach ensures that ELLs acquire social and academic language proficiency in English. Administrators will monitor this by walkthroughs and classroom observation of students and teachers.

Linguistic Accommodations

The ELPS require all teachers to linguistically accommodate the instruction of ELLs in their classes commensurate with the students’ English language proficiency levels. Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read and write at their current levels of English development while gradually increasing the linguistic complexity of the English (#01). Therefore, teachers will monitor and adjust linguistic accommodations ELLs. Teachers also need to track the ELLs’ progress to determine the most appropriate accommodations throughout the school year. Royal will use a web-based program to get feedback and progress from the teachers regarding the linguistic accommodations that are used by the students and teachers. This information is reviewed during an LPAC review meeting at the end of each nine weeks grading period (3 times a year). An Annual End-of-Year will be conducted in May/June to review ELL data, grades, subjective teacher evaluation, NWEA Map scores, TELPAS scores, and STAAR scores. ESL teachers and staff are trained in Linguistic...
Accommodations at the beginning of the year during staff development and staff meetings in the first semester. ESL teachers and staff will be trained in TELPAS during December to ensure the Proficiency Level Descriptors (PLDs) are used to rate students. Royal ESL Schedule Administrators or Special Programs Coordinator will make sure that returning ESL students will receive their adequate supplemental ESL services starting from the first day of the instruction. For new students, we will review the following steps: 1) Review student assessment data a) TELPAS reading scores: Highlight the students with beginning and intermediate reading scores. b) NWEA map Spring or Fall Reading Scores: Highlight the students whose Reading scores are below 40% c) STAAR Reading scores: Highlight level 1 scores. 2) If students have low scores in either of these assessments, they will be given supplemental curriculum support. 3) Add the students to campus supplemental ESL pull out student list with ESL certified teacher. ESL service design. Content teacher (ESL certified): direct instruction and supplemental instructional support. ESL teacher: pull-out/push-in, small group, supplemental instruction, and tutorials. Administrator/Special Programs Coordinator: Campus coordination, student tracking, parent communication, teacher support, community-based activities, outreach, campus support, administrative responsibilities, PD. Principal: Oversee the program and Reports to CEO. Screenings, Accommodations, and Instruction, Royal Public Schools will make sure that each student who is identified as G/T is going to be able to receive Gifted and talented (G/T) services. Students who participate in G/T services will gain skills in thinking, self-directed learning, communication, and research. G/T students will develop innovative end products and sophisticated performances that reflect individuality and creativity and are targeted to external audiences. G/T education is one of the crucial programs in our schools to equip scholars with the skills essential for college, career, and life. Part of the G/T services will address the students social and emotional needs well. Royal's G/T program will fully meet the needs of all G/T students in compliance with the requirements found in TEC Sec. 29.121, Subchapter D and other applicable laws. Assessment – Students that are Kindergarten or new to Royal will be nominated through September by a teacher or parents (Qualitative data), and they will be tested and evaluated in October. Cogat (Ability Test), NWEA map (Achievement Test). The GT Identification Committee analyzes quantitative and qualitative data for the eligibility of the students. Service Design—A flexible system with many options available to provide a learning continuum throughout the district in order to meet the needs and reinforce the strengths and interest of gifted/talented students. Curriculum—The Royal will meet the needs of G/T students by modifying the complexity, depth, and pacing of the curriculum and instruction generally provided by the school. GT teacher provides and implements a STEM-based program and Social-Emotional learning to support GT students. Also, GT teachers will be assigned PBL activities to support and accelerate the GT students. Professional Development—To complies with the State Plan (#02) all core and computer technology teachers who have a GT student in their classes will need to complete 30 hours of GT training. Regional Service Centers, TAGT learning, GT community support in PD to support teachers and staff. Family-Community Outreach-The school involves family and community members in services designed for GT students throughout the school year. 4 Identify person(s), position(s), and/or entities that will be responsible for implementing Special Education Role: Principal Education/Experience: Bachelor & Master degrees and five years’ experience Role: Assistant Principal in charge of Academics Education/Experience: Bachelor & Master degrees (preferable) and three years’ experience Role: Special Programs Coordinator Education/Experience: Bachelor degree, Master degree (preferable) and three years’ experience in Special Education Role: Special Ed teacher Education/Experience: Bachelor degree and two years’ experience, State Certified II Identify person(s), position(s), and/or entities that will be responsible for implementing required services/assessments for English Language Learners with fidelity. Applicant must include Role:
### Evaluation Criteria—Special Populations

A strong response will:

- Present detailed plan to implement all required screenings, accommodations, instruction, and placements for students requiring special education and provides clear evidence to support the proposed plan;
- Demonstrate thorough understanding of state and federal requirements for the identification, instruction, and placements for students requiring special education;
- Present detailed plan to ensure that English Language Learners will be taught the academic English that they will need for school purposes, and assessed to measure progress in learning the English Language and provides clear evidence to support the proposed plan;
- Demonstrate thorough understanding of the English Language Proficiency Standards [ELPS] and Texas Essential Language Proficiency Assessment System [TELPAS];
- Present detailed plans to provide screenings, accommodations, instruction, and/or placements for gifted and talented students or provides a clear rationale for the exclusion of such services; and
- Describe sufficient staffing to oversee supports for Special Education students, English Language Learners, and Gifted and Talented students with fidelity.
1. Detail all plans to track the academic performance of individual students and student cohorts. **NOTE:** Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operation, 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 operation.

   a. Specifically outline how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.
   b. Describe roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

2. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? **NOTE:** As of June 19, 2017, specific Early Childhood Education progress monitoring tools have been approved for the period from 2017-2021. Additional information about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments is available by right clicking [HERE](#).

3. Provide a rationale for the use and applicability of the proposed assessment model(s).

4. List the person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data and describe educational or experience requirements for these roles.

**Narrative Response:**

Assessment and Academic Progress Monitoring Royal plans to track the academic performance of individual students and student cohorts will directly align with the

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<th>Evaluation Criteria-Assessment and Academic Progress Monitoring</th>
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<td>A strong response will:</td>
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<tr>
<td>✓ Propose specific and comprehensive assessment models to promote student achievement; and demonstrate a clear understanding of the proposed assessment model(s);</td>
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<td>✓ Rationalize the use and applicability of the proposed assessment model(s) and discuss foreseeable strengths and/or weaknesses where applied to the anticipated student population;</td>
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<td>✓ Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data and supports roles with sufficient educational and/or experience requirements;</td>
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<td>✓ Detail specific assessment schedules, all necessary sources of data, and discuss any associated data collections; and</td>
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<tr>
<td>✓ Outline a robust plan to use assessment data for the improvement of campus teaching and learning.</td>
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mission and vision. Through our innovative educational programs outlined in earlier chapters, Royal team will focus on a systematic approach of continuously analyzing data to drive instruction, implement effective interventions, to close the educational gaps in all student cohort groups. Royal will have a succinct plan to track the academic performance of all students. Assessments will be administered purposefully to drive instruction, evaluate mastery of grade level standards and provide individualized learning for students who need support. Royal will have a Response to Intervention model to ensure all parties are held accountable for student academic growth and achievement. The daily schedule has been developed to ensure every instructional minute has a purpose and strives to achieve student success in the classroom. Royal will have an allotted amount of time each day for reading and math fluency within the school day and a literacy and math block. The assessment and progress monitoring plan has been designed to provide teachers with current data on their student’s academic progress at specific points in the school year and school day. The assessments that will be utilized as progress monitoring tools throughout certain points in the school year (NWEA MAP, LION, standards-based assessments and benchmarks) have been intentionally scheduled at specific points in the school year to allow for targeted interventions to be implemented. The formative assessments will be utilized daily in the classroom by teachers to inform their daily instruction. The purpose of having varying assessments is to analyze multiple sources in order to gain an accurate representation of each student’s individual academic growth. The NWEA MAP test is designed to be given as a progress monitoring tool at three points during the school year to track students’ academic growth and predict the end of the year mastery toward grade level standards. Teachers will participate in PLC’s and data analysis meetings after each assessment has been administered. They will follow the Deming Cycle (plan, do check, adjust) to review the data and plan for immediate remediation of any skills that students still need to acquire. After a precise review of the assessment data, teachers will differentiate their instruction for specific students, utilize teaching strategies; specifically, from Teach Like a Champion and use a formative assessment for immediate feedback from their remediated instruction. Teachers will also review factors that may be inhibiting students’ progress and determine ways to motivate students in the classroom. This cycle continues throughout the school year for the continuous improvement of effective instruction in the classroom. Teachers will collect data points during the school day through the reading and numerical fluency activities, bell work, exit tickets and during the literacy and math blocks where teachers will be addressing targeted skills with small groups of students. This data will be applied immediately to meet the needs of all student cohorts. Teachers will be tracking this data in a progress monitoring binder, where each student will have a section with notes and assessment scores of their current academic progress. Each student will have a comprehensive data sheet with all scores of assessments taken. Along with this, the interventionist will be tracking student data of the students they are providing instruction to for reading and math. The interventionist will assess during their time with informal reading and math assessments to evaluate
the effectiveness of the instruction they are providing. Response to Intervention meetings will be scheduled during the school year to review a student’s individual academic progress with a team of knowledgeable parties. The assistant principal, instructional coach, teacher, interventionist, ESL teacher and parent could be included in this team meeting. The meeting’s purpose will be to review current data information, teacher information and parent information to identify the areas of need and write measurable goals, which the student will achieve to master a reading or math skill. Responsible parties will be held accountable for implementing appropriate interventions and working on the measurable goal for the next 6-9 weeks while documenting progress. Roles, Responsibilities of People Who Plan, Implement, and Analyze DataPrincipal: Oversee the academic growth plan of Royal encompassing teacher and student growth, facilitate the assessment plan and academic progress monitoring for all students, manage and train the assistant principal, instructional coach, interventionist and teachers to ensure Royal’s mission and vision are accomplished, provide concrete feedback to all parties to meet the educational goals of the academy. Train teachers to effectively analyze data for utilization of furthering student progress in the school. Develop a data driven culture within the school for all parties involved. Assistant Principal: Oversee the academic growth of all students by coaching and providing feedback to teachers on the implementation of lessons, small group interventions, teaching strategies and classroom management techniques. Provide training to teachers on assessments, targeted, intentional, purposeful lessons and interventions, performing instructional rounds, walk-throughs to collect data for analysis of classroom instruction. Facilitate data meetings with teachers to create specific goals for individual students. Instructional Coach: To support teachers in instruction, teaching strategies, classroom management techniques and effective analysis of data, support teachers in their professional growth to ensure students’ academic progress and mastery of grade level standards. Collaborate with teachers Teacher: to deliver intentional, purposeful lessons to students, monitor student progress and academic growth by utilizing a variety of data sources, create student-specific goals to teach targeted interventions, facilitate a student-centered classroom while ensuring each student meets grade level standards, participate in PLC’s to analyze data, acquire new teaching strategies, classroom management, and teaching tips.Interventionist (reading and math): To deliver effective, targeted interventions to students in reading and math who are below grade level, document progress and monitor growth of students, analyze data to target individualized instruction for students, collaborate with the teacher to align instruction, participate in PLC’s to set student-specific goals. 2. What common assessments (formative and/or summative) will be used to measure student progress and achievement, including for students in early education grades and those in grades 3 and above? Royal will use four types of assessments to derive the most accurate representation of the students’ learning. These assessments are Formative, summative, diagnostic and authentic assessments. All common assessments that Royal administers to measure student progress and achievement will be chosen with a purposeful intent to ensure postsecondary and life
accomplishments. The results of the assessments will be strategically analyzed to drive instruction and address the individual needs of students’ academic growth with the goal being that we empower students through individualized blended learning. Diagnostic Assessments: Royal will utilize diagnostic assessments to gain an accurate understanding of a student’s prior knowledge. The NWEA MAP test will be administered to students in Kindergarten through 9th grade during the beginning (September), middle (January/February) and end (April/May) of the school year. The times that this test will be administered will be strategically planned to allow for analysis of students’ academic growth as the school year progresses. The NWEA MAP test will provide students’ current levels in reading, math and language usage, along with science knowledge beginning in 4th grade. The LION (The Learning Inventory of Need) for reading will be administered to students in Kindergarten through 2nd grade at the beginning (August), middle (January) and end (May) of the school year. This diagnostic assessment identifies and screens students who are at-risk in the area of reading. It determines students’ independent and instructional reading levels, diagnoses areas of need in reading foundational skills and provides ongoing progress monitoring for targeted intervention. Formative Assessments: Teachers at Royal will continuously collect data on student progress to monitor individual student growth and purposefully address the skills that the students need to gain from instruction. Bell work will be intentionally planned every day to gain current information on students’ knowledge from the previous lesson. The purpose of bell work is to allow the teacher to quickly assess students’ knowledge on a specific skill and immediately address any needed intervention. In order for teachers to gather data on the current lesson that was taught, they will previously plan exit tickets, which will give to students at the end of a lesson every day. This information will be used to address the immediate intervention of a current skill being taught and provide the teacher an opportunity to remediate any gaps in understanding. Summative Assessments: Royal will follow state guidelines in required assessments for accountability purposes. Teachers will plan their instruction based upon the required TEKS for the specific grade level and the ELPS that correspond with the TEKS being taught. After the completion of each unit, which will cover objectives required by the state, teachers will assess students’ knowledge by giving a standards-based assessment. The results from each standards-based assessment will be analyzed by the teacher and appropriate targeted intervention will be planned to address any areas of need for specific students. At the end of each quarter in October, December, March and May, students will be administered benchmarks. The purpose of benchmarks will be to assess whether students are mastering grade-level standards and for teachers to provide targeted intervention to those students who are not mastering grade level standards. Students at Royal will participate in tests required by the state. Students in 3rd-11th grade will be administered the STAAR test once per school year in the subjects outlined by the state and will be administered in accordance with the testing calendar determined by TEA. Students in 5th and 8th grade will have three opportunities to take the reading and math STAAR test if they are not
successful on the first test administration. ELL students in Kindergarten through 12th grade will take TELPAS once per school year to assess growth in four domains (reading, writing, listening, speaking). Beginning in 8th grade, students will take the PSAT test which will give information on the skills and knowledge the students have for when they take the SAT to gain entrance into college. 8th-12th-grade students will take the TSI (Texas Success Initiative), which determines the appropriate level of college coursework for an incoming student. This test consists of three exams in math, reading, and writing. For high school students in 9th-12th grade, they will take Advanced Placement tests once per school year. Also, students in 12th grade will take the SAT once per year as part of the requirement for admission to college. Authentic Assessments: Royal students will be offered the opportunity to experience project-based learning to apply newly-acquired knowledge and engage in high-order thinking activities. Authentic assessments are evaluated through a rubric that reviews specific components of a project a student produces. The goal being that students’ curiosity will be sparked as they develop a targeted focus on a project of high interest. These projects will encompass Royal’s innovative attribute of the STREAMS 360 experience for students to relate their learning to real-world applications and prepare them for college, career and post-secondary achievements. 3. Rationale use the proposed assessment modelRoyal will consider foreseeable strengths and weaknesses of the proposed assessment model, with a focus on specific student cohorts. The assessment model that has been described above has a solid foundation in meeting students’ individual needs, tracking accurate data of students’ academic progress and growth throughout a school year, providing targeted interventions to close the performance gap within certain student cohorts, continuous improvement through frequent analysis of data sources and purposeful lessons with the implementation of research-based teaching strategies in the classroom. Royal will address the foreseeable weakness of effective teacher training in data analysis, applying assessment data to drive classroom instruction and providing targeted interventions through professional development and active participation in PLC meetings. 4. List the person(s), position(s), and/or entities that will be responsible for collecting and analyzing assessment/evaluation data Principal: Oversee the academic growth plan of Royal encompassing teacher and student growth, facilitate the assessment plan and academic progress monitoring for all students, manage and train the assistant principal, instructional coach, interventionist and teachers to ensure Royal’s mission and vision are accomplished, provide concrete feedback to all parties to meet the educational goals of the academy. Experience: 5+ years in educational leadership, 5+ years of teaching experience Education: Bachelor’s degree and Master’s degree Assistant Principal: oversee the academic growth of all students by coaching and providing feedback to teachers on the implementation of lessons, small group interventions, teaching strategies and classroom management techniques. Provide training to teachers on assessments, targeted, intentional, purposeful lessons and interventions, performing instructional rounds, walk-throughs to collect data for analysis of classroom instruction. Experience: 5+ years of teaching experience
Education: Bachelor’s degree and Master’s degree

Instructional Coach: To support teachers in instruction, teaching strategies, classroom management techniques and effective analysis of data, support teachers in their professional growth to ensure students’ academic progress and mastery of grade level standards

Experience: 5+ years of teaching experience

Education: Bachelor’s degree

Teacher: to deliver intentional, purposeful lessons to students, monitor student progress and academic growth by utilizing a variety of data sources, create student-specific goals to teach targeted interventions, facilitate a student-centered classroom while ensuring each student meets grade level standards, participate in PLC’s to analyze data, acquire new teaching strategies, classroom management, and teaching tips.

Experience: highly qualified in subject/grade levels employed to teach, ESL certified

Education: Bachelor’s degree

Interventionist (reading and math): To deliver effective, targeted interventions to students in reading and math who are below grade level, document progress and monitor growth of students, analyze data to target individualized instruction for students, collaborate with the teacher to align instruction, participate in PLC’s to set student-specific goals.

Experience: 3-5 years of teaching experience

Education: Bachelor’s degree
EDUCATION PLAN

SCHOOL CULTURE

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school’s success in creating a positive culture.

Narrative Response:

School culture for Royal is paramount in developing and educating our future leaders in all walks of life. The essence of school culture is created through relationships. Relationships are defined as the state of being connected in the school ecosystem among students, teachers, staff, and parents. Each school serves as a community that connects us during a student's academic process to build skills and positively impact student learning. There are two primary aspects of school culture that are supported by the mission and vision of Royal, the academic ethos and behavior ethos. Royal commits to cultivating a school culture that promotes growth in the academic and social values of students that foster mutual respect and dignity for all. We firmly believe that a positive school climate and school culture promote students' ability to learn. School culture requires many aspects to cultivate a climate of academic and social growth for all students. Equipping teachers and staff appropriately while maintaining consistent support, feedback, and coaching will support Royal's mission as well as build a community and culture based on mutual respect and dignity. Royal's academic ethos of a campus is that of a support system that will utilize research-based interventions that foster a positive school culture. The Royal instructional staff members will be utilizing multiple techniques to form unified in-class instructional outcomes. These research-based and practical techniques have been used by the Royal team at their previous schools effectively. Most commonly used techniques will be borrowed from "Teach like a Champion" by Doug Lemov. Doug Lemov defines champion teachers and what differentiates a champion teacher from the rest, "...is champion classrooms share one overarching characteristic. Champion teachers are always pushing to create an environment in which the maximum level of academic rigor is expected, practiced, and valued." (#01) Another technique is a "culture of error" that sets the tone for the classroom while also promoting a growth mindset for all students. The culture of error praises risk-taking, allowing for mistakes by students and to give students opportunities for improvement and understanding. Therefore, the teachers "spend less time hunting for errors and more time fixing them." (#01) Once a student feels confident to take this risk, it shows comfort and allowance in learning an objective they may have once feared. "Once it is safe to be wrong, students are as likely as not to want to expose their mistakes to their teacher. Students’ behavior shift from defensiveness or denial to openness is critical." (#01) This, in turn, leads us to a "culture of better" because once we have identified what we need to help every student, moving forward through differentiated instruction, scaffolding, small groups, and plans tailored to each student will create a classroom culture of better. To develop a culture of better and set higher standards of rigor, the following techniques will be borrowed from Teach like Champion: "no opt out," "right is right," and "without apology." Harry Wong emphasizes the importance of creating a culture of consistency that leads to student success. Consistency includes classroom procedures which include a three-
step process, teach, rehearse, and reinforce. Through this process teachers are able to create, - "the effective classroom has a STRUCTURE." - "Procedures + Routines create a STRUCTURE." - "Effective teachers manage and instruct with PROCEDURES and ROUTINES." (#02)Positive behavioral ethos begins from the top. Administrators and teachers will share the same vision and mission. This will be done through school-wide training to foster mutual respect and dignity. Royal will create a positive behavioral management system that includes community circles, restorative circles, positive behavioral interventions, as well as the elements, love, and logic (#03). Many of these behavioral strategies grow and evolve to include best practices for our diverse populations.Another behavior support technique will consist of love and logic staff training to assist in ways to appropriately and consistently communicate with students, parents, and staff to cultivate an environment of intrinsic motivation as well as accountability. Love and logic communication training help teachers communicate with students in a professional age-appropriate manner that fosters behavior improvements, community circles, and encourages higher order thinking for conflict resolution. A Royal student day starts with a warm welcome by administrators who not only greet but greet the student by name. As students and teachers begin their classroom instruction, students are to participate in daily routines and procedures that create a safe and structured learning environment for all. One routine will be morning meeting to develop a classroom community similar to the community the student will participate in when they become an active member in society. It is essential for teachers to facilitate classroom meetings to show the students sense of value to their classroom community as well as begin a positive, encouraging instructional day. Not only will students feel valued, teachers will also set the objectives as well as review the essential learning targets they plan to cover over the year. Royal school culture includes a belief in maintaining positive behavior techniques throughout the school day with administration involvement in the classrooms supporting the teachers and students. Administrators will conduct calibration, collaboration, and coaching rounds several times a day in every classroom to build a positive community structure for the students as well as the teachers. Teachers will feel supported and will be coached through daily processes or incidents that may arise. Students also feel valued and supported in their academic journey. Administrators will assist in checking for understanding, verifying with students' their content mastery of targeted learning objectives. With a larger emphasis on the academic piece of a student's education, behavioral incidents may decline at a rapid rate, as students stay on task and can maintain focus. This helps foster higher-level critical thinking, pulling a small group for additional instruction, and mastering content objectives effectively. All of the above behavior support techniques assist in developing a classroom community that consists of mutual respect and dignity for all. Classroom community circles cultivate a culture of mutual understanding, support, acceptance, and forgiveness. Community circles foster an atmosphere of being acknowledged, respected, and valued. It also serves a purpose for students to realize that they are part of something bigger than themselves, and they have a valued role in their classroom and their school. To cultivate an environment for all students who start on the first day or who start mid-year, administrators, teachers, and staff will model, and teach expectations for the academic and social growth of each student who attends Royal. Home visits, school events, parent-teacher conferences, and parent volunteering allow parents to understand and model Royal's vision which strengthens the equal partner relationship. Having strong parent involvement and the same vision as Royal fosters the whole child concept of preparing for college, career, and citizenship. Measuring school culture can be reviewed through different aspects of Royal. Reviewing and analyzing student data across all groupings helps focus instruction that assists our students. Analyzing behavior trends, facilitating classroom meetings, and community circles each contribute to a school’s+ culture. Lastly, measuring teacher, parent and student feedback through teacher/parent surveys to address concerns lead directly to resolutions and follow up.
Frequent parent community events will also foster feedback panels for school improvement opportunities. Taken together the academic ethos and behavior ethos are both addressed by multiple approaches which comprehensively move the campus toward a learning culture embracing mutual dignity and respect for all. (#01): Teach Like a Champion by Doug Lemov (#02): First Days of the School by Harry and Rosemary Wong (#03): Love & Logic by Jim Faye, 2001

**Evaluation Criteria-School Culture**

A strong response will:

- ✓ Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
- ✓ Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
- ✓ Establish well-defined goals around school culture and plans to monitor progress.
1. Discuss promotion and retention requirements for all proposed grades.
2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate.
   a. Cite and discuss any external resources, partnerships that will also facilitate promotion and/or graduation.
   b. Describe strategies (with defined metrics of success) that will be used to support student transitions into grade levels that are not served by the proposed charter school, where applicable.
3. Define and discuss metrics that will be used to assess successful transition between grade level, school type (e.g., elementary to middle to high school), and/or post-graduation. If applicable, indicate whether GPA class ranks will be listed on all student transcripts in grades 11 and 12.
4. Describe the proposed matriculation rate in each year of operation and provide a justification for all assumptions.

Narrative Response:

**Evaluation Criteria-Promotion and Graduation**

A strong response 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 the required curriculum, that will help students promote to the next grade level and support features with research, theory, and/or experience;
- Identify specific external (and confirmed) resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation;
- Provide specific strategies (and metrics of success) that will assist students to transition between elementary, middle, high school, and/or post-graduation; and
- Describes and provides justification for the proposed matriculation rate in each year of operation.
and be accountable for their learning by executing methods that enable students to understand the anticipated results of the teaching and learning, and to measure their progress toward accomplishing those results. Promotion and course credit will be based on mastery of the TEKS curriculum and Royal’s promotion requirements and standards. Requirements and standards for grade promotion will be established based on the applicable state and federal requirements. Mastery is defined as a state requirement of yearly grade average of 70 or above and local requirement in core subjects. Thus, an average of 70 or higher is the passing grade compulsory for grade promotion and credit. Kinder Promotion For students in kindergarten promotion to the next grade will be based on the evidence of satisfactory progress with an emphasis on Reading and Mathematics. Evidence for promotion will be included an assessment of the student’s end of year reading and math level (NWEA MAP Growth >10%), information from the student’s daily work, quarterly report cards, anecdotal records, and teacher recommendation. Also, students have to meet the state attendance requirements for kinder promotion. 1st through 8th Grade Promotion In grades 1st through 8th, promotion to the next grade level will be based on a grade of 70 or higher in 4 of the following subjects: Mathematics, English language arts, and science, and social studies and an overall average of 70 on a scale of 100 based on course-level, grade-level standards (TEKS) for all subject areas. Also, students have to meet the state attendance requirements for the grade promotion. 9th through 12th Grade Promotion Grade-level promotion for students in grades 9–12 will be based on the earned course credits. Also, students have to meet the state attendance requirements for grade promotion. Grade-level advancement will require the following earned credits for all students entering Freshmen year (9th Grade): 1. Freshman 0–5.5 credit 2. Sophomore 6.0–11.5: 1.0 credit of English I and 1.0 credit of Algebra I 3. Junior 12.0–17.5: 2.0 credits of English I and II, 2.0 credits of Algebra I and Geometry, 2.0 credit of social studies, and 2.0 credit of Biology and Chemistry 4. Senior 18.0–26.0: 3.0 credits in Mathematics, English, social studies, and science. Royal will comply with all state and federal promotion and graduation requirements for the students with disabilities, Section 504, Dyslexia and English Language Learner (ELL). Any modified promotion standards will be determined by the ARD committee and will be documented in the students’ IEP. The ARD committee will decide the promotion status based on mastery of IEP goals and objectives. English language learners grade promotion decision will coordination of the Grade Placement Committee (GPC) and the Language Proficiency Assessment Committee (LPAC). Retention, Student Success Initiative (SSI), Grade Placement Committee (GPC), Accelerated Instruction, and Attendance Retention Royal students who fail to meet the school’s promotion standards will be retained at the same grade level for the upcoming school year. The parent or guardian may appeal the School’s retention decision via written appeal letter. Student Success Initiative (SSI) The aim of the SSI is to make sure that all students get the support and instruction they need to be academically successful in subjects reading and mathematics grade levels fifth and 8th grade. TEC §28.0211(a) mandates that a student may not be promoted to (1) the sixth-grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth-grade mathematics and reading assessment instruments under Section 39.023; or (2) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth-grade mathematics and reading assessment instruments under Section 39.023. Accelerated Instruction Accelerated instruction is designed to provide intervention to a student after
he or she has not met the standard on a state-mandated assessment. Notice to Parent/Guardian regarding the Student Performance and Accelerated Instruction

Royal will communicate with parent or guardian of; 1) The student’s failure to perform satisfactorily on the assessment instrument; 2) The accelerated instruction program to which the student is assigned; and 3) The possibility that the student might be retained at the same grade level for the next school year. (Texas Education Code - EDUC § 28.0211)

Grade Placement Committee (GPC) Based on the state requirements CEO/Superintendent is responsible for establishing local procedures for the forming of a GPC. Royal will establish a GPC for each student who does not demonstrate proficiency in the second administration of STAAR. GPC will be led by the principal or the principal’s designee, student’s parent or guardian, teacher(s) of the subject of the STAAR assessment on which the student failed to meet with the approaches grade level. Each student’s GPC will: a) determine appropriate accelerated instruction that the district must provide the student before the third administration; b) consider all facts and circumstances if a parent appeals the automatic retention of a student who does not demonstrate proficiency after three assessment opportunities. The GPC may promote the student if it determines, by unanimous decision and in accordance with local board policy and the criteria under TEC §28.021(c), that the student has completed all required accelerated instruction and is likely to perform satisfactorily at the next grade given additional accelerated instruction; c) if the GPC votes to promote, prescribe the accelerated instruction the student must complete before being placed in or promoted to the next grade; and d) develop a plan for the accelerated instruction the student shall receive during the next school year, regardless of whether the student is retained or promoted. (2017–2018 Student Success Initiative Manual page 34)

Also, the GPC, regarding students with LEP (Limited English proficiency) at grades other than exit level, will include the bilingual or ESL teacher of the student’s to LPAC (Language proficiency assessment committee). According to Chapter 29. Educational programs subchapter a. Special education program the ARD committee of a student who participates in the special education program will serve as the GPC (https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm). For students in grades 5 and eight who do not perform satisfactorily on STAAR, will participate in an accelerated instruction program. The ARD Committee will determine the accelerated instruction plan for students whose receiving special education services. The ARD Committee must compare the student’s test results with his or her IEP to make sure areas of weakness identified on the test align with the goals and objectives in the IEP (https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm).

Retention and Appeal Request

Parent or guardian may appeal the school’ retention decision to the CEO/Superintendent within the five days after receiving the GPC decision regarding the student’s retention decision. CEO/Superintendent’s decision will be the final decision about the student’s retention. Royal will make sure that communication clear and if it is necessary language support will be provided. Credit by Examination Royal will provide at least one testing window for acceleration for each First through the 8th-grade level and for credit for secondary school academic subjects required under Texas Education Code, §28.023. Students will take a specific examination only once throughout each window. The testing window will be designed to meet the needs of all Students, and the dates will be announced through the school website. HIGH SCHOOL GRADUATION REQUIREMENTS

Royal’s curricular offerings will satisfy all the requirements of the HB-5 referred to as Foundation High School program, which applies to all students in Texas public schools. Royal will follow any high school graduation requirements and meet the State of Texas
education and administrative codes §74.11. High School Graduation Requirements.
Foundation High School Program requires all students to complete a minimum of 22 credits prior to graduation, with sub-requirements for individual subject/content areas. Royal graduates will be required to earn at least 26 credits under the Foundation Program (Exhibit-XX). Every student will be encouraged and supported in pursuing a track of study that will enable him or her to earn all three endorsements offered. Royal Credit Requirements are as follows: Total Required Credits Required: 22 Credits + 4
Credits = 26 Credits
English: 4 Credits
Math: 4 Credits
Science: 4 Credits
Social Studies: 4 Credits
Languages other than English: 2 Credits
Physical Education: 1 Credit
Fine Arts: 2 Credits
Electives: 5 Credits
Additionally, students may earn up to three endorsements below:
1) Multidisciplinary 2) STEM 3) Studies Arts & Humanities Public Services 4) Public Services; 5) Business and Industry Also, in order to graduate high school students must pass the five EOC assessments 1- Algebra I, 2- Biology, 3- English 1, 4- English II, and 5-United States History. According to Tex. Educ. Code §§ 28.0258, 39.023(c) and 19 Texas Administrative. Code § 101.3022 11th or 12th-grade student who did not perform satisfactorily on the STAAR EOC test in no more than two courses may be allowable to graduate if an IGC (individual graduation committee) determines the student is eligible to do so (https://statutes.capitol.texas.gov/). Kinder Promotion Standards For students in kindergarten promotion to the next grade will be based on the evidence of satisfactory progress with an emphasis on Reading and Mathematics. Evidence for promotion will be included an assessment of the student's end of year reading and math level (NWEA MAP Growth >10%), information from the student’s daily work, quarterly report cards, anecdotal records, and teacher recommendation. Also, students have to meet the state attendance requirements for kinder promotion.First through Fourth Grade Promotion Standards
1) Overall yearly grade average of 70 or above and local requirement of a grade average of 70 or above in core subjects. 2) Students must have sufficient attendance
Fifth Grade Promotion Standards
1) Overall yearly grade average of 70 or above and local requirement of a grade average of 70 or above in core subjects. 2) Students must have sufficient attendance. 3) Student must pass the 5th-grade STAAR reading and math test
Sixth and Seventh Grade Promotion Standards
1) Overall yearly average of 70 or above and local requirement of an average of 70 or above in three of the four core courses: Language arts (average of reading and English), mathematics, science, and social studies. 2) Students must have sufficient attendance. 3) Must pass the 8th-grade STAAR reading and math test
Ninth and Twelve Grade Promotion Standards
Must pass the following 5 STAAR End-of-Course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. History. Accumulated total course credits determines students’ promotion to the next grade level. 1. Freshman 0–5.5 credit 2. Sophomore 6.0–11.5: 1.0 credit of English I and 1.0 credit of Algebra I 3. Junior 12.0–17.5: 2.0 credits of English I and II, 2.0 credits of Algebra I and Geometry, 2.0 credit of social studies, and 2.0 credit of Biology and Chemistry 4. Senior 18.0–26.0: 3.0 credits in Mathematics, English, social studies, and science. 2. Identify and discuss additional features of the educational model and/or course offerings, outside of the required curriculum, that will create a viable and adequate process for helping students promote to the next grade and/or graduate. Addition to our unique model Royal will offer below opportunities outside of the required curriculum. We firmly believe that it will help our students’ promotion and graduation directly. 1) Response to Intervention (RtI): On the
basis of common assessments (STAAR, NWEA MAP, LION for Learning, etc.) and teacher observations/assessment data, students who are at risk of failing to meet grade-level standards in tested subject areas will be placed in our academic intervention program considering the RtI methodology. Assessments will be used to target specific TEKS standards and areas of need. Royal will provide these students with a substantial small group and/or one-on-one instruction. A 30-minute academic support/enrichment block has been built into the school day to accomplish these interventions. As necessary, students in need of support may be asked to attend instructional sessions before or after school as well. This evidence-informed intervention will help to ensure that students may be promoted to the next grade at the end of the academic year.

2) After school and Saturday Tutorials: Royal is committed to establishing a culture of continuous growth and improvement in which students regularly will use the tutoring opportunities that are available to them. All teachers will keep regular tutoring hours before and/or after school depending on their availability. Based on the needs, students will be invited to come on Saturdays or holidays that may fit teachers’ schedule. Teachers will communicate regularly with students and parents regarding the importance of tutoring, for all students and especially for those with significant performance gaps.

3) Counselor Meetings starting from 8th Grade: In the transition to 2nd Semester of 8th-grade year, each Royal 8th grade-level student and his or her parents/guardians will meet with Royal’s College Counselor or campus leaders in order to discuss and finalize High School Transition Meeting. The meeting will cover graduation requirements, alternative credit options, endorsements, and serve as an entrance into the college counseling process. This meeting is one piece of a comprehensive plan for supporting students in their efforts to complete the Royal high school program and achieve success in college and career recommended by College Board, Inc. Recommended by National Association of College Admission Counseling (NACAC) and College Board, counselors will have one-on-one interaction every year to speak their minds and hearts before they are admitted to College in their interest and career profile from Naviance or similar programs.

4) ROYAL Guidance/Mentorship: Royal will institute a Royal Guidance. Selected by a committee of teachers through an application process, ROYAL Guidance will be models and tutors for Royal students who are experiencing difficulty academically or socially at the school. When appropriate, struggling students in grades K-12 will have the opportunity to receive tutoring from exemplary students from their campus in the Royal Guidance Mentor Program. Student tutors will receive training and guidance from faculty leaders before working with other students, and teacher or teacher aide will always supervise them.

5) Teacher Mentorship Program: One of the unique approaches that Royal has to offer is to provide mentorship to students in Grade 8 thru 12 when students are seeking and figuring out their career interests. Teachers will sponsor a major/discipline that students are interested in and students will be assigned to the individual teacher who fills cover and follow the following plan:

a. Provide an extensive understanding of the specific major and figure out what colleges offer that major,

b. Invite guest speakers who studied or worked in that specific major to elaborate on the difficulties and benefits of the major/discipline before students choose.

c. Guide failing students or students with discipline concerns to emphasize their weaknesses and strengths as academics and discipline are non-negotiable for workforce or college.

d. Explore one soft skill/character education topic to ensure what makes a student “Whole Student.”

