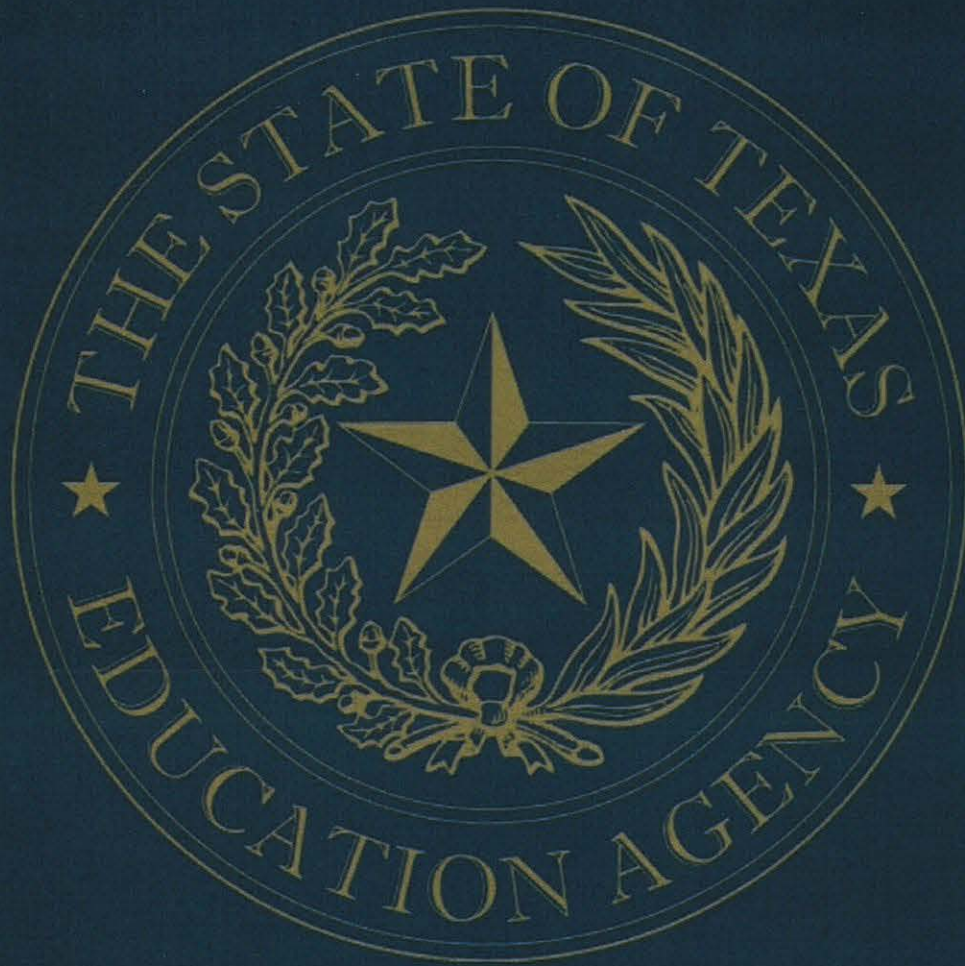


GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: **7Cs Academy**

Sponsoring Entity: **7CsThrive**

RFA: 701-19-113

SAS: 566-19

Table of Contents

Applicant Checklist.....	5
Applicant Cover Sheet.....	9
Executive Summary	13
Targeted Community and Anticipated Student Population.....	15
Geographic Boundaries	16
Enrollment Projections	18
Demographic Projections.....	19
Community Engagement	20
School Design.....	22
Mission, Vision, and Overview of School Design.....	22
Curriculum and Instruction	28
Strategies for Assessment of Learning and Data-Driven Instruction.....	36
Supports for Special Populations.....	41
School Culture and Safety	46
Promotion and Graduation Requirements	48
Family and Community Engagement.....	49
Leadership and Governance	51
Board Structure and Qualifications	51
Proposed Superintendent Qualifications.....	56
Proposed Instructional Leadership Team.....	58
Proposed Financial and Operations Leadership Teams.....	60
Performance Management	61
Talent Management and Development	62
Talent Management	62
Professional Development and Evaluation.....	67
Retention	71
Operational and Financial Plans	73
School Calendar and Schedule.....	73
Student Recruitment and Enrollment	80
Generation 25: <<7Cs Academy>>	2

Facility Acquisition	82
Facility Identified	82
Facility Not Identified	82
Transportation.....	87
Start-up Plan.....	87
Financial Planning.....	91
Attachments.....	93
Attachment 1: Articles of Incorporation.....	93
Attachment 2: 501(c)(3) Determination Letter.....	103
Attachment 3: Applicant Information Session Documentation	107
Attachment 4: Evidence of Community Demand.....	110
Attachment 5: Certified Mail Receipt Cards.....	127
Attachment 6: Published Notice(s) of Public Meetings.....	149
Attachment 7: Sample Course Scope and Sequence	154
Attachment 8: Proposed Discipline Policy	163
Attachment 9: Evidence of Community Support	164
Attachment 10: Bylaws	171
Attachment 11: Code of Ethics and Conflict of Interest Policy	186
Attachment 12: Board Members' Résumés and Biographical Affidavits	189
Attachment 13: Organizational Charts for Year 1 and Full Capacity	228
Attachment 14: Superintendent Evaluation Tool(s)	231
Attachment 15: Résumé and Qualifications for Proposed Superintendent	232
Attachment 16: Job Description or Qualifications for Superintendent	241
Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	242
Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team.....	243
Attachment 19: Leadership Evaluation Tool(s).....	245
Attachment 20: Résumé(s) and/or Qualifications for Proposed Finance Team	246
Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team.....	247
Attachment 22: Staffing Chart.....	248
Attachment 23: Supplemental Human Resources Information Forms.....	251
Attachment 24: Teacher Evaluation Tool(s).....	305
Attachment 25: Proposed School Calendar (Annual).....	306

Attachment 26: Proposed School Schedules	307
Attachment 27: Proposed Admissions and Enrollment Policy.....	308
Attachment 28: Certificate of Occupancy for Facility	311
Attachment 29: Evidence that Facility has been Secured.....	312
Attachment 30: Detailed Start-up Plan	313
Attachment 31: Financial Plan Workbook	316
Attachment 32: Budget Narrative.....	332
Attachment 33: Evidence of Other Financial Support	335
Attachment 34: Audit Report.....	344
Attachment 35: Credit Report	345
Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ.....	346
Attachment 37: Plan for Insurance Coverage	347

Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write “yes” to indicate that each section has been included in the Application Package.

Sections	Required Elements	Complete (yes/no)
Applicant Checklist	Applicant Checklist	Yes
Applicant Cover Sheet	Applicant Cover Sheet	Yes
School Overview	Executive Summary	Yes
	Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> • Geographic Boundaries • Enrollment Projections • Demographic Projections 	Yes
	Community Engagement	Yes
School Design	Mission, Vision, and Overview of School Design	Yes
	Curriculum and Instruction	Yes
	Strategies for Assessment of Learning and Data-Driven Instruction	Yes
	Supports for Special Populations	Yes
	School Culture and Safety	Yes
	Promotion and Graduation Requirements	Yes
	Family and Community Engagement	Yes
Leadership and Governance	Board Structure and Qualifications	Yes
	Proposed Superintendent Qualifications	Yes
	Proposed Instructional Leadership Team	Yes
	Proposed Financial and Operations Leadership Teams	Yes
	Performance Management	Yes
	Talent Management	Yes

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Professional Development and Evaluation	Yes
	Retention	Yes
Operational and Financial Plans	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes
	Facility Acquisition <ul style="list-style-type: none"> Facility Identified Facility Not Identified 	Yes
	Transportation	Yes
Operational and Financial Plans	Start-up Plan	Yes
	Financial planning	Yes
Attachments	Attachment 1: Articles of Incorporation	Yes
	Attachment 2: 501(c)(3) Determination Letter	Yes
	Attachment 3: Applicant Information Session Documentation	Yes
	Attachment 4: Evidence of Community Demand	Yes
	Attachment 5: Certified Mail Receipt Cards	Yes
	Attachment 6: Published Notice(s) of Public Meetings	Yes
	Attachment 7: Sample Course Scope and Sequence	Yes
	Attachment 8: Proposed Discipline Policy	Yes
	Attachment 9: Evidence of Community Support	Yes
	Attachment 10: Bylaws	Yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	Yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	Yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	Yes
	Attachment 16: Job Description or Qualifications for Superintendent	Yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	Yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	Yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	Yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	Yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	Yes
	Attachment 22: Staffing Chart	Yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	Yes
	Attachment 24: Teacher Evaluation Tool(s)	Yes
	Attachment 25: Proposed School Calendar (Annual)	Yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	Yes
	Attachment 27: Proposed Admissions and Enrollment Policy	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Certificate of Occupancy for Facility	Yes
	Attachment 29: Evidence that Facility Has Been Secured	Yes
	Attachment 30: Detailed Start-Up Plan	Yes
	Attachment 31: Financial Plan Workbook	Yes
	Attachment 32: Budget Narrative	Yes
	Attachment 33: Evidence of Other Financial Support	Yes
	Attachment 34: Audit Report	Yes
	Attachment 35: Credit Report	Yes
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	Yes
	Attachment 37: Plan for Insurance Coverage	Yes
Special Assurances	Special Assurances	N/A
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
7Cs Academy	
NAME OF SPONSORING ENTITY	
7CsThrive	
The sponsoring entity is a:	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* ☐ No ☒ If yes, identify the CMO: _____

* If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Dr. Nathan Balasubramanian	Dr. Nathan Balasubramanian	Mrs. Angelina Osteguín
Mailing address	2629 San Martino Dr, Leander, TX 78641	2629 San Martino Dr, Leander, TX 78641	2907 Owasso St, San Antonio, TX 78211
Email address	7CsThrive@GMail.com	7CsThrive@GMail.com	AOsteguín19@GMail.com
Phone number	(512) 879-7141	(512) 879-7141	(210) 835-6709

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	PreK (4-yr old) through Grade 2
Number of students served in Year 1	324
Grade levels served at capacity	PreK (4-yr old) through Grade 5
Number of students served at capacity	1474
Number of campuses requested	2
Number of districts within geographic boundary	39

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices (if different from above):
250 East Grayson, San Antonio, TX 78215
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:
Bexar County (7Cs Academy <u>Campus #1</u> in Year 1 and 7Cs Academy <u>Campus #2</u> in Year 5)

III. GOVERNANCE/LEADERSHIP

Number of Board Members	Five (5)
Chairperson of the Governing Board	Mrs. Angelina Osteguín
Chief Executive Officer of the Sponsoring Entity	Dr. Nathan Balasubramanian
Superintendent of Proposed Charter School	Dr. Nathan Balasubramanian
Board Member Who Attended Applicant Conference	Dr. Nathan Balasubramanian, Mrs. Angelina Osteguín, Mrs. Elda Flores, & Doyle Valdez

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. *(Add additional rows as needed.)*

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Dr. Nathan Balasubramanian	Founder & CEO, 7CsThrive, Leander, Texas	Chief Education Officer/Superintendent
Mrs. Angelina Osteguín	Co-owner & Administrator, To Care Enough CPR	Director & President, 7CsThrive Governing Board
Mrs. Elda Flores	Retired Educator, South San Antonio ISD	Director & Vice President 7CsThrive Governing Board
Edward Mungia	Constituent Services & Special Projects Manager, District 4 Field Office, City of San Antonio	Director & Secretary, 7CsThrive Governing Board
Doyle Valdez	President, Valco Resource Management	Director & Treasurer, 7CsThrive Governing Board
Edward Mayberry	Library Assistant, City of San Antonio Public Library	Director, 7CsThrive Governing Board
Russell Sloan	Attorney at Law	General Counsel, 7CsThrive Governing Board
Dr. Kristján Kristjánsson	Professor of Character Education & Deputy Director of the Jubilee Center for Character & Virtues, University of Birmingham, UK	Advisory Committee Member
Dr. Marvin W. Berkowitz	Sanford N. McDonnell Endowed Professor of Character Education & Co-Director, Center for Character & Citizenship, University of Missouri-St. Louis, USA	Advisory Committee Member
Dr. David Ian Walker	Associate Professor, University of Alabama, USA	Advisory Committee Member
Dr. Kimberly A. Schonert-Reichl	Director of the Human Early Learning Partnership & Professor in Human Development, Learning, & Culture, University of British Columbia, CANADA	Advisor
Dr. Jason Baehr	Professor of Philosophy, Loyola Marymount University, USA	Advisor

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?	
Texas Charter Schools Association	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Dr. Alan Seay	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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 Texas Education Code §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-Five Open-Enrollment Charter Application Instructions document.