6) Counselor Meetings starting from 8th Grade: In the transition to 2nd Semester of 8th-grade year, each Royal 8th grade-level student and his or her parents/guardians will meet with Royal’s College Counselor or campus leaders to discuss and finalize High School Transition Meeting. The meeting will cover graduation
requirements, alternative credit options, endorsements, and serve as an entrance into the college counseling process. This meeting is one piece of a comprehensive plan for supporting students in their efforts to complete the Royal high school program and achieve success in college and career recommended by College Board, Inc. Recommended by National Association of College Admission Counseling (NACAC) and College Board, counselors will have one-on-one interaction every year to speak their minds and hearts before they are admitted to College in their interest and career profile from Naviance or similar programs. External Resources and Partnership to facilitate PromotionAs a part of the curriculum for high school students, coherent sequences of Project Lead the Way (PLTW) and CTE (Career and Technology Education) courses will be offered, which will require the student to utilize three of the five elective courses. As the final credit for CTE, every student must participate in a practicum experience or independent study as a 12th-grade student. As a result, senior will be out in the community participating in an internship, volunteering in a local community project, or studying a community issue. The experience will be project based on their practicum or independent study experience. The final product will be an essay and presentation to a community audience. Metrics to Assess Successful TransitionWe will utilize our students’ consistent academic performance data, such as STAAR, and NWEA MAP scores to assess our success transition between the grade levels. We will extract and analyze those data to create a plan that will help us to guide to the success of students in elementary to middle, middle to high school, high school to college and beyond. Also, that data is going to give us the areas that we need to address before they became a problem. Regarding any student concern, the student support team will identify the issues and will address them as a team collectively. Also, during the transition years (new to elementary or new to Royal schools, elementary to middle, middle to high school and high school to college) our counselors will assume as transition counselor to support students unforeseen issue and their success. Transition counselors will help those students before, during and after the transition. Additionally, each Royal campus will have transition events before the school year starts. Those transition events will in August each year. Royal will not rank based on GPA because GPA does not reflect students’ full potential while grades are one of the most dependable indicators for academic success and achievement. However, if needed and a Royal student benefits from showing the rank, Royal will release the ranking to the student. Matriculation RateRoyal will have its first graduates as Class 2030. Our ultimate goal is to minimize the high school student mobility and high school dropouts and maximize our 9th grade snapshot graduation rate to 95% as well as 12th grade graduation rate as always 100% to let all Royal graduates be admitted to 2 or 4-year college and consider any college/university based on their financial need and Studentship offers.
1. Describe the process to be used to identify, recruit, and hire instructional staff with the expertise necessary to facilitate the school’s mission and educational goals. **NOTE: 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.**

2. Provide information on the person(s), position(s), and/or entities that will plan, implement, and evaluate recruitment activities, including educational or experience requirements.

3. Discuss strategies that will be utilized in the event of unforeseen staff shortages of instructional staff.

**Narrative Response:**

The Royal Board believes that the quality of the professional staff determines the quality of education offered in the School. Teacher and staff recruitment is one of the most vital aspects of running a successful school system. From the front office personnel to teachers, coordinators, and the assistant principal, all need to encompass dedication, mission, and vision of Royal. Royal will hire mission driven, dynamic, highly qualified, enthusiastic, qualified, degreed, individuals. The CEO and the school Principal are responsible to locate, recruit and hire the best qualified teachers to meet the school’s educational needs. All core subject area teachers will be highly qualified in the subject that they teach. There are several ways to identify talented degreed individuals for possible hiring. The most important ways to identify individuals would be to create strong memorandums of understanding with educational organizations, universities, alternative certification education programs as well as community outreach. Teachers: Should be speaking the language of college and promoting whole child vision of college, career, and citizenship. Our teachers will embody the following skills and attributes: 1) Professionalism in written and spoken the language to promote appropriate communication with students, parents, and other staff members that allows a positive and safe environment for all who attend. 2) Adaptability and awareness in understanding all students’ academic needs and potential including ones from impoverished neighborhoods. As well as learning new teaching techniques and strategies to meet all students needs. 3) Giving a quality education and opportunity to all by teaching students with their individualized blended learning plans. Possible teaching candidates should share an immense amount of dedication, work ethic, adaptability, and content knowledge. Hiring experienced teachers as well as new teachers will create a diverse learning experience for all students. Receiving possible candidates during the year as interns from local and national universities and education programs will create a symbiotic relationship that can benefit student body as well as fulfill the intern’s fellowship and possible hiring upon completion. This will also give the intern hands-on experience in getting to know the school, the student, and understanding the mission and vision of the Royal. School Leadership Team: The board of directors will be hiring the CEO/Superintendent of the schools. The CEO/Superintendent will be hiring the principals. The Board of directors, CEO/Superintendent and Principal, will embody the mission and vision. The critical attributes and qualities of these individuals will be data-driven, meticulous to detail, confidence in what and how students will be taught while establishing a positive school ethos this consists of academic ethos and positive behavioral ethos for the safety and security of students, staff, and parents. All other staff members will possess...
strong professional communication skills to support the mission and vision of the Royal. While also supporting students, teachers, and parents for an individual blended learning experience at Royal. Recruitment, Hiring, and Tracking

Our search will be local and statewide to create competition for the best and brightest individuals to start a new career at Royal. Instructional staff will consist a diverse group of individuals to follow thru with the vision and mission of the school. Creating MOUs with colleges and universities, public and private organizations that provide alternative teacher certification such as Education Service Centers (ESC IV and XIII), Texas Teachers as well as Teach for America and other local and national organizations. The recruitment will start by advertising at local newspapers, the school web site, social media sites, and other teacher/staff recruitment web sites. Additionally, we will reach out to local university education departments to recruit qualified personnel for teaching and internships. In August of the planning year (August 2019), proposed schools will finalize job descriptions for all positions for the 2020-2021 school year. The principal will be hired, and then the principal will create a recruitment data tracking system, ensuring that the Royal will have robust data-driven systems in place for each step in the recruitment process. The principal will leverage current national connections with organizations like Teach for America, Leaders for Educational Equity, Region 4 and 13, and universities across the county. Additionally, the principal will look to top education programs in the Austin and Houston area including but not limited to Rice University, the University of Houston, Texas Southern University, Texas A&M, UT Austin, Texas State University and St. Edwards. Royal will also participate in local hiring fairs. In November 2019, Principal will begin to personally contact potential candidates, sharing the mission and vision of the school, and encouraging them to apply for teaching positions. In December 2019, Royal will post all open positions on a variety of electronic job boards and social media outlets, and leverage our relationships with Families Empowered, the Texas Charter School Association, Region 4 and 13, and Teach for America so that we can share our postings with their networks. To attract top talent from the neighborhood in which we seek to educate children, we will disseminate information about open positions to our local civic organizations, churches and community centers, and through disseminating our newsletter to local supporters and interested parents. We will also post positions in local publications, and use websites like LinkedIn and Indeed.com.

Staff Shortages

In the case of the staff shortages, we will be utilizing the available staff members by re-designing our schedule. Additionally, we will work with local staffing companies and substitute teacher organization to hire and train substitute teacher for long term hiring. We will create MOU between Universities so we can train or hire a teaching long before we have teacher shortage crisis. Based on years of our experience, we may face some challenges finding qualified teachers in the following subject areas: all STEM subjects, ESL, and Special Education. We will employ aggressive hiring practices to reach out and attract highly qualified people. We will use the following strategies to support unforeseen staff shortages. These strategies are not limited to the following: 1) offer career advancement opportunities 2) an increase in salary, 3) provide an additional compensation package, and 4) a safe and supportive school culture.

Interview Process

Our interview process will be streamlined and organized utilizing star teacher hiring methods. Possible candidates will be required to fulfill the needed responsibilities to be considered for a teaching position. 1. Cover letter: Possible candidates will be required to submit a cover letter and resume that will be reviewed by utilizing a rubric focused on content knowledge, pedagogy, classroom management, and Royal’s mission and vision. A critical aspect of the cover letter is to show the ability to grow and master tasks through their educational and work experience to be able to perform their needed responsibilities and duties. 2. Resume: Possible candidates will also be required to submit a resume that will also utilize the rubric as well as show accomplishments and be highly qualified in the needed content area. Candidates who meet the following requirements will be requested...
to move to the next step in the hiring process. 3. In person interview - Star interview drafted questions are structured by responding to behavioral based interview questions that follow this specific pattern, situation, task, action and the result of the situation. Example question, describe a time when you were faced with a stressful situation that demonstrated your coping skills. The hiring team will be interested in knowing how the possible candidate, identified, addressed and solved the situation. Teachers will also be asked data driven and Royal mission questions to make sure candidates have proficient knowledge of Royal and its purpose, classroom management, and growth mindset. Content knowledge questions will be asked to make sure the teacher will be able to address the proper grade level TEKS, and students will be able to demonstrate mastery. 4. 2nd In-person interview with sample lesson: Possible candidates will be expected to conduct a sample lesson with a specific subject and content knowledge. The lesson should consist of “I do”, “we do”, and “you do” segments. T-TESS rubric with the appropriate domains will be assessed for the candidates will be required to present a sample lesson during an in-person interview. We will be giving immediate feedback, and ask questions that pertain to the teachers teaching strategies and lesson mechanics.5. Reference Check: Possible teaching candidates who are selected after the 2nd interview, will have a reference check made by the hiring a team. If reference checks are positive and the candidate ultimately has the students, and Royal’s vision offer will be made. 6. Offer: written offers will be made to candidates who have been selected through the interview process and passing a background check and mandatory fingerprinting before starting employment. 7. Hiring team will consist of the following individuals: Principal will be the ultimate authority for hiring and firing process in campus level. However principal may invite the following personnel to interviews, Assistant Principal, Instructional Coach, Department head, Special Programs Coordinator and teacher. 8. Obstacles to staff recruitment: High-quality candidates may be apprehensive about the prospect of joining the staff of a new school. Knowing this, we will be deliberate about including face-to-face interactions with candidates and a proactive approach to recruiting. This approach will allow us to speak candidly about the challenges of being on a founding team but also about the rewarding aspects of helping to create and sustain a high performing for deserving children in Austin and Houston.

Attachment(s):

- E 1: Organizational Chart
- E 2: Staffing Chart
## Evaluation Criteria-Teacher Recruitment

A strong response will:

- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers;
- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and clearly describes educational and/or experience requirements;
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness and identifies sufficient metrics that will determine success;
- Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- Present specific strategies to support unforeseen staff shortages of instructional staff.
1. Discuss all core components of the professional development plan, including embedded coaching and support, and how these components will support effective implementation of the educational program.

2. Describe the roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.

3. Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct observations and promote the professional growth of teachers. Describe any professional development that will be required prior to the start of the school year.

4. Describe the process for evaluating teachers, including the frequency of evaluation activities and any instruments or protocols that will be used.

**Narrative Response:**

**Evaluation Criteria-Teacher Development**

A strong response will:

- Describe the proposed professional development plan and discusses how these components align with the mission, vision, and proposed educational program;
- Support the proposed professional development activities with research, theory, and/or experience;
- Provide specific examples of embedded professional development activities (e.g., modeling, co-teaching);
- 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 and provide a description of desired educational and/or experience requirements;
- Explain how the school calendar, daily schedule, and staffing structure will help facilitate the professional development plan;
- Outline evaluation processes, including instruments and protocols and substantiates their use with supportive research, theory and/or experience; and
- Reference budget amounts that are congruent with the financial workbook.

**Core Components of the Professional Development Plan**

Royal's core components of professional development plan include district level training, campus level training, and individualized training through embedded coaching support. The implementation of these training will address teacher needs to support our rigorous literacy and math approach. The Texas Administrative Code requires 30 hours per year of continuing
education for all state teachers. Royal’s professional development (PD) will exceed this minimum requirement. In order to provide continuous growth for teachers and administrators as well as provide the best education possible for our students. Royal will have three strands of professional development that will support the effective implementation of our education program. There will be district level training for new inductees and returning teachers. New inductees will be exposed to Teach Like a Champion (TLAC) strategies and Fundamental Five Practices. They will also receive training in professional roles and responsibilities. TLAC and Fundamental Five will contribute to Royal’s mission by creating classrooms that are engaging and have a rigorous math and literacy approach as well as knowledge and skills through reading and numerical fluency. Campus PD will further support effective implementations by diving deeper into Teach Like a Champion and Fundamental Five Strategies. Campuses will also include training on STREAMS-360 experience by sparking curiosity in every child and creating a well-balanced student. Finally, individualized PD will have embedded coaching and Micro-credentials to further teacher growth and individual goals. We believe that effective professional development is - Self-directed and Personalized, - Focused on the needs of students, educators, and schools, - Competency-based, - Job-embedded and practical (#01). This individualized training will be targeted, intentional and purposeful and will allow teachers to seek out skills and training that is most needed in their classroom. Below is further detail of the professional development components. In our start-up summer and first year, we allocated $36,500 for staff development and $15,000 for staff travel for PDs. We gradually increase this amount as we increase staff numbers. In year five, $40,283 is allocated for PDs and $30,237 for staff travel. Three Strands of Professional Development: 1) District Level Professional Development a) New Teacher b) Returning Teacher 2) Campus Level Professional Development a) Staff meetings b) PLCs 3) Individualized Teacher Development a) Mentoring b) Micro-credentials 1) District Level Professional Development District level professional development will occur at the beginning of the year and several times throughout the school calendar. a) New Teacher Induction Training District level professional development will begin with new teacher induction. This will be broken into three sections: Pedagogy, content-based instruction, and district/campus policies. This will help new teachers become acquainted with district/campus policies, tested and proven teaching strategies found in TLAC and Fundamental Five to create rigorous student learning, curriculum, and lesson requirements. Pedagogy This section of training will expose teachers to TLAC strategies and the method of Fundamental Five. These methodologies create high impact classrooms that meet the needs of a diverse student population with strategies that include: No opt out, Culture of Error, Framing the Lesson and Ending Task, and Recognize and Reinforce. Our mission is to empower students with a rigorous well rounded instructional environment. These strategies will help teachers to provide students with the knowledge and skills necessary to achieve post-secondary life accomplishments. The evaluation method will be shared with teachers during PD time. Our district will use the T-TESS model with its’ four domains to evaluate teachers. This model directly relates to our vision as it focuses on “quality planning, instructional delivery, and a learning environment which correctly maximizes teaching and learning” for a student-centered classroom. During this training, new teachers will explore the domains, see examples of each domain and understand that an evaluation model is a tool with a growth mindset. Content-Based During content based training, teachers will be introduced to the curriculum for their content area. New teachers will also learn about expectations for lesson planning and how to use TEKS to guide their instruction. Teachers will learn about
blended learning programs for their content areas. This initial introduction will be followed up with coaching support at the campus level to ensure that all teachers can navigate curriculum with ease. Campus Policies This strand of training will include information on district and campus policies. This includes but is not limited to: grade book, attendance, data tracking software, and internal documents (field trip forms, parent volunteer forms, maintenance requests, purchase orders, reimbursement forms, etc.). This strand will also include details on best practice for parent communication and ideas on how to include parents in each classroom.

District Professional Development (New Inductees and Returning Teachers) After new teachers are introduced to district expectations and professional responsibilities. During this strand of PD, teachers will receive updates on curriculum changes, Special Education, English as a Second Language, and Gifted and Talented training and any other state-mandated update/training. TLAC and Fundamental Five strategies will be revisited each year in the form of a Top 10 List. Depending on teacher strengths outside professional development can be used to strengthen teacher knowledge of teaching strategies, classroom management, and curriculum knowledge. Team building activities will also be included in our professional development. We believe that the cohesiveness of the team is an important part of any institution. Kindergarten teachers need to feel connected to the STAAR tested grades and vice versa. Team building will occur at the district and campus levels. Professional learning communities (PLCs) will be introduced and used at the district and campus levels. PLCs occur when teachers meet to discuss goals centered around student growth. During these meetings, the sharing of “teaching practices make results transparent, engage [teachers] in critical conversations about improving instructions, and institutionalizes continual improvement” (#02). During PLCs grade level or content area, teachers will meet to discuss data, teaching strategies, classroom management, and teaching tips. PLCs will revolve around setting student-specific goals. Teachers will then reflect on the strategies used to meet the goals, reassess, and create a new goal. According to Pirtle and Tobia in Implementing Effective Professional Learning Communities, there is a “strong correlation between the use of effective PLCs in schools and improved teacher learning and instruction and student learning (#03)2) Campus Level Professional Development Campus level staff meetings will be utilized to share information about state testing, share best practice, continue our team spirit and cultivate a growth mindset. We will also employ books studies and professional learning communities. Campuses will select a book to study and discuss once a month as part of the professional development process. Teachers will set goals and implement strategies from book studies in their classroom. PLCs will also be utilized on the campus level. Content or grade level teachers will meet to discuss data, teaching strategies, and behavior management. Student-centered goals will be set. Teachers will test their strategies and evaluate their effectiveness and then repeat the process. New teachers will be involved in a new teacher PLC. This PLC will target challenges to new teachers and offer a place for new teachers to share their wins and areas of growth. It will also revisit items from new teacher training, for example, the teacher will look at testing data once they have concrete data to explore.

3) Individualized Teacher Development The final strand of our professional development is individualized teacher development. Teachers will direct their development through the use of mentor teachers, Micro-credentials, Instructional Coaching Cycles and teacher selected training. a) Mentoring Royal will assign mentor teachers to all teacher inductees. The role of the mentor will be to: -Support mentee in preparation for the first day of school, -Share best practices and answer questions about any campus policies, -Support mentee in developing classroom protocols, procedure, and Management, -Support mentee
in navigating curriculum, - aligning lessons, and -writing lesson plans. -Guide the mentee in grading procedures and policies, -creating assessments, -preparing for parent conferences, -Observing, -review, -reflecting on instruction practices, -Support and model effective communication with parents, colleagues, students, administrators, -Model best teaching practices, -Meet with mentee no less than once a week, -Provide a safe environment for the mentee to share concerns.b) Micro-credentials Micro-credentials will be job-embedded training tailored to meet individual teachers' goals. Micro-credentials will provide teachers with “professional learning that is personalized, collaborative, and geared towards meaningful outcomes, while also empowering them to take control of their growth and advancement” (#04)Micro-credentials will allow for targeted, intentional and purposeful growth. Teachers will complete a minimum of two micro credentials a year, based on goals set by teachers for their professional growth. Principals may assign micro credentials based on T-TESS evaluation or specific needs as they see fit. Instructional Coaching CyclesInstructional coaches will be utilized on campus to support all teachers and further best practice. Coaches will follow the Jim Knight coaching model. Teachers will gather data on the current reality of their classroom and partner with an instructional coach to set a student-centered measurable goal. After the teacher sets the goal and works to achieve that goal the teacher and coach will reflect and begin the process again in order to achieve a classroom that is a targeted, purposeful, and intentional. Coaches will employ a variety of techniques to support the diverse needs and goals of each teacher. These techniques include but are not limited to co-planning, co-teaching, modeling, support small group instruction, facilitate reflection conversations, teach a class so a teacher can observe a colleague and record teachers’ lessons for self-observation, etc. Instructional coaches will be an integral part of supporting teachers’ individual professional goals. Teacher Selected TrainingTeachers will also be required to complete two off-site professional development classes/training aligned with their professional goals. This could be an in-person training, online training, college course, or book study with reflections. Teachers will fill out a reflection form for all off-site training/book studies/college course. Describe the roles and responsibilities of anyone involved in the planning, implementation, analysis, reporting, and evaluation of professional development activities. Include a description of any educational or experience requirements for these roles.Roles and Responsibilities involving planning and implementing professional development will be the Professional Development Committee. Principals and assistant principals will be responsible for supporting the district, campus and individualized professional development. The CEO/Superintendent will analyze feedback from professional development and report/catalog teacher’s professional development hours on the district level. The CEO/Superintend will also create feedback forms for teachers to evaluate professional development. Professional Development Committee The professional development committee will be made up of district personnel including but not limited to: CEO/Superintendent, Principal(s) and Assistant Principal(s), and Instructional Coaches. New teacher induction training will always cover district expectations and professional responsibilities. The committee will use the following data points to drive the selection of professional development topics based on the district and campus needs. These data points are; School Rating, Curriculum-Based Assessments, Campus Needs Assessment/Campus Improvement plan, Attendance and Discipline Records, Longitudinal Data, NWEA Reports, Lion for Reading K-2, State Testing Results (STAAR, STAAR EOC, TELPAS), and RTI Data.Roles and Responsibilities for Planning and Supporting PDCEO/Superintendent: CEO/Superintendent will lead the professional development committee. Outline training, contact outside providers of
professional development if necessary, approve all presentations for training at any district professional development. CEO/Superintendent will also serve on the professional development committee as an evaluator of teacher feedback and the data points for consideration to note if professional development is making a difference in the district. CEO/Superintendent may also catalog individual teachers' development internally—this may also be delegated to principals, assistant principals, or instructional coaches. Experience: At least five years of teaching experience, Ph.D. preferred, but not required.

Principal: Role: Principals will be a part of the Professional development committee. They will help facilitate training as needed on the district and campus levels. They will use T-TESS and CCC Cycle to evaluate training. These data points will be used in the Professional Development Committee to analyze and evaluate Professional development at all levels. Experience: At least five years of teaching experience, two years as Assistant Principal. Must hold a valid principal certificate.

Assistant Principals: Role: Assistant Principals will serve on the Professional Development Committee and analyze and evaluate feedback from teachers and data points from Figure 1. They will help facilitate training as needed on the district and campus levels. They will use T-TESS and CCC Cycle to evaluate training in the Professional Development Committee as well as drive teacher goal setting and have quarterly meetings with teachers for goal setting and progress. Assistant principals will lead books studies on campus. Experience: At least five years of teaching and a principal certificate or be in enrolled in a master to the principal program.

Instructional Coaches: Role: Instructional Coaches will serve on the Professional Development Committee and analyze and evaluate feedback from teachers and data points from Figure 1. Instructional coaches will present all types of training during all levels of professional development. Instructional coaches will be the head mentor and coach teachers using the Jim Knight Coaching Cycle. Coaches will also help support Professional Learning Communities. They will be responsible for helping teachers identify professional goals for Micro-credentials and set a growth mindset for the district and campus. Instructional coaches will be responsible for delivering information about the curriculum to new teacher inductees and returning teachers. This delivery can occur at district or campus level professional development. Curriculum Developer will also be a part of the Professional Development Team to analyze professional development feedback as well as look at data points to plan for the future and evaluate past training. Experience: At least five years teaching and hold a valid teacher certificate. Master's degree preferred, but not required.

Special Programs Coordinator: Role: Special Programs Coordinator will make sure all teachers receive all 504 and special education updates as well and any crucial information regarding special education and 504. Special Education training will mostly occur during campus professional developments. Sp. Ed. Coordinator will keep the campus up to date on ESL update hours, TELPAS training and any other ESL needs throughout the year. Their training will mostly occur in staff meetings, grade level meetings or PLC. Sp. Ed. Coordinator will give training at all levels on meeting the needs to gifted learners and make sure teachers receive state requirement of 6-hour GT update each year. Experience: At least five years’ teacher, hold a valid teacher certification, also SPED-ESL-G/T certification (One of those) and, demonstrate the ability to follow through will state guidelines regarding Special Education, ESL, and G/T programs. Also 30 hours Gifted and Talented training. After each training, teachers will be required to anonymously fill out a survey on the training. All surveys will be sent to the Professional Development Committee for analysis and evaluation. School calendar, daily schedule, and staffing structure to promote the professional Teacher will have daily 45 minutes planning period. The school calendar, daily schedule a staffing structure will help facilitate time to
conduct observations and promote the professional growth of teachers. School Calendar: The first 10-days of the school calendar will be devoted for professional development.

4 Days--New Teacher Induction
2 Days--New and Returning Teacher Professional Development
2 Days- Campus Professional Development
2 Days Classroom Preparations

At the end of each quarter, there will be a day devoted to professional development. This time can be used to look at data, assess student-centered goals, and learn new teaching strategies. If a principal or assistant principal notices there is a pattern from walkthrough data, it could be addressed with strategies for growth. This time could also be used to complete any state-mandated training for upcoming education events (state testing, TELPAS, etc.)

August- New teacher induction training
Return teacher professional development

October
Review of best practice PLC Meeting
Data

November
Review of best practice for Teach Like a Champion PLC Meeting
Blended Learning Goals for Individual Students
January
Second-semester goals
PLC Meeting Review
First Semester Data and Plan interventions for Second Semester
TELPS Training

March
Develop STAAR plan 3-11
STAAR Training
Campus Daily/Weekly Scheduling and Staffing Structure
On each campus, there will be one day a week without tutoring or after school activities so each campus can schedule a time for job-embedded PD meetings: staff meetings, PLC meetings, and micro-credentials. These activities will alternate weekly. The week before the end of the grading period, there will be no meetings except for quarterly teacher/assistant principal meetings to discuss walkthrough data and teacher goals and PLC meetings. Staffing Structure

Teachers’ schedules will be arranged, so grade levels or content area teachers share the same off period. This will allow for PLC meetings to happen during school hours and collaboration amongst teachers of common content. Coaching will also be available to step into a classroom if a teacher needs to observe another classroom. Process for evaluating teachers, and the frequency of evaluation

Evaluation Process
Royal will use the T-TESS model and process for evaluating teachers. Teachers will be evaluated at least twice a year. Components of each of the domains will be selected and weighted for evaluation. New teachers will receive training on this model during new teacher training and throughout the year in coaching meetings. Assistant principals will also set goals based around the T-TESS model with teachers in their quarterly meetings to discuss walkthrough data. Teachers’ formal observation will occur at least twice during the year. One announced observation in the fall and one unannounced observation in the spring. Principals and assistant principals will meet with teachers before their formal observation to set and review goals. There will be another meeting after the formal observation to recap and discuss areas of teacher success and growth. Instructional coaches will be trained to complete mock observations for any teacher that requests and for new teachers. These mock observations will serve as a growth opportunity for teachers and an objective look at their classroom before their formal observation. Coaches will support teachers after their observations with any professional growth goals teachers have.

Instruments and Protocols: Walkthroughs
Principals and assistant principals will also complete walkthroughs in classrooms. The walkthrough will cover the same domains as the T-TESS Evaluation Model and serve quick snapshots of classroom environments and provide data for teacher growth and analysis for future professional development. Each principal and assistant principal will complete a walkthrough on each teacher every day.

Instruments and Protocols: Calibrating, Collaborating, and Coaching Cycle (CCCCs)

Another instrument in the evaluation system will be Calibrating, Collaborating, and Coaching Cycle or CCCCCs. These rounds will not go into an official walkthrough form but rather a database. These rounds will be used to help principals and assistant principals address campus-wide needs at professional
development and give teachers specific areas of growth based on data collected over a period of time. This data will include: 1) Protocols and Procedures in place, 2) Student Friendly Learning standards/Objectives and ELPS on the board, 3) Closing task included, 4) Instructional Setting and Environment is appropriate for instruction, 5) Teacher in Power Zone, 6) Small Group Purposeful Talk, 7) Student Engagement Percent and Rigor, 8) Following Daily Schedule, 9) Royal Block implementation, 10) Lesson Plans & Scope and Sequence

Administrators and academic coaches will conduct quick CCC rounds to collect frequent, meaningful and purposeful feedback. This would allow administrators to provide information on the importance of students talking about academics in a controlled environment. Teachers could then brainstorm/plan ways to incorporate academic conversations into their class. Instructional coaches could also follow up with a TLAC and Fundamental 5 strategy on turning and talking. Administrators’ goal would be 3 CCCRs on each teacher every day. This will also provide for the principal and assistant principals to be a familiar face in the classroom and how they are there for the growth of every teacher by having a solid understanding of what is happening in every classroom on campus. (01) Education Week Dec. 2018 (02) Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010 (03) Pirtle & Tobia 2014 (04) https://bloomboard.com/
1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.

3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening? Parental Engagement Parental involvement plays an important role in students’ academic success and will, therefore, be essential to the success of our school (#01). Parents members will have opportunities to involve in daily school activities. Engaging parents from the moment the application is approved through the opening of the school will involve several initiatives. We will interact with local community in-person and via social media which will play a vital role in advertising upcoming school events. This will also spur curiosity among families who are looking for better education options for their children that include structure and rigor with a focus on college, career, and STEM. To support parent involvement, we will communicate with parents in the language spoken in the home. Royal will hold multiple community-based events to create engagement with the targeted community. Specifically, to create positive branding among the community, Royal will hire a local community outreach specialist. The specialist will arrange and participate in the events to be held at local meetings and events, local libraries, and neighborhood gatherings. In addition to open house meetings, there will be flyers printed, mailed to and posted at local daycares, YMCA centers, pediatrician offices, local churches, childcare centers, and other places that serve parents and children. If approved, we will hire a principal, a counselor and two teachers to start meeting targeted area parents to create public awareness about Royal Public Schools. The principal, counselor and two core subject teachers who will spearhead community events and student enrollments process. The principal and these team members will canvas neighborhoods and conduct home visits for applications that have been accepted to the Royal. Based on these several activities Royal will gather and utilize the data according to the Deming cycle to improve enrollment and attainment efforts. Strategies to Engage Parent Specific strategies will be employed to engage parents as equal partners to promote a student’s academic achievement. Royal will employ research-based activities
that will improve school parent partnerships and student academic achievement. Those research-based activities are: 1) Conducting workshops during daytime or after school hours for parents on content-based skills (e.g., math, reading) and expectations for children; 2) Conduct similar workshops for parents in the evening and on weekends; 3) Give families information on how to contact the teacher at the school; 4) Issue certificates for students to take home that recognize mastery of new skills; 5) Schedule individual conferences with parents of students who are failing or are at risk of failing; 6) Inform parents of a student’s progress and problems on report cards; 7) Offer digital media on content skills (e.g., math, reading) that families can view at school or at home; 8) Invite parents and the community to assemblies for student awards for academic excellence and improvement; 10) Request parent or community volunteers to tutor students; 11) Assign students homework that requires them to show and discuss skills with a family member; 12) Offer parents or students game packets or lending-library activities to use at home; 13) Offer students and families content-based activities on Saturdays; and 14) Organize presentations for students on how different content areas (e.g., math, reading) are used by business, government, and industry (#02). Additional Work to Involve Parents in School Life

Royal will build family-school partnerships that will help students stay engaged and have a love of learning. Royal will utilize some of the best practices for parent involvement in schools. These are: 1) Create a welcoming school climate; 2) Provide families information related to child development and creating supportive learning environments; 3) Establish effective school-to-home and home-to-school communications; 4) Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community; 5) Engage families in school planning, leadership and meaningful volunteer opportunities; 6) Connect students and families to community resources that strengthen and support students’ learning and well-being (#02).

As discussed above the Royal will create events that spark academic interest and learning for parents and students. Additionally, Royal will have a parent-teacher organization (PTO) governing board at each campus to meet the needs of the students and teachers with extracurricular activities that enrich their academic journey. The parent-teacher organization will consist of a PTO president, vice president, treasurer, and other officers and volunteers that will work with the campus principal and staff to meet the needs of the campus and the students. We will ask our parents to be a volunteer in your child’s class or the school library. Also, they can make food for a school event, or they can attend "parents' night" activities or their child’s performances. In addition to those events, they can also be part of the Campus Improvement Plan meetings to voice their priorities, expectations, and plans with the school improvement committee. Royal will also create MOUs with various local organizations to enrich students’ lives. Community outreach will be vital to creating these relationships as they will consist of community libraries, companies with STEM workforce, and some governmental programs like ARMY Education Outreach Programs to encourage students. Available Community Resources

There are limited resources for families in our targeted neighborhoods regarding educational facilities. However, with the help of our board members’ relationships with various local and national organizations, we plan to engage with multiple non-profit organizations to help our families and students. Some of these organizations are Hope Medical Clinique, TEACH, DePelcin Children Center in Houston and Austin, Thinkery Center, G.R.E.A.T Program, Boys & Girls Club of America, INROADS, Girls and Boy Scout of America. Additionally, to meet the health needs of students and families, TEA has listed several organizations that can assist families. Royal will be working with several outside organizations to help give a better quality of life to families.
These organizations are; Building Blocks for a Healthy Future, Center for Disease Control (CDC) Parent, Family First, Youth Health, Kids Health, Parent Further, Partners Resource Network, Practical Parent Education, and The Parent Institute (#03). Lastly, Royal will also have a parent education program open to all parents with language translations available upon request. Royal will also connect with a state representative, city official, other government agencies to determine available resources for our parents and students. References: (#01): Factors Affecting Parental Involvement in Education by J. Jafarov, 2015 Khazar Journal of Humanities and Social Sciences(02): Effective Strategies for Engaging Parents in Students’ Learning to Support Achievement https://usm.maine.edu/sites/default/files/cepare/Effective_Strategies_for_Engaging_Parents_in_students_Learning_to_Support_Achievement.pdf(03): Sample Best Practices for Parent Involvement in Schoolshttp://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools(04): https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School

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<th>Evaluation Criteria-Parent Engagement</th>
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<td>A strong response will:</td>
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<tr>
<td>✓ Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;</td>
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<tr>
<td>✓ Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and</td>
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<tr>
<td>✓ Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.</td>
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EDUCATION PLAN

A DAY IN THE LIFE

1. Provide a description of an average school day for Madison, a student enrolled in the proposed school in its first year of operation. Provide allotted time, time of day, name, and description of each program/activity that guide Madison's school day and describe how this experience sets itself apart from the average school day at another school in the surrounding area. Additionally, provide a description of how the school day might look different for each of the following students:

   a. Steven, a student with an identified learning disability; and
   b. Maria, a newly arrived English language learner.

Narrative Response:

Evaluation Criteria-A Day in the Life

A strong response will:

- Provide a clear sequence of events throughout each student's school day;
- Establish clear and reasonable support for each student's experience, instruction, and/or accommodations;
- Provide an evidence base for the proposed approach with research, theory, and/or experience; and
- Cite specific individual(s) and/or position(s) that will facilitate each proposed school day activity.

A Day in the Life of Madison

The line bell rings at 7:43 am, and I walk to the door with a smile. “Good morning class!” can be heard from the hallway as my teacher reminds us to come in quietly. I drop my folder in the basket, I move my owl name to “here” on our chart, and sit at my desk ready to start my day with three sharpened pencils on my desk. I hear the pledge of allegiance, a moment of silence and announcements come on as I begin my day at Royal. My teacher invites us to meet at the carpet for our morning meeting with my class. After the morning meeting, I go back to my desk when my table is called to get ready for number talks and math fluency. When I hear my teacher say, “pick up your pencils,” I begin practicing my math fluency for the day at 8:05. Next, with prompts from my teacher, we transition to reading fluency at 8:15. Our ELA block begins right after from 8:25 am to 10:00 am. Our teacher gives a lesson, then we spend some time to work on our individualized learning plans, in a small group with our teacher, or on technology. Some of my classmates leave to go and work with the interventionist. To begin our ELA block, the objective and TEK are clearly displayed on the board. This tells us what we are going to be learning about for the day. Our teacher tells us we are going to popcorn read. “Loud and proud, point and read.” One classmate reads and then they choose another person to read. My teacher pauses us as we are reading to make connections and cover the topic we are
teaching that week. My teacher calls out “Owls say,” the class says, “hoot hoot”. “Owls say,” “hoot hoot.” The class turns their chairs to the board to begin our new lesson. We cover or reteach the TEK for the day. “This week we are learning about Text Features.” The class repeats back to the teacher what we are learning for that day, “Text Features.” My teacher gives us a reminder of expectations and some classmates get specific feedback on what they are doing to contribute to the class. Our teacher does some quick checks for understanding throughout the lesson, and everyone has an opportunity to share their knowledge. Our teacher gives us specific directions on the assignment we need to complete to show our understanding of the concept that was taught in the lesson. Our teacher gives us the cue to clear off our desks, put work that is not finished in our green folders, push in our chairs, and say step 1. “Step 1.” It is now time for the individualized learning plans and small groups part of the ELA block. A few of our classmates leave for a pull out to work with the interventionist. A classmate stands to the front and says the station groups out loud to the class. “Step 2” The students walk to their station they are supposed to be at. “Step 3.” My classmates and I begin working on our assigned activities, while our teacher works with a small group. At 10:00 am, we transition to our math block. We are directed to clean up and transition to our math groups. Our teacher begins with our math lesson and then we break up into small groups for individualized learning, a small group with our teacher and some students leave to work with the interventionist. During our math block, we work on skills and concepts that we need more practice on, and we have the opportunity to work on concepts at our level. At the end of the math block, we clean up to get ready for lunch. At the end of lunch, we go outside for a structured recess. There are organized games and activities for us to participate in. After recess, we come back inside for our science lesson and social studies lesson. We stop off to take a water/bathroom break before returning to our classroom. Our teacher introduces the concept we will be learning about for the day and encourages us to share any knowledge that we have with the class. We have an opportunity to turn and talk with a partner to discuss what we know about the concept. We are able to do a hands-on/interactive activity to further engage in the concept we are learning about. At the end of the lessons, our teacher gives us an exit ticket to check our understanding of what we are learning about before we line up for specials. Our teacher picks a classmate to be a leader and say our chant. “1 and 2, listen and do. 3 and 4, face the door. five and six fingers on lips.” Before we walk out the door, our teacher reminds us, “Once we enter this hallway you are official.” Off we go to our specials with the word “Role Models” echoing in our heads as we have shouted it out as a class. Reminders in the hallways as we walk, “2 fingers up, quick feet” and sometimes a “Where’s your place in the line, remember to be a role model,” could be heard while we walk in the halls. The Specials teacher of the day greets our class at the door with a smile welcoming us to their class. Our teacher picks us up from our specials class, at 2:45 pm we begin reading to success time. Everyone reads their book at their independent reading level until 3:05 pm when we pack up ready for dismissal. The bell rings at 3:05 pm and our teacher walks us out for dismissal. A Day in the Life of Steven-Identified with a Learning Disability I hear the bell ring promptly at 7:43 am, which indicates it is time for me to walk into my classroom, ready to begin another day at Royal. I hang up my backpack, place my lunchbox on the shelf above and take my folder into the classroom. I am greeted with a smile and a “Good morning, Steven!” from my teacher. As I am saying hi to my friends, I hear from behind me; the special education teacher greets me with a smile and “Good morning, Steven! How was your evening?” It was good, I respond. The special education teacher lets me know that she will back later in the morning to help me in class with reading. I sit down at my desk and hear the
announcements come on over the speaker. My teacher prompts us to stand for the pledge of allegiance followed by a moment of silence. The conclusion of the announcements indicates that I can sit back in my seat and get ready for our class morning meeting. My teacher calls us to the table by table to sit on the rug and asks us to bring a voice volume down to a level 0. During the morning meeting, we participate in a class greeting followed by an activity. Morning meeting is a time for our class to focus on social-emotional learning and discuss ways to be productive members in the classroom. At 8:05, we begin math fluency after transitioning back to our seats. We practice math fluency every day. It is part of the daily routine in our class. My teacher gives us the cue to pick up our pencils and begin working on math fluency. I am allowed extra time to complete my math fluency sheet, so my teacher gives me a signal when it is time for me to pause. After math fluency, we begin reading fluency — these both last 10 minutes, which is like a warm-up for our brains before we begin the ELA block. At 8:25 am, our teacher prepares us to begin the ELA block by getting our materials ready for reading and writing. At this time, my special education teacher comes into class to work with me. My teacher states the objective for the day, which is clearly written on the board and clarifies any questions. My special education teacher answers any other questions that I may have and ensures that I understand the directions during the lesson. During the lesson, I have the opportunity to talk with my peers about what we are learning and respond to questions posed by my teacher. My teacher always makes sure that everyone has an opportunity to participate in class and my teacher does not let anyone get by without attempting to give a response. At the end of the lesson, our teacher explains the assignment we will complete. The teacher also gives us a visual of what the expected outcome at the completion of the assignment. It helps me when my teacher gives us a visual because it is difficult for me to listen and process verbal directions. It is time for us to work in small groups, independently or on technology. I work in a small group with my special education teacher, while my teacher works with another small group. Some of my classmates are working independently, while others are on technology. Everyone in class has a task and is purposefully working toward the completion of our given task. At 9:50 am, I hear my teacher say, “10 minutes left in our ELA block.” This is my signal that I need to start finishing up my assignment and indicates that we will be transitioning to the math block. I can start preparing to work on math instead of reading and writing. My special education teacher checks in with me to see my progress and let me know that she will back to pick me up for my math resource time. I begin cleaning up my materials and look around the classroom to see what everyone else is doing. This allows me to assess if I am on track with the rest of the class. At 10:00 am sharp, my teacher gives us the cue that we are going to begin our math block. I am ready for math time, where I stay for the lesson and then my special education teacher comes to pick me up for math resource. During the math lesson, I am provided with a multiplication chart and math manipulatives to help me understand the concept being taught. My teacher reminds me to take out my materials, but I remember that I need these when we do math in class. As the teacher is introducing the math concept, she circulates around the room and does frequent check-ins with me to ensure that I am understanding. This allows me the opportunity for individualized assistance and to ask clarifying questions. At the end of the math lesson, my special education teacher shows up at the door to pick me up for math resource. I clean up my materials and meet her at the door. We walk to the resource room together to begin my math lesson. During this time, I work on specific math skills that I have difficulty with, and I get individualized assistance. When I have finished my lesson with the special education teacher, I am dismissed and head back to my classroom to get ready for lunch. I walk back into my classroom, and my
class is cleaning up and lining up for lunch. I join the line with my lunch box, and my
teacher sings our hallway song to remind us of the expectations when we walk in the
hallway. Everyone is facing forward; voices are at level 0 and hands are by our sides. Our
teacher drops us off at 11:00 am in the cafeteria and leaves us with the lunch monitors.
During lunch, we are allowed to talk to our peers as we eat. After lunch is over, we go
outside for a structured recess. There are recess monitors who organize games and
activities for us to participate in. We get to rotate around the various games and activities,
so everyone gets an opportunity to try each one. At exactly 12:30 pm, our teacher picks us
up to go back inside for science and social studies. Once back inside the classroom, our
teacher begins our science lesson, followed by our social studies lesson. During this time,
we participate in hands-on activities while working in cooperative groups. Each group
member has a defined role to allow appropriate participation from everyone. I enjoy
science and social studies lessons because I learn best with visuals and when I can
experience what we are learning about in various ways. At 2:00 pm, we head to the
specials class for the day. When we come back from specials, we sit down and begin
reading to success. At this time, everyone in the class, including my teacher sits and reads
a book at their own independent level. At the conclusion of reading to success, we pack up
table by table and line up for dismissal. Our teacher lets us know that she is looking
forward to seeing us tomorrow before we head home with our parents. A Day in the Life of
Maria-English Language LearnerAs I arrive at the back of the school, I see that there is a
familiar face ready to open my door as I have my backpack in hand. I unbuckle my
seatbelt, and I walk towards the school and up the stairs to be greeted by a teacher. As I
make my way into the hallways, I see children taking out their folder and binders. As I
wait for my teacher to tell my peers and me that it is time to unpack and be ready for
school I take the time to visit with a friend next to me. I ask them what they did the night
before, their response is always, “I played video games!” At 7:43 am my teacher peeks her
head out to tell us that it is time to unpack and get our binders out and ready for class. I
then am greeted with a kind and friendly smile. I really like when my teacher calls me by
the name and says “Buenos días María”! There is something special about when I hear my
name pronounced correctly! Today the teacher decided to do something out the ordinary
and gave me a high five instead of a handshake. That is different and unexpected! I can
appreciate her being different and spontaneous. As I settle into my space, I place my
binder on my desk and get a sharpened pencil to write down my content objectives off the
board and into my agenda. I like this special touch in the morning because it helps me
wrap my mind around what the goal for the day is. It helps me mentally prepare for the
learning that is going to take place for the day ahead as I put the finishing touches of the
objectives down in my planner. I take a look at the agenda on the right-hand side of the
board. Having the agenda, I can anticipate what is coming next. Oh yes! I enjoy working on
number talks and math fluency. They are a challenge all right especially if you have two
languages happening in your head at once. I look up at the board and notice that it is time
for our reading/comprehension lesson. Reading is what happens the first two blocks of
the day, I take out my pencil and work through the reading passage as the teacher helps
guide us through the passage pointing out details to annotate while we are reading. This is
a strategy that she stated would help support and help me as I am reading through a
passage. Practicing this strategy will help me with reading comprehension. As the teacher
winds down the reading objective, I raise my hand to seek clarification of a word that I did
not quite understand. The teacher encourages me to look it up in the dictionary. We have
dictionaries available in the room. I go to the shelf with the dictionary on it and look up
my word; it was a bit intimidating at first. As I turned the pages, I noticed the guide words
at the top would help me identify the alphabet a little quicker. I get to my word and found out the meaning of my word. The dictionary is a great resource to look up word meanings. I think to myself I wonder if I can use it on the test? As I head back to my desk, the teacher tells me it is time for the small group, individualized learning and software time. I help make the next transition to go with my small group ESL teacher. She praises our work and specific behaviors. I always enjoy having time to take and discuss with my peers when I work in her classroom. It is not the easiest but the time in her class is exactly what I need. In her class, I learn that there are 50 states in the United States and how each state as something important the state is known for. I especially like when she allows us to read aloud and highlight the important parts that the author wants us to remember. My class time with her goes by so fast I do not mind staying extra. She makes us work and does not allow any shortcuts. She also encourages us by saying this will help you when you go to college. When I return to class, I see that the pages are full of two digits, by three-digit multiplication facts! Yay Math! Then I take a deep breath and a sigh of relief, because math is my favorite subject, not because it comes a bit easier for me but because I can use pictures and manipulatives to help me demonstrate the math objective. I take out my math journal and use my interactive notebook to help guide me through this particular type of problems. The more I practice these types of problems, the easier they become. I know I am going to rock the STAAR in Math! There is no stopping me now! I work through each problem using my UPSE strategy and Interactive notebook. I hope that it is a possibility to use the supplemental aids on tests because they would help me pass. If she sees me using them consistently, maybe I would be permitted to use them. As I work on the last problem, I hear my teacher tell the class that we have 1 minute left to finish up or it will be for homework. Yes, I am on the last problem and about done, no homework for me other than reading tonight! As I finish up, I put away my pencil and turn in my math work into the math turn in the box so it can be graded. I then put my pencil away and get my lunch sack from my backpack to get ready for lunch. I look forward to lunchtime, so my brain can have a break from working so hard. While I walk in the hallway with my classroom, I see all the coats and backpacks hanging on each hook. I also take time to admire the bulletin boards outside each classroom. Some of the boards have some powerful words written on them and amazing complete sentences that were used in their writing selections! I cannot wait until my writing looks like that soon. I know if I practice a bit more I can begin to see the importance of putting my thoughts down on paper. As I arrive at the lunch room, my class joins the other classes already sitting down at their tables. I sit down in my assigned seat and look forward to the time I have with my peers eating and visiting with them prior to going out to recess. I eat and visit with my classmates and admire what they have brought to eat. Eating is so important to me because it will allow my brain to function properly for the rest of the day. I hear the cafeteria monitor state that I have five more minutes, and it is time to clean up. I cannot wait to clean up because that means we get to go outside for recess. I like recess because it allows me time to socialize with other students that I cannot socialize with during the other parts of the day. While I am at recess, I look for my new friends that I visit with the day before. It is so great to be outside to get some fresh air and move my body for a little bit. Like my regular classes, our recess time is structured too. The students are there waiting for me to come so we can all play together. I like how the students accept me into their group. They are so nice to let me choose where I want to play each day. I look forward to seeing and playing with my new friends outside at recess. It seems that I just was outside for a few minutes when I hear the teacher call out to us for the class to line up to go inside. I start moving the line back into the building where I put away my lunch sack.
and get back in line to get ready for STEM class. I like STEM class because we get to do hands-on science activities to learn about the different ways to build things. STEM allows us to be creative and plan before we build. I get to see examples of what the project will look like through videos and pictures that the STEM teacher shares with us. As I work, I hear the STEM teacher tell the class that it is time to clean up. It makes me sad because the class goes by really fast! After the STEM class, we have a daily 20 min reading time. We called reading to success. Everyone reads their book at their independent reading level until the dismissal time. The day went by so fast that I look forward to coming back tomorrow. I wonder what the day will bring. As I go back into the classroom, my teacher tells me that I am a car rider and that my dismissal number is up already. I walk outside where I am greeted once again by a teacher and directed to the car line. Once there I am told which cone to line up at. I see my mother's car, and I wait to load myself in and buckle myself in. I greet my mother and let her know about my day on our drive home. I also tell her about my new friends that I met at recess. Today was one of my best days at school; I cannot wait to come back tomorrow!
FINANCE/OPERATIONS/GOVERNANCE PLANS

OUTREACH AND PUBLIC MEETINGS

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. **NOTE:** Applicants must prepare a Meeting Question Protocol for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.

2. Discuss specific outreach strategies that were or will be taken. Include:
   a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
   b. Selection process/rationale for all strategies used for community outreach/advertisement; and
   c. Considerations for any barriers to engagement for parents and families.

3. List and describe all public meetings held to date. **NOTE:** 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 one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed HERE) if proposing to open more than one campus. Include:
   a. Date and location of each meeting;
   b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
   c. Outreach efforts to promote each meeting; and
   d. Board Member(s) in attendance at each meeting.

4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

OUTREACH AND PUBLIC MEETINGS
Royal board and development team members understand that effective outreach and community engagement efforts are critical for the development of a successful school. We believe that the survival of the school depends on engaging the community in a meaningful way. The entire board and several members of the development team have been actively participating community members in Austin and Houston. Our outreach and public support campaigned officially begin in July 2018. We have conducted 4 official meetings in Austin and Houston since we propose to open schools in these two cities. Date of these meetings were December 13, and 15, 2018 in Houston and December 15 and 19, 2018 in Austin (See attachment FOG 3). All of these dates, time and locations were published at Austin Statesman and Houston Chronicle. These meetings were held at local libraries and community centers within a 3-mile radius. A number of attendees for these meetings ranged from 7 people to 34 people. We verbally confirmed that all of the attendees were living within less than a 5-mile radius.
Board members Dr. Ken Pascal, Nancy J. Li, and Benjamin Warren attended these meetings along with lead founder Dr. Soner Tarim. In addition to the local newspaper, we prepared posters and flyers and used our website and twitter to advertise these meetings (Attachment FOG-3). We handed out flyers at local grocery stores and convenient stores. We also informed local multi-unit apartment managers and left flyers with them informing our meetings dates and times. We used the following protocol and procedure to conduct these meetings: 1) Welcome and introduction 2) Who are we? Introduction to Board and Development Team Members 3) Why Royal? Our Mission and Vision 4) What do we offer? 5) Educational Programs, Innovative approaches, and Building Blocks of Royal 6) Questions, Answers & Dismissal. After the introduction, we show a power point presentation showing our proposed program. We always receive plenty of questions. Based on our discussion with the participant, we found out that none of our participants read the legal notices. Many of them heard the meeting from a friend or flyers that were posted at local apartment offices. We believe that until a certain time, the best way of reaching out parents in these neighborhoods is to be visible in local grocery stores, community centers, churches. Once we establish a connection, communicating via social media specifically school website and Facebook is a way to communicate these potential parents. Upon approval, the development team will oversee the creation of a variety of advertisement techniques and preparation of materials (English and Spanish) for promoting the school. These include 1) One-pager describing the school, 2) Brochures, 3) Postcards, 4) Website, 5) Poster and banners, and 6) Social Media (Facebook, Instagram). Printed and electronic versions of these materials will facilitate ease of use and consistency of message across all media. Additionally, the Royal will utilize bulletin boards, mass mailings, and open house meetings at our proposed school, local churches, and community centers throughout the targeted zones. The process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. There are several barriers for us and parents to attend our meetings. These barriers are dates and time the meetings, afternoon traffic, not having onsite childcare, and food. If approved, we will work local philanthropists (negotiations underway—see financial support letter from KLE) to allocate funding to provide on-site childcare and provide afternoon snack (ex. Pizza) to attendees. We also plan to have frequent meetings at the different time of the day to minimize barriers for our future parents. In addition to public meetings, Royal Board members conducted intense outreach efforts to gather community supports including future cooperation and financial commitments. Some of these community members and organizations are; Former SBOE Member and Ambassador Chase Untermeyer, State Representative Gene Wu, Eric Harslem, John Fitzpatrick, Sheriff Ed Gonzalez, Dr. Bernard Harris, Kenneth Li, Laurie Bricker, Dr. Richard Ludwick, Kelly Zuniga, Dr. Carolyn Nichol, Stephen Klineberg, Collen Dippel, Bill Boyer, William Harris, Steve Le, Sunil Sharma, Terri Cook, Bob Sanborn, Gary Eaton, Charles Foster, and Dona Cole. Organizations; National Math and Science Initiatives, Southwest Management District, St. Thomas University, Holocaust Museum Houston, Rice Office of STEM Engagement Center, Kinder Institute/Rice University, Families Empowered, KIPP Houston, NASA Houston Space Center, Fort Bend Legacy Foundation, La Porte ISD, and Art Institute Houston. The following SBOE members were informed or communicated with one or more Royal team members; Chair Donna Bahorich, David Bradley, Mark Robinson, Lawrence Allen, Ruben Cortez, Barbara Cargill, and Ken Mercer.

Attachment(s):
### Evaluation Criteria-Outreach and Public Meetings

A strong response will:

- Discuss method(s) of outreach used to engage potential students, parents, and families implementing robust and/or innovative strategies;
- Present a clear rationale for all strategies used for community outreach and/or advertising;
- Demonstrate significant Board involvement with the planning and implementation of outreach activities;
- Present evidence that the majority of attendees at public meetings reside within five miles of the public meetings; and
- Describe outreach to both Texas State Board of Education Representatives and elected officials.
**FINANCE/OPERATIONS/GOVERNANCE PLANS**

**CAMPUS REQUEST AND GROWTH PLAN**

<table>
<thead>
<tr>
<th>Applicant proposes to open ONE campus by Year 5?</th>
<th>Yes ☐ No ☒</th>
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<tr>
<td>Applicant proposes to open MULTIPLE campus by Year 5?</td>
<td>Yes ☒ No ☐</td>
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1. If requesting more than one campus, 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.

2. Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

**Evaluation Criteria-Campus Request and Growth Plan**

A strong response will:

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

**Step-by-Step Process Determining Campus Growth**

Royal Public Schools is proposing to establish a network of innovative public charter schools in Austin and Houston. Our goal is to establish a cluster of successful public charter schools of choice in neighborhoods where there are multiple failing schools. Founding group carefully examined the student enrollment and demographics and created a list of schools. In each of these cities, we have identified several neighborhoods that matched our goal. We have spoken local community leaders to understand the need and status of these failing schools. We also obtained the charter schools waitlist numbers from Families Empowered and TTM Analytics LLC to understand the demand. Additionally, we searched these neighborhoods for available lands or buildings large enough to build a school. As a result, we identified two primary zones in Austin and Houston (Exhibit-A: Failing Schools). To create long-lasting and measurable impact, we propose to establish feeder patterns of two elementary, one middle, and one high school to each of these cities. These four campuses will form a cluster. Maximum enrollment numbers at elementary (2), middle, and high schools will be 576, 576, and 600, respectively. In our first year, we propose to begin with a total of 288 students in grades K-2 in both cities. We will gradually increase grade levels...
and enrollment that will allow teachers and school administrators to implement proposed programs to produce positive outcomes. At scale, each cluster will serve nearly 2,328 students. The cluster size and enrollment numbers in each school are determined by an ideal high school size of 600 students. Our experience and a national research study done by Dr. Valerie E. Lee (University of Michigan) indicate that the most effective high schools have 600 to 900 students. This size student population is large enough to offer a robust curriculum with many electives, AP and dual credit courses while being financially viable. The pace of our growth will be determined by the following factors; a) Student waitlist numbers, 2) Community support, c) Our financial status and philanthropic support, d) Available and affordable facility or land, and e) Talent pipeline. So far, all of the above factors are in place except the facility. In Austin, we identified Northeast Austin where Burnett Middle School is located (Exhibit-A). Burnett Middle School rated academically unacceptable by TEA in the last several years. According to TEA accountability ratings and Children At-Risk Report (#01), there are six failing schools within a 3-mile radius of Burnett (Exhibit-A). According to a most recent report by Charter Enrollment & Demand (by TTM Analytics-#02), there are more than 24,500 students enrolled in Austin charter schools and another almost 13,000 students are on waitlists. As part of the study, a second heat-map for Austin was displayed in Exhibit-A. The lead researcher of this report indicated that the majority of these waitlist students reside in our target zone (also see Austin Heat-map in Exhibit-A). Due to the lack of quality public school choice in the area, charter schools continue to grow in Austin. In Travis County, 12% of all public school students are enrolled in charters. However, there is still plenty of growth for choice in Austin specifically in the proposed area that is shown by the waitlist (Exhibit-A). In Houston, we identified the southwest region where Sneed Elementary is located (Exhibit-A). Sneed Elementary is an Alief ISD school, and it also borders to Houston ISD’s failing schools. Sneed Elementary is rated academically unacceptable by TEA. According to TEA accountability ratings and Children At-Risk Report (#01), there are 6 failing schools within a 4-mile radius of Sneed Elementary (Exhibit-A). Similarly, our target district, Alief ISD, population quadrupled between 1970 and 1985. Over the past two decades, Alief ISD has built 32 new campuses and facilities to meet the needs of more than 46,000 students (#06). Due to this fast growth, Alief ISD also has challenges to meet growing demand and maintain academic performance (#07). According to the 2015 Census Bureau, approximately two million children live in the greater Houston area. Of those two million, nearly 1.2 million enrolled in K through 12 grades in Region 4 ESC, and nearly 60% of these children are economically disadvantaged. Because of this significant increase in low-income families, districts have been struggling academically and socially to respond to the need of disadvantaged students. Based on available data, we believe that there is a need for a high-quality charter school option these target areas. There is a very limited number of schools in these areas that offer a comprehensive college preparatory program emphasizing PBL STEM plus Reading, Art, and SEL. Royal will strive to play a significant role in satisfying this need. Royal will be a driving force for STREAMS among low-income, minority, and underserved populations. Royal will offer a high-quality program to meet and exceed the need of those targeted communities in Austin and Houston in terms of high academic proficiencies, graduation rates, and college readiness. Initial Primary Campus Development Royal Board members and lead developer, Dr. Soner Tarim, have decades of experience in the establishment and replication of new businesses as well as the incubation and replication of more than 50 charter schools in Texas. Primarily, Dr. Soner Tarim along with board members, Mr. Benjamin Warren, Mrs. Nancy J. Li-Tarim, and Dr. Kenneth C. Pascal, played an important role in the decision making
process regarding the growth plan (number of campuses, campus and class size). This development team have been working with experienced a commercial real estate company (Berkshire Hathaway) in Houston and Austin. We are also in communication with state representative and city council members who represent these target zones. Specifically, in Houston, Chairman of Southwest Management District, Kenneth Li (see support letter) and City Council member Steve Le offered their support to identify a suitable school facility. In Austin, we are working with KLE foundation Chair Eric Harslem to identify a site in our targeted zone. If approved, KLE is willing to support our proposed campus financially (see attached letter of support). References:

(#01): (https://texasschoolguide.org) by Children-At-Risk
(#02): Charter Enrollment & Demand: An Analysis of Austin-Area Charter School Waitlist & Enrollment by TTM Analytics, LLC; January 2019
Has the applicant identified a specific location for at least one campus in Year 1?

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FINANCE/OPERATIONS/GOVERNANCE PLANS

**CAMPUS FACILITY IDENTIFIED**

**THIS SECTION IS ONLY TO BE COMPLETED** if you indicated “yes” above to indicate that you have already identified a specific facility. 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, do not complete and proceed to the next section.**

*Physical Address of Facility:* Click or tap here to enter text.

**Does the applicant intend to lease or purchase the property?**

- Currently Own ☐
- Lease ☐
- Purchase ☒

**Has the building been issued a certificate of occupancy for educational use?**

- Yes ☐
- No ☒

1. Describe the process used to identify and select the proposed facility. Identify individuals/organizations that had a significant role in the selection and/or procurement process.

2. Describe the facility and community and how they will be ideal 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). **NOTE: 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.**

3. Detail the proposed acquisition process to account for any lease or purchase agreements. Include projected acquisition timeline(s) and associate cost(s) and fee(s). If leasing, provide evidence that the applicant will be within the 2nd or 3rd degree of consanguinity or affinity to the lessor.

**Narrative Response:**

Click or tap here to enter text.
Evaluation Criteria-Campus Facility Identified

A strong response will:

✓ Provide a clear description of the facility and explain how it will be an ideal setting to serve the needs of the target population;
✓ Describe how the facility aligns to the mission, vision, educational model, and enrollment growth and rollout;
✓ Describes a clear process that was used to identify and select the proposed facility, including market research, factors/considerations, timelines, relevant individuals/organizations that had a significant role in the process;
✓ Provide a specific 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, including timeline(s), costs(s), and fee(s); and
✓ Present budget costs and financing arrangements that are congruent with the financial workbook.
FINANCE/OPERATIONS/GOVERNANCE PLANS

CAMPUS FACILITY NOT IDENTIFIED

<table>
<thead>
<tr>
<th>Does the applicant intend to lease or purchase a property?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lease ☒ Purchase ☐</td>
</tr>
</tbody>
</table>

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

2. Describe the process for identifying and securing a facility. Include:
   a. Results from market research and analysis;
   b. Plans for modification, building, and/or renovation including any work with a Charter Support/Development Company for facility build-out, modification, renovation, etc.;
   c. Time lines;
   d. Financing; and
   e. Relevant individuals/organizations that will have a significant role in the selection and/or procurement process.

3. If any, detail all anticipated 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). **NOTE: 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 Response:

Desired Facility: Our desired facility size for an elementary school is approximately 43,200 square-foot based on 75 sf space per student. Since we will start 288 students in our first year, we need to rent approximately 25,000 sf space. Eventually, remodel and grow to full size. At capacity, the desired facility shall have the following spaces to meet our need in order to implement our mission and educational programs; - Classrooms (24 regular, 2 Special Ed., 2 ESL, 1 Art, 1 Music, 1 STEM, 2 Science). We also need 4 administrative offices, 4 small meeting spaces for individual instruction and/or counseling, 1 Large Cafeteria, 1 Gym, 1 Nurse Office, 1 Library, 1 Teacher breakroom, 1 large reception area, 4 restrooms (Students and faculty), 2 storage rooms, 1 Warm-up kitchen, and outdoor playground areas. This space configuration is ideal to implement our project-based learning and STREAMS-360 program. The process of identifying and securing the facility: The facility search process is being led by Dr. Tarim. He is being supported by Mr. Benjamin Warren and Mr. Tom Sage. We already formed this group as facility search team. The team members have vast knowledge real-estate experience includes extensive work in lease related matters for both tenants and landlords. Our plan is to lease for five years (with lease-to-purchase option), then purchase to a permanent home if the price is reasonable. In our first year budget, we have allocated $375,000 ($15/sf) rent per year which is a market rate for a large space in our target areas. This team has been exploring financing from a variety of sources, including nonprofit financing organizations, conventional commercial mortgage brokers, and programs available through other
individual investors. So far, we have received several financial commitments for facility financing based on our past history with these financial institutions (JP Morgan, ACD, and BB&T Bank-See Financial Support letters). The facility search team has engaged with experienced a commercial real estate company (Berkshire Hathaway) in Houston and Austin. Additionally, we are in communication with state representative and city council members who represent these target zones. Specifically, in Houston, Chairman of Southwest Management District, Kenneth Li (see support letter) and City Council member Steve Le offered their support to identify a suitable school facility. In Austin, we are working with KLE foundation Chair Eric Harslem to identify a site in our targeted zone. If approved, KLE is willing to support our proposed campus financially (see attached letter of support). Timeline for acquisition the school site:

- Site search: Ongoing
- Finalizing Site selection: July-August 2019
- Lease execution: September 2019
- Architectural planning: September 2019
- Renovation bidding: October 2019
- Selection of contractor: November 2019
- Renovation Completion: June 2019

It will be part of our agreement with contractors that the proposed school facility will be in compliance with all required state and city codes including ADA. Renovation Specific plans for site renovation will depend on the site selected. We will select a space that will require minimal renovation. When we begin the process of establishing a permanent space, we will engage an architect and a general contractor to design and execute the renovation. We will select these professionals according to applicable procurement law and regulations and ensure that any renovation meets all required building and safety codes and zoning mandates. We will make sure that the proposed school facility will be in compliance with all required state and city codes requirements including the American Disability Act (ADA).

### Evaluation Criteria-Campus Facility Not Identified

A strong response will:

- Provides a clear description of the desired facility and community and how it will be the ideal setting to serve the needs of the target population;
- Describes how a potential facility would align with the mission, vision, educational model, and enrollment growth and rollout;
- Provide a clear process for identifying and securing a facility with support from market research and analysis;
- Identify relevant individuals that will have significant roles in the facility selection and procurement process, including clear qualifications and/or experience;
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities; and
- Present budget figures that are congruent with the financial workbook.
FINANCE/OPERATIONS/GOVERNANCE PLANS

TRANSPORTATION

1. Provide an overview of how students will be transported to and from the proposed school. If the proposed school will be a “neighborhood campus”, outline the factors, experience, and/or community outreach efforts that substantiate that designation. **NOTE:** A “neighborhood campus” is one in which it is foreseeable that at least 50% of the enrolled student body resides will reside within five miles of the campus.

2. If student transportation will be provided, detail any student transportation plans, including:
   a. Whether daily bus transportation will be offered to all students;
   b. Whether the school will provide public transportation vouchers (e.g., bus passes);
   c. What year bus services will begin; and
   d. The dollar amount budgeted for transportation services.
   **NOTE:** All references to “daily bus transportation” should reflect any transportation services provided by the school that will facilitate student pick-up and drop-off. More information on transportation funding can be found by right-clicking HERE.

3. If student transportation will not be offered, articulate the reasoning that contributed to this decision.

4. Outline transportation plans for students with Individualized Education Plans (IEP) that designate required transportation. **NOTE:** Charter schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

Narrative Response:

Royal Public Schools anticipates securing school buildings in our targeted neighborhoods (Exhibit-A). Therefore, we intend to draw the majority of our students from these areas. Because of this, Royal will not provide transportation for general education students. Royal expect that most of our students will be dropped off and picked up by their families or walk to schools. We will encourage carpools and assist to create carpool groups with the help of our PTO. However, the school will not accept any liability because of the parent’s arrangements. Additionally, private or public transportation information will be shared with parents. We will remind our Austin and Houston parents that public transportation is free for all students. All Metro bus schedule and routes information will be shared with all parents. Based on the school our
targeted area district demographics we are anticipating several students with disabilities. Due to each student distinguishing circumstances and needs, we will provide transportation for students with disabilities based on their IEPs and ARD decision. (34 CFR§300.34(c)(16) of the Individuals with Disabilities Improvement Act. We allocated $9,500 for costs related to transporting the students with special needs.
FINANCE/OPERATIONS/GOVERNANCE PLANS

STUDENT RECRUITMENT

1. Identify any groups targeted for student recruitment (e.g., charter school wait lists, low-income families, Gifted and Talented students, students with special needs, students at-risk, students in need of drop-out recovery, etc.).

2. Discuss recruitment strategies (with associated timelines) that will effectively reach the anticipated community. If the applicant has identified "charter school wait lists" as a targeted need, provide specific reasoning to validate the belief that prospective parents will choose the proposed program over other existing school options.

3. Describe the roles and responsibilities for anyone involved in planning, implementing, or evaluating recruitment activities as well the experience and expertise of any person(s) doing this work, if known.

4. Provide metric(s) that will determine effectiveness of recruitment strategies in Year 0 (Start-Up Period) and Year 1. Explain how the Board will adjust recruitment strategies if enrollment numbers are lower than expected.

Narrative Response:

Targeted Student Groups

Royal Public Schools (Royal) is proposing to establish a network of innovative public charter schools in Austin and Houston. We identified Burnett Middle School, Austin ISD, in Austin and Sneed Elementary, Alief ISD, in Houston as our target areas. Both of these schools are academically unacceptable. There are multiple failing schools within a 4-mile radius of these schools’ attendance boundaries. Before we delve into each of these targeted areas, we would like to provide our observation that is common in both locations. In both cities, Royal anticipates serving a diverse population of students, with approximately 80% of the population eligible for free and reduced lunches, and more than 85% minority. Burnett Middle School student population for the 2017-18 school year was 967 students, and 90.3% of the student population is classified as economically disadvantaged. Student enrollment by race and ethnicity was 85.4% Hispanic, and 7.9% African American. Additionally, 60.9% of the students are English language learners. Burnett Middle School scored well below the district average and falling below minimum standards met, concluding an improvement required rating in student achievement. Burnett Middle School ranks 56th out of 58 schools in Travis County (#01).

Sneed Elementary student population for the 2017-18 school year was 1,120 students, and 83.3% of the student population is classified as economically disadvantaged. Student enrollment by race and ethnicity was 67.0% Hispanic, and 21.3% African American. Additionally, 71.0% of the students are English language learners. Sneed Elementary scored well below the district average and falling below minimum standards met, concluding an improvement required rating in student achievement. According to 2018 Report by Children-At-Risk, Sneed Elementary ranks 597th out of 625 schools in Harris County (#01).

Recruitment Efforts, Strategies Timeline, and Effectiveness

We have conducted 4 official meetings in Austin and Houston since we propose to open schools in these two cities. Date of these meetings was December 13, and 15, 2018 in Houston and December 15 and 19, 2018 in Austin (See attachment FOG 3). All of these dates, time and locations were published at Austin Statesman and Houston Chronicle. These meetings were held at local libraries and community centers within a 3-
mile radius. A number of attendees for these meetings ranged from 7 people to 34 people. We verbally confirmed that all of the attendees were living within less than a 5-mile radius. Board members Dr. Ken Pascal, Nancy J. Li, and Benjamin Warren attended these meetings along with lead founder Dr. Soner Tarim. 2017 and 2018: Community Meetings and Interest Surveys: Royal organized several public meetings and collect interest list for the first year campuses. Addition to those efforts Royal board and CEO of the Royal Public Schools Dr. Tarim attended the dozens of community engagement activities and met with the community leaders. April 2019: Upon approval of this application, we will resume our outreach efforts and community engagement activities with Dr. Tarim and board members. In January 2020, we will hire our principals, teachers, and counselors for community engagement, marketing, networking, and enrollment. Based on our previous experience, we believe that an 8-month intensive public and advertisement campaign sufficient to reach our targeted enrollment of 288. Royal's targeted recruitment efforts and intention is to recruit and serve to diverse mixed-income and socio-economically student population. To achieve this intent, we will make sure that most of our recruitment efforts are focused in the proposed zone. Our marketing activities and resources will be published both in English and Spanish. The effectiveness of the recruitment activities significantly depends on the waiting list data and population statistics, we believe that reaching 288 may not be an issue for our program. We have examined neighboring charter schools and the demand; we feel confident parents in our target zone are desperate to find an alternative for their children. There are considerable data and evidence for demand for an alternative public school of choice including the latest study done by TTM Analytics (#02) (https://bit.ly/2R8Quhx). Recruitment Team CEO/Superintendent: Dr. Soner Tarim will be responsible for planning, executing, and assessing the recruitment activities alongside the campus personnel. Dr. Tarim has 18 years’ charter experience in Texas. Under his leadership, Dr. Tarim led Harmony' growth from 200 students to 35,000 students in 54 campuses with 25,000 students in the waitlist. Board members will also help support recruitment efforts in these targeted zones by attending community and open house meetings. Campus Principal: Bachelor’s degree and fluent in Spanish (preferably). Organizing and attend the community events, prepare marketing materials, review recruitment data, arrange parent info sessions at the community places, training other campus personnel regarding recruitment strategies, and manage the enrollment activities. Counselor and staff members: Bachelor's degree and fluency in Spanish (preferably). Attend the events with the principal and create awareness about Royal Public Schools mission, vision and Educational Plan. Secretary: High School or Bachelor’s degree and fluent in Spanish (preferably) Outstanding communication skills, detail oriented, proficiency in Google documents, Microsoft Office. BA preferred. Royal allocated $205,031 for student recruitment and marketing efforts that will be used to create, and implement a targeted, intentional and purposeful student recruitment. Breakdown of this allocation is 1) Student recruitment and Marketing ($40,000), 2) Staff Personnel Cost and Payroll Taxes and benefits ($158,031), 3) Travel ($7500). (#01): (https://texasschoolguide.org) by Children-At-Risk (#02): Charter Enrollment & Demand: An Analysis of Austin-Area Charter School Waitlist & Enrollment by TTM Analytics, LLC; January 2019
Evaluation Criteria-Student Recruitment

A strong response will:

- ✓ Identify any groups to be targeted for student recruitment and describes why targeted groups will be best served by the proposed mission, vision, and educational program;
- ✓ Present specific strategies that will effectively reach the community, citing research, theory and/or experience;
- ✓ Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation and outline sufficient education and/or experience requirements;
- ✓ Presents specific strategies, activities, schedules, and metrics that will measure recruitment effectiveness and outline contingency plans if enrollment numbers are lower than expected; and
- ✓ Reference budget amounts that are congruent with the financial workbook.
FINANCE/OPERATIONS/GOVERNANCE PLANS

ADMISSION AND ENROLLMENT

1. Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment, including:
   a. The Admission Period (including start and end dates);
   b. The date of the Enrollment Lottery, if needed; and
   c. Any classes of students exempted from the lottery (e.g., returning students, siblings of enrolled students, children of founders and staff, others) and the anticipated percentage of exempt students in Year 1.