January 21, 2020

Balasubramanian
Swaminathan

Signature of Chief Executive Officer
of Sponsoring Entity (*Blue Ink*)

Date

Printed Name

School Overview

Executive Summary

PROPOSED COMMUNITY: San Antonio “remains the most wanting major metropolitan area for public schools in Texas (SA Express News, November 17, 2019).” Over 97 percent of students are from underrepresented groups in STEM (Hispanic and African American). Over 90 percent are economically disadvantaged and a majority experience generational poverty. The entrenched poverty includes zip codes 78226, 78227, and 78237 where four elementary schools have scored an “Unacceptable Performance Rating,” an “F” for the past two years. To address this great need, we propose building the first 7Cs Academy public elementary school in 78227 to serve children from Edgewood ISD (7 of 10 elementary schools rated “F”), Southside ISD (4 of 4 rated “F”), and South San Antonio ISD (1 of 9 rated “F”) in Year 1 and a second building on the same site in Year 4. These districts are the first three traditional school districts with the greatest need. In our prioritized list (*p. 127*), 70 percent (16 of the 23) of the elementary schools from the three districts are rated “D” or “F”. Our broader geographic boundary includes Bexar county and the seven contiguous counties. These eight counties serve over 450,000 students. Over 350,000 of these students cannot think critically and solve problems in familiar or unfamiliar situations, based on the 2019 STAAR results. This demonstrates a huge unmet need in the greater San Antonio area.

EDUCATIONAL PHILOSOPHY: The applicant team is determined to have every fifth grader graduate as an expert in the 7Cs: Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship. Instruction on the these 7Cs, or seven virtues, will teach children early what they should know, should be able to do, and understand why? When children become experts on virtues grounded in these **Core Principles** (*pp. 22-23*), they become individuals who can think critically and solve problems. The data (*p. 15* and *p. 17*) shows too many children start school way behind—even as early as prekindergarten (PreK). With consistent practice and focus on the 7Cs, all children, starting with PreK–2, will master the knowledge, skills, and attitudes essential for success. With this newly acquired skillset and mindset, practiced over four to seven years, the most at-risk children will no longer struggle in secondary school or in life.

MISSION, DESIGN ELEMENTS, AND INNOVATIVE DESIGN: Two design elements and our innovative design with a **second adult** (*p. 29*) in the classroom will help ensure teachers fully implement key practices (*pp. 25-27*) from all five levers of the **Effective Schools Framework**. The preceding philosophy will ensure that we deliver on our mission of inspiring every child to think critically, solve problems, and seek to improve their communities. We refer to two design elements as the “written” **7Cs Curriculum**. The **first design element** is our child-centered, needs-based, hands-on STREAM [Science, Technology, Reading, Engineering, Art, and Mathematics] learning. To ensure children master both academic and non-academic outcomes, lessons will be designed around three simple prompts: We will . . . I will . . . because . . . For example, WE WILL learn what the hardest thing is to get out of water in order to make it clear and safe for drinking. I WILL design a water filter using regularly available items. BECAUSE water is vital to life. This moves STREAM/TEKS from the abstract to real world concepts, often based on life issues brought up during ‘class meetings.’ Class meetings are a proven teaching method in which teachers act as facilitators to build strong relationships (Berkowitz, 2012). Mastery and growth on the “written” curriculum is measured with pre-tests and post-tests on the “tested” curriculum (*pp. 39-40*).

The **second design element** is explicit evidence-based instructional model grounded in cognitive and neuroscience theories, called “Designing Learning” (Balasubramanian, 2007). This model was pilot tested by our CEO at a Title I middle school in 2005. In all classes he “taught,” he obtained accelerated learning for all students, including underrepresented students in STEM. His students made two or more years of academic growth in one semester. He replicated this success with underrepresented Title I high school students. Additionally, he trained 13 teacher leaders from the four core subject areas at this Title I high school. These teacher leaders achieved similar gains of two or more years of growth in one semester using his instructional model (Balasubramanian, Frieler, & Asp, 2008). This model (p. 44) is the basis for addressing Literacy and Numeracy Gaps (pp. 29-30). This element is designed to help every child demonstrate his/her mastery of STREAM/TEKS.

In addition to the “written” **7Cs Curriculum**, our **innovative design** requires children in 7Cs Academy to bring their outside-the-classroom ‘life issues’ into the classroom during their check-in or ‘class meetings.’ Children will be “taught” how to advocate, build soft skills that are grounded in social emotional learning (SEL), and realize their goals. Children take turns sharing one issue. These issues can be real-life or fictitious: Flint water crisis, challenges paying monthly utility bills, etc. Sometimes, teachers will use moral dilemma stories. An energy by feeling “Mood Meter” was developed by the Yale Center for Emotional Intelligence for children to get a pulse on their own feelings. For class meetings, each classroom and grade level will develop their own behavioral guidelines and “Mood Meters.” These student-created norms actively influence the classroom culture based on acceptance, empathy, and trust. Consistent use of class meetings, from PreK through fifth grade will build executive function abilities, SEL, and soft skills in all children. Children and adults supporting their learning (including families) will become experts on the **Core Principles** and our “Triangle of Success” (p. 22) as they practice it for seven years from PreK.

LEADERSHIP CAPACITY: The Governing Board is composed of distinguished, former trustees of Austin and South San Antonio ISD. Four are San Antonio natives. All five directors bring keen insights and a wealth of knowledge on the needs of communities. They will govern and manage 7Cs Academy using tools of **Lone Star Governance**. The school will operate with clearly defined PreK-5 literacy and math 5-year, annual student outcome goals per **HB 3**. On January 4, 2020, the Governing Board hired Mr. Sloan as Board Attorney and Dr. Balasubramanian (Dr. B) as the Chief Education Officer/Superintendent. Dr. B is an accomplished educator. He knows how to personalize learning throughout the year based on a child’s interests and needs to promote data-driven instruction. Dr. B is also a *Licensed Curriculum Auditor* who will align the written, taught, and tested **7Cs Curriculum** (pp. 32-33) and **7Cs Curriculum Guides** (p. 33-35). Advisory Committee members are international experts on the seven virtues. The broader team that is assisting us are professionals who have helped many others open and operate high-quality charters.

EFFECTIVENESS: Foundations Matter! Children need a strong foundation, starting at PreK. Literacy, numeracy, and SEL are non-negotiable “Competencies” for these children (p. 27). Children will learn how to communicate and solve problems in a safe and caring learning environment at 7Cs Academy every day, grounded in real-world ‘life issues’ through our innovative design. Imagine, what children will be able to do and become, after we help them master these **Core Principles** (pp. 22-23) and distinctive virtues of 7Cs (pp 23-24) in elementary school.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?	Yes <input checked="" type="checkbox"/>
By checking yes, applicant must cite clear and specific evidence to support this claim.	No <input type="checkbox"/>

Enter narrative response to the prompts in this section of the application and complete the tables in the geographic boundaries, enrollment projections, and demographic projections subsections.

For example, four elementary school campuses in **Edgewood ISD**: *Alonso S. Perales Elementary School*, *Gardendale Elementary School*, *L B Johnson Elementary School*, and *Winston Elementary School* have all scored an “Unacceptable Performance Rating,” and “F” for the past two years. All four campuses serve PreK through fifth grade.

The overall grade of **Alonso S. Perales Elementary School** (N = 423) declined from 58 percent to 52 percent. This campus, in zip code **78237**, scored 56 percent on *student achievement*, 59 percent on *school progress*, and 37 percent on *closing the gaps*. 8 percent of students mastered grade level content in 2019 and 59 percent of the students made a year’s worth of *academic growth*.

The overall grade of **Gardendale Elementary School** (N = 452) declined from 59 percent to 58 percent. This campus, in zip code **78237**, scored 56 percent on *student achievement*, 62 percent on *school progress*, and 48 percent on *closing the gaps*. 9 percent of students mastered grade level content in 2019 and 65 percent of the students made a year’s worth of *academic growth*.

The overall grade of **L B Johnson Elementary School** (N = 486) increased from 52 percent to 55 percent. This campus, in zip code **78227**, scored 58 percent on *student achievement*, 63 percent on *school progress*, and 37 percent on *closing the gaps*. 9 percent of students mastered grade level content in 2019 and 62 percent of the students made a year’s worth of *academic growth*.

The overall grade of **Winston Elementary School** (N = 455) declined from 57 percent to 48 percent. This campus, in zip code **78226**, scored 54 percent on *student achievement*, 56 percent on *school progress*, and 30 percent on *closing the gaps*. 9 percent of students mastered grade level content in 2019 and 55 percent of the students made a year’s worth of *academic growth*.

According to the Texas Education Agency Student Assessment Division (April 2017), students at the **masters grade level performance** on the **State of Texas Assessments of Academic Readiness (STAAR)**

“are expected to succeed in the next grade with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.”

Less than 10 percent of children in these four schools are at the Masters Grade Level Performance.

Geographic Boundaries

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 §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.**

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alamo Heights ISD, Bandera ISD, Boerne ISD,	Alamo Heights ISD, East Central ISD,
Charlotte, Comal, Comfort, Devine, D'Hanis,	Edgewood ISD, Ft Sam Houston ISD,
East Central, Edgewood, Floresville ISD,	Harlandale ISD, Judson ISD, Lackland ISD,
Ft Sam Houston, Harlandale, Hondo, Jourdan, Jourdan, Jourdan,	North East ISD, Northside ISD, San Antonio ISD,
Judson, La Vernia, Lackland, Lytle, Marion,	South San Antonio ISD, Southside ISD, and
Medina ISD, Medina Valley ISD, Natalia, Navarro,	Southwest ISD
New Braunfels, North East, Northside, Pleasanton,	
Poteet, Poth, Randolph Field, San Antonio ISD,	
Schertz-Cibola-U City ISD, Seguin, Somerset,	
South San Antonio ISD, Southside ISD, Southwest,	
and Stockdale ISD	

Number of charter school campuses currently operating within the occupied district:	2*
Number of traditional school campuses currently operating within the occupied district:	20
Number of traditional school districts within ten miles of the proposed location:	13

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Alonso S. Perales Elementary School, Gardendale Elementary School, L B Johnson Elementary School & Winston Elementary School.

*The two charter school campuses currently operating within the occupied district (according to TEA's Charter Locator Map) are:

1. IDEA Monterrey Park Academy, 222 SW 39th St, San Antonio, TX 78237, and
2. Kipp Un Mundo Dual Language Acad., 4343 W Commerce St, San Antonio, TX 78237

Including these two charter school campuses, within 10 miles of the proposed location, there are currently **10 charter school campuses** that serve grades PreK through fifth grade within the 410 loop. The 13 traditional school districts in our primary attendance zone operate **445 traditional school campuses**.

The data here and under the “**Targeted Community and Anticipated Student Population**” shows that these most at-risk children need more high-quality options available for them. More importantly, these children will benefit from a campus like **7Cs Academy** to develop their executive function abilities, SEL, and soft skills (*pages 23-24*) so that they no longer struggle in secondary school or in life because of their consistent practice, over seven years in case of PreK.

The overall grade of **IDEA Monterrey Park Academy** (N = 724) declined from 82 percent to 81 percent. This campus, in zip code **78237**, scored 74 percent on *student achievement*, 83 percent on *school progress*, and 76 percent on *closing the gaps*. 20 percent of students mastered grade level content in 2019 and 74 percent of the students made a year's worth of *academic growth*.

The overall grade of **Kipp Un Mundo Dual Language Academy** (N = 654) in 2018-19 was 54 percent. This campus, in zip code **78237**, scored 55 percent on *student achievement*, 57 percent on *school progress*, and 47 percent on *closing the gaps*. 11 percent of students mastered grade level content in 2019 and 50 percent of the students made a year's worth of *academic growth*.

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	x	x	x	x	x	x
PK 4*	90	90	90	90	150	150
K	132	132	132	132	220	220
1	132	132	132	132	220	220
2	132	132	132	132	220	220
3	x	132	132	132	220	220
4	x	x	132	132	220	220
5	x	x	x	132	220	220
6-12	x	x	x	x	x	x
Total enrollment	486	618	750	882	1470	1470
For the projections below, specify by campus						
7Cs Academy – Campus #1 (882 students) with Six Sections in Every Grade						
Students per classroom	20.3 [PK-2]	20.6 [PK-3]	20.8 [PK-4]	21.0 [PK-5]	21.0 [PK-5]	21.0 [PK-5]
Number of classrooms	24	30	36	42	42	42
7Cs Academy – Campus #2 (588 students) with Four Sections in Every Grade						
Students per classroom					21.0 [PK-5]	21.0 [PK-5]
Number of classrooms					28	28

*Pre-Kindergarten is entered in the Financial Plan Workbook as 45 students in the Enrollment Tab for Years 1-4 and 75 students in Year 5 because funding is only for ½ day per child.

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus 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 first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	<i>7Cs Academy</i>	<i>Edgewood ISD</i>	<i>San Antonio ISD</i>	<i>South San Antonio ISD</i>
African-American	5.9%	1.4%	6.3%	1.2%
Hispanic	92.7%	97.2%	90.3%	97%
White	1.5%	0.6%	2.4%	1.4%
American Indian	0.1%	0.0%	0.1%	0.1%
Asian	1.1%	0.5%	0.4%	0.1%
Pacific Islander	0.1%	0.0%	0.0%	0.1%
Two or More Races	1.4%	0.2%	0.6%	0.2%
Economically Disadvantaged	90.8%	94.7%	90.4%	90.9%
English Learners	19.3%	20.5%	19.6%	17.5%
At-Risk	75.0%	76.0%	73.3%	69.9%
Gifted/Talented	7.0%	5.2%	6.2%	6.7%
Special Education	10.3%	10.2%	11.0%	10.4%

Over 90 percent of the children in the *first proposed charter campus* are projected to be economically disadvantaged. Almost 93 percent of the children are projected to be Hispanic and 6 percent are projected to be African American. Almost 20 percent are projected to be English Learners, and 10 percent are projected to be children with disabilities. About 7 percent are projected to be gifted children. Almost 75 percent of children are projected to be at-risk. Pleased with the quality of services offered to students with disabilities at 7Cs Academy, we expect the percentage of students with disabilities served to increase from 10.3 percent in 2022 to 20.6 percent in 2026. Likewise, gifted students served will increase from 7 percent in 2022 to 10.2 percent by 2026. These percentages are reflected in the Enrollment Tab of Attachment 31: Financial Plan Workbook (p. 317).

Community Engagement

Meeting People Where They are. We advertised our Public Information Sessions over the winter break in December 2019 for two-weeks (12/29/2019–1/11/2020) with online Public Notices in English and in Spanish in San Antonio Express News and in San Antonio’s Hispanic family owned newspaper <http://LaPrensaTexas.com> (see Attachment 4 on Evidence of Community Demand). Our CEO created a social media page <https://twitter.com/7CsAcademy> during this winter break and tweeted images of the Public Notices and flyers for the community. *San Antonio Charter Moms, Families Empowered*, and the *George W. Brackenridge Foundation* very kindly retweeted our tweet in January 2020. Based upon recommendations from our Board during the First Community Meeting on January 7, 2020, we placed flyers strategically where parents visit to invite them to our information sessions, including San Antonio Libraries, and selected Restaurants. Since all this media and social media presence were created over the winter break, we decided to go where people are during the second week of January 2020. We conducted our first community walk on January 9, 2020 around few of the campuses that had unacceptable ratings in Edgewood ISD (can be found on *p. 15* of this application) and San Antonio ISD. We dropped off over 100 flyers at homes and had conversations with those we met along the way. This included a Director at the *Boys and Girls Club San Antonio*. We learned so much during this walk. One parent said: “A lot of kids are going to school and they feel like they are not learning. So, they say, why am I at school and not learning. So, they drop out, they get involved in gangs, they get involved in violence.” This is just a start. Our Governing Board is committed to knocking on the door of every household around the 16 elementary schools with a “D” or “F” rating upon award of the charter (recall *p. 13* on the ‘Proposed Community’ in the targeted districts) to listen to families in these communities and better meet the needs of children. Meeting people where they are has helped us include the voice of the community throughout this Application.

Listening to Stakeholders. In addition to our prioritization with data analytics (see Attachment 5 on the Certified Mail Receipt Cards), the initial selection of Edgewood ISD as the home district was intentional and done with community input. Our conversations with the community started with a **focus group** of stakeholders, when our CEO met with a group of parents, teachers, and retired educators at St. Bonaventure Catholic Church on November 23, 2018. That conversation in South San Antonio ISD, based on listening to their anecdotal needs, led to one major change in our design. Parents wanted a one-stop spot for dropping off their children before going to work. Several requested daycare and afterschool care that would allow them to work the hours they needed for everyday survival. Initially, we thought of a K-2 model to expand one grade at a time to grade 5. However, with the request to offer PreK, we decided to expand to PreK 4-year old children to respond to their needs. Since the meeting on November 23, 2018, our CEO has used a structured protocol to gather feedback on the distinctive 7Cs virtues (presented on *p. 108* of this application). The first three questions (#1-#3) elicit feedback on “**Character**.” The next three questions (#4-#6) address “**Competencies**.” The third set of questions (#7-#9) are about “**Communication**.” The fourth set of questions (#10-#12) elicit understanding of “**Critical Thinking**.” The fifth set of questions (#13-#15) are about “**Collaboration**.” The sixth set of questions (#16-#18), elicit understanding of “**Creativity**.” The final set of questions (#19-#21) are about “**Citizenship**.” Survey responses on this protocol from our informal focus groups, in English

and Spanish, are showing huge gaps in the “**Competencies**” virtue of the 7Cs. The item: my child enjoys reading (#4), my child enjoys learning math (#5), and my child is learning and growing well at school (#6) were rated the lowest at 3.9, 4.3, and 4.5 respectively, on a 10-point scale. This represents unmet needs in literacy and numeracy according to this aggregate feedback. While this survey data is unscientific, the results correspond well with the more scientific “student outcomes” STAAR data. We compare STAAR data with x-ray images (as an analogy) dentists rely on to diagnose up to 95 percent of the root cause using a body of evidence (pp. 37-39). The other six virtues rated better, hovering between 5.4 and 6.1, on average. Families were clear during our conversations as to what they wanted us to create. Many parents have said: “I like your triangle model” because they were not seeing the **Core Principles** (pp. 22-23) explicitly taught in schools today. We will continue to use their opinions to shape the curriculum through outreach in the community. Dr. Balasubramanian (Dr. B) has been meeting with current and former elected politicians to further understand unmet needs of the community.

Recruitment of Board Members and Creating an App to Personalize Family Engagement.

Dr. B first recruited Ms. Osteguin. The two of them identified board members with keen insights on the needs of the community next. They then interviewed numerous stakeholders from the 13 ISDs in our primary attendance boundary. Consequently, four of our five governing board members are San Antonio natives. Each of them brings keen insights and a wealth of knowledge about the needs in their communities. To manage expectations, Governing Board Members recommended that 7CsThrive limit our public informational sessions to a few until we get approved by the state. Being intentional, 7CsThrive held our informational sessions west and east of campuses assigned unacceptable performance ratings for the past two school years (see Attachment 6 on Published Notices of Public Meetings). Both locations were recommended by Governing Board members. The first meeting was in *Henry Guerra Library*. Board members and the CEO role played and discussed scenarios using the Custom App we created (p. 111).

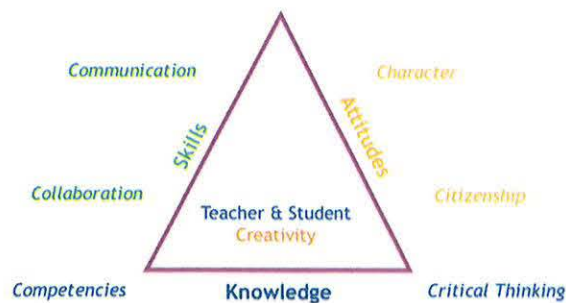
Community Meetings. The second meeting was in *Our Lady of the Lake University*. Segments of Governing Board members’ compelling presentations can be viewed online <https://twitter.com/7CsAcademy> on “Live Twitter Feeds” of 1/11/20. The surveys we gave families in focus groups and the App that we used at our informational meetings provided valuable feedback. We asked several questions, including: “Does your child like school?” and “What values do you want the school to be teaching or reinforcing?” Their responses and discussions during the informational meeting sessions told us some of the pros and cons of their current system. We shared with them <http://TexasAssessments.com> and data from the 2018-19 TAPR Report. The most common response on learning about the mastery and growth data of districts and their child’s school was “Surprised.” We shared <https://Quantiles.com> and the resources that families and children could use with their child’s Lexile and Quantile scores to personalize learning based on student interests and needs. They shared that they did not know about this free resource. Several parents from the 13 traditional districts in our primary attendance boundary (p. 16) are eager to see the launch of 7Cs Academy in August 2021 so that they can enroll their children with us to get a more holistic education. One parent reflected: “I have clients who ask a lot about schools. They ask about *BASIS Charter Schools* which is math and science focused or *Great Hearts* which is Classical. It’s strange that they ask about one or the other. Your model seems to be all encompassing and fulfills a great need and will be very successful.”

School Design

Mission, Vision, and Overview of School Design

MISSION AND VISION: The CEO crafted draft mission and vision statements. Then the Governing Board and General Counsel helped wordsmith it to its current version. The **mission** of 7Cs Academy is to inspire every child to think critically, solve problems, and seek to improve their communities. The **vision** of 7Cs Academy is to develop socially responsible citizens. The mission and vision statements represent their collective thinking. The feedback from stakeholders on these statements has been overwhelmingly positive. The team will continue to engage the community to establish the **values** of 7Cs Academy upon becoming a charter holder during their block canvassing.

CORE PRINCIPLES: The Governing Board, CEO, and the whole school community will deliver on our mission by focusing on what every child should know, should be able to do, and understand why? Our pitch to families has been: “Send your child to 7Cs Academy for seven years. We will



make them educated and productive members of society by fifth grade.” Operationally, we define “educated” as a child mastering grade level content. We define “productive” as a child making a year’s worth of academic growth in a year. This belief stems from our conviction on the power of three “metaphorical” 7Cs coins: “*knowledge coin*,” “*skills coin*,” and the “*attitudes coin*.” We have been hearing from too many people during our community block walks that several children

seem to find little “value” in attending school these days. We see this as an opportunity. We expect every fifth grader, starting with PreK children who attend 7Cs Academy, to become an expert on the 7Cs or seven virtues – Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship – with learning and mastering these “three coins.” The triangle of success (see image) represents the 7Cs or seven virtues. Competencies and Critical thinking represent two sides of the 7Cs “Knowledge coin,” to inspire minds. Communication and Collaboration represent two sides of the 7Cs “Skills coin,” to engage hands and minds. Character and Citizenship represent two sides of the 7Cs “Attitudes coin,” to kindle hearts. Teacher and student “Creativity” is at the center to validate the uniqueness of everyone as teaching and learning become personalized at 7Cs Academy. The whole school community will engage with these **Core Principles** to make them the goal for every child. In football speak, we will provide every child at 7Cs Academy immersive learning experiences throughout the year to help them use each scoring drive as another opportunity to score a “touchdown” as they collect the “three coins” by running down the necessary yards to cross the goal line. Throughout the process, we will make sure children master grade level content and score the extra point (mastery of STREAM/TEKS on pp. 30-31) with their kick, as an exclamation point to seal every scoring drive opportunity. The scoring drives represent our 6-week benchmark assessments (pp. 39-40).

Conceptually, instruction in these 7Cs or seven virtues will teach children during their most impressionable years what every child must know (“Knowledge”), what they must be able to do (“Skills”) and understand why (“Attitudes”). Like a fully functioning person (Rogers, 1989),

children “know” what’s right, “do” what’s right, “because they care” about doing what’s right. They become avid learners, embracing challenge and mastery of the 7Cs. They focus on intentional change and active learning (Balasubramanian, 2003; Brazier, 1993). Children of poverty (over 90 percent of our projected enrollment) and the most at-risk children (75 percent) will become experts on the virtues grounded in these **Core Principles** with everyday practice. Children and adults supporting PreK learning (including families) will become experts on the **Core Principles** as they practice them for seven years from PreK. Acquiring new skillsets and mindsets with their knowledge coin, skills coin, and attitudes coin at 7Cs Academy over seven years, they will no longer struggle in secondary school or in life.

DISTINCTIVE VIRTUES OF 7Cs. The school is named 7Cs Academy because it is designed to grow the 7Cs in every child during their most impressionable and primary developmental years. Based on evidence from extant literature (Fullan, Quinn, & McEachen, 2018 on *Deep Learning*; Marope, Griffin, & Gallagher, 2017 on *Future Competences and the Future of Curriculum: A Global Reference Point for Future Curricula Transformation*), our CEO defined the 7Cs as follows.

1. **Character.** To inspire children’s hearts and minds to better meet their basic needs of safety, belonging, competence, and autonomy so they may serve a cause bigger than themselves throughout their lives. Put simply, character is moving from self-interest to a higher cause. As President Roosevelt predicted: “People won’t care how much you know until they know how much you care.”
2. **Competencies (Content).** To help children interactively mobilize and ethically use information, data, knowledge, skills, values, attitudes, and technology to attain individual, societal, and global good. Put simply, competencies are developing and using one’s expertise for demonstrable individual, societal, and global good. As the novelist Stevenson conveyed: “Don’t judge each day by the harvest you reap but by the seeds that you plant.”
3. **Communication.** To have children use good people skills by actively listening to others first before speaking to identify real needs behind (sometimes) conflicting points of view to develop deep understanding. Put simply, communication is connecting and building bridges with people through active listening. As the diplomat von Goethe demonstrated: “Everyone hears only what s/he understands.”
4. **Critical Thinking.** To build children’s ability to take one’s thinking apart (using Paul & Elder’s eight parts of thinking) to find problems in our thinking and then solve them to make the world a better place for everyone. Put simply, critical thinking is sensemaking by intentionally examining one’s own thinking. As the physicist Einstein remarked: “We can’t solve problems by using the same kind of thinking we used when we created them.”
5. **Collaboration.** To inspire hope and create opportunities for children by building relationships between the eight stakeholder groups (in G MIRACLES puzzle, p. 57) in their interaction with students and “content.” Put simply, collaboration is advancing student success by creating hope and providing opportunities. As the Formula One auto racer Unser showed: “Success is where preparation and opportunity meet.”
6. **Creativity.** To provide children with everyday learning experiences (e.g. ‘Maker Movement’) to develop their “Learning-by-Doing” skills to boost their ability to thrive in a STREAM-powered world. Put simply, creativity is learning by doing and performing. As

the education reformer Sir Robinson affirmed: “Creativity is putting your imagination to work.”