Narrative Response:

Royal plans to create two networks (clusters) of schools in Austin and Houston. In each city, we propose to establish feeder patterns among two elementary schools, one middle school, and one high school. These four campuses will form a cluster. For each cluster, maximum enrollment numbers at elementary (x2), middle, and high schools will be 576 (x2), 576, and 600, respectively. In our first year, we propose to begin with a total of 288 students in grades K-2 in both clusters. We will gradually increase grade levels and enrollment to allow teachers and school administrators to phase in implementation of the proposed programs and help ensure positive outcomes as we grow. At scale, each cluster will serve approximately 2,328 students.

Beginning and Ending Dates of Application Periods
Royal requires applicants to submit a complete application form in order to be considered for admission. During the start-up year, brand new campus application period starts on November 5th (beginning date) and ends on June 3rd (closing date). For the following years, the beginning and ending dates of the application period shall be January 5th and March 15th of each year, respectively. We will make our application forms widely available in multiple languages for our all community area members. The application, letter and enrollment process information and deadlines will be shared with the public in multiple languages.

Lottery Procedures and Date when a grade or class is oversubscribed
A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within fifteen days after the closing date of the application period. Each student will be assigned a number. Numbers will be written on a piece of a paper (1” by 2”) and folded twice. Numbers will be placed in a container and randomly drawn one number at a time by the principal or his/her designee. The lottery will be supervised by at least one member of the sponsoring entity or his/her designee and by a school representative. Results of the lottery shall be certified by a notary public. If applicable, Royal may use electronic lottery system since many of the application may apply online. In this case, we will use the Power School Choice, a lottery management system. Lottery will take place at Royal campus and will be open to all public. Royal will be accepting applications online, and paper-based. If an applicant fill out a paper-based application, information will be entered by the school personnel after this process parent will receive a confirmation number. Whether parents will be present at the lottery or not school their spot will be secured. After the lottery, Royal will notify the parents via phone and in writing of their admittance to Royal Public Schools within 48 hours. Parents will have ten business days to contact with the school to express their enrollment decision. At the end of the acceptance period, if parents will take any action regarding their child’s admission the next person from the waitlist will be called. If the parent declines their kid’s seat, they will be removed from the enrollment list, and that available seat will be offered to the next student on the waiting list. If we conduct a lottery that includes more students than we have
seats, students whose names are selected beyond the number of spots available will be placed on the waitlist. During the application process, Royal will require only basic student information. Such as, 1) Student name, 2) Current grade level, 3) Parent contact information, and 4) verification that the applicant does not have "a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37" (Texas Education Code §12.111(a)(5)(A)). The application will be available for all families in both digital and paper formats, in multiple languages. When students admitted to Royal, parents will submit additional documentation during the registration period. Royal’s admissions and enrollment policies will comply with applicable state and federal law. Royal’s admissions policies do 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.” (TEC §12.111(5)). There will be no fees or parent volunteer hour requirements in order to be admitted. Royal will not specialize in performing arts; no audition will be required for admission (TEC §12.1171)

Attachment(s):
− FOG 4: Admission and Enrollment Policy

<table>
<thead>
<tr>
<th>Evaluation Criteria-Admission and Enrollment</th>
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<tbody>
<tr>
<td>A strong response will:</td>
</tr>
<tr>
<td>✓ Present an application period and application process that clearly supports fair and equitable opportunity for all students;</td>
</tr>
<tr>
<td>✓ Describe a fair and equitable selection process in the event of oversubscription;</td>
</tr>
<tr>
<td>✓ Demonstrate alignment with any enrollment requirements described in Texas Education Code (TEC §12.111(a)(6) and §12.1171; and</td>
</tr>
<tr>
<td>✓ Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).</td>
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</tbody>
</table>
FINANCE/OPERATIONS/GOVERNANCE PLANS

SCHOOL CALENDAR AND SCHEDULE

1. Describe the proposed school calendar, including the first and last day of school, any planned breaks, and the total number of instructional minutes in the school year. Compare the proposed calendar to the calendar in the geographic district. **NOTE: To receive full funding, a charter school must now offer 75,600 minutes of instruction (including intermissions and recess) minus any minutes waived by the TEA in writing.**

2. 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. Include:
   a. Start and dismissal time, including any variations by grade level; and
   b. The number of instructional hours per day, including any variations by grade level.

Narrative Response:

Royal's first day of the school is August 19, 2020, and the last day of school is June 4th, 2021. Royal will follow the federally observed holidays. Addition to those days Thanksgiving, Winter Holiday Season, Spring and Summer break will be observed as breaks. We will have 180 instructional school days in our academic calendar for students. The school day will start at 7:45 am and will end at 3:05 pm. Each day will be a minimum 440 minutes. The yearly total minute will be 79,200 minutes. Royal will have 3600 additional minutes embedded in its calendar which is more than the surrounding school districts. We will have at least ten professional development days before the school year starts and five professional development days during the school year. Teachers will have a 45-minute planning time and a 30-minute duty-free lunch period, daily. The daily schedule has been purposefully planned based on the needs of the anticipated student groups. It is so crucial for students to have a predictable and consistent daily schedule so that they are more organized, efficient, and productive. Our anticipated student population will be from various academic backgrounds, and the majority of our students (approx. 80%) will be eligible for Free/Reduced Breakfast and lunch program. Royal will open its doors at 7:15 am every day or earlier if there is a demand. Breakfast will be provided to students as early as 7:15 am. Because we expect to have many working families, we want to accommodate students' basic needs such as food, shelter plus social and emotional support. Students who are dropped off early and do not need breakfast will be in a supervised quite space and will have access to the reading materials. At 7:45 all students will be in their classroom ready for the instruction. As shown below K-2, 3rd-5th, 6th-8th, and 9th-12th-grade students will have different schedule.
structure. Students, in K through 8 grades, will work on their Reading and math fluency assignments, daily. Royal Block, one of our unique instructional approaches, provides time and structure within the school day for students. In Royal Block, students will receive personalized support to master skills at their own pace and through the method most appropriate to their particular learning needs. There are two-time blocks (in ELA and Math) dedicated in the daily schedule for flexible placement into intervention, enrichment, or elective courses during the Royal Block. Reading and numeric fluency is one of Royal’s non-negotiables. K-8 grade students at Royal will be provided an opportunity to practice their reading and numeric fluency every day. There will be an allotted time in the daily schedule for students to focus on these skills. Teachers will be responsible for providing immediate feedback to students to ensure proper progression. The system will be designed to have current data readily available for teachers to analyze and adjust their instruction to help students gain mastery of specific skills. Every Royal school will have at least 20-minutes daily reading time is set for every student in K-12 grades. Investing as little as 20-minutes a day can be the difference in a lifetime of success or failure for a child. During the day, K-5 students will have the opportunity to have a structured recess period that will give them an opportunity for a physical outlet. Recess will also support them for their brain development, academic progress and increase expected communication skills among peers. Intervention, Professional Learning Communities, and department meetings will be among the most important considerations while creating the optimum schedule. Teachers will have an opportunity for common planning periods. Course offerings at elementary, middle, and high school level will be different. Parents will receive progress reports in the middle of each quarter. Report cards will be sent to parents at the end of each quarter with an acknowledgment section that will be signed and returned to the school. After the first and third report cards, teachers will have Parent/Teacher/Student goal setting and academic progress monitoring conferences. Parents will be asked to sign up for these meetings according to their availability.

Sample Daily Schedule for Grade K-2
7:15 "School Doors Open Breakfast starts."
7:45 US and Texas Pledge, Moment of Silence & Morning Announcements
7:50-8:05 Morning Meeting
8:05-8:15 Fluency First - Math Fluency
8:15-8:25 Fluency First - Reading Fluency
8:25-10:00 "Literacy Block: Reading and Writing Workshop, Royal Block,"
10:00-11:30 "Math Block: Whole Group & Small Group Activities, Royal Block"
11:30-12:00 Lunch
12:00-12:30 Structured Recess
12:30-1:15 Science
1:15-2:00 Social Studies
2:00-2:45 STEM
2:45-3:05 READING to Success
3:05 Dismissal

Sample Daily Schedule for Grade 3-5
7:15 "School Doors Open Breakfast starts."
7:45 US and Texas Pledge, Moment of Silence & Morning Announcements
7:50-8:10 "We are College bound- READING Time"
8:15-9:45 ELA Block
9:50-11:30 Math Block
11:30-12:00 Lunch
12:00-12:45 Science
12:45-1:30 Social Studies
2:15 Technology Education
3:00-3:20 We are College bound- READING Time
3:20 Dismissal
3:30-4:15 School Doors Open
4:15 Breakfast starts
4:50 English I
5:00-5:30 Reading Fluency
5:30-6:00 ELA Block
6:00-6:30 Math Block
6:30-7:00 Lunch
7:00-7:30 Science
7:30-8:00 Social Studies
8:00-8:30 Technology Education
8:30-9:00 We are College bound- READING Time
9:00-10:00 English I
10:00-10:30 Reading Fluency
10:30-11:15 ELA Block
11:15-12:00 Math Block
12:00-12:45 Science
12:45-1:30 Social Studies
1:30 Technology Education
2:00 We are College bound- READING Time
2:00-2:30 English I
2:30-3:15 Reading Fluency
3:15-4:00 ELA Block
4:00-4:30 Math Block
4:30-5:15 Lunch
5:15-5:45 Science
5:45-6:30 Social Studies
6:30-7:15 Technology Education
7:15 Breakfast starts
7:45 US and Texas Pledge, Moment of Silence & Morning Announcements
7:50-8:10 We are College bound- READING Time
8:15-9:45
School Doors Open Breakfast starts 7:45 US and Texas Pledge, Moment of Silence &
Morning Announcements 7:50-8:10 We are College bound - READING Time
8:15-9:45 AP Human Geography 9:50-11:20 Art
11:25-11:55 Lunch
12:00-1:30 Spanish
I1:35-3:05 PLTW

Engineering 3:05 Dismissal
FINANCE/OPERATIONS/GOVERNANCE PLANS

START-UP PLAN

<table>
<thead>
<tr>
<th>Identify the fiscal year for the sponsoring entity.</th>
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<td>July 1-June 30 ☐  September 1-August 31 ☒</td>
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<table>
<thead>
<tr>
<th>Identify the fiscal year for the proposed charter school.</th>
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<tbody>
<tr>
<td>July 1-June 30 ☐  September 1-August 31 ☒</td>
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1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.

2. Describe the costs anticipated during the start-up year. Include:
   a. Personnel
   b. Service Costs
   c. School Operation
   d. Facility Operation and Maintenance

3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.

4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. **NOTE: Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to the Financial Accounting System and Resource Guide, available by right clicking HERE.**

Narrative Response:

The Royal Board committed to balancing the school’s start-up budget and operation on a solid financial foundation. These efforts are based on a mixture of fund-raising, donations, and loans. Currently, the basic sources of start-up revenue will come from multiple sources such as KLE Foundation, JP Morgan Chase Bank, ACD, and BB&T Bank (Attachment FOG-14 Financial Support). These sources are secured based on our board members and CEO’s prior working relationships with these organizations. Upon approval, the Royal Board members strongly believe that we will be able to fundraise an additional $500,000 donations and pledges towards the start-up. KLE foundation provided a letter of support in the amount $4,500,000 depending on enrollment numbers at Royal. We prepared start-up budget based on our 18-year experience of operating academically and financially successful charter schools and opening multiple schools each year. Under Dr. Tarim’s leadership, Harmony has always received Superior FIRST ratings. Because of his efficient and fiscally responsible management, Harmony became the first and only charter that received AAA ratings from two separate credit agencies (S&P and Moodys’). Assumptions: As provided in other chapters of this charter applications, Royal will begin with 288 students in grades K-2 with 12 sections during its first year of operation in Austin and Houston, concurrently. Following this, we will add one grade each of the following years. This gradual increase in grade level will help us implement academically and financially safe and
secure growth. We assumed to have approximately 7% Special education and 25% ESL student’s population. Royal will purchase furniture, fixtures, and equipment (FF&E) if we reach our fundraising goal. If not, FF&E will be leased through third parties. Lease payments will be deferred and will not start until two months after the first day of school. We have made similar arrangements with many vendors before, and this is very common. Based on our past relationships with many vendors will agree to honor this arrangement. Until we secure enough cash flow, we will lease all FF&E. When leased a facility, our condition that school building lease will start until October 2020 which will help our cash flow during our first year of enrollment.

Start-up Personnel expense assumptions for each school:

- During the start-up year, 1 principal, 1 counselor, 1 secretary/registrar, and 2 teachers.
- The CEO will supervise both schools in Austin and Houston.
- The CEO, the principals, a counselor, and the secretary will be hired 8 months prior to the school opening. Total administrative cost is $210,105 per school.

Teachers will be hired 8 months prior to the school to help registration, meeting with parents and preparation of academic programs. Cost is $66,667 per school.

Start-up Expenses:
- Service cost: $16,500 (Legal and accounting)
- School Operation: $116,000 (Recruitment, office expenses, PD, and etc.)
- Facility Operation and Maintenance: $17,500 (this is for temporary office space for enrollment and registrations and associated services such as utilities etc.)

We plan to receive $500,000 for each school from our financial supporters (Philanthropic donations and loan from financial institutions shown in FOG-5). KLE foundation provided a letter of support in the amount $4,500,000 depending on enrollment numbers at Royal. We are confident that we are able to do more fundraising activities as we grow our enrollment.

School Start-up Timeline and Board Involvement Regarding Building and Finance:
The Royal Board will monitor start-up activities and receive the monthly report about finance and application numbers. Board of Directors and the CEO will play important roles collectively to accomplish some of the following start-up tasks during the start-up year. Some of these tasks pertaining to facility and financial management activities are listed below:

Facilities Activity: Responsible Person (Date)
- Site search: Board and CEO (Ongoing)
- Finalizing Site selection: Board and CEO (July-August 2019)
- Lease execution: Board and CEO (September 2019)
- Architectural planning: CEO (September 2019)
- Renovation bidding: Board and CEO (October 2019)
- Selection of contractor: Board and CEO (November 2019)
- Renovation Completion: CEO (June 2019)
- Inspections (fire code, ADA, etc.): CEO (June 2019)
- Building Permits: CEO (July 2019)
- CO: CEO (July 2019)

Financial Management Activity: Responsible Person (Date)
- Engage services vendor: Board and CEO (May 2020)
- Approve budgets: Board and CEO (September 2019)
- Establish school bank accounts: Board (August 2019)
- Develop financial management systems: Board and CEO (September 2019)
- Engage payroll vendor: Board and CEO (July 2019)
- Develop fiscal health assessment system: Board and CEO (January 2020)

We have four board members who have strong finance and private banking backgrounds. We do not believe that waste and fraud will be an issue for this proposed school. Board of Directors understands that it is their fiduciary duty to uphold themselves and the school administration to the highest ethical standards to run the proposed school. Upon approval, Royal board members will start receiving their training from certified board trainers.
**Evaluation Criteria-Start-Up Plan**

A strong response will:

- ✔ Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
- ✔ Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
- ✔ Outline the costs associated with all start-up activities;
- ✔ Present expenses and revenues that are congruent with the financial workbook; and
- ✔ Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.
FINANCE/OPERATIONS/GOVERNANCE PLANS

CONTRACTED SERVICES

1. Describe any services that will be outsourced and the year in which these contracted services will begin. Provide a discussion of costs, timelines, and the selection process for each vendor. Include:
   a. Back Office Services
   b. Food Services
   c. Transportation
   d. Janitorial and Grounds
   e. Other

2. Describe the applicant’s plan to negotiate service agreements with any organization(s) and/or individual(s) that will provide any form of financial accounting, payroll, and or tax/accounting services. Include a discussion of costs, timelines, and the selection process for each vendor.

3. If using a Charter Management Organization (CMO), describe the services to be provided and the fee structure of the contract. Include discussion of costs, timelines, and the selection process of the CMO.

4. If applicable, 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.

Narrative Response:

Evaluation Criteria-Contracted Services

A strong response will:

✓ Rationalize the need for each proposed service, including an extensive decision-making process;
✓ Discuss the professional qualifications that will be required and expected of those to be retained for each service proposed;
✓ Detail specific costs, timelines, and selection processes of all types of prospective vendors; and
✓ Present costs that are congruent with the financial workbook.

Contracted Services
The proposed school plans on using outside vendors for food, janitorial, and financial accounting services. Selection of these vendors will be made through a competitive bidding procedure. All vendors will be approved in accordance with federal and state procurement laws, and accordance with our Board policies. Upon approval of this application, the board of directors will select vendors through
competitive bidding processes. We will expect the following criteria set for these vendors. We have not identified any specific vendor at this time. However, we worked for many charter service provider organizations in the past. We will select the best, most efficient and affordable one. Janitorial Services: Depending on the size and type of facility, we will request from our vendor to have an on-site person to handle these services. We will select a vendor based on its history and reputation. We want to make sure that they have good working relationships and proven track records with similar traditional districts and public charter schools. The vendor shall have all the necessary insurance and bond capacity to perform its duties. The vendor shall also demonstrate an understanding of state and federal laws pertaining to the disposal of hazardous materials including cleaning chemicals. Food Services: The proposed school will participate in the National School Breakfast and Lunch Program. Vendors will participate in a competitive bidding procurement adopted by the RSS Board. Vendors must possess all required certifications regarding meal services. Vendors must comply with the Texas Department of Agriculture and USDA required rules and regulations regarding food distribution and reporting. Accounting Services: The provider must have extensive knowledge and expertise in 1) Account Payable Services (check writing, posting account records, preparation of year-end reports including 1099), 2) Payroll (check writing, preparation of payroll tax deposits, electronic TRS deposits, preparation of required state and federal payroll tax reports, preparation of W-2 forms), 3) General Accounting (maintenance of all financial records, bank reconciliation, preparation of monthly financial statements), 4) Budgeting and Forecasting (preparation of annual budget, projection of future state revenue, assistance in the preparation of cash flow projection), 5) PEIMS (preparation of the PEIMS submission file for budget and data submission, maintenance of the financial records in accordance with PEIMS codes), 6) Federal Funds and Grants (maintenance of accurate records on all Federal funds and grants, monitor level of spending, electronically file request for funds). Chapter 44 Subchapter B The proposed school 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.
FINANCE/OPERATIONS/GOVERNANCE PLANS

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)

1. If a PEIMS coordinator will be employed, provide the following:
   (i) The education and experience requirements for the PEIMS coordinator;
   (ii) The year in which the PEIMS coordinator will be first employed; and
   (iii) The starting salary range for the PEIMS coordinator.

2. If a PEIMS coordinator will not be employed, outline the positions that will facilitate all applicable duties associated with PEIMS collection and reporting and the rationale for this decision.

3. Describe plans to provide training(s) for the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds. NOTE: The Public Education Information Management System [PEIMS] encompass all data requested and received by TEA about public education; including student demographic and academic performance, personnel, financial, and organizational information. More importantly, open-enrollment charter schools receive their Foundational School Program (FSP) funds based on average student daily attendance, of which is collected, approved, and uploaded (submitted) directly by the charter school superintendent. A failure, on the part of the charter school, to report accurate PEIMS data can result in the recapture of FSP funds.

Narrative Response:

Royal will employ a PEIMS coordinator from the beginning of our first year of the operation because we are aware of important roles of responsibility of this position. Education requirements: PEIMS coordinator must have at least a high school diploma (Bachelor’s degree preferred). Experience, Special Knowledge and Skills: PEIMS coordinator shall have a) 2 years of experience preferred in a public school administrative support position b) experience with the PEIMS, TSDS, and TREx, c) have in-depth knowledge in computation and data management d) retain accurate and auditable data and records e) ability to meet set deadlines. Starting Salary: $48,000 Training Requirements: PEIMS coordinator will attend the following training according to the educational service centers’ training schedule before the school starts. Those trainings are: 1) Student Attendance Accounting Handbook, 2) Data Standards (TEDS) Fall & Mid-Year, 3) PEIMS Staff Data Reporting 4) PEIMS Student Discipline, 5) TEDS Navigation Overview, 6) TREx Overview, 7) Attendance, 8) A Summer and Extended Year Submissions. Job Description: 1) provide training and support to related business and front office personnel regarding the PEIMS data processing, 2) Work cooperatively to collect/organize/format data required for submitting district PEIMS data, 3) Run and edits reports, and checks and ensure PEIMS data accuracy, 4) edits and distribute reports to appropriate staff for analysis, verification, and correction, 5) Submit complete and accurate PEIMS data to TEA in prescribed forms, 6) Verify data submitted to TEA and submit corrections in a timely manner, 7) Provide training/support to campuses and personnel staff responsible for processing PEIMS data, 8) Receive PERMS-related information from ESC and TEA and disseminate to other staff in a timely, 9) Attend all regional PEIMS workshops and disseminate information to appropriate staff, 10) Compile/maintain/file all physical and computerized reports, records/other documents required.
Evaluation Criteria—Public Education Information Management System (PEIMS)

A strong response will:

✓ Provide clear education and experience requirements for the PEIMS coordinator;
✓ Describe a process for filling the role;
✓ Provide salary information aligned to budget documents; and
✓ Describe a comprehensive plan to train any individuals who will fulfill PEIMS-related duties.
FINANCE/OPERATIONS/GOVERNANCE PLANS

SUPERINTENDENT/CEO

1. If the Board has already identified an individual to serve as superintendent, provide a justification for the selection of this individual as the best candidate for the position. NOTE: The superintendent must reside in the State of Texas at the time of employment.

2. If the Board has not identified an individual to serve as superintendent, detail the process (and considerations) by which the ideal candidate will be selected.

3. Provide specific metrics that will be used to evaluate the performance of the superintendent. Metrics must be provided to measure performance in the following areas:
   (i) Governance and Board Relations
   (ii) Community Relations
   (iii) Staff Relations
   (iv) Business and Finance
   (v) Instructional Leadership

4. Outline the starting salary of the superintendent and provide a description of how this amount was calculated. NOTE: 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 Response:

The Royal Board identified Dr. Soner Tarim as the CEO of Royal Public Schools based on his successful track record in charter school industry, the outcome of his students’ academic performance, his financial track record, and his enthusiasm. Dr. Soner Tarim to serve as the CEO/Superintendent of the proposed school. The Texas Charter School Association (TCSA) selected Dr. Tarim as the recipient of the 2017 charter school Leader of the Year at the Texas
Charter school conference. TCSA recognizes charter leaders that advocate for charters at the state and national level, have successfully replicated high performing charters that are innovative in their approaches to educating all students, and serve as a mentor to other charter leaders.

Dr. Soner Tarim is the Founder of Harmony Public Schools, and he has been an educational advocate for more than 30 years, encouraging students in underserved communities to pursue learning in science, technology, engineering, and mathematics (STEM) fields. He is a driving force for STEM education throughout Texas and the United States. He brings decades of experience developing innovative educational programs for K-12 schools to Harmony, which has garnered state and national recognition for its high academic standards. Harmony was a finalist for the Broad Prize for Urban Education in 2017. The Broad Prize for Urban Education recognizes school districts in urban areas for closing the achievement gap by improving the academic performance of low-income and minority students.

Under Dr. Soner Tarim’s leadership, Harmony has earned the reputation as one of the best charter schools in the country with many of its campuses recognized on prestigious high schools rankings, such as U.S. News & World Report and Children-at-Risk. These successes have only increased Harmony’s demand with 55 campuses scheduled to open in the 2017-18 school year in Texas and Washington D.C., educating close to 34,000 students.

Dr. Tarim holds a Ph.D. from Texas A&M University and is a trained biologist and ecologist. He taught courses in biology, ecology, general science, and physical education at the high school, college and graduate school levels, and spearheaded scientific symposiums and international science Olympiads. Currently, Dr. Tarim is serving as the CEO of Royal Public Schools. He continuously works toward building meaningful partnerships, maintaining effective communications and positive relationships with high-level corporate and civic leaders to advance high-quality, rigorous education throughout the state and nation.

### CEO Evaluation

The Royal Board’s primary goal is to ensure that all necessary resources are available to the CEO to accomplish the mission and goals of the proposed school. The Board will hire a CEO with authority and responsibility for day-to-day operations of the proposed school. The Board will use the following evaluation metrics to hold the CEO accountable for the academic success and financial viability of the school’s mission and goals outlined in the charter.

Evaluation metrics will be categorized under five main topics. These topics may be increased and decreased by the board as needed. Each of the following metrics has sub-components that will be scored on a scale of three (1=Unsatisfactory, 2=Average, 3=Successful). NOTE that the following metric was created by combining of Washington State School Directors’ Association handbook and Executive Director Performance Evaluation template by MPERS 2009 (#01) (#02):

- CEO as Instructional Leader
- CEO on Individual Qualities
- CEO - Board Relations
- CEO - Community Relations
- CEO - Staff Relations
- Business, Operations, and Finance

### The CEO Salary

Currently, the CEO salary was set to $140,000 by the Royal Board. This amount was determined by reviewing the salary schedule of similar size charter and public schools. The board will review CEO performance annually and determine the renewal or non-renewal of the CEO contract.
FINANCE/OPERATIONS/GOVERNANCE PLANS

STAFF RECRUITMENT

1. Describe the process to be used to identify, recruit, and hire individuals to support operation of the proposed school (e.g., para-professionals, office staff, custodial and food service staff).

2. Discuss strategies that will be utilized in the event of unforeseen support staff shortages.

Narrative Response:

Therefore, the CEO and the school Principal are responsible for locating, recruit and hire the best-qualified staff to meet the school’s educational needs. The recruitment will start by advertising at local newspapers, the school website, job fairs, staff recruitment websites, as well as intense use of social media sites. The principal will select from this pool of applicants a list of candidates who meet the minimum requirements. The principal may also recruit specific individuals who come to his/her attention and who are talented and valuable to the school. The first step is to have a phone interview with selected qualified candidates. Following this, the principal will invite candidates to have an in-person interview. The in-person interview will consist of conversation and a question and answer. The principal shall use an interview scoring sheet and follow a prescribed question format to ensure a standardized and fair process. The principal may request a second in-person interview for some candidates before deciding to offer the position. References will be taken into account as well. After consultation with the CEO, the principal then shall offer the best candidate an employment contract. Other personnel such as an accountant, media specialist, tech specialist, and classified employees will have a working knowledge of their respective areas. Certification/licensure in addition to a college degree will be an extra credential for their hiring process. The school will conduct criminal background checks on all employees working in the school prior to their employment and individuals who volunteer in the school 10 hours or more per week prior to the beginning of volunteer service. Each school personnel hired regardless of his/her title will have a firm commitment to:

- The mission and vision,
- Supporting high-quality standards in education for all students,
- Individual and/or team-work contributions to the school’s goals, and
- Respect for all school stakeholder.

Evaluation of an employee’s job performance is a continual process that focuses on improvement. The Board will be responsible for evaluating the CEO’s performance based on the school start-up calendar to see if goals are met. The CEO will evaluate the principal regarding many aspects of day-to-day school operation including hiring qualified teachers and staff. The principal will evaluate the teachers, screen all applicants for vacancies, and make recommendations to the CEO for hiring.

Staff Shortages In the case of the staff shortages, we will be utilizing the available staff members and outsource some of the back office. Additionally, we will work with local staffing companies and substitute worker agencies for long-term hiring. In order to be ready for any future shortages, we will create MOU and develop good working relationships with staffing agencies long before we have a shortage crisis.
## Evaluation Criteria-Staff Recruitment

A strong response will:

- Present a clear process for using the proposed methods to identify, recruit, and hire qualified support staff;
- Include a rationale for the proposed recruitment strategies/methods and establish its applicability to successful recruitment of staff with desired areas of expertise;
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, and evaluation of recruitment activities and supports the description with sufficient educational and/or experience requirements;
- Address any foreseeable obstacles to successfully recruiting quality staff and provide clear strategies to overcome those obstacles; and
- Present specific strategies to deal with unforeseen staff shortages.
1. Describe the governance system of the proposed school, including (but not limited to) the primary roles of the governing Board, its relationship with the superintendent, and policies that reinforce goals/expectations that will accomplish the mission and vision. The response must align with superintendent performance evaluation as discussed in the Superintendent/CEO narrative.

2. Describe the composition of the governing Board. *NOTE: Family members who are related within the third degree of consanguinity or third of affinity are prohibited from serving 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 operated the charter school unless exempted by TEC 12.1054 (a)(1).* Include:
   (i) The number of Board members and the number domiciled in Texas;
   (ii) Whether any current Board members intend to apply for an employed position with the proposed charter school; and
   (iii) How each Board member will contribute to effective governance of the proposed school(s).

3. Describe the relationship between the governing Board and the proposed charter school. How often will the superintendent report to the Board? How often will the Board review financial reporting data?

4. If the governing Board is an existing entity, indicate whether the entity is a current grantee or subgrantee of a state and/or federal grant and whether the entity has been investigated for grant mismanagement within the past 5 years.

5. Discuss the system/tools/metrics that will be used to assess and promote Board effectiveness, including self-evaluation, training, and school involvement.

**Narrative Response:**

**Primary Roles of the Governing Board**
The Board of Directors of Royal will provide the governance function which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations. The board members will carry out their statutory responsibilities associated with operating the proposed charter school efficiently and ethically in compliance with local and all other applicable state and federal laws and regulations. The Royal Board will hire a CEO with authority and responsibility for day-to-day operations of the proposed school, including but not limited to: hiring and firing school staff, designing the school’s curriculum, and creating the school’s annual budget. Even though the Royal Board is ultimately responsible for the success of the school, the Board of Directors of the Royal will not interfere with the daily operation of the school. The Royal Board’s primary goal is to ensure that all necessary resources are available to the CEO to accomplish the mission and goals of the proposed school. The Board members’ duties include but are not limited to: • Affirm the mission, goals, and objectives, • Attend regular and special board meetings, • Provide leadership to board sub-committees, • Prepare the budget along with the principal and business
manager, • Commit time to develop financial resources for the school, • Hire and appraise the performance of the CEO, • Establish and maintain all policies governing the operation of the charter school, • Ensure that the school adheres to the mission and goals outlined in the charter, • Hold the CEO accountable for the academic success and fiscal responsibility of the school, • Provide support to the school for additional fundraising, marketing, and other services as needs arise, • Hear and render decisions on issues brought to the board’s attention, • Participate in disputes that are brought to the board’s attention as they relate to the school’s discipline, • Handle complaints submitted to the board promptly, • Responsibly review and act upon subcommittee recommendations, • Assist in identifying resources and attract resourceful people, and • Advocacy on behalf of the school by working with local community organizations, universities, foundations and corporate entities that support education through relationships. Additionally, the RSS Board understands that the following are non-delegable duties that are set forth at 19 TAC §100.1033(b)(13)(C)(v): • Final authority to hear or decide employee grievances, citizen complaints, or parental concerns, • Final authority to adopt or amend the school budget or to authorize the expenditure or obligation of state funds or the use of public property, • Final authority to direct the disposition or safekeeping of public records, except that the Board may delegate this function to any person, subject to the Board’s superior right of immediate access to, control over, and possession of such records, • Final authority to adopt policies governing the proposed school and its operations, • Final authority to approve audit reports under TEC, §44.00S(d), • Final authority to select, employ, evaluate, hire, terminate, or set compensation for the CEO. Board Composition and Their Background Currently, the Royal board has five members. All Royal Board members reside in Texas. None of the current board members intends or have the desire to work for the school. One of the board member, Nancy J. Li-Tarim, is the wife of Dr. Soner Tarim. Upon approval of this application, Nancy will step down so that there is no conflict of interest. During the first year of operation, the Royal board intend to increase board membership to seven members so that the board can have a parent of a local neighborhood representative. The Royal board has three standing committees; Academic, Finance and Facilities and Construction committees. Board members are divided into these committees to utilize their expertise to help support the proposed schools. Dr. Kenneth C. Pascal was Dean of Academic Affairs at The Art Institute of Houston for thirteen years and played a leadership role in planning, budgeting, assessing educational programs, and accreditation. He brings to The Royal School System extensive experience in hiring art faculty members and developing curricula in design fields. Benjamin Warren has more than 20 years of leadership experience as the CEO of a multi-generational family office and investment pool of capital. He has over thirty years of executive management experience in food processing, manufacturing, and distribution. As a successful entrepreneur in the food business, Benjamin has built, managed and sold market leading food businesses with extensive operations across the United States. Nancy J. Li-Tarim is Founder and President of Easton Resource Development, Inc., an education consulting and public relations firm based in Houston Texas for about 20 years. Nancy is actively involved in many educational and nonprofit organizations such as US-China Peoples Friendship Association, Houston Holocaust Museum, International WWII Museums Alliance, Asia and Australia Committee for Houston Mayor’s Office for International Trade & Affairs Council. Nancy is actively involved in many diverse communities and industries locally and internationally. She has been the key organizer and fundraising chair-woman of many local and international events. Tom Sage counsels both issuers and underwriters
in almost every aspect of tax-exempt financing and infrastructure development. Tom emphasizes his practice in the realm of school finance, municipal finance, infrastructure, and urban development. He regularly serves as bond counsel for several cities, counties, and school districts as well as special utility districts. Tom is the foremost authority on educational finance. Harriet Wasserstrum is Board Chair of the American Leadership Forum (ALF) National organization, a network dedicated to joining and strengthening diverse leaders to serve the common good. She retired as President of ALF-Houston/Gulf Coast Chapter in 2014. Previously she was a banker for 27 years, retiring as Vice Chair of JPMorgan Chase’s Texas Region. Harriet received a BA in sociology from Barnard College, Columbia University and an MBA from Harvard Business School. She grew up in New York City where she attended public schools and graduated from the Bronx High School of Science.

The Board and the CEO Relationships

The Board will hold monthly meetings upon approval of the charter and board meetings will be conducted according to our bylaws and the Texas Open Meetings Act (TOMA) as set forth in Texas Government Code, Chapter 551 for any meetings relating to operations of the open-enrollment charter school. The Board will publish notice of all board meeting agendas and the minutes. Both of these documents will be available publicly. Depending on nature or report, the CEO/Superintendent will report to the board monthly, quarterly, and/or annually during regularly scheduled board meetings. The Governing Board History

The Royal board has been in existing since September 2017. The Royal board has not been investigated for anything since its formation. After approval of this application, the Royal Board will increase its membership and create several working board committees. One of these committees will be a governance committee (GC). The GC will be responsible for the nomination, orientation, training, and evaluation of members according to the bylaws of the Royal. We intend to hire a consulting company, BoardOn Track, to receive training and self-evaluation services. Dr. Tarim worked with the founder of BoardOn Track and knew its value. BoardOn Track has worked with over 500 charter schools nationwide to improve their effectiveness. We will work with BoardOn Track to design a self-evaluation rubric that aligns with our school’s mission and vision. Our rubric will have multiple standards or dimensions that include but are not limited to 1) mission and vision, 2) governance and policy-making, 3) fundraising, 4) community relations, and 5) school performance monitoring. Each of these areas will be scored by a scale from 0 to 4. Four being exceptional and zero being failing or unacceptable.