7. **Citizenship.** To ensure every child understands who he/she is and what he/she needs to be, to collectively make decisions for the community, country, and our increasingly interdependent world. Put simply, citizenship is making a difference in every community. As the management thinker Handy noted: “Citizenship is the chance to make a difference to the place where you belong.”

EXECUTIVE FUNCTIONS, SEL, AND SOFT SKILLS: It is evident from the data in the “Targeted Community and Anticipated Student Population” and “Geographic Boundaries” sections that too many children must be starting way behind with executive function gap, SEL gap, and soft skills gap—even as early as PreK. Factors outside the control of school, that have a disproportionate impact on student outcomes, are not being addressed at the current time. To mitigate this challenge, we predict that a consistent use of the well-aligned “written,” “taught,” and “tested” **7Cs Curriculum**, from PreK through fifth grade will build all the executive function abilities, SEL, and soft skills in at-risk children. Once children build this new skillset and mindset at 7Cs Academy, they will no longer struggle in secondary school or in life.

Executive function (*National Center for Learning Disabilities*, 2008) describes the cognitive processes that helps humans connect past experiences with present action. They are shaped by physical changes in the brain and life experiences both in and outside the classroom. Executive functions (Diamond, 2012) impact every aspect of human life from: school readiness, physical health, mental health, school success, to job success. Executive functions can and must be explicitly taught to these at-risk children and will be a method by which we raise expectations.

Social and emotional learning (SEL) describes the processes through which humans acquire and apply the knowledge, skills, and attitudes to understand and manage emotions, set and achieve goals, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). SEL competencies include growth mindset, self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. SEL can and must be explicitly taught to these at-risk children. SEL teaching will be the methods by which our high expectations for all children are operationalized and supported in school, outside of school, and in the community. This is done by building resiliency for our kids with focused programs for our special population students and the community (elaborated on pp. 41-46 in ‘Supports for Special Populations’).

Soft skills describe how people express their thoughts, feelings, and actions in school and in the workplace. Defined broadly, they include school and workplace “**Competencies**” (Doyle, 2019). Selected foundational thoughts educators will initially focus on at 7Cs Academy include establishing purpose, critical thinking, understanding perspectives, and problem solving. Feelings include empathy, self-esteem, humility, and appreciation. Actions include developing basic skills (SCANS, 1991), habits of mind, time management, and decision-making skills. The SCANS (1991), *Secretary's Commission on Achieving Necessary Skills* framework of *basic skills*, *thinking skills*, and *personal skills* remain foundational and essential. Our CEO classifies SCANS *basic skills* as input skills and output skills. Input skills include listening, reading, and math computational skills and output skills include speaking, writing, and math problem solving skills.

SCANS *thinking skills* are creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. SCANS *personal skills* are responsibility, self-esteem, sociability, self-management, and integrity/honesty. Soft skills can and must be explicitly taught to these at-risk children. Metaphorically, we refer to this as “putting the horse before the cart.” We will take care of meeting the academic, behavioral, social and emotional needs of every child and we know the test (“the cart”) will take care of itself. We will focus on building the executive function abilities, SEL and soft skill needs of every child. Then, everything, including increased student outcomes, follow the child because *success begets success*.

Our CEO knows from his personal experience over three decades that content knowledge (“Competencies”) and mastery of the **STREAM/TEKS**, precede mastery of “Critical Thinking.” For example, our CEO had a debate in Berkeley over a decade ago with a Scholar and Presenter from the *Foundation for Critical Thinking* who claimed that critical thinking can be taught without content. In the summer of 2017, this Scholar called Dr. B and grudgingly acknowledged: “You were correct, Nathan. Without content, I cannot help educators teach critical thinking to children.” The Applicant Team believes “Knowledge” is foundational and can be taught (*pp. 22-23*). The **Core Curriculum** and **Encore Curriculum** (*pp. 30-31*) provide the “context” in which children learn “Critical Thinking” and the five virtues. So how do we ensure 100 percent of our children succeed in 7Cs Academy to demonstrate their mastery of the 7Cs while still building their executive function abilities, SEL, and soft skills? Our CEO asserts that 7Cs Academy will achieve this goal by using academic and behavior Response to Intervention (RtI). He and other educators (*pp. 35-36*) know RtI works, when done right.

LIKE OUR CORE PRINCIPLES (*pp. 22-23*), THE FIVE LEVERS OF THE EFFECTIVE SCHOOLS FRAMEWORK ARE THE FOUNDATIONS OF OUR TWO DESIGN ELEMENTS AND INNOVATIVE DESIGN AT 7Cs ACADEMY:

Lever 1 of Effective Schools Framework (ESF) is Strong School Leadership and Planning. Lever 5 of ESF is Effective Instruction. The first design element of 7Cs Academy is a child-centered, needs-based, hands-on STREAM [Science, Technology, Reading, Engineering, Art, and Mathematics] learning. This design element will ensure teachers implement with fidelity all the key practices of Lever 5 (Foundational Essential Actions 5.1 with Objective-driven daily lesson plans with formative assessments and Essential Action 5.3 with Data-driven instruction, in particular). Teachers will be effectively supported in the Academy by campus instructional leaders who implement with fidelity all the key practices of Lever 1. To ensure children master both academic and non-academic outcomes, lessons will be designed around three simple prompts: We will . . . ; I will . . . because . . . For example, WE WILL learn what the hardest thing is to get out of water to make it clear and safe for drinking; I WILL design a water filter using regularly available items; BECAUSE water is vital to life. This moves the STREAM/TEKS from the abstract to the real-world concepts based on life issues brought up during ‘class meetings.’ Class meetings are a proven method in which teachers act as facilitators to build strong relationships with children. Teachers will plan their daily learning objectives, activities, and assessment questions by making the lesson relevant to students’ prior understanding and real-world “life issues” and applications. This helps teachers know what is expected of them to be at the distinguished level on their T-TESS (Texas Teacher Evaluation and Support System) from the outset (*p. 67* on Professional Development and Evaluation). Mastery and growth are measured with daily formative and regular

summative assessments using pre-tests and post-tests on the “tested” curriculum (p. 39). Simplistically, STAAR is the “tested” curriculum on the “written” core curriculum (pp. 30-31).

Lever 2 of Effective Schools Framework (ESF) is Effective, Well-Supported Teachers. Lever 4 of ESF is High-Quality Curriculum. The second design element is the explicit evidence-based instructional model grounded in cognitive and neuroscience theories, called “Designing Learning” (Balasubramanian, 2007). This design element will ensure teachers fully implement all the key practices of Lever 2 and Lever 4 of the ESF. This element is designed to help every child demonstrate his/her mastery of STREAM/TEKS. The space between a football goal post (if you will, metaphorically) represents all the TEKS children must master on the core curriculum and encore curriculum (pp. 30-31). Understanding this expectation will be a nonnegotiable for every professional educator, education aide, and auxiliary staff at 7Cs Academy. The bilingual education aides and auxiliary staff will be the second adult in the classroom (see ‘why’ on pp. 29-30) to support master teachers as they together help every child (including special populations of students) demonstrate mastery of the TEKS. This is another unique design feature to recruit and retain master teachers at 7Cs Academy (see pp. 62-72 on Talent Management). Just as a goal post has clearly defined boundaries (the crossbar is 10 feet high; the goal posts are 20 feet tall; and these posts have a definite width that is age and league appropriate), the second design element will ensure teachers and education aides are well-supported as they adapt and improve the Curriculum Guides 1.0 (see pages 33-35) developed by master teachers. The instructional model (p. 44) was first created and pilot-tested by our CEO at a Title I middle school in 2005. In all his classes, he achieved accelerated learning for all students, including underrepresented students in STEM. His students made two or more years of academic growth in one semester. He replicated this success with underrepresented Title I high school students. Additionally, he trained 13 teacher leaders from the four core subject areas at this Title I high school. These teacher leaders achieved similar gains of two or more years of growth in one semester using his instructional model (Balasubramanian, Frieler, & Asp, 2008). Dr. Balasubramanian’s dissertation (2007) and the *Principal Leadership* article (2008) serve as the basis for instructional redesign at 7Cs Academy.

Lever 3 of Effective Schools Framework (ESF) is Positive School Culture. Our innovative design, which includes a second adult in every classroom (pp. 29-30 describe ‘why’ the bilingual paraprofessional will serve as a second adult) will ensure teachers fully implement all the key practices of Lever 3. The Governing Board and CEO recognize these five levers and associated key practices as proven, research-based good practices in high-quality schools. The Applicant Team knows that perspectives change when humans think. Children will be explicitly “taught” how to advocate for themselves and advocate for others, build soft skills that are grounded in social emotional learning (SEL), and realize their goals. In addition to the “written” **7Cs Curriculum**, our innovative design requires children to bring their outside-the-classroom ‘life issues’ into the classroom during their check-in or ‘class meetings.’ Children will take turns sharing one issue. These issues can be real-life or fictitious: Flint water crisis, challenges paying monthly utility bills, etc. Sometimes teachers will use moral dilemma stories. The sample scope and sequence on Attachment 7 (p. 154) shows how teachers will go above and beyond the TEKS using anchoring dilemma stories. For these class meetings, each classroom and grade level will develop their own behavioral guidelines and “Mood Meters.” The Mood Meter was developed by the Yale Center for Emotional Intelligence for children to get a pulse on their own feelings. It is a two by two

matrix of energy (low to high) that goes up and down and feeling (unpleasant to pleasant) that goes side to side. The student-created norms will actively influence the classroom culture based on the relationships developed between children and their teachers, and between children and their peers. These relationships will grow every day because of these classroom experiences built on acceptance (through respect and openness), empathy (through listening and understanding), and trust (through care and time). Consistent use of class meetings, from PreK through fifth grade will build executive function abilities, SEL, and soft skills in all children. Children and adults supporting their learning (including families) will become experts on the **Core Principles** and our “Triangle of Success” (p. 22) as they practice it for seven years, beginning at PreK. Unlike the second design element which has definite boundaries like a football goal post, the first design element and our innovative design are the flexible infinite continuum on either side of this goal post to validate the uniqueness of every student and adult around the children of 7Cs Academy.

ADDRESSING FACTORS OUTSIDE OF SCHOOL: Foundations Matter! Children need a strong foundation, starting at the primary level (PreK–2). Literacy and numeracy are non-negotiable “Competencies” for these children. We define literacy and numeracy broadly, going beyond the PreK–2nd grade reading and mathematics TEKS. Literacy is everything humans do to communicate and make meaning of the world. Numeracy is everything humans do to understand ideas, solve problems, reason mathematically, and transfer learning from one context to another. Children will learn how to communicate and solve problems in a safe and caring learning environment at 7Cs Academy. The Academy will inspire all children to accelerate their academic and non-academic abilities from PreK through fifth grade. Consistent use of the well-aligned “written,” “taught,” and “tested” **7Cs Curriculum** from PreK through fifth grade will build all the executive function abilities, SEL competencies, and soft skills in the at-risk children in the proposed community (p. 13). These children, who need this knowledge, skills, and attitudes the most, do not currently have the proposed high-quality option available to them. Based on requests during the initial focus group meetings with parents, our CEO has explored a 7-to-7 extended day model, particularly with those children who need the additional time to demonstrate mastery of content. To proactively accommodate this request, we have designed an innovative School Calendar with an extended hour of school (7:30 AM to 3:30 PM) for 190 days. An extended schoolyear (p. 307) has also been built-in (last day of school for students will be June 23, 2022). The two changes, an additional extra hour of instruction every day and an extended schoolyear will create a 21 percent increase in instructional minutes. For over 15 years now, our CEO/Superintendent has shared a “Circle of Time” activity with stakeholders (p. 57) around the nation. With a few exceptions, almost everyone in the population surveyed during these 15 years have expressed their surprise because they did not know that students attend school for only 1/7th (or 14 percent) of all the time there is one calendar year. Families and communities have these children 6/7th of the time (or 86 percent), outside the control of the school. Therefore, we take our responsibility at 7Cs Academy seriously and will motivate and inspire children to better harness their time outside of our influence to continue to practice living by the **Core Principles**. By starting with these children first, the Applicant Team is determined to collaboratively help the whole 7Cs Academy community of stakeholders (p. 57) care about their broader communities because these children will begin to hold the adults around them immediately accountable. Imagine what children will be able to do and become, after we help them master these **Core Principles** (pp. 22-23) in elementary school.