Attachment(s):
- FOG 5: 501(c)(3) Determination Letter
- FOG 6: Articles of Incorporation
- FOG 7: Organization Bylaws
- FOG 8: Board Member Biographical Affidavit
- FOG 9: Code of Ethics and Conflict of Interest Policy
Evaluation Criteria-Board of Directors

A strong response will:

- Provide a clear list of roles and responsibilities of the governing Board;
- Discusses the composition of the governing Board, including how it will promote effective governance of the proposed school(s);
- 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 propose governance structure will be effective and that the structure will be supported by a significant number of Board members with administrative and/or leadership roles in charter school operations;
- Describe the relationship between the governing Board and the charter school, including reporting schedules; and
- Demonstrates a consistent and sufficient evaluation schedule and metrics to determine Board effectiveness.
1. Discuss the Board's plan to assess academic performance indicators, including:
   (i) Specific indicators and metrics to be monitored;
   (ii) How often the Board will assess each indicator; and
   (iii) Thresholds that will determine success or failure.

2. List the Board members with demonstrable experience to lead the review of academic performance indicators and provide a brief description of each individual’s specific areas of expertise.

Narrative Response:

**Evaluation Criteria-Academic Performance Indicators**

A strong response will:

- Present specific and applicable metrics that will evaluate and assess academic performance indicators;
- Demonstrate a consistent and sufficient evaluation schedule;
- Identify specific thresholds/performance levels that will determine success or need for intervention; and
- Identify multiple Board members that have demonstrable experience and competency to assess academic performance.

**Academic Performance Indicators and Metrics**

The Royal Public School Board will review the academic performance indicators three times a year. The CEO will present these performance indicators at the beginning, middle, and end of the school year as they become available. The following indicators and metrics are aligned with our mission and vision. These performance indicators and metrics are:

**Goal 1: Students will achieve mastery in English Language Arts and Reading**

- Students will demonstrate mastery and growth in English Language Arts and Reading as measured by both the STAAR Assessment and the NWEA-MAP, or similar reading assessment.

**STAAR and STAAR EOC Reading Assessments**

1) The percentage of students in grades 3 to 11, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the reading STAAR exam, will meet and exceed that of students in the same tested grades in the local school district.

2) 70% of the students who have attended the school for three academic years or more will perform at "approaches," "meets grade level" or "masters grade level" on the third-grade STAAR reading exam.

3) 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets" or "masters grade level" on the fourth grade reading STAAR exam.

4) 80% of the students who have attended the school for five academic years or more will perform at "approaches," "meets" or "masters grade level" on the fifth grade reading STAAR exam.

**NWEA-MAP**

1) At least 75% of each cohort of students attending for two or more...
years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment. 2) At least 80% of each cohort of students attending for three or more years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment. 3) At least 90% of each cohort of students attending for four or more years will read at or above grade level defined by performance on the NWEA-MAP reading comprehension or similar reading assessment. 4) The average annual increase of percentiles among Royal students on the reading assessment on the NWEA Map will average 55 of growth per year until the average percentile score reaches 75%. Goal 2: Students will achieve mastery in Mathematics. Students will demonstrate mastery and growth in mathematics as measured by both the STAAR Assessment and the NWEA-MAP or similar math assessment. STAAR and STAAR EOC Math Assessments 1) The percentage of students in grades, 3rd-9th, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the math STAAR and Algebra 1 exam, will exceed that of students in the same tested grades in the local school district. 2) 70% of the students who have attended the school for three academic years or more will perform at "approaches," "meets" or "masters grade level" on the third-grade STAAR math and STAAR EOC exam. 3) 75% of the students who have attended the school for four academic years or more will perform at "approaches," "meets" or "masters grade level" on the fourth-grade math STAAR and STAAR EOC exam. 4) 80% of the students who have attended the school for five academic years or more will perform at "approaches," "meets" or "masters grade level" on the fifth-grade math STAAR and STAAR EOC exam. NWEA-MAP 1) At least 75% of each cohort of students attending for two or more years will perform at above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment. 2) At least 80% of each cohort of students attending for three or more years will perform at or above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment. 3) At least 90% of each cohort of students attending for four or more years will perform at or above grade level defined by performance on the NWEA-MAP math comprehension or similar math assessment. 4) The average annual increase of percentiles among Royal students on the math assessment on the NWEA Map will average 55 of growth per year until the average percentile score reaches 75%. Goal 3: Students will achieve mastery in Science 1) The percentage of students in grade five and eight, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the science STAAR and Biology exam, will exceed that of students in the same tested grades in the local school district. 2) As a minimum 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets" or "masters grade level" on the fifth-grade science STAAR exam. Goal 4: Mastery in Social Studies 1) The percentage of students in grade eight, who have attended the school for more than three years, and score "meets grade level" or "masters grade level" on the Social Studies STAAR exam, will exceed that of students in the same tested grades in the local school district. 2) As a minimum 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets" or "masters grade level" on the eighth-grade Social Studies STAAR exam. Goal 5: College & Career Readiness Goals 1) 100% of students will graduate with at least one Advanced Placement (AP) or Dual Credit course with a passing grade on their transcripts. 2) At least 60% of high school students will be enrolled in AP or dual credit courses. 3) At least 80% of students enrolled in AP courses will take AP exams. 4) At least 50% of students who take AP exams will receive a passing grade of 3 or above. 5) The proposed school will be in the top 20% when compared to the public schools with similar
demographics in Austin and Houston in terms of the mean SAT scores in Math, Critical Reading, and Writing for all students who take SAT Test. 6) The proposed school will be in the top 20% when compared to the public schools with similar demographics in Houston in terms of the mean ACT scores in English, Math, Reading, and Science for all students who take the ACT. Goal 6: Enrollment / Attendance / Graduation / School Rating 1) Attendance rate: 95% 2) Drop-out rate: <23) Graduation and College Acceptance rates: 100% 4) Student retention rate after the third year: 85% 5) By the end of the 3rd year, all campuses will receive A or B rating Board Members with Demonstrable Experience to Lead Assessments Dr. Soner Tarim along with initial founding board members (Mr. Benjamin Warren, Mrs. Nancy J. Li-Tarim, and Dr. Kenneth C. Pascal) played an essential role in the decision-making the process for determining the proposed academic performance indicators. These members have in-depth knowledge and understanding in the fields of education, leadership and policy, curriculum and instruction, developmental psychology, nonprofit finance and governance, and school law. Along with the expertise, our team is familiar with the educational needs of students. Dr. Soner Tarim, CEO of Royal Public Schools and Founder of Harmony Public Schools As a founder and former CEO of Harmony Public Schools, Dr. Tarim has 17-years of experience starting, incubating, and successfully replicating more than 50 charter schools in Texas and other states. Under his leadership, all of Harmony schools have met and exceeded state accountability standards. During his tenure, all Harmony schools were high performing and consistently ranked best schools in the nation. Dr. Kenneth C Pascal: Former Dean of Art Inst. Of Houston B.A.: Yale University, Ph.D.: UCLA Dr. Pascal was Dean of Academic Affairs at The Art Institute of Houston for thirteen years and played a leadership role in planning, budgeting, assessing educational programs, and accreditation. He brings extensive experience in academic growth, and developing curricula in design fields. Prior to that, he was an Associate Dean of Extended Education at California State University, Fresno and an Assistant Professor in Extension at Virginia Polytechnic Institute and State University. He worked ten years in training and development as Senior Instructional Developer for Hughes Training, Administrative Director of Education, Organization Development, and Instructional Design at Valley Children’s Hospital, Director of Training at Verdisys.com, and President of Careermentors. Dr. Pascal’s Ph.D. in the Organization and Administration in Education from the University of California, Los Angeles. Benjamin Warren: Owner, ITC Trading Co.B.S.: Vassar College, M.B.A.: Columbia University, NY Mr. Warren has more than 20 years of leadership experience as the CEO of a multi-generational family office and investment pool of capital. Over thirty years of executive management experience in food processing, manufacturing, and distribution. As a successful entrepreneur in the food business, Benjamin has built, managed and sold market leading food businesses with extensive operations across the United States. Dedicated Community leader with a deep sense of passion for educating, caring for and changing the lives of challenged and underserved populations through a variety of organizations, virtually all grounded on a track to education in one way or another. Benjamin has been an avid supporter and longtime trustee of KIPP Public Schools. Nancy J. Li-Tarim: Owner, Easton Resources Development B.A.: Qiqihar University, M.A.: Dalian University Nancy Li-Tarim is Founder and President of Easton Resource Development, Inc., an education consulting and Public Relations firm based in Houston Texas for about 20 years. Nancy is actively involved in many educational and non-profit organizations. Nancy as a former teacher has in-depth knowledge of academic goal setting, state assessments, and school culture and support.
1. Discuss the Board's plan to assess financial performance indicators, including
   (i) Specific indicators and metrics to be monitored;
   (ii) How often the Board will assess each indicator; and
   (iii) Thresholds that will determine success or failure.
2. List the Board members with demonstrable experience to lead the review of financial
   performance indicators and provide a brief description of each individual's specific areas of
   expertise.

Narrative Response:

Evaluation Criteria-Financial Performance Indicators

A strong response will:
- Present specific applicable metrics that will evaluate and assess financial performance
  indicators;
- Demonstrate a consistent and sufficient evaluation schedule;
- Identify specific thresholds/performance levels that will determine success or need for
  intervention; and
- Identify multiple Board members that have demonstrable experience and competency to
  assess financial performance.

Majority of Royal Board members have in-depth knowledge and experience in finance and
accounting including school finance. Despite this vast knowledge, our board members will
receive charter school accounting and finance training on all performance indicators including
the TEA FIRST rating system. This is necessary because the board needs to have a basic
understanding of the key quantitative and qualitative financial information required to govern
the proposed school. The CEO will provide monthly financial reports to the board during every
board meeting. These financial reports will include financial performance indicators that are
relevant and measured monthly. Some of the indicators will be visited quarterly, and bi-annually
as they become available. The following specific metrics were retrieved from the TEA’s FIRST
rating system for charter schools. We will use these indicators for the proposed school. Our
threshold for success is to obtain the Superior rating at the end of our third year of operation.

- Submission of the annual financial report (AFR) to TEA within 30 days of the
  proposed school’s fiscal year end date
- Receiving an unmodified opinion in the AFR on the financial statements as a whole
- Being free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or
  federal funds per external independent auditor report
- Having a total net asset balance in the Statement of Financial Position for the proposed school greater than zero
- Having a reasonable number of days of cash on hand and current investments for the proposed school
  sufficient to cover operating expenses. This calculation will use expenses, excluding
depreciation

• Having the measure of current assets to current liabilities ratio for the proposed school sufficient to cover short-term debt
• Having the proposed school’s revenues equal or exceed expenses, excluding depreciation
• Having the debt service coverage ratio sufficient to meet the required debt service
• Having the proposed school in compliance with the payment terms of all debt agreements at fiscal year-end
• Having the proposed school not have a 15 percent decline in the students to staff ratio over three years

Three board members, Mr. Sage, Mr. Warren, Mrs. Wasserstrum, will form our finance committee. Tom sage is a bond attorney and has been handling multi-million-dollar bond financing. Harriet has retired from the Banking industry. Mr. Benjamin Warren has been an entrepreneur, investor and business owner of multiple successful companies. Mr. Tom Sage will be the lead person to oversee implementation of these proposed performance metrics. Also, Mr. Benjamin Warren and Mrs. Harriett Wasserstrum will assist Tom Sage. All of them have accounting and banking experiences.
FINANCE/OPERATIONS/GOVERNANCE PLANS

BUDGET

1. Provide a detailed budget narrative and sources of funding, which must include 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). NOTE: 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.

2. 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 secure and which are anticipated, and include evidence of commitment for any funds as Attachment F5. Explain the basis for assumptions around unsecured/anticipated funding sources.

3. Provide the cumulative total amount for each of the following and the number of donors included in each amount:
   a. Donations collected;
   b. Donations with a firm commitment;
   c. Additional donations anticipated; and
   d. Donations contingent upon charter.

4. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Also provide a detailed cash flow contingency (for Year 1), in the event that revenue projections are not met in advance of opening.

Narrative Response:

The Royal Board committed to creating a fiscally sound budget. As seen in the attachment FOG-10 (Financial Plan Workbook), Royal has a well designed balanced budget for the first five years. Our budget was prepared based on decades of experience of operating academically and financially successful charter schools and opening multiple schools each year. Dr. Tarim, along with Royal's Board Finance committee members, has been leading the preparation of annual budgets. The proposed budget is geared towards achieving high academic standards while ensuring financial sustainability for both schools in Austin and Houston. The main source of funding for the proposed school will come from FSP state revenue and federal funds (i.e., entitlements). In year-1, total revenue will be $5,490,762 based on an average daily attendance of 576 students receiving an average of $9,533 for two schools. Federal funds will be $675,296 — this amount calculated based on $680 per pupil for all entitlements, and $225 for IDEA enrollment. Other funding includes the National Lunch Program reimbursements that are calculated based on 85% student participation. We anticipate a 5% net operation income for the first year and approximately 9%, hereafter. Additional Source of Income Royal Board members already received financial support and commitment in the forms of donations and loans from several institutions (see Attachment FOG-14-Financial Support Letters). Currently, the basic sources of funds will come from KLE Foundation, JP Morgan Chase Bank, American Charter
Development, and BB&T Bank (Attachment FOG-14 Financial Support). These sources are secured based on our board members and CEO’s prior working relationships with these organizations. Upon approval, the Royal Board members strongly believe that we will be able to fundraise an additional $500,000 donations and pledges for school operations. KLE foundation provided a letter of support in the amount $4,500,000 depending on enrollment numbers at Royal. Royal Board members, when needed, will continue to be committed to providing their personal credit whenever necessary for carrying out the mission and vision of the charter schools. Members of this unique board are volunteers, and no member is paid for the services he or she provides; hence, the board members are very excited about the opportunity that will be given to prepare students for their future. Additionally, upon approval of this proposal, the board members will organize an aggressive fundraising campaign. The fundraising plan will include the following strategies:

- Soliciting funds from corporations and local businesses,
- Soliciting funds from private foundations,
- Conducting business roundtable meetings with lenders and potential donors,
- Soliciting donations from national organizations.

Dr. Tarim has been communicating with the Charter School Growth Fund for donations towards the start-up and first two years of operation. We anticipate receiving donations of $200,000 in the form of cash and goods such as computers and/or school furniture. This amount was not included in the budget. Additionally, several grant applications will be made. The preparations for writing grants are already in progress.

Royal’s contingency plan
We do not believe that we will have enrolment problems based on past experience and current demand. In the event that we do not have enough students for the first year or funds for per-pupil allocations are not available as early as expected or are lower than expected, Royal will take the following action(s):

- Many of our board members have long-term working relationships with regional banks. We will seek short-term lines of credit from these banks until issues are eliminated.
- There is always an option to eliminate or minimize all related expenses including a reduction in personnel (teaching and administrative positions). Also, student/teacher ratios for certain grades can be adjusted, temporarily.
- We may consolidate administrative and other positions temporarily.
- We will negotiate for delay of payments including deferring rent payments to the second year of operation by amending the lease agreement.

Attachment(s):

- FOG 10: Financial Plan Workbook
- FOG 11: Audit Report
- FOG 12: Credit Report
- FOG 13: [IRS] Form 990, Form 990-N, or Form 990-EZ
- FOG 14: Evidence of Other Financial Support
Evaluation Criteria-Budget

A strong response will:

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application;
- Provide a clear description of assumptions and revenue estimates (including but not limited to) the basis of calculations for revenue projections, staffing levels, and expenditures;
- Present Average Daily Attendance (ADA) estimates that are congruent with the estimated student demographics, count, and grade level;
- Address the source of all anticipated income and make reasonable assumptions around the level of commitment and availability of variable funds;
- Describe all repayment terms for borrowed funds; and
- Outlines strong contingency planning to be implemented in the event that anticipated revenues are not received or are lower than estimated.
Provide the Following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in October, 2018. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 5, 2018 and October 12, 2018, of which applicants were required to attend one. Each session provided details about (i) applying for (and holding) a charter in the state of Texas; (ii) contents of the RFA document; and (iii) application preparation and submission requirements for both electronic and hard copy application documents.

Consequently, 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 and signed the *Proof of Attendance* document. It was recommended that the individual(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

PLEASE NOTE: Attachment A1 is referenced on page 3 of the Application Coversheet under Enrollment Overview.
Texas Education Agency
Division of Charter School Administration

Generation Twenty-Four 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 along with the completed application.

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: Royal Academy-Houston

Sponsoring Entity Name as reflected on the 501(c)(3): The Royal School System

Application Contact Name: Nancy J. Li-Tarim

Title/Role: Board Member

Email: [redacted] Phone: 713-502-6684

Board Member Attending: Nancy J. Li-Tarim

Board Member Attending: Soraya Farim

Board Member Attending: Summer Sessions

Board Member Attending: [redacted]

Board Member Attending: [redacted]

Date of Session: ✗ Friday, October 5, 2018, 9:00 a.m. - 4:20 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 Jennifer Hagan at 512-463-0359 or jennifer.hagan@tea.texas.gov.
Provide the Following:

Organizational charts that show the school governance, management, and staffing structure. An applicant must submit separate organizational charts for ‘year one’ and ‘at-capacity.’ If the organizational structure is not projected to change during the initial contract period; an applicant must indicate this somewhere on the chart provided.

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.

PLEASE NOTE: Attachment E2 is referenced on the Teacher Recruitment narrative page of the Education Plan.
ORGANIZATIONAL CHARTS

YEAR-1: Campus #1

ROYAL PUBLIC SCHOOLS
(Board of Directors)

CEO / SUPERINTENDENT

PRINCIPAL

STEM Teacher
Instructional Specialist
Librarian
Special Programs Coordinator

Teacher(s) and Teachers’ Aids

Counselor

Operation Specialist

- PEIMS
- Medical Assistant
- IT Specialist

- Sp. Ed. Teacher
- ESL Teacher
- G/T Teacher
At Capacity: Campus #1

At scale, a Royal campus will have the following positions. Number of positions and employees may be increased and decreased based on the student enrollment numbers.

ROYAL PUBLIC SCHOOLS
(Board of Directors)

CEO / SUPERINTENDENT

PRINCIPAL

Assistant Principal(s)
(Curriculum, Instruction, Student Safety & Discipline)

STEM Teacher

Instructional Specialist

Librarian

Special Programs Coordinator

Counselor
(Social & Emotional Learning, College Guidance & Counseling)

Operation Specialist

• PEIMS
• Medical Assistant
• IT Specialist

Teacher(s) and Teachers’ Aids

• Sp. Ed. Teacher
• ESL Teacher
• G/T Teacher

* The chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises. Additional positions may be created as needed or some of these positions may be outsourced.
At Capacity (Year-9): Entire Organization/Cluster Structure

ROYAL PUBLIC SCHOOLS
(Board of Directors)

CEO / SUPERINTENDENT

Chief Academic Officer
Chief Financial Officer
Chief Operation Officer
Chief Development Officer
Chief HR
Chief Technology Officer

CENTRAL ADMINISTRATION

AUSTIN CLUSTER

Elementary School #1
Elementary School #2
Middle School
High School

HOUSTON CLUSTER

Elementary School #1
Elementary School #2
Middle School
High School
Provide the Following:

A staffing chart outlining the staffing plan for the campus(es), as applicable.

Using the template provided at http://tea.texas.gov/charterapp.aspx, the staffing chart must include staffing projections for each year during the initial contract period (Years 1-5).

The staffing chart should also align with the Organizational Charts (Attachment O1) and the Supplemental Human Resources Information Forms (Attachment O3) and should identify, but not limited to, the following positions:

1. Principal(s) and Assistant Principal(s)
2. Additional Campus Leadership
3. Classroom Teachers (core subjects)
4. Classroom Teachers (specials)
5. Student Support (e.g. social workers)
6. Specialized Campus Staff
7. Teacher Aide(s) and Assistant(s)
8. Campus Operations Support Staff
9. PEIMS

Adjust or add functions and titles as needed.

PLEASE NOTE: Attachment E3 is referenced on the Teacher Recruitment narrative page of the Education Plan.
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

<table>
<thead>
<tr>
<th>Staff</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
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<tr>
<td>ESL Teacher</td>
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<tr>
<td>Teacher Aides and Assistants</td>
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<td>Campus Operations Support Staff</td>
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<td><strong>Total FTEs at elementary campus(es)</strong></td>
<td>55</td>
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<td>185</td>
<td>205</td>
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</table>

| MIDDLE SCHOOL CAMPUS STAFF                |        |        |        |        |        |
| Principal                                 |        |        |        |        | 2      |
| Assistant Principal(s)                    |        |        | 2      | 2      | 2      |
| Counselor (SEL)                           |        |        | 2      | 4      |        |
| Special Programs Coordinator              |        |        | 2      |        |        |
| Operation Specialist                      |        |        | 2      |        |        |
| Classroom Teachers (Core Subjects)        |        | 8      | 12     | 32     |        |
| Classroom Teachers (Specials)             |        | 8      | 12     |        |        |
| Instructional Coach                       |        | 2      | 2      |        |        |
| PEIMS Coordinators                        |        | 2      | 2      |        |        |
| Special Education Teacher                 |        | 2      | 2      |        |        |
| ESL Teacher                               |        | 2      | 4      |        |        |
| Teacher Aides and Assistants              |        |        | 0      |        |        |
| Campus Operations Support Staff           |        | 2      | 2      | 10     |        |
| **Total FTEs at middle school campus(es)**|        | 12     | 32     | 76     |        |

Comments: We propose to open four schools in Austin and four schools in Houston when we reach the full capacity. These four schools (2 Elementary, one middle and one high school) will form a cluster. In year-1, we will open one elementary school building simultaneously in each of these cities. Elementary schools will start with 288 students in grades K-2 and grow to K-5, in 4 years. In year-3, we will enroll middle school students (only four sections-96 students), in our existing elementary school. We will incubate middle school grades in our existing elementary campuses until year-5. CONTINUE NEXT PAGE...
### Staff

<table>
<thead>
<tr>
<th>Staff</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>Teacher Aides and Assistants</td>
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<tr>
<td>Campus Operations Support Staff</td>
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<tr>
<td><strong>Total FTEs at high school campus(es)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
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<tr>
<td><strong>Total organization FTEs</strong></td>
<td>55</td>
<td>121</td>
<td>161</td>
<td>217</td>
<td>295</td>
</tr>
</tbody>
</table>

**Comments:**

In year 5, we will move our middle school grades to a new building and also enroll 4-sections of 96 9th grade students. The new building will have grades 6 through 9 with approximately 480 students. We believe that this is a financially and academically viable growth option for our model.

Objective is to develop the middle school in an existing elementary campus and move to a new middle school site when enrollment reaches certain threshold. Again, the goal is to move to a new high school campus when the high school enrollment reaches to a healthy threshold in the existing middle school. At full capacity, anticipated enrollment numbers will be 576, 576, and 600 at elementary, middle, and high school campuses, respectively. Same model will be replicated in Austin and Houston.
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.

PLEASE NOTE: Attachment E4 is referenced on the Teacher Recruitment narrative page of the Education Plan.
Name of Proposed Charter School: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 140,000 - 210,000

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.

Professional memberships, cell phone, travel, rental car allowance at the market value

Proposed Location (City and County): Houston, Harris County

Number of Students anticipated in year one: 576 In year five: 3,264

Minimum Qualifications Required:

Education Required: Master's degree required

Ph.D. preferred

Experience Required: Minimum five years or more management and administrative experience required. Experience in school setting, student assessment, public relations, and community engagement. Formal leadership training preferred.

Certification Required: N/A

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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<thead>
<tr>
<th>Name of District</th>
<th>CDN</th>
<th>Located in (City)</th>
<th># of Students Served</th>
<th>Salary Range</th>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Job Duties: List up to 10 key duties this individual will perform.

1. Accomplishes the mission and goals of the proposed school
2. Executes policies and procedures approved by the board
3. Supervises all aspects of the school instructional program
4. Builds partnerships with local and national organizations
5. Provides periodic reports to the board to ensure the board is informed on issues, needs
6. Oversees financial operation of the schools
7. Represents and acts face of the school in the community
8. Build strong school culture
9. Encourages a positive work environment that promotes high staff morale
10. Demonstrates skill in anticipating, managing, and resolving conflict

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Principal

Reports to: CEO/Superintendent

Salary Range: 75,000-110,000

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): Houston, Harris County

Number of Students anticipated in year one: 576
In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor degree required
Master's degree/Management related field preferred.

Experience Required: Combination of 3-5 years of successful experience in education and management.

Certification Required: Principal or Administrative certification preferred.

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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<td>7,713</td>
<td>99,094</td>
</tr>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Principal

Reports to: CEO/Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Supervise and evaluate performance of all staffs, teachers and etc. to ensure school qualities
2. Manage daily operations and decision making to drive instructional and school wide practices
3. Provide instructional resources and materials in accomplishing instructional goals
4. Communicate as liaison between CEO/Superintendent, staff, students, parents, and community
5. Recruit, interview, select and orient new personnel to campus
6. Maintain fiscal control and provide accurately report to CEO/Superintendent
7. Work with faculty and students to create and maintain a good school climate and culture
8. Implements professional development program to support staff growth and improvement
9. Use appropriate and effective techniques to encourage community and parent involvement
10. Direct and manage extra curricular and intramural programs

*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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Assistant Principal

Reports to: Principal

Salary Range: 65,000-80,000

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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor degree required

An advanced degree/Management and/or related field preferred

Experience Required: Combination of 2-4 years of successful experience in education and management.

Certification Required: N/A

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 online 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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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Assistant Principal

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist principal in instructional administration, human resources, student activities and all services
2. Help principal design, manage and implement information systems to track charter goals
3. Encourage planning of innovative education programs, assist teachers in implementing efforts
4. Assist principal in interviewing, selecting and orienting new charter employees
5. Oversee charter operations in principal’s absence
6. Coordinates logistics and facilities for all school events
7. Hold employee evaluation conferences based on records of performance evaluation
8. Assist in organization of school improvement plan with staff, parents and community members
9. Oversee student attendance records. Requisition supplies, textbooks and equipment
10. Demonstrate use of productive and efficient skills to raise community and parent involvement

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Counselor

Reports to: Principal

Salary Range: 50,000 - 70,000

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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor degree required

Experience Required: Education experience
Academic counseling preferred

Certification Required: N/A

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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<td>67,995</td>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Counselor

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Provides direct services through Curriculum, Individual Student Planning preventively/respondively

2. Establishes the school counseling program and develops activities and resources

3. Provides individual and group counseling services to meet student needs

4. Assists teachers with the Guidance Curriculum

5. Accurately interprets test results and other student data

6. Assists teachers with educational placement of students by appropriate assessment strategies

7. Conducts parent information meetings and one-on-one parent/student meetings

8. Assists student and family of knowledge in finding the best college and university fit

9. Provides program management, system support and accountability

10. Assist students to a wide range of scholarship, study, and internship opportunities to students

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Special Programs Coordinator

Reports to: Principal

Salary Range: $55,000 - $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): Houston, Harris County

Number of Students anticipated in year: 576

In year five: 3,274

Minimum Qualifications Required:

Education Required: Bachelor degree (must) and Master Degree (Optional)

Experience Required: Minimum 3 years’ classroom teacher experience

Certification Required: Minimum a Teacher 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).

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<td>Houston</td>
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<td>La Porte ISD</td>
<td>101916</td>
<td>La Porte</td>
<td>7,713</td>
<td>59,264</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Special Programs Coordinator

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Train teachers of special populations, general education teachers and other staff members
2. Monitor Special Education, Section 504, ESL, and G/T students’ academic progress
3. Continually communicate with parents and keep them informed the regarding their kids' progress
4. Compile, maintain, submit the required data and documents by the state and federal governement
5. Conducts routine audits of school-based services to ensure compliance with state and federal law
6. Participate in professional development activities and staff meetings
7. Collaborate with Region service centers, TEA
8. Assist school administration in scheduling classes for special programs students
9. Meet with principal regularly
10. Performs other job-related duties 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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Instructional Coach

Reports to: Principal

Salary Range: 48,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor’s degree from an accredited college or university

Experience Required: Education experience
Academic instruction specialist (ELA & Math) preferred

Certification Required: Texas Teacher Certificate appropriate for level and subject area of assignment

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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<td>La Porte ISD</td>
<td>101916</td>
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<td>7,713</td>
<td>62,470</td>
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</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Instructional Coach

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Work with individual or small groups students to provide and monitor interventions and progress
2. Develop lessons which target the specific needs of identified students
3. Set performance goals for individual students based upon assessment data
4. Provide high quality general education instruction to students in reading, writing and/or math
5. Develop an intervention schedule for identified students based on campus needs
6. Maintain records of interventions and progress monitoring to ensure process fidelity
7. Meet with teachers to ensure lessons for the targeted students are aligned with classroom curricul
8. Communicate with campus staff, bilingual office staff and parents regarding student progress
9. Evaluate student progress
10. As necessary, may provide supplemental intervention services to bilingual students

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Operation Specialist

Reports to: Principal

Salary Range: 50,000-75,000

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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor degree required, advanced degree/Management related field preferred.

Experience Required: Minimum 2 years of successful experience in education and management.

Certification Required: N/A

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 online 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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<td>7,713</td>
<td>86,117</td>
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</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Operation Specialist

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Serve as financial adviser to the principal

2. Analyze accounting practices, systems, and controls in all charter departments

3. Manage revolving financial programs for all funds and work with auditors

4. Maintain accounting systems that comply with laws and regulations

5. Compile and enter all budget adjustments, additions, and deletions

6. Help with drafting of budget and assessing the long- and short-range objectives

7. Draft comprehensive annual financial report to TEA for submission

8. Ensure accurate computerized inventory records of all of the charter’s assets

9. Oversee purchasing and bidding and make accurate recommendations

10. Implement programs for school to community needs

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: PEIMS Coordinator

Reports to: Principal

Salary Range: 40,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: High School Diploma Required

Bachelor’s degree Preferred

Experience Required: Two year of office administrative work or experience in a school environment. Previous experience in PEIMS preferred

Certification Required: N/A

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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<td>58,176</td>
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</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: PEIMS Coordinator

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate the collection, integration and formatting of all data required for PEIMS submission

2. Work cooperatively to collect/organize/format data required for submitting district PEIMS data

3. Run edits, reports, and verification checks on data to ensure accuracy of information

4. Distribute edits and reports to appropriate staff for analysis, verification, and correction

5. Submit complete and accurate PEIMS data to Texas Education Agency (TEA) in prescribed forms

6. Verify data submitted to TEA and submit corrections in a timely manner

7. Provide training/support to campuses and personnel staff responsible for processing PEIMS data

8. Receive PERMS-related information from ESC and TEA and disseminate to other staff in a timely

9. Attend all regional PEIMS workshops and disseminate information to appropriate staff

10. Compile/maintain/file all physical and computerized reports, records/other documents required

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Teacher (Core Courses)

Reports to: Principal

Salary Range: 45,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor degree required

An advanced degree/related field preferred

Experience Required: 2 years classroom experiences preferred

Certification Required: Teacher certification preferred or HQ

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](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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<td>7,713</td>
<td>59,264</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Teacher (Core Courses)

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Design, write and use lesson plans that conform to the charters curriculum
2. Implement appropriate instructional and learning strategies, activities, materials and equipment
3. Design instructional activities by using data from student learning style assessments
4. Produce and oversee teacher aide and volunteer assignments
5. Help students assess and enhance their study methods and habits
6. Coordinate and manage extracurricular duties as assigned
7. Serve as an example for students, support mission of charter
8. Enhance learning and to aid in physical, social and emotional development of students
9. Enrich job skills through professional development activities
10. Create/maintain a professional relationship with colleagues, students, parents and community

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.
Name of Proposed Charter School: Royal Public Schools
Name of sponsoring entity: The Royal School System

Position: Special Education Teacher
Reports to: Principal
Salary Range: 55,000 - 70,000

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): Houston, Harris County

Number of Students anticipated in year one: 576
In year five: 3,264

Minimum Qualifications Required:
Education Required: Bachelor’s degree required
Experience Required: 2 years classroom experiences preferred
Certification Required: Special Education 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).

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<tr>
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<td>Houston</td>
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<td>101916</td>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Special Education Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Work in conjunction with students, parents and other members of staff to develop IEPs

2. Design, write and use instructional, therapeutic or skill development programs

3. Ensure comprehension of learning styles through appropriate instructional and learning strategies

4. Collaborate with classroom teacher on student IEP for special education students in regular class

5. Participate in ARD Committee meetings on an ongoing basis

6. Employ technology practices to strengthen the instructional process

7. Produce formal and informal testing to evaluate student success

8. Oversee or ensure personal care, medical care and feeding of students as stated in IEP

9. Control student behavior and implement discipline plan

10. Maintain a professional relationship with colleagues, students, parents and community members

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: ESL Teacher

Reports to: Assistant Principal

Salary Range: $45,000 - $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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor's degree required

Experience Required: General knowledge of curriculum and instruction for ELL Learners
Two years experience required

Certification Required: ESL 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).

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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: ESL Teacher

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plan, organize and provide instruction in English in the Core Curriculum Content Standards

2. Develop bilingual/ESL curricular documents & instructional supporting materials

3. Implement/develop instructional plan/activities for academic growth of Bilingual/ESL students

4. Develop/deliver lesson plans utilizing a broad range of appropriate differentiated techniques

5. Provide a nurturing, supportive, and positive learning environment with high expectations

6. Compile/maintain/file all physical and computerized reports, records, other documents required

7. Plan/provide staff development for identifying/Instructioning Bilingual/ESL students/enrich learning

8. Assist in training teachers on the ELPS (English Language Proficiency Standards)

9. Maintain a professional relationship with colleagues, students, parents, and community members

10. Be active to participate in faculty meetings and serve on staff committees as required

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Gifted and Talented Teacher

Reports to: Special Programs Coordinator

Salary Range: 52,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,274

Minimum Qualifications Required:

Education Required: Bachelor degree (must) and Master Degree (Optional)

Experience Required: Minimum 3 years' classroom teacher experience

Certification Required: State Certification and 30 hours G/T training

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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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Gifted and Talented Teacher

Reports to: Special Programs Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Support G/T students and guide their teachers continuously

2. Monitor G/T students' academic progress

3. Continually communicate with parents and keep them informed regarding their kids' progress

4. Compile, maintain, submit the required data and documents to Special Programs Coordinator

5. Use technologies in the teaching/learning process

6. Participate in professional development activities and staff meetings

7. Collaborate with Region service centers and other GT related organizations

8. Assist school Special Programs Coordinator in scheduling classes for special programs students

9. Meet with the Special Programs Coordinator regularly

10. Performs other job-related duties 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: Royal Public Schools

Name of sponsoring entity: Royal School System

Position: STEM Teacher

Reports to: Principal

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): Houston and Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor Degree

Experience Required: Minimum two years classroom teacher experience

Certification Required: Teacher certification or HQ

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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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: Royal School System

Position: STEM Teacher

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Plan, and implement the STEM activities in applicable grade levels
2. Create a conducive learning environment
3. Attend professional development events
4. Create awareness about STEM among the students/parents and community
5. Create authentic assessments to evaluate students progress
6. Attend the PLC meetings
7. Communicate with parents weekly basis
8. Maintain a professional relationship with colleagues
9. Provide feedback during the STEM curriculum development activities
10. Other duties 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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Teacher Aide

Reports to: Teacher

Salary Range: 20,000-35,000

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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: High School Diploma required.
A college degree preferred

Experience Required: Teaching experience preferred. Strong background in subject/level

Certification Required: N/A

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 online 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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<td>7,713</td>
<td>19,145</td>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Teacher Aide

Reports to: Teacher

Job Duties: List up to 10 key duties this individual will perform.