Curriculum and Instruction

7Cs ACADEMY VISION AS THE NEXT GENERATION MONTESSORI EDUCATION:

Vision matters. The “written” curriculum on *pages 25 and 26* described the two design elements at 7Cs Academy. The first design element is our child-centered, needs-based, hands-on STREAM [Science, Technology, Reading, Engineering, Art, and Mathematics] learning. Those familiar with project-based, technology-enhanced learning may see some similarities here. Others familiar with Madeline Hunter’s approach to mastery learning and Montessori education might see some similarities between the individual instruction, small-group instruction, and in-depth practice with the second design element of ‘Designing Learning’ (*p. 44*). As the architects of 7Cs Academy, the Applicant Team describe our approach as the next generation Montessori education because people understand our instructional framework better. At 7Cs Academy, we know we will be preparing children for what the world might be like 20 to 25 years from now when these children become 30 years old. To help children become the STREAM leaders of the 2040s, our approach is intentional in its relentless focus on helping every child becoming experts on these seven timeless virtues: Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship. By systematically focusing on student outcomes (represented by the ‘triangle of success,’ *p. 22*, in our educational model) with the 7Cs Curriculum, our Academy will teach children during their most impressionable years what every child must know (“Knowledge”), be able to do (“Skills”), and understand why (“Attitudes”). With globalization and the new knowledge economy that has shrunk the world (Friedman, 2005), our children need different skillsets and mindsets to compete in a future that we cannot yet fully imagine. The pace of development and innovation is so exponential that it is going to require deep learning of children who can collaborate and adapt to rapid change with agility and flexibility to become lifelong learners. This deep learning (Fullan, Quinn, & McEachen, 2018) is “good for all but is especially effective for those most disconnected from schooling.” The authors reference a child named Alex in their book (2018) as a first grader who came with great anxiety and low self-esteem with his stutter. Fullan et. al. (2018) declare that all children can and should engage with the deep learning process solving real-world problems with other peers in elementary and secondary school. The authors (2018) share that by leveraging technology, Alex (the first grader) blossomed into a public speaker as a second grader and spoke in front of the school board. The Applicant Team of 7Cs Academy know that “Public Speaking” is the greatest fear of humans. To authors quote Alex: “I got to learn with technology and that’s the way my brain works. Most importantly for me, collaboration was expected and happened every day. Collaboration is important to me because my ideas get bigger when I share with other people and then my brain gets bigger” (Fullan et. al., 2018). There is a global network of research on deep learning happening internationally (see <https://npdl.global>). Our approach at 7Cs Academy is to help every child, like Alex, find their passion and voice starting early in the primary grades. Children will continue practicing their mastery of 7Cs during their elementary grades at the Academy, and perfect them at the secondary grades after they graduate the Academy. We expect our graduates as they complete secondary school to return to 7Cs Academy to share their learning experiences as they mentor their elementary school peers at the Academy. The CEO underscored in our letter to Superintendents and Board Presidents (see sample letter on *p. 165*) that after many years (up to seven) with us, parents will have the choice of enrolling their child in a traditional school (including their ISD) or

another school (charter or private) in grade six. Our research-based academic program in 7Cs Academy is proven to achieve two or more years of growth in a year's time for all students (Balasubramanian, Frieler, & Asp, 2008). We shared with them that for children in 7Cs Academy who are not yet at the "Masters" performance level, we will offer an extended school day and year. This will ensure we honor the **60x30TX** plan, and over 60 percent of children who enter 7Cs Academy in PreK, fall 2021 (upon award of the charter in fall 2020) will exit with the ability to think critically and solve problems as our Class of 2028 in grade five. We believe mastery of 7Cs is the constant and time will be the variable. In the section on Superintendent Roles and Responsibilities (*pages 56-58*), we describe how the CEO will be held accountable to the **60x30TX** plan annually by monitoring the percentage of students PreK and beyond who are "at and above grade level" through the grade-level Assessments of Learning (*pp. 39-40*). This leads us to the next unique feature of the Academy: our people (describing the 'why' briefly next and then elaborating on later in the 7Cs 'leadership pipeline' for 'Talent Management Plan,' *pp. 62-72*). With the expectation of mastery of the **Core Principles** (*pp. 22-23*), Levers of the Effective Schools Framework, T-TESS, SEL, Class Meetings, and so much more at 7Cs Academy – we know we must "Grow Our Own Talent." To do that we will partner with *Teachworthy* (*p. 172*) to systematically have our bilingual paraprofessionals certified to become teachers through an Online, Alternative Teacher Certification Program. We also connect this leadership pipeline with our innovative design (see *next section*) and comprehensive "Professional Development Plan" (*pp. 67-72*).

INNOVATIVE DESIGN TO IDENTIFY AND ADDRESS LITERACY GAPS, NUMERACY GAPS, WITH TALENTED LEAD TEACHERS AND BILINGUAL PARAPROFESSIONALS: Purpose matters and People Matter. The *academic literacy gap* manifests itself as the 30-million-word gap by age three (Hart & Risley, 2003) between children who are economically disadvantaged (over 90 percent of our projected enrollment) and their more affluent peers based on their cumulative experience over four years. As researchers at the National Association for the Education of Young Children (NAEYC, 2014) discovered, "children in different socio-economic groups display dramatic differences in their vocabularies" by 18 months! The *academic numeracy gap* manifests itself through a lack of concrete math facts/computational skills and math process skills. To better serve children attending 7Cs Academy and to prevent the gaps of these children from compounding over time, educators will quickly close academic gaps in literacy and numeracy (PreK – 2) in our first year of operation (2021-22) at the primary grades. As educators, we will close the gaps between English learners, children with disabilities, gifted children, and at-risk students by identifying individual student needs and addressing them immediately. At 7Cs Academy, the school will have another unique strategy to accelerate the growth of children based on a learned experience of our CEO. While analyzing the academic growth of 140 elementary schools in Florida, he discovered that over 90 percent of English learners and children with disabilities were making a year's worth of academic growth at one campus. Upon interviewing the principal and then walking the classrooms at this campus, Dr. Balasubramanian discovered this principal's strategy. This principal provided high quality professional development to at least one master teacher at every grade level and then hired paraprofessionals to support learning in every classroom. We describe our innovative staffing model (*pp. 62-72*) using this strategy under our Talent Management Plan. With two adults in many classrooms, teachers felt supported in a lot of different ways including classroom management,

sharing the cognitive and emotional burden of teaching young children, dividing and conquering some of the routine tasks, and having another set of eyes and ears in the classroom, and most importantly, feeling that they were part of a team instead of on an island in their classroom. This strategy is consistent with our commitment to build all the executive function abilities, SEL, and soft skills in every child (*pp.* 24-25). Inspired by this principal's strategy, our CEO has designed 7Cs Academy to be staffed with at least 34 caring professionals in the 16 classrooms every day, during our first year (see Attachment 31, Personnel Tab on the Financial Plan Workbook) to close the academic gaps in literacy and numeracy. We have all experienced how this approach works in medicine and has even become common practice for the past few decades when we go to a physician's/dentist's office (see Association of American Medical Colleges <https://aamc.org>, the organization dedicated to transforming health care). With more than one adult supporting student success, the rigorous, competency-based learning becomes real.

RIGOROUS, COMPETENCY-BASED LEARNING AT 7Cs ACADEMY: High quality instruction matters. Daily instruction (teaching and learning) at every 7Cs Academy campus will be through a rigorous, standards-based and competency-based educational model grounded in student expectations (SEs) from the Texas Essential Knowledge and Skills (TEKS). This expectation addresses the "Competencies" virtue that children will master at 7Cs Academy with our second design element (*p.* 26). For simplicity's sake, we use "Competencies," and "Content" interchangeably because they refer to TEKS and SEs. In addition to increasing choice of learning opportunities for families, Chapter 12 of the Texas Education Code (TEC §12.001) Charters were created for the purpose of the following: improve student learning; attract new teachers to the public school system; establish a new form of accountability system; and encourage different and innovative learning methods in public schools. The Governing Board and CEO appreciate the vision of legislators during the Regular Session of the 74th Texas Legislature, when they first authorized Charter Schools in Texas. The legislators envisioned that the essential knowledge and skills developed by the State Board of Education; curriculum in Chapter 28 of the Texas Education Code (TEC §28.001) should ensure all children:

"demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas."

Based on current year student outcome STAAR data (2019) cited throughout this application, the vision of the 74th Texas Legislature remains aspirational after 25 years. This is one more reason why the 7Cs Academy Application Team Members and those who advised us on the contents of the application would like the Texas Education Agency and State Board of Education to authorize our charter this summer. We want to start our first 7Cs Academy public elementary school in San Antonio in fall 2021 to serve children from three school districts with the greatest need – Edgewood ISD (7 of 10 elementary schools rated "F"), Southside ISD (4 of 4 rated "F"), and South San Antonio ISD (1 of 9 rated "F") in Year 1 (fall 2021). We want to build a second building on the same site in Year 5 (fall 2025, when the first woman would have walked on the moon, per NASA). 70 percent (16 of the 23) of the elementary schools from these three school districts are rated "D" or "F". Children from these three districts will be given first preference (*p.* 295)

CORE AND ENCORE CURRICULUM: TEKS and SEs matter. This visionary thinking of the 74th Texas Legislature (1995) fits well with our broad definition of "Literacy" and "Numeracy"

(p. 27) and shows how at 7Cs Academy we go beyond the PreK–second grade reading and mathematics **TEKS** to include “Character,” “Citizenship” (‘Attitudes’) and the “Creativity” virtues. To achieve this, we will organize our comprehensive, quality “written” curriculum at 7Cs Academy around two key areas that all children will learn and master: Core Curriculum and the Encore Curriculum. **Core curriculum** includes English Language Arts & Reading; Mathematics; Science; and Social Studies. **Encore Curriculum**, that reinforces the Core Curriculum, includes Fine Arts (Music, Arts, & Theater); Health; Physical Education; Technology Applications; and Personal Financial Literacy (see description of microeconomy in the classroom, p. 46, on ‘School Culture and Safety’). This rigorous, comprehensive, quality curriculum built from the **TEKS** come to life as the reader examines the Sample Course Scope and Sequence for Science in Attachment 7. According to the Texas Education Agency (2016), the **TEKS** for each of these courses describe:

“what students should know and be able to do at the end of each grade level or course.”

while student expectations (**SEs**) identify:

“the specific knowledge and skills that students must demonstrate.”

SEs become important for Mathematics, Science, and Social Studies instruction because they focus on numerous process skills. Process skills describe:

“ways in which students are expected to engage with the content.”

ATTITUDES MATTER: Attitudes really do matter. At 7Cs Academy, “Character” and “Citizenship” are the bedrock of our **Core Principles** (pp. 22-23). The Applicant Team believes attitudes influence our perceptions and guide our own behavior. This mindset and emphasis on “Character” and “Citizenship” – two sides of our “attitude coin” – is best illustrated through the perspective of a Director of First Impressions our CEO recently met. Having gone through a lot in life, Maria (fictitious name) shared:

“You can’t control what happens to you. You can only control *how you react to it*. The choices you make, can make you better or they can make you bitter. It is your choice.”

Notably, at 7Cs Academy, we help children “understand why” they should know and be able to do the different **TEKS** and **SEs** (Core Curriculum and Encore Curriculum, pp. 30-31) and systematically build their attitudes to be like Maria’s. The daily ‘class meeting’ experiences of children as they share and listen to “life issues” will develop children’s attitudes and capitalize on their intrinsic motivation. In Texas, the way we know children have mastered these **TEKS** is through student performance on the State of Texas Assessments of Academic Readiness (STAAR) tests. TEA distinguishes between “readiness standards” and “supporting standards” on the **TEKS** content standards for STAAR. Readiness standards are tested annually. However, not every supporting standard are tested each year. Our goal is to have every child own their learning in a manner that they can lead parent-teacher meetings and tell parent’s their strengths and weaknesses. Expertise develops over time. While STAAR measures student performance on the **TEKS**, we will use our own home growth tools to elicit and improve classroom-level attitudes of children. The Applicant Team knows that attitudes derived from social experiences influence subsequent behavior. Families have shared with us in focus group sessions that they believe doing well in school with a high-quality education is their surest gateway to upward mobility. They are pleading for more high-quality school options in San Antonio. Guidance from publicly available documents like the *Character Education Evaluation Handbook for Schools* (Harrison, Arthur, and Burn, Generation 25: <<7Cs Academy>>

2017) will serve as one of our foundational guides. As a measurement researcher, our CEO knows that we stand on the shoulder of giants like Thurstone (1928) and Likert (1932), to study attitudes with advanced survey methodology today to provide better educational opportunities for children (see innovative design element *pp.* 26-27) by developing the attitudes (*p.* 31) of children. Our CEO and Advisory Committee Members will develop Dilemma Stories (see sample and subsequent discussion on *pp.* 37-39) from our ‘Class Meeting’ discussions with clear ‘Action choices’ and expert ‘Justifications’ to better understand attitude formation. As Barbara Gruener, Counselor from Friendswood, Texas describes: “Children aren’t born with good character – It develops over time. But they are hard-wired to learn, and their capacity for character is unlimited.” Our CEO and Advisory Committee Members will continue to better understand and apply the basic principles of attitude formation and change to develop socially responsible citizens (Our Vision, *p.* 22) in partnership with our Governing Board and in collaboration with the whole school community.

TEXTBOOKS ARE NOT THE CURRICULUM AND ARE MERELY “RESOURCES”:

Curriculum matters. Resources are not curriculum. Curriculum is the heart of the instructional core in a classroom. The “written” curriculum should clearly outline high expectations. A quality “written” curriculum will provide suggestions for how to teach the 7Cs. It will define what knowledge, skills, attitudes, and concepts children are to learn. The 7Cs Academy instructional leadership team will use Textbooks as supplementary resources and the TEKS Resource System as a curriculum framework to develop the **7Cs Curriculum** and **7Cs Curriculum Guides** (*pp.* 32-34). High-Quality Curriculum (Lever 4 of ESF) and Curriculum Guides will suggest challenging and engaging student learning activities, materials, and resources needed to instruct (i.e., teach and learn). The “taught” curriculum will clearly outline essential student outcomes. The **7Cs Curriculum** will articulate what is to be “taught” and learned at the appropriate grade levels and in the appropriate courses in every 7Cs Academy campus. The “taught” **7Cs Curriculum** will develop deep learning, so children have increased awareness of the 7Cs. The “tested” curriculum will reveal student mastery. The “tested” curriculum includes the daily tasks, concepts, and skills children will learn to demonstrate their mastery of the “written” and “taught” curriculum. These ideas are grounded in four decades of best practices and research documented by Fenwick English and other auditors (like our CEO). English and Steffy (2001) describe how deep curriculum alignment also create a level playing field for all children on the high-stakes tests of educational accountability.

PURPOSE OF CURRICULUM: PROVIDE FOCUS, CONNECTIONS, AND EQUITY:

Purpose matters. Having been a classroom teacher of physics, engineering and technology for 18 years, our CEO knows first-hand that textbooks are not a curriculum but merely a resource for teachers and students. However, textbooks and pooled resources like the TEKS Resource System have often become the de facto curriculum in traditional school districts. These resources, while scripted, fail teachers in critical ways. First, they do not help teachers differentiate instruction for the varied learners in every classroom – including English learners, children with disabilities, gifted children, and at-risk students. Second, they do not help teachers focus on the most essential learnings for children at high levels of rigor (thinking). The main purpose of curriculum is to focus, connect, and ensure equity. Focus gives teachers clarity as to what children must learn on the Texas Essential Knowledge and Skills (TEKS) at each grade level and what it looks like when they have learned it. Connections refers to the vertical connections (across grade levels for the core and

encore content areas) and horizontal connections (across content areas for the core and encore content areas within a grade level). Equity means providing equal access to both focus and connections for achieving success with every child.

DIFFERENTIATION: Personalization matters. Every child is unique. By design, the **7Cs Curriculum** is well suited to differentiation for English learners, children with disabilities, gifted children, and at-risk students. We describe in detail how we will Support Special Populations on our campus (pp. 41-46) through full inclusion using the **7Cs Curriculum**. Practitioners are intuitively aware of the varying levels of readiness and abilities in every classroom, often a six to seven year spread at any given grade level. With increased pressure to deliver improved student outcomes, several educators have put the “cart in front of the horse.” They deliver grade level instruction to the “whole class” with a mistaken focus on “STAAR testing” using their de facto curriculum – curriculum from textbooks and other resources that were designed for a hypothetical “average” learner in classrooms across the country. Even physical objects in cars, for example, are not designed for an average driver because there is no such thing as an average person (see Rose, 2016, describing Gilbert Daniels findings in the 1940s, *When the U.S. air force discovered the flaw of averages*). Teaching through “whole class” instruction to a hypothetical “average” child does not work. The data does not lie. Instead, our **7Cs Curriculum** is designed with Lexile and Quantile ranges that are unique to captivating and academically engaging every child (see <http://TexasAssessments.com>). Consequently, every child in kindergarten and above, selects books they read on any given day that is “*Easy, Just Right, or Difficult*” (see <https://Quantiles.com>) based on their Lexile Range and interests in nine categories and 80 subcategories. This is how children will communicate and make meaning of the world at 7Cs Academy to build their “Literacy” competencies. Similarly, based on how every child finds math at their grade level, kindergarten and above, “*Easy, Just Right, or Difficult*” (see <https://Quantiles.com>), they understand ideas, solve problems, reason mathematically, and transfer learning from one context to another to build their “Numeracy” competencies based on their Quantile Range. In the next section on Strategies for Assessment of Learning and Data-Driven Instruction, our CEO will describe the specific assessment instruments educators will use in 7Cs Academy and how teachers will use the results from these assessments every six weeks (p. 307) to personalize learning for every child to ensure student success. Keys to differentiation include a) how many children are on grade level? b) how many children are ahead? c) how many children are behind? and d) how far behind are these children? And responding to these four prompts with the specific instructional interventions that the teacher will use to ensure every child who is behind is accelerated toward the learning goal and every child ahead continues to be enriched on the learning goal.

SCOPE AND QUALITY OF THE WRITTEN CURRICULUM: Instructional materials matter. Curriculum objectives for children set the direction for achieving the mission of 7Cs Academy. A complete “written” curriculum includes documents for every course taught at every grade level in the schools. This is known in a curriculum audit as the scope of the written curriculum. A quality “written” curriculum is an essential tool that provides direction and consistency for teachers in planning classroom instruction. Clear, comprehensive, and current curriculum documents provide direction for teachers regarding learning objectives, assessments, prerequisite knowledge/skills, instructional materials/resources, instructional strategies, and approximate time allocations for mastery of curricular objectives. The quality **7Cs Curriculum**

will maximize teaching and learning by providing comprehensive written **Curriculum Guides** based on rigorous Curriculum Management Audit Criterion (CMSi, 2019) for rating every **7Cs Curriculum Guide** document by grade and by subject for minimal basic components and specificity. As a licensed curriculum auditor, our CEO will use the best practices from CMSi to rate the Curriculum Guides. For example, he will use a 15-point rubric to rate the **7Cs Curriculum Guides**. This rubric rates every content area guide on:

- a) clarity and specificity of objectives;
- b) congruence of the curriculum to assessment processes;
- c) delineation of the prerequisite essential skills, knowledge, and attitudes;
- d) delineation of the major instructional tools; and
- e) clear approaches for classroom use.

To score the highest rating of three points on each of these criteria, the **7Cs Curriculum Guides** must:

- a) state for each objective the what, when (sequence within course/grade), how actual standard is achieved, and amount of time to be spent learning;
- b) each objective will be keyed to state performance assessments (see section on Assessments of Learning on *pp. 39-40*);
- c) state specific documented prerequisites or description of discrete skills/concepts required prior to learning new concepts, like the scope and sequence across grades/subjects (see sample scope and sequence on Attachment 7, *pp. 154-163*);
- d) state for each objective the “match” between the **7Cs Curriculum** instructional resources and the TEKS curriculum objective; and
- e) provides specific examples as to how to approach key knowledge/skills/attitudes/concepts in the classroom.

This the heavy lift we describe during the startup year (Year 0) after we transition from a “Charter Applicant” to a “Charter Holder.”

STARTUP YEAR (2020-21): Instructional methods matter. The lack of curriculum for any subject or course increases the likelihood of fragmentation and a lack of consistency for children across grades, courses, and the different campuses in many traditional school districts. To ensure consistency in delivery of instruction in both Campus #1 and Campus #2 of 7Cs Academy, a major activity during the startup year (2020-21) after we transition from a “charter applicant” to becoming a “charter holder” as 7CsThrive is to draft the first edition of the quality “written” **7Cs Curriculum Guides 1.0** for all the core and encore content areas. This charge will be led by the Chief Education Officer and executed by the master teachers at every grade level from PreK4 to grade 2 in the Core and Encore Content Areas. Master primary teachers will develop detailed “Unit Plans and Daily Lesson Plans” after being trained, face-to-face, by the Chief Education Officer (CEO) and Founding Principal of 7Cs Academy. Our Chief Education Officer has trained, supervised and evaluated principals from PreK through 12th grade for over a decade on continuous school improvement. To ably support student and teacher success during the primary years (PreK – 2), he will intentionally recruit a founding principal with an established track record of success at the primary grade levels who can complement his expertise in elementary (grades 3 – 5) and the secondary grades (grades 6 – 12). All these unit plans will use the backwards design model (Wiggins & McTighe, 2005) as illustrated on “The Filter Project” shown here

http://www.doers.us/Sample_Unit_Planner.html. Curriculum design with appropriate use of instructional methods is an iterative process that will be constantly evaluated by teachers and leaders for its effectiveness on student learning outcomes. As stated earlier, the CEO will measure effectiveness of the **7Cs Curriculum** and **7Cs Curriculum Guides** by measuring the mastery and growth of every child on specific student expectations (SEs) on the Texas Essential Knowledge and Skills (TEKS) and report it to the Governing Board on a regular basis based on the six-week cycle (p. 307) of assessments of learning (p. 39). The mastery and growth outcomes will drive the iterative development of **7Cs Curriculum Guides** 1.5, 2.0 and so on continuously improve teaching and learning at the school. The program costs associated with developing these Curriculum Guides by the CEO, Founding Principal, four master teachers, two bilingual education aides of the core curriculum from PreK-2, and a 0.2 FTE Director of School Operations is reflected as the 3.7 FTE (\$375,165 for Personnel, Payroll Taxes, and Benefits Expenses) on the Financial Plan Workbook (see Attachment 31, pp. 317-421).

BUSTING MYTHS: Facts matter. Poverty is not destiny. A common myth in education is that the percentage of socioeconomic status, gender, race, ethnicity, student disability, and English language learners in a school or school district can predict student outcomes. Instead, we know from rigorous student-level data analysis and classroom observations that kids will live ‘up to’ or ‘down to’ adult expectations. We define these concepts in detail in the next section along with how we will use the **7Cs Core Principles** to raise our staff’s expectations for all children. Our CEO has analyzed outcomes at the student-level for over 15 years with large data sets across districts and across states. The two largest predictors (almost 75 percent) of student outcomes are a child’s prior year academic achievement and the deep curriculum alignment based on multiple regression and hierarchical linear model analyses (Balasubramanian, 2007; Elmore & Rothman, 1999; Moss-Mitchell, 1998). Analyzing data at the campus or district level clouds individual student-level variability (“signal”) and produces meaningless correlations or relationships (“noise”). Correlation is not causation, but the myth of campus or district-level correlations keep being repeated. The following reasoning on possible causal factors is logical and borne out by rigorous student-level data analysis. A child’s prior year academic achievement reflects their background knowledge, conceptual understanding, and metacognitive abilities. We know this is how students learn (Bransford et. al., 2001). These foundational principles from the research of cognitive science on how people learn (Bransford et. al., 2000) are beautifully illustrated in the *Fish is Fish* story of the minnow and the tadpole (Lionni, 1998). The story illustrates through example the importance of a child’s prior year academic achievement. Children make meaning of the world based on what they know. Alignment ensures that the STAAR “tested” curriculum matches with the learning goals in the standards, which is the “taught” curriculum, and the high expectations outlined in the “written” curriculum. This explains the importance of the scope of the written curriculum at every campus/district. Our educational philosophy on the School Overview declared that with repeated practice and focus on the 7Cs, all children (starting with PreK—2 in fall 2021) will master the knowledge, skills, and attitudes essential for lifelong success. With this newly acquired skillset and mindset, the most at-risk children will no longer struggle academically and emotionally.

RESPONSE TO INTERVENTION: Needs matter. Response to Intervention (RtI) is also called *Multi-Tiered Systems of Support* (MTSS) and a differential diagnosis (pp. 37-39) system to personalize learning based on student need. RtI is designed to identify and support children with

learning and behavior needs. The RtI process begins with the delivery of high-quality, Tier I instruction in the general education classroom. It is followed up with a universal screening of all children. The strategies resulting from the RtI process are necessary to ensure every child receives a high-quality education. Data from all available sources help select a multi-tiered approach to ensure the success of every child, 100 percent of them! In the next section on Strategies for Assessment of Learning and Data-Driven Instruction we elaborate on how we will deploy RtI at 7Cs Academy for student success.