1. Assists in the implementation of the daily programs under the direction of the lead teacher

2. Assist with classroom management and discipline

3. Present a professional attitude & exhibits character traits related to the school curriculums

4. Assists to supervise students both in classroom and during other activities

5. Attends and participate commended training programs and conferences for self-improvement

6. Maintains good relationship with students, their families, and other employees of the school

7. Help with other administrative and work assignments

8.

9.

10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.
Name of Proposed Charter School: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Secretary

Reports to: Principal

Salary Range: 25,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: High School diploma required
Bachelor's degree preferred

Experience Required: Previous administrative experience preferred
Technical skill preferred like Proficiency in MicroSoft Office

Certification Required: N/A

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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<td>7,713</td>
<td>19,145</td>
</tr>
</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Secretary

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Perform administrative duties to support CEO/Superintendent, Principal, other school personnel

2. Coordinate schedules for CEO/Superintendent and Principal

3. Provides administrative support for faculty, staff and students as needed

4. Assists in coordinating and executing logistics and event set-up as needed

5. Manage scheduling conflicts and facilitating urgent requests from teachers, volunteers, or staff

6. Assist Principal for preparing and editing school-related documents and reports

7. Communicate and coordinate with family requests

8. Manage/maintain student files and school information using organized, state-compliant systems

9. Present information accurately through clear communication skills

10. Be active in faculty meeting and assist in staff committees as necessary

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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Medical Assistant

Reports to: Assistant Principal

Salary Range: 25,000 - 35,000

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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: High School diploma required
Bachelor's degree preferred

Experience Required: Experience working with K-12 students

Certification Required: IRN or LVN certification preferred

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 online through the Texas Education Directory found at [http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx](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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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Medical Assistant

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assist to ensure school compliance with all health-related protocols and guidelines
2. Develop plans and provide for emergency nursing management for injuries/illness
3. Establish/implement effective procedures for mandatory screening programs of vision/hearing et
4. Assist to coordinate management system to administer medications to students at school
5. Establish, maintain/updates all immunization documentation and other student medical records
6. Assist to provide medical-related orientation and procedures to school staff as needed
7. Maintain good communication between the school, physicians, parents, and the community
8. 
9. 
10. 

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.
Name of Proposed Charter School: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: Librarian

Reports to: Assistant Principal

Salary Range: $35,000 - $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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: Experience working with K-12 students

Certification Required: N/A

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 online 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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<td>$72,608</td>
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</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: Librarian

Reports to: Assistant Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Creating an environment conducive to active participatory learning, resource-based practices
2. Encourage the use of instructional technology to engage students and to improve learning
3. Work with teachers to build and strengthen connections for student information/research needs
4. Use local, state, national, international school library data and research to engage support
5. Ensure school library program goals and objectives are aligned with school and district plans
6. Empower students to be critical thinkers, enthusiastic readers, skillful researchers, ethical users
7. Provide leadership/expertise in selection, acquisition, evaluation, resource and technology
8. Collect/analyze data to improve instruction and to demonstrate correlations
9. Maintain frequent and timely communication with school, parent and the community
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: Royal Public Schools

Name of sponsoring entity: The Royal School System

Position: IT Technician/Specialist

Reports to: Principal

Salary Range: 45,000 - 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): Houston, Harris County

Number of Students anticipated in year one: 576

In year five: 3,264

Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: 1 year + Experiences in IT field preferred

Certification Required: N/A

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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</tbody>
</table>
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

Position: IT Technician/Specialist

Reports to: Principal

Job Duties: List up to 10 key duties this individual will perform.

1. Assess/ensure malfunctions of hardware or appropriate actions computer/network operations
2. Coordinates with other staff for the purpose of completing projects/work orders efficiently
3. Inspects computer/network equipment with specialized computer repair and trouble shooting
4. Procures equipment, supplies/materials for the purpose of maintaining availability
5. Repairs computers/ peripherals/network equipment/software to functional operating conditions
6. Request quotations for the purpose of providing cost information, purchasing and securing item
7. Trains selected personnel of ensuring their ability to use new and/or existing software
8. Assists other personnel for supporting them in the completion of their work activities
9. Attends meeting/events for the purpose of conveying and/or gathering information as required
10. Prepares written materials of documenting activities providing written reference or conveying inf

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:

A scanned/photo copy of the official public notice/advertisement (as printed) in the newspaper. The copy that is provided in this application must include the name of the publication (as printed) and publication date.

Each public notice must 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.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (Greensheet, Dallas Observer, Austin Chronicle etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print (not just electronic).

At a minimum, applicants must hold a public meeting within the charter school’s proposed geographic boundary. The purpose of this meeting must address/discuss this application for a Generation 24 Open-Enrollment Charter School.

This meeting must take place no earlier than 18 months before the charter application due date. Consequently, any prior public meetings in (or before) July, 2017 are not eligible for consideration.

Lastly, any person may attend and participate in the meeting.

**ATTENTION: All submitted notices must be dated prior to January 4, 2019.**

**PLEASE NOTE:** Attachment A2 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.
NOTICE OF PUBLIC MEETING

The Royal School System board of directors will hold two public information meetings at the following locations and dates; on December 15, 2018 at 4:15 PM at 2505 Steck Ave, Austin, TX 78757 and on December 19, 2018 at 6:00 PM at 835 W Rundberg Ln, Austin, TX,78758 on the issue of opening a new charter school, Royal Academy Austin, which will serve students from grades K-12 in greater Austin, Travis County area and surrounding counties.

The general public and interested parents are welcomed to learn more about the proposed school model. If approved, school would begin in August 2020. Board of directors are; Dr. Ken Pascal, Nancy J. Li-Tarim, Harriet Wasserstrum, Tom Sage, and Benjamin Warren. For more info, please call 832-641-5596.

12/4/2018
NOTICE OF PUBLIC MEETING

The Royal School System board of directors will hold two public information meetings at the following location and dates; December 13 and December 15, 2018 at 4 PM at 9800 Town Park Dr Houston, TX 77092 on the issue of opening a new charter school, Royal Academy-Houston, which will serve students from grades K-12 in greater Houston, Harris county area and surrounding counties. General public and interested parents are welcomed to learn more about proposed school model. If approved, school would begin in August 2020. Board of directors are: Dr. Ken Pascal, Nancy J. Li Tarim, Harriet Wasserstrom, Tom Sage, and Benjamin Warren. For more info, please call 832-641-5588.

Order Confirmation

Ad Order Number: 0000185080
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Payor Customer: SONER TARIM
PO Number:

Sales Rep: HC0630
Customer Account: 
Payor Account: 
Ordered By: Soner Tarim

Order Taker: cwolford
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Payor Address: 503 OGDEN TRAIL
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Order Source: 
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Tear Sheets: 0
Proofs: 0
Affidavits: 1
Blind Box: 
Promo Type: 
Materials: 

Invoice Text: 
Ad Order Notes: 

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Net Amount: $437.32
Tax Amount: $0.00
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Ad Number: 0000185080-01
Ad Type: Legal
Production Method: AdBooker
Production Notes: 

External Ad Number: 
Ad Attributes: 
Ad Released: No
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Ad Size: 2 X 16 ii
Color: 

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Product: Houston Chronicle
PlACEMENT: Legal
Position: Legal Notices
First Run Date: Monday, December 10, 2018
Last Run Date: Monday, December 10, 2018

Product: Online
Placement: Legal
Position: Legal Notices
First Run Date: Monday, December 10, 2018
Last Run Date: Monday, December 10, 2018
AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

SONER TARIM
RAN A LEGAL NOTICE
SIZE BEING: 2 x16 L
Product Date Class Page
Houston Chronicle Dec 10 2018 Legal Notices A 12

Sworn and subscribed to before me, this 10th Day of December A.D. 2018

Notary Public in and for the State of Texas
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12/4/2018
0000440794-01
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 school 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.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Applicants must 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 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 school 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.

PLEASE NOTE: Attachment A3 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.
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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $0.00

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**Total Postage and Fees:** $6.70

**Date:** 12/14/2018

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<td>5302 Almeda, Suite A</td>
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<td>Board Chair, Stafford MSD</td>
<td>1625 Staffordshire Road</td>
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<tr>
<td>3717 Cork Dr.</td>
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<td>Sent: Senator Paul Bettencourt</td>
<td>11451 Katy Freeway,</td>
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<tr>
<td>Superintendent, Klein ISD</td>
<td>7200 Spring-Cypress Rd.</td>
<td>Klein, TX 77379</td>
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<tr>
<td>Fred Brent, ED,D</td>
<td>603 Lakeway Drive</td>
<td>Georgetown, TX</td>
</tr>
<tr>
<td>Dr. Dan Troxell</td>
<td>204 W. South Street</td>
<td>Leander, TX</td>
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<tr>
<td>Rep. Dawnna Dukes</td>
<td>P.O. Box 2910</td>
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<td>Rep. Donna Howard</td>
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<td>Senator Kirk Watson</td>
<td>P.O. Box 12068 Capitol Station</td>
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Scott Stribling, Board Chair
Georgetown ISD
603 Lakeway Drive
Georgetown, TX 78626

Geronimo Rodriguez Jr.
Board Chair, Austin ISD
1111 W. Sixth St.
Austin, TX 78703

Mr. Ken Mercer
P.O. Box 781301
San Antonio, TX 78278-1301

Mr. Tom Maynar
P.O. Box 625
Florence, TX 76527

Steven Flores Ph.D
Round Rock ISD
1311 Round Rock Ave
Round Rock, TX 78681

Dr. Kelly Crook
Del Valle ISD
5301 Ross Road,
Del Valle, TX 78617
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Adult Signature Required $0.00
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Postage $0.50

Total Postage and Fees $6.70

12/14/2018

Sent To

Elmer Fisher
Board Chair, Manor ISD
10335 US Hwy 290E
Manor, TX 78653

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12/14/2018

Sent To

Dr. Colina Estrada
Thomas, Hutto ISD
200 College Street
Hutto, TX 78634

PS Form 3800, April 2015 PHS 7500-02-000-0047 See Reverse for Instructions

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Postage $0.50

Total Postage and Fees $6.70

12/14/2018

Sent To

Dr. Tom Leonard
Superintendent, Eanes ISD
601 Camp Craft Road
Austin, TX 78746

PS Form 3800, April 2015 PHS 7500-02-000-0047 See Reverse for Instructions

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Total Postage and Fees $6.70

12/14/2018

Sent To

Connie Gooding
Hutto ISD
200 College Street
Hutto, TX 78634

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RUND ROCK, TX 78681

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Postage $0.50

Total Postage and Fees $6.70

12/14/2018

Sent To

Diane Cox, Board Chair
Round Rock ISD
1311 Round Rock Ave
Round Rock, TX 78681

PS Form 3800, April 2015 PHS 7500-02-000-0047 See Reverse for Instructions

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12/14/2018

Sent To

Dr. Royce Avery
Manor ISD
10335 US Hwy 290E
Manor, TX 78653

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Provide the Following:

I. Scans/photocopies of any (i) advertising content; (ii) community outreach surveys; (iii) social media campaigns; and (iv) any additional documentation that demonstrates community engagement and support.

II. Public Meeting Protocol– this is the script or list of questions that were prepared and presented at the public meeting. Do NOT provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

III. Letter(s) of Support– provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

PLEASE NOTE: Attachment A4 is referenced on the Outreach and Public Meetings narrative page of the Finance/Operations/Governance Plans.
FOG 3-Community Efforts and Support

I. Scans/photocopies of any
   (i) advertising content;
   (ii) community outreach surveys;
   (iii) social media campaigns; and
   (iv) any additional documentation that demonstrates

The following screenshots are retrieved from our social media sites:
Royal Academy Houston will be a K-12 school program focusing on STEM education for underprivileged children of Houston.

Royal Academy Houston - 12/15/18
Just completed a successful public meetings with future parents. We want to thank those who attended the meeting this afternoon.

Royal Academy Houston - 12/15/18
Come, join us to learn more about what Royal Academy Houston and its program at Chinese Community Center at 9800 Town Park Dr. Houston, TX 77036.

Royal Academy Houston - 12/15/18
Learn more about our unique and innovative approaches. We are looking forward to welcoming you.

Address: 2505 Steck Ave. 78757
Date and time: Dec 15, 2018 @ 4:15 pm.

Who to follow

Royal Academy Austin
A NEW TUITION-FREE CHARTER SCHOOL WILL BE OPENED IN YOUR AREA IN AUGUST 2020
Royal Academy 2020 - Community Outreach events series - Information event

Learn more about our unique and innovative approaches. We are looking forward to welcoming you.

Address: maps.google.com/maps?vet=12ahU... Date and time: Dec 19, 2018 @ 6:00 pm.

Little Walnut Creek Branch, Austin Public Library.

Royal Academy Houston - 12/15/18
Just completed a successful public meetings with future parents. We thank those who attended the meet this afternoon.
ROYAL ACADEMY

A NEW TUITION-FREE COLLEGE PREP CHARTER SCHOOL

November 10, 2018 (Saturday)
@10:00 AM
Robinson-Westchase Library
(3223 Wilcrest Dr, Houston, TX 77042)

Royal Academy is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

✓ Small and Safe School
✓ Robotics and Hands-on Learning
✓ Free Saturday Tutorials
✓ STEM Integrated Education
✓ Extra-curricular Activities (Sports & Academics)

Our unique STREAMS-360 will cultivate well-rounded citizens for 21st Century. For more information please feel free to contact us via info@royaltx.org Or call us at 832 641 5588.
ROYAL ACADEMY-HOUSTON

A NEW COLLEGE PREP CHARTER SCHOOL IN YOUR NEIGHBORHOOD

BY

ROYAL PUBLIC SCHOOLS

PLEASE COME TO LEARN A NEW TUITION-FREE CHARTER SCHOOL

DECEMBER 07TH, 2018 (FRIDAY)
@1:00PM

3223 WILCREST, HOUSTON, TEXAS 77042

Royal Academy Houston is a new charter school which provides individualized project-based learning, higher-level of critical thinking and problem-solving,

Our unique STREAMS program will cultivate well-rounded citizens for 21st Century. Please come to join us and learn more about this new great school!

For more information,

info@royaltx.org or call 832 641 5588.
PLEASE COME TO LEARN A NEW TUITION-FREE CHARTER SCHOOL

Royal Academy-Houston

By Royal Public Schools

DECEMBER 13TH, 2018 (THURSDAY)
@4:00PM
CHINESE COMMUNITY CENTER
9800 TOWN PARK DR., HOUSTON, TEXAS 77042

Royal Academy is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

✓ Small and Safe School
✓ Robotics and Hands-on Learning
✓ Before and After School Programs
✓ Free Saturday Tutorials
✓ STEM Integrated Education
✓ Online Parent Access (Grades, Homework, and etc.)
✓ Extra-curricular Activities (Sports & Academics)

Our unique STREAMS-360 will cultivate well-rounded citizens for 21st Century. For more information please feel free to contact us via info@royaltx.org Or call us at 832 641 5588.
PLEASE COME TO LEARN A NEW TUITION-FREE CHARTER SCHOOL

Royal Academy-Austin

By Royal Public Schools

DECEMBER 15TH, 2018 (Saturday)

@4:15PM

Austin Public Library- North Village Branch 2505 Steck Ave, Austin, TX 78757

Royal Academy is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

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✓ Extra-curricular Activities (Sports & Academics)

Our unique **STREAMS-360** will cultivate well-rounded citizens for 21st Century. For more information please feel free to contact us via **info@royaltx.org** or call us at **832-641 -5588.**
Royal Academy Houston

A NEW COLLEGE PREP
TUITION-FREE CHARTER SCHOOL
BY ROYAL PUBLIC SCHOOLS

December 15th, 2018 (Saturday)
@4:00pm

CHINESE COMMUNITY CENTER
9800 TOWN PARK DR., HOUSTON, TEXAS 77042

Royal Academy is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

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✓ Robotics and Hands-on Learning
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Our unique STREAMS-360 will cultivate well-rounded citizens for 21st Century. For more information please feel free to contact us via info@royaltx.org Or call us at 832 641 5588.
A NEW TUITION-FREE CHARTER SCHOOL

ROYAL ACADEMY-AUSTIN

by Royal Public Schools

DECEMBER 19TH, 2018 (Wednesday)
@6:00PM
Austin Public Library- Little Walnut Creek Branch-835 W. Rundberg Ln. 78758

Royal Academy is a new charter school offering grades K-12 and focusing on advanced and innovative programs.

✓ Small and Safe School
✓ Robotics and Hands-on Learning
✓ Before and After School Programs
✓ Free Saturday Tutorials
✓ STEM Integrated Education
✓ Online Parent Access (Grades, Homework, and etc.)
✓ Extra-curricular Activities (Sports & Academics)

Our unique STREAMS-360 will cultivate well-rounded citizens for 21\textsuperscript{st} Century. For more information please feel free to contact us via info@royaltx.org or call us at 832-641-5588.
Dear Parent and Guardians,

Purpose of this survey to identify priorities regarding your child’s educations in your school. Please, respond to the first two questions based on the scale of 5 (5 being very important and 1 being not important).

1. What is your priority regarding your child’s education? Place number for each of the following subjects.
   ___ Reading  ___ Math  ___ Science  ___ Writing  ___ Fine Arts
   ___ STEM (Science, Technology, Engineering, Mathematics)
   ___ Character Education & Social Emotional Learning
   ___ Other (Please write) ...................................................................................................................

2. What do you consider while choosing a school?
   ___ Academic Programs  ___ Safety  ___ Teacher Quality  ___ Location
   ___ Extracurricular activities  ___ Others ........................................................................................

3. Are you aware of your child's school performance or school ratings?
   □ Yes  □ No

4. Will you send your child to a charter school?
   □ Yes  □ No

5. Do you favor or oppose to have a charter school opening in your neighborhood?
   □ Strongly favor  □ somewhat favor  □ Somewhat oppose  □ Strongly Oppose

6. What source do you use to get most of your information about our school? (Check all that apply)
   □ Newsletter  □ Children  □ Teachers  □ Friends  □ Newspaper
   □ Facebook  □ Twitter  □ Other Social Media .................................................................

6. What sources do you prefer to receive information about a new school in your area? (Check all that apply)
   □ Phone call  □ School Website  □ Face-to-face  □ Open house meetings
   □ Facebook  □ Twitter  □ Other Social Media .....................................................................
Please, place only one check mark (✔️) that describes your opinion.

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<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>My child is <strong>NOT</strong> learning what he or she needs to know to succeed in later grades or after graduation from high school.</td>
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<td>I am satisfied with the level of challenge that my child is receiving in her or his math and science classes.</td>
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<td>I am satisfied with the education quality provided by my child's school.</td>
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<td>My school offers a strong math education.</td>
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<tr>
<td>My school offers a strong science education.</td>
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<td>My school offers Robotics program</td>
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<tr>
<td>I am satisfied with the school environment to reflect caring and respect for my child.</td>
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<td>My school provides counseling services to support my child.</td>
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<td>Teachers and school have the ability to help deal with my child’s social and emotional issues appropriately.</td>
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<tr>
<td>My child’s school create an environment that helps my child to learn.</td>
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<td>Overall, I am satisfied with the education my child is receiving at his or her school.</td>
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</tbody>
</table>
Estimados Padres y Tutores,

El propósito de esta encuesta es identificar las prioridades con respecto a la educación de su hijo en su escuela. Responda a las dos primeras preguntas según la escala de 5 (5 es muy importante y 1 no lo es).

1. ¿Cuál es su prioridad con respecto a la educación de su hijo? Coloque el número para cada uno de los siguientes temas?

   ___ Lectura ___ Matemáticas ___ Ciencia ___ Escritura ___ Bellas artes  
   ___ STEM (Ciencia, Tecnología, Ingeniería, Matemáticas)  
   ___ Educación del carácter y aprendizaje socioemocional  
   ___ Otro (Por favor escriba) .................................................................

2. ¿Qué consideras al elegir una escuela?

   ___ Programas académicos ___ Seguridad ___ Calidad del maestro ___ Ubicación  
   ___ Actividades extracurriculares ___ Otros ......................................................

3. ¿Conoce el rendimiento escolar o las calificaciones escolares de su hijo?

   □ Sí □ No

4. ¿Enviarás a su hijo a una escuela autónoma?

   □ Sí □ No

5. ¿Favorece o se opone a la apertura de una escuela autónoma en su vecindario?

   □ Favor Favorecer fuertemente □ algo favorecer  
   □ Algo en oposición □ Enérgicamente oponerse

6. ¿Qué fuente utiliza para obtener la mayor parte de su información sobre nuestra escuela? (Marque todo lo que corresponda)

   □ Boletín Niños Profesores □ Amigos □ Periódico  
   □ Facebook □ Twitter □ Otras redes sociales ..............................................

7. ¿Qué fuentes prefiere recibir información sobre una nueva escuela en su área? (Marque todo lo que corresponda)

   Llamada por teléfono Website Sitio web de la escuela □ Fácil a cara □ Reuniones en casa  
   □ Facebook □ Twitter □ Otras redes sociales ...............................................

Por favor, coloque solo una marca de verificación que describa su opinión (√).
<table>
<thead>
<tr>
<th>Totalmente de acuerdo</th>
<th>De acuerdo</th>
<th>Neutral</th>
<th>Discrepan</th>
<th>Muy en desacuerdo</th>
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</thead>
<tbody>
<tr>
<td><strong>Mi hijo NO está aprendiendo lo que necesita saber para tener éxito en los grados posteriores o después de graduarse de la escuela secundaria.</strong></td>
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<tr>
<td><strong>Estoy satisfecho con el nivel de desafío que mi hijo está recibiendo en sus clases de matemáticas y ciencias.</strong></td>
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<tr>
<td><strong>Estoy satisfecho con la calidad educativa proporcionada por la escuela de mi hijo.</strong></td>
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</tr>
<tr>
<td><strong>Mi escuela ofrece una sólida educación matemática.</strong></td>
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<tr>
<td><strong>Mi escuela ofrece una sólida educación científica.</strong></td>
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<tr>
<td><strong>Mi escuela ofrece programa de robótica.</strong></td>
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<tr>
<td><strong>Estoy satisfecho con el ambiente escolar para reflejar el cuidado y el respeto por mi hijo.</strong></td>
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</tr>
<tr>
<td><strong>Mi escuela proporciona servicios de asesoramiento para apoyar a mi hijo.</strong></td>
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</tr>
<tr>
<td><strong>Los maestros y la escuela tienen la capacidad de ayudar a lidiar con los problemas sociales y emocionales de mi hijo adecuadamente.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>La escuela de mi hijo crea un ambiente que ayuda a mi hijo a aprender.</strong></td>
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</tr>
<tr>
<td><strong>En general, estoy satisfecho con la educación que mi hijo está recibiendo en su escuela.</strong></td>
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</tr>
</tbody>
</table>
II. Public Meeting Protocol– this is the script or list of questions that were prepared and presented at the public meeting.
Public Meeting Protocol and Q & A

In each of the public meetings, we follow the below the meeting protocols to conduct proper and orderly meeting. We made sure that we would always have a translator to receive and respond questions in Spanish.

I. Welcome and introduction
II. Who are we? Introduction to Board and Development Team Members
III. Why Royal? Our Mission and Vision
IV. What do we offer?
V. Educational Programs, Innovative approaches, and Building Blocks of Royal
VI. Questions, Answers & Dismissal.

After the introduction, we show a power point presentation to parents and interested parties. In each of these meetings, we receive plenty of questions. However most frequently asked questions are listed below;

Q: Where is your school located?
A: We talk about our target zones in each city.

Q: Do you provide transportation?
A: We tell our parents that we will not provide transportation except students with disabilities that require transportation.

Q: Do you have zoning requirements?
A: No, there is no restriction regarding zoning except we discuss our attendance zone with parents.

Q: Is uniform required or do you have a dress code?
A: Yes, it will be required. There is a program for those who are not able to afford it.

Q: Parent asked about the uniform colors?
A: The uniform is not designed yet. We will your input in selecting color and mascot.

Q: When will school begin?
A: If, approved in August 2020.

Q: Parent asked about the size of the classes?
A: All classes will be small and safe at Royal. Students to teacher ratio will be 17 to 1. Through personalized learning, each student will get enough personal attention from teachers/school.

Q: Do you have after school or childcare?
A: Yes, we will have plenty of free after school academic and fun clubs.
Royal Public Schools

Academic Success for All Students: Eradicating Educational Gaps

Charter School System

Charter Schools are:
- Non-Sectarian
- Non-Discriminatory
- Tuition-Free

Independent Public State Governments

Charter Schools offer:
- Small Structured Learning Environments
- Innovative Curricula
- Flexible Educational Program
- Parental / Community Involvement
- Accountability

THE Royal School System

A non-profit corporation.
The foundation was organized exclusively for educational, scientific, and literary purposes.

Primary objectives:
- Establish open enrollment Charter Schools in.
  - Austin
  - Houston
Developers’ Backgrounds

Dedicated individuals from various backgrounds;

- Dr. Kenneth C Pascal: Former Dean of Art Inst. Of Houston
  B.A.: Yale University, Ph.D.: UCLA
- Nancy J. Li-Tarim: Owner, Easton Resources Development
  B.A.: QiQiHar University, M.A.: Dalian University
- Benjamin Warren: Owner, ITC Trading Co.
  B.S.: Vassar College, M.B.A.: Columbia University, NY
- Tom Sage: Partner, Hunton, Andrews, Kurth, LLP
  B.S.: US Air Force Academy, J.D.: UH College of Law
- Harriett Wasserstraum: Exec Dir. ALF National
  B.S.: Harvard University
- Soner Tarim: Founder and former CEO of Harmony Public Schools
  Ph.D.: Texas A&M University

Mission Statement

Mission
Spark curiosity, empower students with a rigorous and well-rounded education and provide knowledge and skills necessary to achieve post-secondary and life accomplishments.

Vision
The vision is to establish an educational system that prepares curious, knowledgeable, responsible, and well-rounded future leaders at every level of society.

Mission Driven Education Program

- Sparking curiosity with well rounded STREAMS 360 experience
- Empowering Students with Individualized Blended Learning
- Rigorous Literacy and Math Approach “Royal Way”
- Provide knowledge and skills necessary through Reading and Numerical Fluency
- Postsecondary and life accomplishments with Targeted, intentional, purposeful (TIP) design

Royal’s Core Elements

- First thing first; clear protocol, procedures and effective classroom management
- A growth mindset approach to develop highly effective teachers
- Rigorous curriculum
- Continuous improvement through collaborative efforts
- Student centered data driven decisions
Royal Innovative Attributes

- STREAMS-360 = STEM + Reading + Art + Social Emotional Learning
- Individualized Blended Learning
- Literacy and Math Approach the “Royal way”
- Reading and Numerical Fluency
- TIP Design= Targeted, Intentional and Purposeful Student Learning

STREAMS-360

Students Excel in:
- Science
- Technology
- Reading
- Art
- Engineering
- Mathematics
- Social / Emotional Learning

Academic Goals

- To demonstrate mastery in core subject areas
- To acquire College and Career skills
- To develop lifelong learning skills

Educational Programs

Elementary School

- Strong Math and Reading emphasis
- Character Education and SEL
- After School Program and tutorials
- Coding, Technology Integration, and PLTW (launch)
- TIP (Authentic) Assessments
- Teacher specialization in 4th and 5th grades
- Parental and Community Involvement
## Educational Programs

### Middle School
- ✓ Strong STEM Program
- ✓ Coding & Computer Tech. Applications
- ✓ PLTW (Gateway)
- ✓ English and Language Arts
- ✓ Social Studies
- ✓ Fine Arts/Music
- ✓ Foreign Language
- ✓ Physical Education and Health
- ✓ Character Education & SEL

### High School
- ✓ Dual Credit & AP Courses
- ✓ CTE, Coding, & PLTW Courses
- ✓ Accelerated Program
- ✓ Individual - Team Research Projects
- ✓ Foundation High School Program
- ✓ Electives & Clubs
- ✓ Community Service Requirement
- ✓ Endorsements: STEM, Business & Industry, Public Services, Art & Humanities, Multi-Disciplinary

## Character Education & SEL
- ✓ Fosters character and citizenship development
- ✓ Improves school attendance and academic performance
- ✓ Improves school climate and creates a caring community
- ✓ Fosters acceptance of diversity
- ✓ Creates safer school environments; bullying prevention
- ✓ Reduces substance abuse

## Student Activities
- → Math Club
- → Science Club
- → Language Club
- → Computer Club
- → Chess Club
- → Art Club
- → Drama Club
- → Athletic Clubs
- → Student Council
- → National elementary honor society
### Parental Involvement

- PTO
- Home Visits
- Student-Teacher-Parent Dinners
- Open Houses
- Access to the students’ records
- Parent’s Login

### Collaboration with Universities

- UT-Austin
- Rice University
- University of Houston
- Texas Southern University
- Houston Baptist University
- St. Thomas University
- Baylor College of Medicine
- Texas A&M University

### The Building Blocks of RSS Success’

- High expectations and commitment to high standards
- Dedicated and caring highly qualified teachers
- Safe and orderly atmosphere
- Small class and school size
- Strong parent-teacher-student interaction
- Family visits
- Interaction and sharing ideas among campuses
- Encouragement of diversity
- Individual attention to student needs
- Staff development opportunities
- Emphasis on after school and Saturday tutorials
- Technology integration (i.e. online education)

### Thank You

Questions & Answers?
IIII. Letter(s) of Support– provide (if any) non-financial letters of support from individuals, organizations, officials, etc.
January 2, 2019

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Re: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

The KLE Foundation strongly supports the approval of the application for Royal Public Schools to create an Austin area charter school. Upon approval of the charter, The KLE Foundation intends to support Royal Public Schools in the Austin area – depending on number of seats and local fundraising need -- up to $4,500,000.

Over the past twenty-one years, our family foundation, KLE, has supported the expansion of quality educational programs and schools throughout the greater Austin area. During that time we have worked with traditional districts and charter schools, including Dr. Soner Tarim’s Harmony Public Schools.

Having held technical leadership roles at Apple and Dell for nearly twenty years, I am acutely aware of the dire need for deep STEM education, and the significant and increasing number of jobs needing those skills in Austin. Royal Public Schools will meet those needs and will also go further by integrating project-based learning and blended personalized learning. By infusing those learning practices with critical social emotional learning skills such as building teams, appreciating perspective and solving complex problems, Royal Public Schools will be preparing its students to thrive in the ever-evolving work environment.

By approving the charter for Royal Public Schools and their STEM-enhanced STREAMS model, you will not only be increasing access to a rigorous high-quality educational choice for families, but also providing a pipeline of talented future employees and leaders for Austin. As our city continues to expand, we need ever greater numbers of local job applicants, and schools like Royal Public will be well positioned to meet that need.

I thank you in advance for your support in opening more doors of opportunity for students and our city.

Sincerely,

Eric Harslem
The KLE Foundation
19 December 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701

Dear Commissioner Morath:

I heartily endorse the application of The Royal School System to establish a new charter school in an underserved area of Houston.

That this effort is under the direction of Dr Soner Tarim gives me total confidence that the school will be successful. As founding CEO of Harmony Public Schools -- a national leader and exemplar of the charter school movement -- Dr Tarim has shown he has the vision, skill, and personality to produce the same student achievement at The Royal School System. It is a source of pride that, as a member of the State Board of Education from 1999-2003, I voted to approve the charter for Harmony Public Schools.

The section of the Houston area that Dr Tarim has identified for his proposed school desperately needs the high level of teaching and concern for students that he would undoubtedly bring to it. It is, in fact, the sort of neighborhood that charter schools were created to serve – and to save. I believe that you and the Board will be on solid ground in approving the application of The Royal School System and will in time have the same cause for pride that I do in the birth of Dr Tarim’s prior brilliant initiative.

Thank you for considering this recommendation.

Sincerely, 

Chase Undermeyer

[Signature]
November 20, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Mr. Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the Houston area.

I live in Houston area and as a professional working in law enforcement field, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing STREAMS³⁶⁰ education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth well-rounded for college and life beyond. In additions, Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

[Signature]

Ed Gonzalez, Sheriff
Harris County
December 19, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Re: Letter of Support for The Royal School System

Dear Commissioner Mr. Morath and SBOE Members,

Please accept this letter of support for The Royal School System and its effort to establish a new charter school in the Houston area.

As the President of the University of St. Thomas, I am very excited that such a school is being proposed. I will be glad to offer my support for the success of this proposed school.

I personally know the founding member, Dr. Soner Tarim, and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community, especially for advancing STREAMS³⁶⁰ education which adds Reading(R), Arts (A) and Social and Emotional(S) learning to the STEM model. We need these types of innovative approaches in education to prepare our youth to be well rounded for college and life beyond. In addition, Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kind support of this innovative approach are highly appreciated.

Sincerely,

Richard L. Ludwick  
President
December 18, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the Houston area.

I live in the Houston area and as the CEO of Holocaust Museum Houston, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing STREAMS education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth for college and life beyond. In addition, The Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

Kelly J. Zuniga, Ed.D.
Chief Executive Officer
December 18, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Morath and SBOE Members,

I write to express my support for the Royal School System and its plan to establish a new charter school in the Houston area. As the Provost of The Art Institute of Houston, I have worked with several members of the Royal School Board and have the greatest respect for the depth of their knowledge and their demonstrated accomplishments in education. I can vouch for Dr. Ken Pascal’s integrity, effectiveness as a college leader, and understanding of complex situations and challenges. He will be a great asset to the board in strategic planning and oversight to achieve high student learning outcomes. I have also worked with Nancy Li in international and cross-cultural learning opportunities for our students. I know she will also be a valuable resource to the Royal School System.

The Royal School System will bring strong value to our community and will serve students, parents, and other stakeholders well. The philosophy of STREAMS education will add Reading(R), Arts (A) and Social and Emotional(S) learning to the established STEM model. Our city needs innovative approaches in education to prepare students for college and productive professional lives. Under visionary leadership with an admirable mission, the Royal School System will also create job opportunities for educators and support staff in our community.

As a citizen of the higher education community with respected colleagues at the Royal School System, I will lend my own support to this new venture. I ask for the support of the Commissioner’s Office for the work to be done by this new charter school.

Sincerely yours,

Dr. Gary Eaton
Provost
November 20, 2017

Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Mr. Morath and SBOE Members,

It is my honor to present this letter as a verification of my support for The Royal School System's effort to establish a new charter school in the Houston area.

I live in the greater Houston area and as a professional working in the healthcare field, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing STREAMS® education which adds Reading(R), Arts (A) as well as Social(S) and Emotional(E) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth to be well-rounded for college and life beyond. In addition, Royal School System will also create more job opportunities for our citizens of the great state of Texas.
Your consideration and kind support to this innovative approach is highly appreciated so as to reach its potential in serving our children and families in our communities and our great state of Texas.

Sincerely,
December 22, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for Royal Academy Houston

Dear Commissioner Morath and SBOE Members,

I am writing this letter in support of Royal Academy Houston. I, as a citizen concerned with education, would like to support the approval of Royal Academy Houston to serve students in our community. I strongly support this school’s mission to provide the City of Houston with a school of choice that maintains the high standards for the education of our children to prepare them with more job opportunities in the future.

I personally know the founding board members of this organization and can attest to their abilities and credibility. Although my children had long graduated from the Houston public school system, my current experience serving on both the HISD Asian Advisory Committee and the Menniger Bridge-Up Grant Advisory Committee give me an great understanding of what works best for students. I believe that the Royal School System will be a great asset to our community especially for advancing STREAMS$^{360}$ education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning to the STEM model. We need these types of innovative approaches in education to prepare our youth for college and life beyond.

Your consideration and kind support to this innovative approach are highly appreciated. It will provide needed quality, competent and accessible education for children and families in our community and state.

Sincerely,

Rogene Gee Calvert

Principal in Outreach Strategists

832-723-4508  
4122 Woodhaven St.  
Houston, TX  77025
December 18, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Mr. Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the Houston area.

I live in Houston area and as a professional working in real estate development and serve in many community organizations, I am very much excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing STREAMS360 education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth well-rounded for college and life beyond. In additions, Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

Kenneth Li  
Chairman of Southwest Management District  
2017 Chairman of Chinese Community Center  
[Redacted] Phone: 713-826-3388
December 10, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Re: Letter of Support for The Royal School System

Dear Commissioner Morath and SBOE Members,

I would like to present this letter as verification of my support for The Royal School System and its effort to establish a new charter school in the Houston area.