Strategies for Assessment of Learning and Data-Driven Instruction

Current State. We want to frame our response to this section by asking three essential questions: *Why doesn't our education system provide adequate opportunities for all children to be successful? How might we help every child believe in his/her abilities and become successful? What are the barriers that have prevented this from happening for all children?* We already addressed one of the root causes in the lack of quality curriculum and curriculum guides (recall pp. 30-34). A second root cause seems to be the lack of prioritizing of time for nine key stakeholder groups (page 57) to learn and act on the stakeholders' assessment literacy and data literacy. This is particularly relevant to the three levels of stakeholders described using the G MIRACLES puzzle (page 57). Our #1 priority is children who can be visualized at the center of a circle. Our second priority is the immediate concentric circle around children with four stakeholder groups who directly influence student success: parents/guardians; teachers/counselors; principals/campus instructional leaders; and superintendents/district instructional leaders. Our third concentric circle is the additional level of supports provided by: board members; career pathway partners; business/community members; and state departments of education. All nine stakeholder groups understand that assessments (or tests) are constantly administered to children and many tests generate good data. Unfortunately, they also recognize that little is done with the information generated by these tests. Stakeholders are yet to be educated as to how to interpret and use test scores to improve teaching and learning. Moreover, the topic of standardized tests and testing, in general, has become controversial. The Applicant Team respects and values the diversity of views and ideas on standardized testing. We know there is too much focus on testing in some schools today. We use the "cart" metaphor for "testing" and a "horse" metaphor for every "child" in our analogy. We believe the "cart should not be placed before the horse," as it seems to be the case in some campuses. For one thing, we believe that by listening, respecting and understanding all the views and ideas on testing from the different stakeholder groups, every community can genuinely grow and thrive by developing their assessment literacy and data literacy competencies. We will illustrate this by using a problem of practice our CEO has used with great success to motivate campus and district instructional leadership teams. While the names of children in our proposal continue to remain fictitious, their learning experiences and the problems of practice are all real, at every grade level, PreK upwards. Our CEO often quotes the **Lone Star Governance** principle that student outcomes don't change until adult behaviors change, starting with me (pp. 56-58 on Superintendent's Roles and Responsibilities). Review the story of Ruben Gonzales (fictitious

name) based on a real-world intervention by our CEO in his role as a district administrator focused on student outcomes.

Sample Dilemma Story (For educators and two illustrative responses that guide our approach at 7Cs Academy): Ruben Gonzales will be entering 6th grade in the 2019-2020 school year at PQR Middle School. In 2016-2017, Ruben was at the “Approaches” performance level on the STAAR Reading test at XYZ Elementary School. In the 2017-2018 school year, Ruben was at the “Masters” performance level on the STAAR Reading test at XYZ Elementary School. In 2018-2019 school year, Ruben was at the “Did Not Meet” performance level in April 2019 at XYZ Elementary School. In May 2019 (thanks to the “Student Success Initiative” in Texas), Ruben retook the STAAR Reading Test at XYZ Elementary School and was at the “Approaches” performance level on the STAAR Reading test.

Our CEO continues to engage principals with this scenario in his training sessions with administrators (Balasubramanian, 2020 manuscript on *HarnessData: Make Data Work for You*). He is using this dilemma story to demonstrate the thoughtful discussions and reflection by stakeholders in the second concentric circle of the G MIRACLES puzzle (page 57). He shares the insights of two experienced principals, each with over three decades of experience in PreK-12 education. One principal attested:

“Whenever there is a problem in any organization, whether it is a home, school, family, or whatever, first, look at the *systems* you have in place to address those problems. Then, look at the *people*, right. So, when I look at that system and say, where are the gaps in the system to address the Ruben Gonzales’s of the world. It keeps happening. It keeps happening (*where too many children fail to meet grade level expectations*). So, as a school district, I must look at this on a wider spectrum and then bring it in. Where are we missing it as a school system? As adults, if we want to *change adult behaviors so that student outcomes can change*, where are the gaps that it’s happening? Then, I look at the people we have. A certain teacher who is no longer employed on my campus; I had to tell her, if my other fifth grade teachers have an 86 percent passing rate with high meets and high masters and you don’t. We had kids doing great. It had to be about *relationships*. That’s the only thing. How do you teach adults, teachers, to care and build that relationship? You don’t. But we must have a system by which these guys here (*Ruben Gonzales’s*) continue to grow. Something happened in fourth grade, obviously. I bet you, it was great teaching with great relationships. I bet; those teachers knew the child. The child loved them. *Children don’t give up on the subject they give up on teachers.*”

Often, educators respond to this situation by imagining it to be one problem or another, the classic *system* or *people* frame (Deming, 2000, in *Out of the Crisis*) as illustrated above. They begin projecting what they think the problem is, instead of looking at the actual data to know what the real issues are. At 7Cs Academy, we believe it is necessary for us to look at a body of evidence and see all the possible sources of data to come up with solutions to every problem. To illustrate this, our CEO shares another response from a different principal who had a more nuanced way of look at this dilemma story using his differential diagnosis approach elegantly described below.

“I was thinking about different things when you shared your dilemma story. We’ve had several children and I’ve had several students that have been in this very situation, throughout my career. But my first thing is that everyone is jumping to conclusions about what they would do, and what the outcomes would be even before they’ve looked at all the data. What you have is a very superficial amount of data without any real investigation about where the cause is coming from. So, having gone through many experiences, I’ve had children that were super high and have reached the mastery level and something catastrophic happens in their lives. I literally have had this happen at my school. A kid was brilliant. When you talked to him, he was brilliant. But he fell academically, he wouldn’t go to class. He wanted to fight all his peers, and it took me a while to figure out what had exactly happened to him. But what had happened to him was that the past summer, they went on a vacation to the Caribbean and his dad drowned. And so, he wanted to fight the world. He was so angry at everyone. So, everything you saw up on the screen (the *Ruben Gonzales’ story*), is exactly what happened to him. As he began to recover emotionally, his scores began to go back up. But as he was falling into this huge abyss of emotional despair, because his dad was no longer going to be there, it was a huge problem and by the way, trying to set up the support for him was a whole learning experience, not just for me, but for the entire staff because, the first thing you want to do is to bring the parent in. And what I discovered about the mom was that she was in such a place that she could not even help herself, let alone help her son. So, giving all those guys the emotional support, help from the campus, outside support in terms of counseling was all necessary to get him back on the right track. What you must do is to look at all the causes and make sure you understand what they are.

Now, I’ve also had children that have gone through programs where they’ve started at a very high level and I’ll give you an example about this. This is like the ELs (English Learners). They go through our ESL (English as a Second Language) program. Year 1, they are on the verge of making it. But then Year 2, they’re dropping and by Year 3 or 4, they’ve dropped a couple of grade levels. You’ve got to look at what’s going on there too. So, what’s happening there is, generally, instruction is watered down. ESL teachers will try to reach the kids, but they don’t give them full, rigorous, at-grade-level, courses. They water it down because they think the children are below grade level. And then the child receives that poor instruction and over multiple years, they then drop several grade levels, and you can see it in their LPACs (*Language Proficiency Assessment Committees*) dropping them from one year to the next year to the next year. That’s an instructional issue and you must bring the teachers up to the level so that they understand how to work with the children on-level. This is a failure of a lot of ESL teachers. You must be able to look at what is going on instructionally and get these children up to grade level or beyond, as fast as possible and not water it down, so they’re getting less because you don’t think if they can do the work.

You see, every single scenario is a little bit different. And so, you must look at it, by looking at all the children in an RtI program. You must look at the child. You must look at the data. You must look at their grades. You must look at what’s going on in their family. And then, you must decide about the supports you are giving them.”

The preceding discussions illustrates how we will use assessments of learning to inform our values-driven, data-informed practices in 7Cs Academy. Notably, the data used at the Academy will not be just standardized test data, as illustrated in the *Ruben Gonzales'* dilemma story. Take the case of physicians. They routinely use a body of evidence and a systematic process to help them in their differential diagnosis on their patients. The principle premise physicians use is he/she examines a patient's history, family history, does a physical examination of the patient, then orders appropriate labs and under extraordinary circumstances also order some additional tests. Using such a body of evidence, they then come up with a differential diagnosis to individually treat their patient.

Our CEO amplifies these principles with another story (Balasubramanian, 2020) on how a dentist diligently follows such differential diagnosis processes to address a toothache, using x-rays which he says are analogous to standardized tests (STAAR, for example, as it has currently been constituted over the last three years, 2017-2020).

First, the dentist asks questions to understand the patient's health history, because the health history or medical condition like sinuses can affect the tooth. Second, they begin to ask questions about the symptoms: What makes the tooth sensitive? Which tooth do you think it is? Third, they may take an x-ray. An x-ray clearly is not a 100 percent diagnosing tool (just like a standardized test). It's only helpful for a diagnosis. The x-ray might provide direction on what may be going on or maybe not. Fourth, they take a clinical look in the mouth. Are there cracks? How much decay is in the mouth? Then, they may then tap on the tooth, spray air, cold water, or hot water on the tooth. With these steps, and using this body of evidence, the dentist may diagnose up to 95 percent of the root cause to address the toothache.

Like physicians and dentists who use such a time-tested approach to personalize treatment for every patient, at 7Cs Academy, every employee will use such differential diagnosis approaches to cater to the personalized learning needs of every child.

ASSESSMENT OF LEARNING: There are several assessments (x-rays) that will inform student success at 7Cs Academy. We will use the assessments designed and developed by Texas educators as universal screeners and ongoing formative classroom instruction. These include TPRI Early Reading Assessment, Tejas LEE, and the TEMI battery of assessments in English and Spanish.

1. TPRI Early Reading Assessment to identify the reading development of children (K-3).
2. Tejas LEE is a reliable and valid assessment tool to measure children's reading, comprehension, and literacy skills in Spanish (K-3).
3. TEMI-PM (Progress Monitoring), TEMI-O 2.0 (Outcome), TEMI-O 3.0 (Overall), TEMI-AC (Aim Checks), TEMI-UC (Unit Checks), Daily Checks, and Tier 2 English Intervention (K-2).
4. TEMI-PM (Progress Monitoring), TEMI-O 3.0 (Overall), TEMI-AC (Aim Checks), TEMI-UC (Unit Checks), Daily Checks, and Tier 2 Spanish Intervention (K-2).

For our baseline, interim and summative assessments, we will explore using these three assessments.

5. STAR Early Literacy (Renaissance Learning, 2013), which is highly rated for screening and progress monitoring by the *National Center on Response to Intervention*.

6. STAR Reading and STAR Math (Renaissance Learning, 2013), which received the highest possible ratings for screening and progress monitoring from the *National Center for Response to Intervention*, with perfect scores in all categories.

These assessments include the several assessments on the Commissioner's List (2017) for Kindergarten, English Language Learners, Reading (K-5), and Group-Administered Achievement Tests: Math (1-12), Early Literacy (K-3), Reading Spanish (1-5), Math Spanish (1-5), Early Literacy Spanish (K-3). STAR Reading scores, although not a Lexile score, closely approximates to the Lexile measure. The STAR domain and skills set scores, that range from 0 to 100, are criterion-referenced estimates of a child's mastery of specific skills within the assessment (see Balasubramanian, Bankes, Roeber, & Roschewski, 2012 on *Robust Learning: Personalized and Prioritized*). For the universal screening of kindergarten children to be compliant with the Texas State Plan for the Education of Gifted/Talented children (19 TAC §89.5), we will use these assessments.

7. Torrence Figural (TTCT) and Raven's Progressive Matrices for PreK screening. Naglieri non-linguistic assessments, NNAT3 (for Kindergarteners and above), Toni-4 (for first graders and above), CogAT (for second graders and above), and versions of Torrance figural tests to determine the top 7 percent of children for local norming on the campus.

This will ensure the language and culture are not barriers to entry into the Gifted and Talented program.

PERSONALIZATION: To move from the "Current State" (p. 30) to what we call the "Desired State" of personalized learning (Pane et. al., 2017), we will use the results from the Assessment of Learning instruments (x-rays) above for each child to: a) identify their needs; b) set goals in collaboration with the family; c) incorporate student interests and preferences; d) deliver instruction to address the unique needs and goals of every child; and e) monitor progress toward achieving their personalized goals. A close approximation of personalized learning is the common Individualized Education Plans (IEPs) for children with disabilities. We described how we will use <http://TexasAssessments.com> and <https://Quantiles.com> to differentiate and meet the unique needs of every child to provide personalized learning. From PreK to second grade we will use the assessments cited above. From third to fifth grade, we will use the comprehensive results from STAAR to continue to accelerate student outcomes at 7Cs Academy. Further personalization happens when teachers adapt the **7Cs Curriculum** with its unique design features to build the executive function abilities, SEL, and soft skills of every child. Our CEO, Dr. Balasubramanian, will deploy his data analytic skills to provide reports (every six weeks) to teachers and instructional leaders in the school to identify children who are below, at, and above grade level. For children below grade level (in the preestablished thresholds/criterion), additional time and supports will be provided to them during an extended school day with the input of their families. Faculty will be discussing the results of daily and weekly ongoing formative assessments during the Professional Learning Community (PLC) meetings on Tuesdays every week, using evidence of student learning in every classroom from the prior week. Campus instructional leadership will be present during that time to listen, learn, and support teachers on their values-based, data-informed reflective practice.

Costs. The costs for implementing this assessment program, \$210,427, are reflected in the Financial Workbook (see Row 113 in Attachment 31, Budget Tab).