I live and work in Alief-Energy Corridor Houston area and as a professional working in the Chemical and Energy Industry I know this type of school is needed as I have spoken to the students on several occasions in middle and high schools. I am very excited that such a quality school is being proposed. I am glad to offer my support and my help for the success of this proposed school and its students.

I personally know the founding member Dr. Soner Tarim and other respected professionals that are board members of this organization. I firmly believe that The Royal School System will be a great asset for our community especially for advancing STREAMS education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth to be well-rounded critical thinkers for college and life beyond. In addition, Royal School System will also create more job opportunities for our citizens of the great state of Texas.

Your thoughtful consideration and kind support to this innovative approach to education are highly appreciated to serve children with opportunities and foster their potential in our community and state.

Sincerely,

Donna F. Cole
Pres/CEO
December 11, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for The Royal School System

Dear Commissioner Mr. Morath and SBOE Members:

I am very pleased to write this letter of support for The Royal School System and the establishment of a new charter school in the Houston area.

I’ve lived in the Houston area and practiced law here since 1969 and have been the parent of students who are graduates of St. John’s School. I have been Chairman of one of the largest immigration law firms in the country and worked on U.S. immigration policy for years serving as a senior policy advisor on immigration to President George W. Bush. I have also been an adjunct professor of law at the University of Houston Law Center, among other activities.

I have known the founding member, Dr. Soner Tarim, for many years and he is a distinguished educator and member of the Houston community. I am privileged to call him friend.

I have also known a number of the Board members for a number of years. I have known and worked with Nancy J. Li-Tarim for a number of years through the U.S.-China Friendship Association and other activities of mutual interest. I have also known Benjamin Warren for more than 20 years. I served on the Board of the Holocaust Museum with Benjamin’s mother and have known him through Nancy Li-Tarim and other mutual friends as well.

Given Dr. Tarim’s success in education and the great need in the Houston region, I have no doubt that The Royal School System will be a great addition to our community, particularly for advancing STREAMS\textsuperscript{360} education which adds Reading(R), Arts (A) as well as Social and Emotional(S) learning to the STEM model. These motivational approaches will better prepare our youth to be well rounded for college and life beyond. The Royal School System will prepare these students so that they will have better opportunities for job opportunities in Houston and to be better citizens of our city and state.
I would greatly appreciate your support for The Royal School System.

Sincerely yours,

Charles C. Foster
December 18, 2018

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Subject: Letter of Support for Royal Public Schools

Dear Commissioner Mr. Morath and SBOE Members,

I would like to present this letter as verification of my support for Royal Public Schools and its effort to establish a new charter school in the Houston area.

I live in Houston area and as a professional working as a Certified Public Accountant (CPA) for the last 33 years in the firm of Gomez & Company, I am very excited that such a school is being proposed. I will be glad to offer my support and my help for the success of this proposed school.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. I firmly believe that Royal Public School will be a great asset for our community especially for advancing STREAMS-360 education which adds Reading (R), Arts (A) as well as Social (S) and Emotional Learning added to the STEM model. We need these types of innovative approaches in education to prepare our youth well-rounded for college and life beyond. In additions, Royal Public School will also create more job opportunities for our citizens of the great state of Texas.

Your consideration and kindly support to this innovative approach are highly appreciated so as to reach its potential in serving our children and families in our community and state.

Sincerely,

Benjamin P. Gomez, CPA  
President
December 16, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support for The Royal School System

Dear Commissioner Morath and State Board of Education Members:

I would like to offer my strongest support for your approval to create a new Houston area charter school - The Royal School.

As a native Houstonian, an educator and someone who has spent my entire adult life involved in education policy, I am thrilled to support the efforts of Dr. Soner Tarim and the proposed board of The Royal School. Having served nine years on the Houston ISD Board – twice as President – we successfully incubated over two dozen in-district charter schools – many of whom became open enrollment schools. I strongly believe in the school choice philosophy, thus allowing students and their parents to find options that fit their individual needs. I also served on the Texas Higher Education Coordinating Board, and currently serve on the State Board for Education Certification. All of this reinforces my experience, but much more importantly, has provided me a lens by which to observe and assess excellence and success in education.

I have known Dr. Soner Tarim as a personal friend for almost 20 years, and I know almost all of the board members for The Royal School. Dr. Tarim’s leadership and vision for the founding and success of the Harmony Public Schools, will serve to provide a visionary and incredibly successful model for The Royal School. Advancing STREAMS, which includes reading, arts and social/emotional learning, will further provide excellence in the sciences which have been the basis for Dr. Tarim’s initial charters.

Having worked with you and your board throughout my work in education, I know how strongly you believe in meeting the needs of every child in our schools in Texas. The Royal School will create another opportunity to do so.

Thank you in advance for your support. Have a wonderful holiday!

Sincerely,

Laurie Bricker, M.Ed.
December 29, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Mr. Morath and SBOE Members,

I am writing to share my strong support for the proposed school, The Royal School System. As the Founder and Executive Director of Families Empowered, I believe that The Royal School System will provide a much needed and desired option for families in Houston.

As you know, Families Empowered serves over 60,000 families in San Antonio, Houston, and Austin by providing access to information, resources, and tools to families as they choose schools that best fit their children’s needs. I am very excited that this school is being proposed.

I personally know the founding member Dr. Soner Tarim and other board members of this organization. Dr. Tarim is one of the most thoughtful, experienced, and focused educators I’ve worked with and I firmly believe that The Royal School System will be an asset for our community especially for advancing STREAMS$^{360}$ education (Reading(R), Arts (A), Social and Emotional(S)). Additionally, this school will provide a highly needed and sought-after STEM option. We need these types of schools to ensure the next generation of Texans are prepared for meaningful careers, college, and life. Additionally, The Royal School System will create more meaningful teaching opportunities for the people of our great state.

As you review the charter applications before you, I hope you will strongly consider approving this exciting and innovative proposal.

Sincerely,

Colleen Dippel
Founder & Executive Director
Families Empowered
Provide the Following:

I. 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.

PLEASE NOTE: Attachment E1 is referenced on the Admission and Enrollment narrative page of the Finance/Operations/Governance Plans.
ROYAL PUBLIC SCHOOLS

ADMISSION AND ENROLLMENT POLICY

It is the policy of Royal Public Schools (School) to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of gender, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

Application Requirement
The School requires applicants to submit a complete application form in order to be considered for admission. During the start-up year, brand new campus application period starts on November 5th (beginning date) and ends on June 3rd (closing date). For the following years, the application period begins on January 5th (beginning date) and ends on March 15th (closing date). The CEO shall revise the beginning and closing date for the application window for each school year as needed.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries of the School and satisfy any other admissions criteria specified in this policy. See Verification of Residency below.

Lottery Provisions
A “lottery” for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 15 days after the closing date of the application period. The lottery will be conducted manually or via lottery selection software. The CEO or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the School. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Development of Waiting List
The lottery will be paused momentarily after the computerized lottery fills all available seats allowed by the enrollment cap. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space become available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

Admission Process of Returning Students
Returning students (students who currently attend the School and intend to return the next school year) are exempted from the lottery if they notify the School of their intent to return for the next school year by the deadline designated by the CEO or designee for the then-current school year.
**Siblings Policy and Children of the School's Founders and Employees**

Siblings of returning students currently enrolled at the School and who timely notify the School of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of the School’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

**Applications Submitted Outside the Designated Application Period**

If a student applies to the School outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

**Students with documented histories of a criminal offense and/or misconduct**

As authorized by Education Code § 12.111(a)(6)(A), the School shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

**Documents and Information Applicants are Required to Provide**

Applicants must submit a completed application form to be considered for admission. The application form must be signed and dated by the parent(s). The application form must include the following items:

- Applicant’s name (first, last, and middle names)
- Applicant’s birth date
- Applicant’s current grade level and grade applied for
- Applicant’s residential address
- Phone numbers
- Applicant’s current school and district names
- Applicant’s parents’ name and signature
- Whether the applicant has a sibling already admitted to or attending the School
- Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.
Reporting Transfer Students Pursuant to Civil Action 5281

Civil Action 5281 requires that the Texas Education Agency not approve student transfers where the effect of such transfers changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district.

The School complies with the requirements for reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on the Texas Education Agency’s website under PEIMS section.

Verification of Residency and Immunization Records for Enrollment

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person’s “residence,” for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of the School, as described in the School’s charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of the School. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information.
  - Other sources or documents demonstrating residency

If, at any time, a student's or qualifying occupant's residence is in question, the School may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by the School with the following stipulation:
Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
Notarized statement must state the name of relative or friend who is on the relative who is on the relative or friend’s proof of residence;
Notarized statement must state the same address of relative or friend who is on the relative or friend’s proof of residence;
A copy of the relative or friend’s proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
The notarized statement must be signed by same name of relative or friend who is on the relative or friend’s proof of residence.

Subsequently, within 60 days, at least two current documents, the School must be provided confirmation of residency from one or more of the following sources:
- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies;
- State and Federal Revenue departments.

The School may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

**Adult Student Attendance Requirement for Continued Admission**
A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The School may revoke, for the remainder of the school year, the enrollment of a person who has more than five (5) absences in a semester that are not excused under Education Code § 25.087. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on School grounds and a criminal trespass warning may be issued. Prior to revoking the person’s enrollment, the school shall issue a warning letter to the person, after the third unexcused absence, stating that the person’s enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, the school may impose a behavior improvement plan.

**Student Residency Separate from Parent/Guardian**
In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person’s parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to the School in the same manner as other students. However, a student under 18 and not
living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to the School. The CEO shall follow Exclusion of Students with Certain Histories, above, in making such determination.

**McKinney-Vento Policy Statement**

“Homelessness” means lacking a fixed, regular, and adequate nighttime residence. The CEO or designee shall appoint a Liaison for Homeless Children and Youths to serve as the primary contact between homeless families and school staff, shelter workers, and other service providers. The liaison will also assist in obtaining necessary immunizations, if needed. If a dispute arises over the enrollment of a homeless child, he shall be immediately admitted to the School until resolution of the dispute.

**McKinney-Vento Compliance**

The School shall strive to enroll and have attend, homeless children who are not currently attending school and shall adopt policies and practices to ensure that students, including homeless children are not stigmatized or segregated on the basis of their homeless status. The School shall review and revise policies which act as barriers to the enrollment of homeless children. In determining homelessness, the School shall give consideration to factors such as transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, the School shall serve homeless children according to their best interests. In determining the best interest of a child, the School shall:

1. To the extent feasible, keep a homeless child in the school of origin—the school that the child attended when permanently housed or the school in which the child was last enrolled—except when doing so is contrary to the wishes of the child's parent or guardian;
2. Provide a written explanation to the homeless child’s parent or guardian, including a statement of appeal rights, if the School sends the child to a school other than the school of origin or a school requested by the parent or guardian; and
3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

The School selected for attendance in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment. The School shall immediately contact the last School the child attended in an attempt to obtain relevant academic and other records. If the child needs immunizations, or immunization or medical records, the School shall immediately refer the child's parent or legal guardian to the School’s homeless liaison for assistance.

Should a dispute arise over school identification and/or enrollment thought to be homeless, the child shall be immediately admitted to the School pending resolution of the dispute. The School shall provide the child's parent or guardian with a written explanation of the decision regarding school selection or enrollment, including the right to appeal the School’s enrollment decision. The School
shall also refer the child, parent, or guardian to the homeless liaison, who shall conduct a dispute resolution process as expeditiously as possible.

**Discrepancies in Student Name**
The CEO or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student’s records have not been received within 30 days of a request, the CEO or designee shall notify local law enforcement for a determination of whether the child has been reported as missing.

**Food Allergy Information**
The parent of each student enrolled at the School must complete a form provided by the School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to the School to enable the School to take any necessary precautions regarding the child’s safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term “severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

The School may also require information from a child’s physician if the child has food allergies.

Food allergy information forms will be maintained in the child’s student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").
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.

If applicant does not have 501(c)(3) determination letter at the time of application submission, include any documentation that proves an IRS Form 1023 has been submitted by January 4, 2019.

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 5, 2019, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

PLEASE NOTE: Attachment G1 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.
Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.
THE ROYAL SCHOOL SYSTEM

Sincerely,

[Signature]

Director, Exempt Organizations
Rulings and Agreements

Letter 947

239
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.

All submitted forms to the state must be dated prior to January 4, 2019.

PLEASE NOTE: FOG6 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.
September 25, 2017

Nancy J. Li-Tarim
503 Ogden Trl
Sugar Land, TX 77479 USA

RE: The Royal School System
File Number: 802821673

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

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller’s office, is available on their web site at http://window.state.tx.us/taxinfo/franchise/index.html. For information on state tax exemption, including applications and publications, visit the Comptroller’s Exempt Organizations web site at http://window.state.tx.us/taxinfo/exempt/index.html. Information on exemption from federal taxes is available from the Internal Revenue Service web site at www.irs.gov.

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

Sincerely,

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

Come visit us on the internet at http://www.sos.state.tx.us/
Phone: (512) 463-5555
Fax: (512) 463-5709
TDD: 7-1-1 for Relay Services
Prepared by: Delores Moore
TDD: 7-1-1 for Relay Services
Document: 762940010002
CERTIFICATE OF FILING
OF
The Royal School System
File Number: 802821673

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

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

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

Dated: 09/22/2017

Effective: 09/22/2017

Rolando B. Pablos
Secretary of State
CERTIFICATE OF FORMATION
OF
THE ROYAL SCHOOL SYSTEM

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is The Royal School System. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 109 North Post Oak Lane, Suite 410, Houston, Texas 77024, and the name of its registered agent at such address is Nancy J. Li-Tarim.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Nancy J. Li-Tarim
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

Benjamin S. Warren
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

Dr. Kenneth Pascal
109 North Post Oak Lane, Suite 410
Houston, Texas 77024

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as
exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. 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 publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.
ARTICLE VII

The name and street address of the organizer is Nancy J. Li-Tarim, 109 North Post Oak Lane, Suite 410, Houston, Texas 77024.

ARTICLE VIII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE IX

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE X

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

(a) a breach of a director's duty of loyalty to the Corporation;
(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code; and (b) a corporation, contributions to which are
deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: September 22, 2017

The Royal School System

By: [Signature]

Nancy J. Li-Tarim, Organizer
Provide the Following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

PLEASE NOTE: Attachment G3 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.
BYLAWS
OF
THE ROYAL SCHOOL SYSTEM

WHEREAS, the initial Board of Directors of The Royal School System (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation;

NOW, THEREFORE:

IT RESOLVED by the Board of Directors of the Corporation, that these bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the “School”) as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of gender, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 Name. The name of the Corporation is “The Royal School System.”
1.02 Office. The principal office of the Corporation will be located at 109 North Post Oak Road, Suite 410, Houston, Texas 77024.

1.03 Seal. The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS AND RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation’s open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including, but not limited to, consultation with attorney(s), real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency, as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.
(c) **Video Conferencing**: Meetings may also be conducted by videoconference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

2.05 **Notice for Charter School Meetings.** When conducting business related to the operations or affairs of the Corporation’s open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law or regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) **Posting of Notice**: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) **Emergency Notice**: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two (2) hours before such meeting and subject to other prerequisites under the Act.

(c) **Internet Posting**: Notice and the agenda for all meetings of the Board of Directors shall also be posted on the Corporation’s Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) **Closed Meetings**: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 **Charter School Meeting Order of Business.** When conducting business related to the operations or affairs of the Corporation’s open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

2.07 **Non-Charter Meetings.** When conducting any other corporate business not related, in any way to the operations or affairs of the Corporation’s open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Articles of Incorporation and these bylaws. The Secretary shall cause to be mailed at least 48 hours in advance, or sent by electronic means at least 24 hours in advance to every Director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such
meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action by Unanimous Written Consent. When conducting any corporate business not related, in any way to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all Directors or Committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or Committee must state the date of each Director's or Committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or Committee members must be delivered to the Corporation no later than the 10th day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS AND RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of Board meetings and Committee meetings, the list of Directors, and copies of all other material corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act, where applicable, for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman, in good order, any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments
The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors, or any of its designated Committees, except as otherwise provided in these bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;
(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;
(g) A plan of merger under Subchapter F;
(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F.

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

**ARTICLE THREE**

**DIRECTORS**

3.01 **Management.** The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 **Number and Qualifications.** The Board of Directors will consist of no fewer than three (3) persons.

3.03 **Removal.** Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director’s excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining Directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining Directors for good cause.

3.04 **Term.** The Directors shall serve for two-year terms, which may be renewed by each respective Director, subject to Articles 3.03 and 3.06 herein. No member may serve more than two (2) consecutive terms without being off the board for at least one (1) year. A person who has been elected to a partial term to fill a vacancy, shall not be considered to have served such term for purposes of determining whether such person is eligible to succeed himself or herself.

3.05 **Vacancy.** The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any Committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 **Resignation.** Any Director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 **Compensation.** Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.
ARTICLE FOUR
OFFICERS

4.01 Officers. The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by majority vote of the whole Board.

4.02 Appointment. The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 Chairman. The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his/her absence.

4.04 Secretary. The Secretary will act under the direction of the Chairman and in his/her absence have the duties and powers of the Chairman. The Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his/her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other Committees of the Board of Directors; the Executive and other Committees of the Corporation shall be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these bylaws. The Secretary will have such other powers and duties not inconsistent with these bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 Treasurer. The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 Other Officers. The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be Directors, to serve as officers or agents of the Corporation.
ARTICLE FIVE
COMMITTEES

5.01 Committees. Designated Committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any Committee may include one or more Directors from the Board. The Board Chairman or his/her designee will appoint the members, officers, or others to Committee positions. The rules of procedure of any Committee may be set by the Board. Any Committee may be abolished or any Committee member removed for any reason and at any time by the Board of Directors.

5.02 Records. Each Committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 Depositories. All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 Transactions. All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 Loan or Grant Authority. No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 Insider Dealing. Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or Committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence; (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered; and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 Insider Loans. No loans or grants will be made by the Corporation to its Directors, officers or Committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS
8.01 Liability. A Director or Committee member will not be required to furnish any bond or surety for his/her services as a Director or Committee member, and will not be liable for the act or omission of any other Director.

8.02 Indemnification. Any person made or threatened to be made a party to any action in court or other proceeding because he/she is or was a Director or Committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney’s fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or Committee member is liable for gross negligence, bad faith or willful misconduct in performing his/her duties. The right of indemnification will not exclude any other right of the Director or Committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 Insurance. The Board of Directors will have the power to purchase and maintain, at the Corporation’s expense, insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 Amendment. Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these bylaws, these bylaws may be altered, amended or repealed, and new bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed bylaws revisions with explanations for the change is given at least three (3) days previously. In the case of an emergency, which must be explained in the notice, two (2) hours notice of a proposed amendment may be given to all Directors, and the bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 Fiscal Year. The fiscal year of the Corporation will begin on July 1st of each year, and will end on June 30th of the next year.

10.02 Annual Report. The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year;

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year;

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 Federal Tax Filing. The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 Construction. Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 Statutory and Other Authority. These bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated 11/6 , 2017, pursuant to the Business Organizations Code.

THE ROYAL SCHOOL SYSTEM

By: Nancy Li Tarim, Director, VP/Secretary
Pursuant to Section 22.220 of the Texas Business Organizations Code (the “TBOC”), the undersigned, being the Directors of The Royal School System, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation’s minute book the Corporation’s Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled “Bylaws of The Royal School System” are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled “The Royal School System Conflict of Interest Policy” is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors’ Signature Page Follows]
THE ROYAL SCHOOL SYSTEM

Nancy J. Li-Tarim, Director

Benjamin S. Warren, Director

Dr. Kenneth Pascal, Director
Provide the Following:

Using the template provided at [http://tea.texas.gov/charterapp.aspx](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.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application’s Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each Board Member individually provides their own personal response(s).

PLEASE NOTE: Attachment G4 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

BACKGROUND

Full Legal Name: Benjamin Stephen Warren

Home Mailing Address: 121 North Post Oak Lane, Unit 1906, Houston, Texas 77024

Phone Number: 713/927-6418

E-mail Address: [Redacted]

Business Name: ITC Trading Company Limited

Business Mailing Address: 109 North Post Oak Lane, Suite 410, Houston, Texas 77024

Business Phone Number: 713/682-8822

E-Mail Address: [Redacted]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes  ☐ No, does not apply to me

If Yes, state the name of the entity: KIPP Public Schools Houston, Holocaust Museum Houston

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

For the last 20 years, I have been deeply involved with education in one way or another, beginning through my engagement with Holocaust Museum Houston, through the Jewish Federation of Greater Houston, which includes education as a key focus and program pillar, and through a variety of charter and alternate education models, that have demonstrated for me the need and importance of high performance charter education options for under-served populations in particular. Through these engagements, I have first hand witnessed that all children possess the ability to learn, provided they have quality options to do so. In this connection, I have become very involved with a variety of educational and school program, including Holocaust Museum Houston, Cristo Rey College Preparatory Academy, Harmony Public Schools, KIPP Public Schools and Yeda-Israel's KIPP Inspired Network of Schools. Each of these institutions have sparked a deep passion in me to become more involved and contributed my resources, including both thought and financial capital to advancing such purpose.
2. What is your understanding of the appropriate role of a public charter school board member?

The board has significant responsibility for stewarding the institution, including strong engagement in the selection and evaluation of a superintendent, oversight to assure strong and responsible financial oversight and discipline, strategic vision and direction of the organization. I intend to actively provide such engagement.

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.

Currently serve as Chairman of the Board of Holocaust Museum Houston and serve as a board member of the following educational and not for profit organizations, KIPP Houston Public School, Co-chair Holocaust Museum Houston Capital Campaign, Holocaust Museum Houston Foundation, Jewish Federation of Greater Houston, Houston Jewish Community Foundation, Jewish Family Service Foundation, Houston Geriatric Foundation, Museum of Fine Arts Houston - Arts of the Islamic World Sub-Committee.

4. Describe the specific knowledge and experience that you would bring to the board.

See above. Deep board experience with multiple not for profit. Currently Chairman of the Board of Holocaust Museum Houston. Extensive experience as an entrepreneur, leading and growing both startup and mature organizations.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The Royal School System will be innovative and proactive in accomplishing it's mission of educating, nurturing and inspiring children to reach their potential. It guiding beliefs are built on sound educational practice and deep experience. The foundation of the curriculum is STEM with added pillars that will add to the goal of developing well rounded children.

2. What is your understanding of the school's proposed educational program?

The addition of the pillars of Reading, Art and Social/Emotional learning to the core STEM curriculum will assure that our students develop the skills to function in an increasingly challenging global world.

3. What do you believe to be the characteristics of a successful school?

A successful school is built on a foundation of strong school leadership and passionate, knowledgeable and nurturing teachers, excited about educating citizens and leaders of the future, with an embedded and required culture of learning.
4. How will you know that the school is succeeding (or not) in its mission?

Measured achievement assessment with annual mission benchmarking checkups involving the board, CEO and executive team will be a requirement. Parent feedback and engagement along with growing student demand will demonstrate whether we are succeeding in our promise to parents and the communities the school serves.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board of Directors will provide oversight for the development, approval and implementation of the school mission, its governance policies and operational practices and long range planning, assuring it continues to always operate in an efficient and ethical manner delivering on its commitment to its students and their parents.

2. How will you know if the school is successful at the end of the first year of operation?

Benchmarking assessments will be conducted annually along with soft assessments to determine whether we are meeting our stated objectives. The future of Royal Academy Houston and The Royal School System will be significantly impacted by high performance, under promising and over delivering, which first year performance will be most determinative of.

3. How will you know at the end of four years if the school is successful?

We are framing a multi year plan in seeking approval of the TEA for our new charter. Our ability to deliver what we have promised, to create the proper learning environment, to recruit and hire passionate and energized teachers that make learning fun, and in turn to build planned support for scaling of the STREAMS - Science, Technology, Reading, Engineering, Art, Mathematics, and Social/Emotional Learning as outlined in our plan will confirm whether our vision has been successful.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board is entrusted with primary responsibility for ensuring that the established governance policies are strictly adhered to. Additionally the board is charged with carrying out the statutory responsibilities associated with assuring that the school is operated in full compliance with local and all applicable state and federal laws and regulations.

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?

Full transparency is a must. Any observed unethical or improper actions on the part of one or more board members must be shared with the board chair and investigated immediately. The appointment of a standing Audit Committee to provide an appropriate review mechanism for such situation if and as they arise is recommended.
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.
   
   I have worked closely with Nancy Li-Tarim in various capacities at Holocaust Museum Houston. I've also come to know the unique educational talents of Soner Tarim. I have also met other board members.

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.

ITC Trading Company Limited, Beef America International LLC, and various other companies in which I do not maintain a control position.

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.

KIPP Houston Public Schools, Board Member, Board of Trustees.
Cristo Rey College Preparatory Academy - Houston, active volunteer since inception.
Leo Baeck Education Center Foundation, supporting the launch and operation of charter like schools throughout Israel, Board Member, Board of Trustees.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management's company of the school?

☐ Yes  ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.
11. 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.


12. 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 (c) Code of Criminal Procedure?

☐ Yes ☐ Does not apply to me.

If yes, provide information relating to the matter(s).


CERTIFICATION

I, [Name], 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 12-26-2018

Verification

State of Colorado

County of [County]

On this day, [Date], [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 [Date] day of [Month] 2018.

(Notary Public) [Signature]

My commission expires [Expiry Date]

[Seal]

AMBER CERECERES
Notary Public
State of Colorado
Notary ID # 20164027283
My Commission Expires 07-20-2020
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

**BACKGROUND**

Full Legal Name: Harriet S. Wasserstrum

Home Mailing Address: 142 Pamellia Drive, Bellaire, TX 77401

Phone Number: 832.524.6714

E-mail Address: [Redacted]

Business Name: retired

Business Mailing Address:

Business 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 believe that for our community and country to thrive we need better education opportunities for all of our children. While I grew up with no money, I benefited from strong public schools through high school and was later able to pursue a successful career in banking. I then ran a nonprofit dedicated to getting leaders from all parts of the community to work together for the common good. Education is such a critical component and I would like to help advance the goals of Royal Public Schools.
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.

   Nancy Li is a Senior Fellow of the American Leadership Forum (ALF) and was a Fellow during the time that I ran the Houston Chapter.

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.

   As President of the Houston Chapter of ALF, I worked in the program with many school employees ranging from Superintendents to teachers.

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.
2. What is your understanding of the appropriate role of a public charter school board member?

A board member provides strategic direction and oversight. This includes compliance with its mission, its charter, and applicable laws; hiring and evaluating its CEO; reviewing and approving its budget and audit reports; and supporting the school in the community. The board also bears final responsibility on legal and regulatory matters and is the ultimate body to hear grievances. The board is a policy setting body and works to ensure necessary resources are available. Each member must participate actively.

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.

While I have not previously served on a school board, as a banker I served on other nonprofit boards, providing financial and general business input. I also spent 11 years managing a nonprofit organization and worked closely with its board. I am currently serving as Board Chair for the national organization in which the nonprofit I managed is part. I have also served on Advisory Boards for several education related entities.

4. Describe the specific knowledge and experience that you would bring to the board.

Over a 27 year banking career I have held many roles, ranging from Assistant Treasurer of Wells Fargo’s bank holding company to Vice Chair of the Texas Region of JPMorgan Chase, responsible for technology and operations departments that included 3300 employees. The eleven years I spent managing the Texas Chapter of the American Leadership Forum honed my skills in working throughout the community to achieve positive change.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school’s mission and guiding beliefs?

The school aims to train students in higher-level critical thinking and problem-solving, challenging them with high expectations with an aim to provide knowledge and skills necessary to achieve post-secondary and life accomplishments. The school will emphasize STEM education and provide project based learning while also stressing literacy skills and social and emotional learning.

2. What is your understanding of the school’s proposed educational program?

The educational program will be oriented to the individual students, with early intervention or remediation as indicated. The curriculum will be rigorous in STEM subjects and also offer advanced literacy electives. There will be a college bound culture. Social and emotional learning will be incorporated into the regular curriculum.

3. What do you believe to be the characteristics of a successful school?

A successful school needs a 21st century suited curriculum; qualified, caring, and dedicated teachers; parental engagement; an administration that understands the students' backgrounds; and attention to developing a positive school culture.
4. How will you know that the school is succeeding (or not) in its mission?

School success can be measured in part by student success (e.g., grades, standardized test scores, graduation rate, and college admissions). It can also be seen in student retention and in feedback from stakeholders including both students and parents. Feedback from colleges which the students attend can also provide useful information on how well prepared they are upon graduation.

GOVERNANCE

1. Describe the role that the board will play in the school’s operation.

The board will hire and evaluate a CEO who will be responsible for hiring teachers and staff and the overall management of the school. The board will be involved in policy setting and in oversight.

2. How will you know if the school is successful at the end of the first year of operation?

First year goals and the metrics that will be used to measure progress will be established.

3. How will you know at the end of four years if the school is successful?

Progress toward five-year goals will be reviewed. The board will look at quantitative and qualitative indicators of success ranging from achievement of student learning outcomes to levels of parental satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board members will need to participate actively and both provide guidance and evaluate progress. Systems will need to be put in place to measure results and encourage continuous improvement. Both student achievement and the overall effectiveness of the school should be tracked.

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 discuss the situation with the school attorney and seek guidance on the appropriate way to approach the full board and how best to coordinate with school management.
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes ☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

none

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

none

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.
11. 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.

☐ Yes ☐ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Harriet Wasserstrom, 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 12/21/18

Verification

State of TEXAS

County of HARRIS

On this day, December 21, 2018, (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 12/21/2018.

(Notary Public)

Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

BACKGROUND

Full Legal Name: Kenneth Christopher Pascal

Home Mailing Address: 3620 Timberside Circle Drive, Houston, TX 77025

Phone Number: 832-338-8248

E-mail Address: careermentors@yahoo.com

Business Name: Retired

Business Mailing Address:

Business 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: The Fresno Chess Academy; and San Joaquin Chapter of ASTD

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

I enjoyed my educational experiences so much that I wanted to make the promotion of learning my career. To that end, I have two graduate degrees in education and over 30 years’ experience as an education in the following industries: higher education, aerospace, healthcare, and e-commerce.

In the early stages of my retirement, I decided I wanted to give back to the community as a volunteer. Not surprising to me, education was my chosen venue. When I heard about Royal Public Schools, I was intrigued by the potential of starting a new venture incorporating lessons learned by me along the way as well best practices. It was an exciting proposition.

I care very much about student opportunity, access and development. I want to share my love of learning though the systematic support of student success. I remember the motto of the State University of New York, to paraphrase, "let each become all he/she is capable of being." That moves me!
2. What is your understanding of the appropriate role of a public charter school board member?

The board will be involved in the selection and evaluation of a superintendent, review of financial status, long range planning, keeping within the scope of the mission, and overseeing policy.

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 over 15 years total experience on boards including the Minority Business Development Center (Fresno), the Fresno Chess Academy, the San Joaquin Chapter of the American Society for Training and Development, and the Houston US-China Peoples Friendship Association (USCPF). I held several positions in these organizations including President of the Fresno Chess Academy, the San Joaquin Chapter of ASTD, and Houston USCPF—all three had substantial educational goals.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a master's degree in educational leadership and administration from the University of Massachusetts. Also, I earned a doctorate in philosophy in the administration and organization of education from the University of California, Los Angeles. I have been a substitute teacher, an assistant professor, and an adjunct at a graduate school. Most of my career has been developing and administering adult education programs in higher education. For 13 years I was Dean of Academic Affairs, at The Art Institute of Houston.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school will have to be innovative and proactive to accomplish its dynamic mission. Its guiding beliefs are built on sound educational principles, professional experience, and the challenge of building on the successes of STEM curricula including project based learning.

2. What is your understanding of the school's proposed educational program?

In addition to Science, Technology, Engineering and Math, there will be added emphases on Reading, Art and Social/emotional learning. The resulting "STREAMS" approach builds on the proven strengths of STEM education. Students need to be prepared for a rapidly changing environment where learning is lifelong.

3. What do you believe to be the characteristics of a successful school?

A successful school shows evidence of student and parent engagement. Teachers understand that students will learn in different ways and at different speeds. There will be availability of educational technology capable of supporting and customizing the student experience. The emphasis will be on the student success of each and every individual. Students participate in project based learning. There will be a climate of mutual respect which permeates the campus. Student learning outcomes are the focus.
4. How will you know that the school is succeeding (or not) in its mission?

Assessments of programs and student learning outcomes will be conducted annually based on standards consistent with and within the scope of the mission. Every teacher and staff member should know the school's mission and the role he or she plays in fulfilling it. Teachers will be hired based on their ability to advance the school's mission through instruction delivered with empathy.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will select and evaluate a superintendent, who will in turn select qualified and accountable teachers and staff. The board will conduct periodic reviews of the mission, policy, finances, program assessments, and enrollment trends.

2. How will you know if the school is successful at the end of the first year of operation?

First year goals and standards will be set and measured. In the first year, a solid foundation must be put in place.

3. How will you know at the end of four years if the school is successful?

Progress toward five-year projections will be reviewed. The board will look at quantitative and qualitative indicators of success ranging from achievement of student learning outcomes to levels of parental satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

There would need to be an annual assessment process to promote continuous improvement. Organizational standards regarding enrollment growth, financial stability, and adhering to the school's mission would be evaluated. Learning outcomes would be reviewed to determine individual learning in subjects as well as the overall programs' effectiveness.

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 bring the situation to the attention of school board members for further fact gathering and action if appropriate within the applicable bylaws and code of ethics.
DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.
   - Yes
   - No, I/we do not know these individuals
   If yes, describe the precise nature of your relationship.
   
   I met Ms. Nancy Li who set up China study trips for students at The Art Institute of Houston where I was Dean of Academic Affairs. I met Mr. Benjamin Warren at a dinner event.

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.
   
   My daughter Tina is a special education teacher at Gallegos Elementary School, HISD. My friend Joe Reynolds is the Registrar at KIPP charter schools. I met Soner Tarim of Harmony Public Schools at events.

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.

Page
6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.  

☐ Yes  ☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  

☐ Yes  ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.
11. 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.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?  
   □ Yes  □ Does not apply to me.

   If yes, provide information relating to the matter(s).

CERTIFICATION

1. Kenneth C. Pascal, 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 12/20/18

Verification

State of Texas
County of Harris

On this day, Kenneth C. Pascal (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 20th day of December, 2018.
(Notary Public) [Signature] (Seal)
My commission expires 03/09/2022
Name of Proposed Charter School: Royal Public Schools

Name of Sponsoring Entity: The Royal School System

BACKGROUND

Full Legal Name: Nancy J. Li-Tarim

Home Mailing Address: 

Phone Number: 

E-mail: 

Business Name: 

Business Mailing Address: 

Business 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 firmly believe that education frames the future of our community and nation, but there are many more families who don't have equal opportunities to benefit from good public education. As an educational consultant for over 20 years working with many of local public school systems and also deeply involved in many nonprofit organizations, I'd like to support and help improve the public education. In additions, my husband has been inspirational and devoted his whole life dedicated to improving public education by establishing the large charter school system in Texas, also managed it into the most successful STEM models.
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.

After this application is approved, I will step down from the board and serve as a volunteer.

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 management company of the school?

☐ Yes ☐ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.
2. What is your understanding of the appropriate role of a public charter school board member?

A board member should provide the leadership, strategic direction and visions for the administration, to ensure that all necessary resources are available to accomplish the mission and goals of the proposed schools.

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.

4. Describe the specific knowledge and experience that you would bring to the board.

As an educator myself as well as an advocate and liaison with many academic institutions, I hope my background and experiences will help both staff and curriculum developments, also outreach to the students and community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The schools aim to spark curiosity, maximize learning potentials and improve students' achievements both personally and academically. We implement STEM and add Reading (R), Arts (A), and Social/Emotional Learning (S), so to make our curriculum a brand new as STREAMS@360, so that our new schools will continue to be STEM-based education but also emphasis on literacy skills and social and emotional learning.

2. What is your understanding of the school's proposed educational program?

The schools will continue to emphasis on STEM's project based learning, critical thinking and problem solving, also will create a new focus on social and emotional learning, which together prepare our students not only for college but also for their future lives.

3. What do you believe to be the characteristics of a successful school?

A successful school must be of great and visionary leadership, qualified and dedicated faculty team, community engagement and supports.
4. How will you know that the school is succeeding (or not) in its mission?

The school success can be measured by assessments of students and programs, parent feedback, enrollments of the following year, also staff performance evaluation annually.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will establish the strategic direction of the school, provide oversight and advice in pursuing and evaluate periodically. And CEO will be responsible for hiring teachers, staff or all other management of the schools.

2. How will you know if the school is successful at the end of the first year of operation?

Assessments will be conducted based on the set goals of the year, to see whether they are well met in the scopes of the missions.

3. How will you know at the end of four years if the school is successful?

Progress toward five-year strategic plans will be reviewed. The board will look at quantitative and qualitative indicators of success ranging from achievement of student learning outcomes to levels of parental satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should not only provide governance but also participate and engage actively of annual assessments. The standard will be set for student achievement, programs' effectiveness and financial salability and etc., which will together ensure the schools improve and grow in a stable, healthy and continuous manner.

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 approach school legal council for the guidance and advise for the appropriate solution before present to the board while maintain the best coordination with school management.
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.
   - I knew the other three board members Harriet Wasserstrum, Benjamin Warren and Dr. Kenneth Pascal while associated with other non-profit organizations.

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.
   - My husband Dr. Soner Tarim was CEO of Harmony Public Schools.

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.
11. 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.

☐ Yes ☐ Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, Nancy J. Li-Tarim, 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 12/27/2018

Verification

State of Texas

County of [redacted]

On this day, Nancy J. Li-Tarim (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 [redacted]

(Notary Public) Dzung P. Nguyen

My commission expires 03/06/2021

Dzung P. Nguyen
Notary ID #12243075
My Commission Expires March 6, 2021
**Name of Proposed Charter School:** Royal Public Schools

**Name of Sponsoring Entity:** Teh royal School System

**BACKGROUND**

<table>
<thead>
<tr>
<th>Full Legal Name:</th>
<th>Thomas Anderson Sage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Mailing Address:</td>
<td>3721 Harper, Houston, TX 77005</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>713-443-4645</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td></td>
</tr>
<tr>
<td>Business Name:</td>
<td>Hunton Andrews Kurth LLP</td>
</tr>
<tr>
<td>Business Mailing Address:</td>
<td>600 Travis, Suite 4200, Houston, TX 77002</td>
</tr>
<tr>
<td>Business Phone Number:</td>
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</tr>
<tr>
<td>E-Mail Address:</td>
<td></td>
</tr>
</tbody>
</table>

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
- [x] 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 been working with Charter Schools since 1998 and have always wanted to serve on a board to help create a successful educational experience for the students.
2. What is your understanding of the appropriate role of a public charter school board member?

The Board will be involved in the selection and evaluation of a superintendent, review of financial status, long range planning, setting policy, keeping within scope of the mission, handling capital expansion and overseeing policy.

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 represented charter schools for the past 20 years and have helped them deal with their biggest challenges.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a Bachelor of Science from the United States Air Force Academy and a JD from the University of Houston Law Center. In addition, I have been practicing in the area of charter schools for the past 20 years.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school will have to be innovative and proactive to accomplish its dynamic mission. Its guiding beliefs are built on sound educational practice, professional experience and the challenge of improving on the successes of STEM.

2. What is your understanding of the school's proposed educational program?

In addition to Science, Technology, Engineering and Math will be added emphases on Reading, Art and Social/emotional learning. The resulting "STREAMS" approach builds on the proven strengths of STEM education. Students need to be prepared for a rapidly changing environment where learning is lifelong.

3. What do you believe to be the characteristics of a successful school?

A successful school shows evidence of student and parent engagement. Teachers understand that students will learn in different ways and at different speeds. There will be availability of educational technology capable of supporting and customizing the student experience. The emphasis will be on the student success of each and every individual. Learning will take place in project based learning. There will be a climate of mutual respect which permeates the campus. Student
4. How will you know that the school is succeeding (or not) in its mission?

Assessments will be conducted annually based on standards consistent and within the scope of the mission. Every teacher and staff member should know the mission and the role he or she plays in fulfilling it. Teachers will be hired based on their ability to advance the school's mission through instruction.

GOVERNANCE

1. Describe the role that the board will play in the school’s operation.

The board will select and evaluate a superintendent, who will in turn select qualified and accountable teachers and staff. The board will conduct periodic reviews of the mission, policy, finances, program assessments, and enrollment trends.

2. How will you know if the school is successful at the end of the first year of operation?

First year goals and standards will be set and measured. In the first year, a solid foundation must be put in place.

3. How will you know at the end of four years if the school is successful?

Five-year projections will be reviewed. The board will look at quantitative and qualitative indicators of success ranging from achievement of student learning outcomes to levels of parental satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

There would need to be an annual assessment process to promote continuous improvement. Organizational standards regarding enrollment growth, financial stability, and adhering to the school's mission would be evaluated. Learning outcomes would be measured to determine individual learning in subjects as well as the overall program's effectiveness. In addition, financial accountability must be tracked and measured to ensure the ongoing viability of 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 bring the situation to the attention of school board members for further fact gathering and action if appropriate within the applicable bylaws and code of ethics. If necessary, I would recommend creating an Audit Committee to independently investigate the matter.
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.
     I have worked with Soner Tarim for many years.

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.

Hunton Andrews Kurth LLP

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.

As an attorney, I have represented many charter organizations for the last 20 years. I can provide a list of clients if this is necessary.

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.

10. 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.
11. 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.

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

- Yes  - Does not apply to me.

If yes, provide information relating to the matter(s).

CERTIFICATION

I, \(\underline{\text{Thomas A. Sage}}\), 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 \(\underline{\text{Signature}}\)  Date \(\underline{12/31/18}\)

Verification

State of \(\underline{\text{Texas}}\)

County of \(\underline{\text{Harris}}\)

On this day, \(\underline{\text{December 31, 2018}}\) (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 31 day of \(\underline{\text{December}}\), 2018.

(Notary Public) \(\underline{\text{Cynthia G. McKimm}}\)  (Seal)

My commission expires 11 - 07 - 20
Provide the Following:

I. The governing board’s proposed Code of Ethics; and

II. The governing board’s proposed Conflict of Interest policy.

III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

PLEASE NOTE: Attachment G5 is referenced on the Board of Directors narrative page of the Finance/Operations/Governance Plans.
THE ROYAL SCHOOL SYSTEM
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect The Royal School System's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
   a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
   b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
   c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
   d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
   a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
   b. If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board’s or committee’s decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to
the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

THE ROYAL SCHOOL SYSTEM
CONFLICT OF INTEREST POLICY
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated 11/16, 2017, pursuant to the Business Organizations Code.

The Royal School System

By: Nancy Li-Tarim, Director, VP/Secretary
Pursuant to Section 22.220 of the Texas Business Organizations Code (the “TBOC”), the undersigned, being the Directors of The Royal School System, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation’s minute book the Corporation’s Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled “Bylaws of The Royal School System” are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled “The Royal School System Conflict of Interest Policy” is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors’ Signature Page Follows]
THE ROYAL SCHOOL SYSTEM

Nancy J. Li-Tarim, Director

Benjamin S. Warren, Director

Dr. Kenneth Pascal, Director
THE ROYAL SCHOOL SYSTEM

CODE OF ETHICS

Ethical standards and conflicts of interest: It is important that each Board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every Board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique Board will be volunteers and no Board member will be paid for the services he or she provides. To this end, the Board members, officers, and employees of the RSS will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The Board members and the school administrators shall not engage in any “self-dealing transactions”. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest.
2. Every Board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to:
   (a) A conflict of interest,
   (b) Indemnification of that director uniquely; or
   (c) Any other matter at the discretion of a majority of the Board members.
3. No one on the Board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. No Director or officers of the Board of Director or key employees of the school shall have any contract interest or other business transaction with the proposed school.
5. Director representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Director for the duration of such business relationship.
7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Director for the duration of such business relationship.
8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board.
9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
10. Directors shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
If the member of the school board or a committee has reasonable cause to believe that a member
has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis
for such belief and afford the member an opportunity to explain the alleged failure to disclose. If,
after hearing the response of the member and making such further investigation as may be warranted
in the circumstances, the Board of Directors or committee determines that the member has in fact
failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and
corrective action.

The minutes of the board of directors and all committees with board-delegated powers shall contain:

- **Names of Persons with Financial Interest:** The names of the persons who disclosed or
  otherwise were found to have a financial interest in connection with an actual or possible
  conflict of interest, the nature of the financial interest, any action taken to determine whether
  a conflict of interest was present, and the Directors or committee’s decision as to whether a
  conflict of interest in fact existed.

- **Names of Persons Present:** The names of the persons who were present for discussions and
  votes relating to the transaction or arrangement, the content of the discussion, including any
  alternatives to the proposed transaction or arrangement, and a record of any votes taken in
  connection therewith.

Each Board member, principal officer and member of a committee with board-delegated powers
shall annually sign a statement which affirms that such person;

- Understands that the Board is a charitable organization and that, in order to maintain its
  federal tax exemption, it must engage primarily in activities which accomplish one or
  more of its tax-exempt purposes.

To ensure that the Board operates in a manner consistent with its charitable purposes and that it
does not engage in activities that could jeopardize its status as an organization exempt from federal
income tax, the Board may conduct periodic reviews.
THE ROYAL SCHOOL SYSTEM
CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect The Royal School System’s (the “Organization”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization, or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II
Definitions

Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
   a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
   b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
   c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
   d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy
   a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
   b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

   a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
   b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to.
the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V
Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts
When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated 1/16/2017, pursuant to the Business Organizations Code.

The Royal School System

By

[Nancy Li-Tarim], Director, VP/Secretary
Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of The Royal School System, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation’s minute book the Corporation’s Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled “Bylaws of The Royal School System” are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled “The Royal School System Conflict of Interest Policy” is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors’ Signature Page Follows]
THE ROYAL SCHOOL SYSTEM

Nancy J. Li-Tarini, Director

Benjamin S. Warren, Director

Dr. Kenneth Pascal, Director

UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU
MEETING OF THE BOARD OF DIRECTORS OF
THE ROYAL SCHOOL SYSTEM
III. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discussing specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Current board member Nancy J. Li-Tarim is the wife of Dr. Soner Tarim who is the proposed CEO and Superintendent of the proposed charter school, Royal Public Schools. Upon approval of this charter application, Mrs. Li-Tarim will step-down from the board to eliminate this perceived conflict.
Provide the Following:

Using the template provided at [http://tea.texas.gov/charterapp.aspx](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 $5,920 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.

**PLEASE NOTE:** Attachment F1 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.
# Financial Plan Workbook Summary

## Royal Public Schools

### Year 0 (Start-Up)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total State Revenue</th>
<th>Total Federal Revenue</th>
<th>Total Local and Other Revenue</th>
<th>TOTAL REVENUE</th>
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<tr>
<td>2020</td>
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<td>11,220,036 $</td>
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<td>-</td>
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<td>2025</td>
<td>299 $</td>
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<td>-</td>
<td>2,252,318 $</td>
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### Year 1

<table>
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<tr>
<th>Year</th>
<th>Total Administrative Staff Personnel Costs</th>
<th>Total Instructional Personnel Costs</th>
<th>Total Non-Instructional Personnel Costs</th>
<th>Total Payroll Taxes and Benefits</th>
<th>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</th>
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<tbody>
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<td>2020</td>
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<td>66,667 $</td>
<td>20,000 $</td>
<td>44,290 $</td>
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<td>1,796,000 $</td>
<td>306,000 $</td>
<td>502,680 $</td>
<td>3,334,680 $</td>
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<td>2022</td>
<td>1,479,000 $</td>
<td>4,145,280 $</td>
<td>624,240 $</td>
<td>1,106,120 $</td>
<td>7,357,632 $</td>
</tr>
<tr>
<td>2023</td>
<td>1,707,000 $</td>
<td>5,095,351 $</td>
<td>778,546 $</td>
<td>1,901,631 $</td>
<td>9,354,441 $</td>
</tr>
<tr>
<td>2024</td>
<td>1,707,000 $</td>
<td>5,095,351 $</td>
<td>778,546 $</td>
<td>1,901,631 $</td>
<td>9,354,441 $</td>
</tr>
<tr>
<td>2025</td>
<td>1,707,000 $</td>
<td>5,095,351 $</td>
<td>778,546 $</td>
<td>1,901,631 $</td>
<td>9,354,441 $</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Contracted Services</th>
<th>Total School Operations</th>
<th>Total Facilities Operations and Maintenance</th>
<th>Reserves and/or Contingency</th>
<th>TOTAL EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>16,000 $</td>
<td>116,000 $</td>
<td>17,500 $</td>
<td>-</td>
<td>189,500 $</td>
</tr>
<tr>
<td>2021</td>
<td>464,596 $</td>
<td>360,420 $</td>
<td>966,000 $</td>
<td>100,000 $</td>
<td>1,880,016 $</td>
</tr>
<tr>
<td>2022</td>
<td>1,032,343 $</td>
<td>654,424 $</td>
<td>2,174,460 $</td>
<td>233,000 $</td>
<td>4,676,231 $</td>
</tr>
<tr>
<td>2023</td>
<td>1,467,937 $</td>
<td>866,080 $</td>
<td>3,090,083 $</td>
<td>333,190 $</td>
<td>6,797,200 $</td>
</tr>
<tr>
<td>2024</td>
<td>1,467,937 $</td>
<td>866,080 $</td>
<td>3,090,083 $</td>
<td>333,190 $</td>
<td>6,797,200 $</td>
</tr>
<tr>
<td>2025</td>
<td>1,467,937 $</td>
<td>866,080 $</td>
<td>3,090,083 $</td>
<td>333,190 $</td>
<td>6,797,200 $</td>
</tr>
</tbody>
</table>

### Year 3

### Year 4

### Year 5

### REVENUE
- **Total State Revenue**: $4,815,466
- **Total Federal Revenue**: $675,296
- **Total Local and Other Revenue**: $500,000

### EXPENSES
- **Total Administrative Staff Personnel Costs**: $210,105
- **Total Instructional Personnel Costs**: $66,667
- **Total Non-Instructional Personnel Costs**: $20,000
- **Total Payroll Taxes and Benefits**: $44,290
- **Total Contracted Services**: $16,000
- **Total School Operations**: $116,000
- **Total Facilities Operations and Maintenance**: $17,500
- **Reserves and/or Contingency**: $-100,000

### TOTAL REVENUE
- **Year 0 (Start-Up)**: $29,583,153
- **Year 1**: $4,498,755
- **Year 2**: $19,784,238
- **Year 3**: $2,252,318
- **Year 4**: $2,252,318
- **Year 5**: $2,252,318

### TOTAL EXPENSES
- **Year 0 (Start-Up)**: $341,062
- **Year 1**: $3,334,680
- **Year 2**: $7,357,632
- **Year 3**: $9,354,441
- **Year 4**: $9,354,441
- **Year 5**: $9,354,441

### NET OPERATING INCOME
- **Year 0 (Start-Up)**: $8,938
- **Year 1**: $255,094
- **Year 2**: $1,341,416
- **Year 3**: $2,982,489
- **Year 4**: $2,982,489
- **Year 5**: $2,982,489

### STUDENT ENROLLMENT
- **Projected Student Enrollment**: 576
- **Revenue Per Pupil**: $9,533
- **Expenses Per Pupil**: $9,090

### Notes
- The numbers reflect the financial plan for Royal Public Schools over the years 2020 to 2025.
- The financial plan includes projections for revenue, expenses, and net operating income for each year.
- The student enrollment and revenue per pupil figures are also provided for each year.

---

#### Key Points
- The start-up year (Year 0) is projected to have a net operating income of $8,938.
- The revenue from various sources including state, federal, and local contributions is detailed.
- The expenses cover personnel costs, payroll taxes, contracted services, and more.
- The net operating income is calculated as the difference between total revenue and total expenses for each year.

---

**Additional Notes:**

- The financial plan is optimistic in projecting increasing student enrollment and steady revenue growth,
- The plan assumes effective cost control and efficient use of resources.
- The financial projections are subject to market conditions and policy changes.
Provide the Following:


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.

**PLEASE NOTE:** Attachment F2 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.
ROYAL PUBLIC SCHOOLS

To date, the Royal Public Schools has no financial activity. Thus, official certified audit report is not available other than following unaudited financial reports.

STATEMENT OF FINANCIAL POSITION

As of August 31, 2018 and 2017

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total current assets</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Property and Equipment, net</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

| **Liabilities and Net Assets** |      |      |
| Current Liabilities        |      |      |
| Accounts payable           | $ 0.00 | $ 0.00 |
| Accrued liabilities        | 0      | 0      |
| Deferred revenue           |        |        |
| Current portion of long-term debt | $ 0.00 | $ 0.00 |
| Total current liabilities  | $ 0.00 | $ 0.00 |
| Long-Term Debt             | $ 0.00 | $ 0.00 |
| **Total Liabilities**      | $ 0.00 | $ 0.00 |

| Net Assets                |      |      |
| Unrestricted              | $ 0.00 | $ 0.00 |
| Temporarily restricted    | $ 0.00 |        |
| **Total Net Assets**      | $ 0.00 | $ 0.00 |

| **Total Liabilities and Net Assets** |      |      |
| ****                                | $ 0.00 | $ 0.00 |
### STATEMENT OF ACTIVITIES

For the Years Ended August 31, 2018 and 2017

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local support:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Fund-raising activities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Interest and other income</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Total local support</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>State program revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation School Program</td>
<td></td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Other State Aid</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Total state program revenues</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Federal program revenues:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESEA Title I Part A</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>ESEA Title X</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Total federal program revenues</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Net assets released from restrictions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrictions satisfied by payments</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

| **Expenses**     |              |                        |        |                    |
|                  |              |                        |        |                    |
| Program Services:|              |                        |        |                    |
| Instruction and Instructional-Related Services | $ 0.00       | 0                      | 0      | 0                  |
| Instructional and School Leadership | $ 0.00       | 0                      | 0      | 0                  |
| Support Services:|              |                        |        |                    |
| Administrative Support Services | $ 0.00       | $ 0.00                 | 0      | 0                  |
| Ancillary Services | $ 0.00       | 0                      | 0      | 0                  |
| Support Services–Non-Student Based | $ 0.00       | 0                      | 0      | 0                  |
| Support Services–Student (Pupil) | $ 0.00       | 0                      | 0      | 0                  |
| Fund Raising    | $ 0.00       | 0                      | 0      | 0                  |
| Total Expenses  | $ 0.00       | –                      | $ 0.00 | $ 0.00             |

| Change in Net Assets | $ 0.00       | 0.00                   | $ 0.00 | $ 0.00             |
| Net Assets, beginning of year | $ 0.00       | –                      | $ 0.00 |                    |
| Net Assets, ending of year | $ 0.00       | $ 0.00                 | $ 0.00 | $ 0.00             |
# STATEMENT OF CASH FLOWS

For the Year Ended August 31, 2018 and 2017

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash flows from operating activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation School Program payments</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Grant payments</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Contributions and fund-raising activities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Miscellaneous sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments to vendors for goods and services rendered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payments to charter school personnel for services rendered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest payments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td><strong>Cash flows from investing activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of land and building</td>
<td></td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Purchase of equipment</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Net cash provided by investing activities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td><strong>Cash flows from financing activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issuance of long-term debt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal payments on long-term debt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net cash provided by financing activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net increase in cash</strong></td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Cash at beginning of year</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Cash at ending of year</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

## Reconciliation of change in net assets to net cash provided by operating activities:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in net assets</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Adjustments to reconcile change in net assets to net cash provided by operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>(Increase) Decrease in assets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Increase (Decrease) in liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>
Provide the Following:

A credit report of the sponsoring entity. If the entity was incorporated prior to January 1, 2017, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2016, 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, 2017.”

PLEASE NOTE: Attachment F3 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.
Attachment FOG 12
Credit Report

The sponsoring entity, the Royal School System, was incorporated after January 1, 2016. Therefore, no documents are being provided because the sponsoring entity was incorporated after January 1, 2016.
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.

PLEASE NOTE: Attachment F4 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.
Attachment FOG 13
IRS Form 990

IRS Form 990 is not available as of date because the Royal School System was incorporated after January 1, 2016. There has been no financial activity occurred since the inception of this organization.
Provide the Following:

Evidence of financial support from intended community partners such as:

(i) letters of intent/commitment;
(ii) memoranda of understanding; and/or
(iii) contracts.

Applicants having no responsive documents to this attachment shall provide the statement, “The applicant has no documents in response to this attachment.”

PLEASE NOTE: Attachment F5 is referenced on the Budget narrative page of the Finance/Operations/Governance Plans.
January 2, 2019

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

Re: Letter of Support for Royal Public Schools

Dear Commissioner Morath and State Board of Education Members:

The KLE Foundation strongly supports the approval of the application for Royal Public Schools to create an Austin area charter school. Upon approval of the charter, The KLE Foundation intends to support Royal Public Schools in the Austin area – depending on number of seats and local fundraising need -- up to $4,500,000.

Over the past twenty-one years, our family foundation, KLE, has supported the expansion of quality educational programs and schools throughout the greater Austin area. During that time we have worked with traditional districts and charter schools, including Dr. Soner Tarim’s Harmony Public Schools.

Having held technical leadership roles at Apple and Dell for nearly twenty years, I am acutely aware of the dire need for deep STEM education, and the significant and increasing number of jobs needing those skills in Austin. Royal Public Schools will meet those needs and will also go further by integrating project-based learning and blended personalized learning. By infusing those learning practices with critical social emotional learning skills such as building teams, appreciating perspective and solving complex problems, Royal Public Schools will be preparing its students to thrive in the ever-evolving work environment.

By approving the charter for Royal Public Schools and their STEM-enhanced STREAMS model, you will not only be increasing access to a rigorous high-quality educational choice for families, but also providing a pipeline of talented future employees and leaders for Austin. As our city continues to expand, we need ever greater numbers of local job applicants, and schools like Royal Public will be well positioned to meet that need.

I thank you in advance for your support in opening more doors of opportunity for students and our city.

Sincerely,

Eric Harslem  
The KLE Foundation
December 26, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

RE: Benjamin Warren

Dear Commissioner Morath and State Board of Education Members:

We are writing at the request of [redacted], who has informed us he is considering sponsorship for the 2020 launch of Royal Academy Houston.

This letter is to confirm that J.P. Morgan Private Bank has maintained a relationship with [redacted] since [redacted]. As of the date of this letter, [redacted] has a current account balance in the [redacted] with loans or credit facilities with J.P. Morgan Private Bank. Loans and credit facilities may be secured by collateral held at J.P. Morgan.

It has been our pleasure to have [redacted] as our client.

Please let us know if we can be of further assistance.

Sincerely,

Sharon Biel
Vice President – Senior Client Service Associate

J.P. Morgan Private Bank

THIS LETTER AND ANY INFORMATION PROVIDED IN CONNECTION HEREWITH ARE FURNISHED ON THE CONDITION THAT THEY ARE STRICTLY CONFIDENTIAL, THAT NO LIABILITY OR RESPONSIBILITY WHATSOEVER IN CONNECTION HEREWITH SHALL ATTACH TO JPMORGAN CHASE & CO., ITS SUBSIDIARIES OR AFFILIATES, OR ANY OF ITS OFFICERS, EMPLOYEES, OR AGENTS, THAT THIS LETTER MAKES NO REPRESENTATIONS REGARDING THE GENERAL CONDITION OF THE SUBJECT, ITS MANAGEMENT OR THE SUBJECT'S FUTURE ABILITY TO MEET ANY OBLIGATIONS, AND THAT ANY INFORMATION PROVIDED IS SUBJECT TO CHANGE WITHOUT NOTICE. VALUATIONS OF CERTAIN ASSETS HELD IN THE ACCOUNT(S) MAY NOT NECESSARILY REFLECT THEIR MARKET PRICE ON TODAY'S DATE, AS CERTAIN ASSET VALUES ARE NOT DETERMINED ON A DAILY BASIS. IF AN ASSET IS NOT PRICED DAILY (E.G., IT IS PRICED WEEKLY OR MONTHLY), THE ACCOUNT(S) WILL REFLECT THE ASSET'S VALUE AS OF THE LAST PRICING. THE INFORMATION PRESENTED IS OBTAINED FROM SOURCES BELIEVED TO BE RELIABLE, WITHOUT EXPRESS OR IMPLIED WARRANTIES AS TO COMPLETENESS OR ACCURACY. WE EXPRESSLY DISCLAIM ANY LIABILITY FOR ERRORS AND OMISSIONS REGARDING THIS INFORMATION.

Bank products and services, which may include bank-managed investment accounts and custody as part of its trust and fiduciary services, are offered through JPMorgan Chase Bank, N.A. and its affiliates.

Brokerage investment products and services are offered through J.P. Morgan Securities LLC, member FINRA and SIPC.

INVESTMENT PRODUCTS: • NOT FDIC INSURED • NO BANK GUARANTEE • MAY LOSE VALUE
Dec 4, 2018

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
Royal School System, TX

SUBJECT: LETTER OF SUPPORT AND INTENT FOR THE ROYAL SCHOOL SYSTEM

The Royal School System

TRANSMISSION: VIA EMAIL – SIGNATURE BELOW IS AN ELECTRONIC IMAGE

Dear Royal School System Board of Trustees:

American Charter Development (ACD) is pleased to provide this letter of support and intent to the Royal School System. It is because of your prudent choices in selecting high quality local board governance members that represent a diversity set of skills, capacities, education and who come from a cross section of your community, as well as school management team who has more than 15 years of proven charter school operational experience in Texas and whom will be supporting the day to day operations of your school, that ACD is pleased to offer this letter of support and intent to serve if it is required.

ACD is a national charter school real estate development and financing organization with a track record of developing and funding Texas Charter Schools. ACD can provide if requested a 100% financing, start-up zero-year funding as a bridge until state aid begins and turnkey full-service development for your charter school when requested. ACD provides its services with no upfront cost to the school and meets the budgetary and financial obligations required to deliver a fully-functional, customized charter facility to you. Once the facility is complete, it is leased back to the school, with strategic buyout options which enable the school to own its own facility quickly.

For over a decade now, American Charter Development has successfully developed more than 75 charter school facilities nationally ranging from $5 million to $25 million in cost. Our impeccable track record also includes recent facility development of charter schools in Texas. Do to our recent work in Texas, we are familiar with the Texas Charter Schools District facility and budget requirements. As an added benefit to the schools, ACD has a diverse capital or funding stack ready to deploy now and our lease rates are lower, our lease escalators are less,
and our buy-out options can be sooner. This not only provides better prices but, allows the school to own its facility when it fits into the school’s plans, not the lenders or investors. Our campuses, whether they are design-builds or retrofitted buildings, are attractive, affordable, functional, built to withstand the years of use that lies ahead of them, and are all developed to suit the needs of each individual school. ACD is a strong, well-seasoned organization whose senior leaders have been involved in the charter school moment nationally for 20 years to include starting, managing, sitting on charter school boards, finding, building and funding schools. We are a reputable organization with the highest of integrity, transparency, values which include an arm’s length negotiation over each lease agreement. Please feel free to call on me directly if you have any questions.

Sincerely yours,

Robert Giordano
January 2, 2019

Board of Trustees
Royal School System
Letter of Intent

Re: Form of Underwriter Letter of Intent for the Royal School System

Dear Royal School System Board of Trustees:

The Board of Trustees of The Royal School System ("the Trustees") are aware of the "Municipal Advisor Rule" of the Securities and Exchange Commission (effective July 1, 2014) and the underwriter exclusion from the definition of "municipal advisor" for a firm serving as an underwriter for a particular issuance of municipal securities.

The Trustees hereby designate BB&T Capital Markets, a division of BB&T Securities, LLC ("BB&T Capital Markets") as an underwriter for proposed financing of facilities as well as any construction and/or equipping of the facilities (the "Bonds") that the Trustees might currently anticipate issuing. The Trustees expect that BB&T Capital Markets will provide advice to the Trustees on the structure, timing, terms, and other matters concerning the Bonds. The primary role of BB&T Capital Markets, as an underwriter, is to purchase securities, for resale to investors, in an arm's-length commercial transaction between the School and BB&T Capital Markets and that BB&T Capital Markets has financial and other interests that differ from those of the School. BB&T Capital Markets is not acting as a municipal advisor, financial advisor or fiduciary to the School or any other person or entity.

BB&T Corporation ("BB&T") is one of the largest financial services holding companies in the U.S. with $222.6 billion in total assets and market capitalization of $40.6 billion. BB&T operates financial centers with more than 2,100 branch locations and over 35,000 employees in 15 states and Washington D.C., and offers a full range of consumer and commercial banking, securities brokerage, asset management, mortgage and insurance products and services. BB&T Capital Markets is the investment banking division of BB&T Securities, LLC the broker-dealer subsidiary of BB&T. BB&T Capital Markets' Charter School Finance Group is the largest investment banking team dedicated solely to underwriting charter school financings in the country comprised of six bankers and five operations & banking support professionals, with extensive knowledge regarding charter school facilities financing. Since 2013, our team has completed over 80 different charter school financings, totaling over $2 billion in aggregate par amount. Over the past three years, BB&T Capital Markets has been the leading underwriter of charter schools in aggregate by transaction count and par amount.

The Trustees' intent that BB&T Capital Markets serve as an underwriter for the Bonds, subject to satisfying applicable procurement laws or policies, formal approval by an authorized issuing authority ("issuer"), finalizing the structure of the Bonds and executing a bond purchase agreement. While the Trustees presently engage BB&T Capital Markets as the underwriter for the Bonds, this engagement letter is preliminary, non-binding, and may be terminated at any time by the Trustees, without penalty or liability for any costs incurred by the underwriter, or BB&T Capital Markets.
Furthermore, this engagement letter does not restrict the Trustees from entering into the proposed municipal securities transaction with any other underwriters or selecting an underwriting syndicate that does not include BB&T Capital Markets.

BB&T Capital Markets
By: Robert A Nickell Jr
Title: Managing Director

Acknowledged by:

The Royal School System Board of Trustees
By: [Signature]
Title: Board Trustee
Exhibit-A
Failing Schools in Austin and Houston and
Waitlist Heat Maps
Failing “F” Schools in Our Target Zone in Austin

# "F" Schools (Austin)
1. Burnet Middle School
2. Pickle Elementary
3. Webb Primary School
4. Dobie Middle School
5. Pillow Elementary
6. Lanier High School

by Children At-Risk
Map of Student APPLICATIONS

In Austin, 8,913 applications were submitted by families hoping to find a seat at Austin Achieve Public Schools, KIPP Austin Public Schools or IDEA Public Schools for the 2017/2018 school year.

Waitlist Heat Map in Austin Area

Waitlist Heat Map by KLE Foundation
# F" Schools (Zone-1)

<table>
<thead>
<tr>
<th>#</th>
<th>&quot;F&quot; Schools (Zone-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sneed Elementary</td>
</tr>
<tr>
<td>2</td>
<td>Landis Elementary</td>
</tr>
<tr>
<td>3</td>
<td>Horn Elementary</td>
</tr>
<tr>
<td>4</td>
<td>Klentzman Interimiate</td>
</tr>
<tr>
<td>5</td>
<td>Owens Intermediate</td>
</tr>
<tr>
<td>6</td>
<td>Piney Point Elementary</td>
</tr>
</tbody>
</table>

by Children At-Risk
Map of Student Applications

In Houston, 29,484 applications were submitted by families hoping to find a seat at KIPP Houston Public Schools or YES Prep Public Schools for the 2017/2018 school year.
TEXAS EDUCATION AGENCY
2017 Accountability Summary
BURNET M S (227901046) - AUSTIN ISD

Accountability Rating
Improvement Required

<table>
<thead>
<tr>
<th>Met Standards on</th>
<th>Did Not Meet Standards on</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Postsecondary Readiness</td>
<td>- Student Achievement</td>
</tr>
<tr>
<td>- Student Progress</td>
<td>- Student Progress</td>
</tr>
<tr>
<td>- Closing Performance Gaps</td>
<td>- Closing Performance Gaps</td>
</tr>
</tbody>
</table>

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Performance Index Report

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED

Academic Achievement in Mathematics
NO DISTINCTION EARNED

Academic Achievement in Science
NO DISTINCTION EARNED

Academic Achievement in Social Studies
NO DISTINCTION EARNED

Top 25 Percent Student Progress
NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED

Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type: Middle School
Campus Size: 1,040 Students
Grade Span: 06 - 08
Percent Economically Disadvantaged: 90.3
Percent English Language Learners: 58.8
Mobility Rate: 23.0
Percent Served by Special Education: 14.4
Percent Enrolled in an Early College High School Program: 0.0

Performance Index Summary

<table>
<thead>
<tr>
<th>Index</th>
<th>Points Earned</th>
<th>Maximum Points</th>
<th>Index Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Student Achievement</td>
<td>1,270</td>
<td>2,667</td>
<td>48</td>
</tr>
<tr>
<td>2 - Student Progress</td>
<td>403</td>
<td>1,400</td>
<td>29</td>
</tr>
<tr>
<td>3 - Closing Performance Gaps</td>
<td>633</td>
<td>2,600</td>
<td>24</td>
</tr>
<tr>
<td>4 - Postsecondary Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Score</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate Score</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Plan Score</td>
<td>N/A</td>
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<td></td>
</tr>
<tr>
<td>Postsecondary Component Score</td>
<td>N/A</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

System Safeguards

Number and Percentage of Indicators Met

Performance Rates: 0 out of 30 = 0%
Participation Rates: 14 out of 14 = 100%
Graduation Rates: N/A
Total: 14 out of 44 = 32%

For further information about this report, please see the Performance Reporting website at https://rptsrv1.tea.texas.gov/perfreport/account/2017/index.html

TEA | Academics | Performance Reporting
Page 1
August 15, 2017
The document provides information on the SNEED EL campus's accountability rating for the 2017 school year. The campus is rated as 'Improvement Required,' which means it did not meet standards on Student Achievement and Student Progress, but met standards on Closing Performance Gaps and Postsecondary Readiness.

### Distinction Designation

- **Academic Achievement in ELA/Reading**: NO DISTINCTION EARNED
- **Academic Achievement in Mathematics**: NO DISTINCTION EARNED
- **Academic Achievement in Science**: NOT ELIGIBLE
- **Academic Achievement in Social Studies**: NOT ELIGIBLE
- **Top 25 Percent Student Progress**: NO DISTINCTION EARNED
- **Top 25 Percent Closing Performance Gaps**: NO DISTINCTION EARNED
- **Postsecondary Readiness**: NO DISTINCTION EARNED

### Performance Index Report

The Performance Index Report shows the campus's performance across various indexes.

- **Index 1**: Student Achievement (Target Score=60), Score 52
- **Index 2**: Student Progress (Target Score=32), Score 30
- **Index 3**: Closing Performance Gaps (Target Score=28), Score 30
- **Index 4**: Postsecondary Readiness (Target Score=12), Score 21

### Campus Demographics

- **Campus Type**: Elementary
- **Campus Size**: 1,076 Students
- **Grade Span**: PK - 04
- **Percent Economically Disadvantaged**: 86.4
- **Percent English Language Learners**: 73.2
- **Mobility Rate**: 25.1
- **Percent Served by Special Education**: 5.0
- **Percent Enrolled in an Early College High School Program**: 0.0

### System Safeguards

- **Number and Percentage of Indicators Met**
  - **Performance Rates**: 0 out of 15 = 0%
  - **Participation Rates**: 12 out of 12 = 100%
  - **Graduation Rates**: N/A
  - **Total**: 12 out of 27 = 44%

For further information about this report, please see the Performance Reporting website at [https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html](https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html)
Submitted during Phase 2 Cure Period

GENERATION 24
OPEN-ENROLLMENT CHARTER APPLICATION

THE STATE OF TEXAS
EDUCATION AGENCY

SPECIAL ASSURANCES

RFA: 701-18-116
Sponsoring Entity: The Royal School System

Proposed Charter School Name: Royal Public Schools

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.
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.
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. Ready to Open Check-List

The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. 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.

XIII. 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.

Dr. Kenneth C. Pascal
Printed Name of Sponsoring Entity Board Chair

[Signature]
Signature of Sponsoring Entity Board Chair

March 26, 2019
Date