Supports for Special Populations

DEMOGRAPHIC PROJECTIONS. We outlined the Demographic Projections on *page 19* to reflect our best thinking on how our campus will mirror the Occupied District, the two Contiguous Districts, and the region based on conversations with families in our focus groups. By design, the **7Cs Curriculum** is well suited to differentiation for English learners, children with disabilities, gifted children, and at-risk students. We are committed to equity and providing an equitable education to all children. We know individual differences within social and cultural environments exists. We respect these differences and diversity at 7Cs Academy and will modify instruction to ensure student success. Our focus on execution function abilities, SEL, and soft skills provides a framework for the development of children who understand early how to effectively work in groups to use the abilities of each member of the team to their fullest. This system will allow all sub-populations of children to thrive in a fully integrated learning environment. At 7Cs Academy, we believe in mastery learning. Every child can reach a level of predetermined mastery of content on each unit of instruction if they are provided with appropriate learning supports. At the Academy, mastery of learning is the constant and time will be the variable (see Personalization on *p. 40*). The **7Cs Curriculum Guides 1.0** are designed to support the learning and growth of linguistically and culturally diverse children PreK – fifth grade. To support English learners, our Curriculum Guides will embed the Sheltered Instruction Observation Protocol (SIOP®) strategies (Echevarria, et. al., 2008). To support children with disabilities, our Curriculum Guides will embed principles from Universal Design for Learning (UDL) to provide equal access for all children. Every child who needs a Free Appropriate Public Education (FAPE) in a Least Restrictive Environment (LRE) will have an Individualized Education Program (IEP) to support their learning based on their unique learning needs accessing the general education curriculum. Also, we will look at the term LD in a different light of Learn Differently instead of thinking of them as a child with disability. The goal of the staff will be to determine the areas that these children have skills and build on them. To build a global perspective that ensures every teacher and child is valued and grows through each interaction, our Curriculum Guides will focus on the campus culture where children, adults and the community interact purposefully with everyone else (Lindsey, et. al. 2009). The **7Cs Core Principles** are designed to accelerate all student's learning because these children will be given more student-teacher/mentor roles (recall *p. 33* on Differentiation). Our goal is to structure symbiotic learning in every situation so that every child can take on a true leadership role. Each of them understands that the 'team' can advance everyone's learning to a greater degree when they work together instead of working as individuals. The development of systems where everyone is valued is central to the overall **7Cs Core Principles** of understanding how to make every place better than it was before.

GOVERNING LAWS. The fundamental responsibility of educational organizations like 7CsThrive is to provide equal educational opportunities for *ALL* learners. We will comply with all federal, state and local laws. Schools have moved beyond discrimination (see *Civil Rights Act of 1964*) to specific requirements to provide appropriate learning for every type of learner: English learners, children with disabilities, gifted children, and at-risk students. Children with limited proficiency in English are expected to fully participate in the general education program (see *Equal*

Educational Opportunities Act of 1974, TAC Chapter 89. §89.1201, §89.1203, et. al., and ESSA, 2015). Children with disabilities are also expected to fully participate in the general education program (see TAC Chapter 89. §89.1001, §89.1011, et. al.) and their rights are governed by Section 504 (see *Rehabilitation Act* of 1973 and *American with Disabilities Act* of 1990) and IDEA (see *Individuals with Disabilities Education Act* of 2004 and now ESSA, *Every Student Succeeds Act* of 2015). Children who are gifted (TAC Chapter 89. §89.2, §89.3, et. al.) are served by the Office of Academic Improvement which administers the Jacob K. Javits Gifted and Talented Students Education program (ESSA, 2015).

STUDENTS WITH DISABILITIES: The education model will be focused on using children's abilities instead of focusing on their disabilities. As Congress states (ESSA, 2015), disability is a natural part of the human experience. Improving educational outcomes for children with disability is an essential element of our national policy of ensuring equality of opportunities through their full participation. Our goal is to provide these children with an understanding that everyone has 'things' that others do better. We will provide these children with the understanding that the team is more able than any one of the team members. At 7Cs Academy, we recognize that we could be educating future renowned industrialists like Henry Ford and statesmen like President Franklin Delano Roosevelt from the 20th century. We will provide embedded supports for children with disabilities to access grade-level general education content.

Our plan for children with disabilities. Early identification matters. We will use Child Find to identify children who are eligible to receive services and provide them with appropriate interventions. In collaboration with child's parents and a team of educators, we will develop, implement, and monitor goal attainment on the child's IEP or 504 plans. We will offer a continuum of services and supports for children with disabilities to ensure almost all of them have access to the highest standards of FAPE in a general education classroom under a Least Restrictive Environment (LRE). We will also have a contract in place with our Regional Educational Service Center (ESC 20) to cope with an extreme need that we had not planned for. All children will have access and opportunities to participate in schoolwide educational and extra-curricular events. All children, including children with disabilities, will develop their master of the **Core Principles** of 7Cs (p. 22) using RtI (pp. 35-36) and Personalization (p. 40).

ENGLISH LEARNERS: At 7Cs Academy, educators know that English learners (ELs), like children with disabilities and gifted children are not a monolithic group. These children have a wide variety of cultural, linguistic, and academic readiness levels. Consequently, addressing every ELs needs will be unique and sometimes require complex responses. We will have systems in place for the identification of ELs with detailed steps that are widely disseminated. These steps will mirror guidelines from TEA and reflect the requirements of current state (Chapter 89) and federal laws (ESSA, Title III, Part A). We will monitor student progress in academic content knowledge mastery and language acquisition. Following Texas Education Code (TEC §29.051, 29.053-29.056, et. al. we will have preestablished standardized criteria for the identification, assessment, placement, and exiting of ELs. Every EL child will have access and opportunities to participate in schoolwide educational and extra-curricular events. All children, including ELs, will develop their master of the **Core Principles** of 7Cs (p. 22-23) using RtI (pp. 35-36) and Personalization (p. 40).

GIFTED CHILDREN: The educational model readily supports the differentiation that gifted children need through enrichment (where warranted) and additional support (where required). The three Cs of Critical thinking, Citizenship, and Creativity lend themselves to the natural proclivities of gifted children with their intensities of thought, social awareness, and creative thought. Additionally, developing Character, Communication, and Collaboration are key to helping gifted children learn to develop their abilities to connect with one another and with a world that often does not keep up with their own intellectual capacities. The Competencies “C” is where they will come pre-loaded with some early ability and giving them the freedom to group them by ability rather than by an arbitrary age. Unlike traditional schools, this means children at 7Cs Academy with advanced competencies will be able to fully explore the upper reaches of their abilities and grow at their own pace. With a Montessori-like approach to education (with their hands-on STREAM learning), children may move fluidly in and out of groups according to their passion and ability. This affords teachers more opportunities to easily differentiate instruction when children need enrichment or additional support.

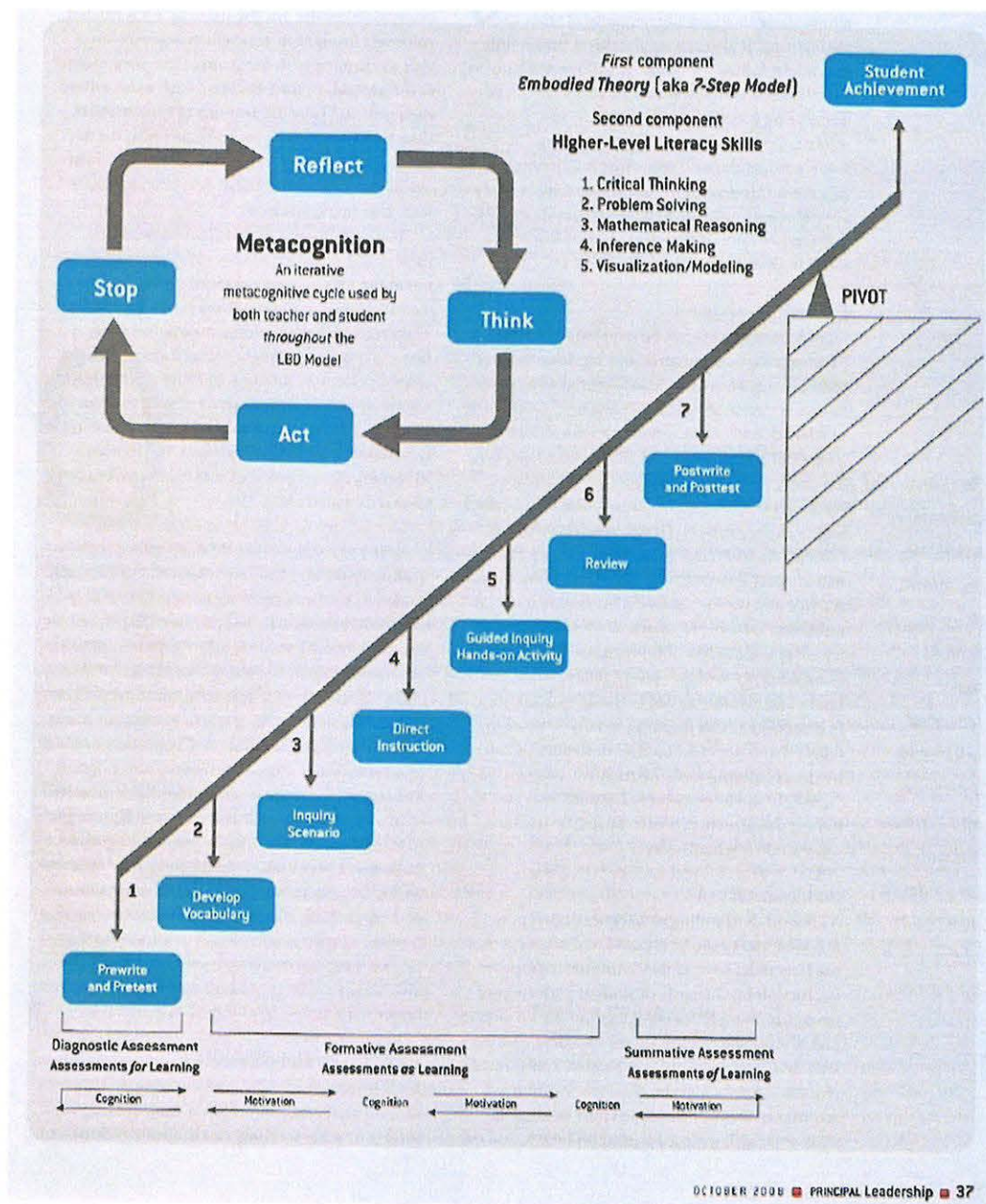
The ‘**Designing Learning**’ model (Balasubramanian, Frieler, & Asp, 2008) is particularly well suited for English learners, children with disabilities, gifted children, and at-risk students (*pp.* 41-45).

ENGLISH LEARNERS: Our instructional model which focuses on helping children develop their ideas first using inquiry scenarios (step three), before building their academic language with words next, will help meet the needs of English learners. It was a simple question from a 11-year old English learner 15 years ago that still motivates our CEO/Superintendent “How you know the sponge become bigger when its wet then its dry? [sic]” in the Water Filter Project (Balasubramanian & Wilson, 2007), step five (*p.* 44). Even as these children develop their language proficiencies, their academic content area grows when grade level SEs and TEKS are used to design relevant guided inquiry activities (step five).

STUDENTS WITH DISABILITIES: The instructional model deployed in classrooms will include multiple methods of presentation, and the inquiry scenario (step three) is explicitly designed to engage all learners. The multiple modes of presentation during direct instruction (step four) will ensure the content is readily accessible for students having their own preferred learning preferences. Differentiation occurs both during direct instruction (step four) and the guided inquiry activities (step five) based on what children already know and needed to know (based on their pretests and prewrites).

GIFTED CHILDREN: By utilizing the prewrite and pretest steps first, gifted children can demonstrate their competencies and divergent thinking on specific content areas prior to formal instruction. It allows teachers more opportunities to select necessary components and introduce additional challenges to the targeted student expectations (SEs) during both direct instruction (step four) and the guided inquiry activities (step five). By developing additional academic language (again, the focus during step two is to allow children who already have an extensive vocabulary to receive an accelerated vocabulary at this point) for the lesson, and then presenting an inquiry scenario (step three), the teacher is providing children direct learning experiences that stimulate the creative process of developing ideas and concepts before searching for the answers. After children are primed with the inquiry scenario and begin to reflect on the problem presented, teachers present additional information and scaffolding during direct instruction (step four) to

ensure mastery of SEs by all children. Differentiation occurs both during direct instruction (step four) and the guided inquiry activities (step five) based on what children already know and needed to know (based on their pretests and prewrites). This way children are not sitting in class waiting for access. Everyone is provided an inspiring “guided tour” of the TEKS and themes. Then, they



engage with the “Competencies” on hand and gather important information related to the upcoming hands on activity (step five). Now they can begin in-depth problem solving to even address some real-world ‘life issues’ connected to improving their community. Additionally, step five, the guided inquiry hands-on activity allows children opportunities to utilize their tactile-
Generation 25: <<7Cs Academy>>

kinesthetic skills and their other senses while thinking logically through their problem. This raises sensory questions, additional problems of practice, and practical implications and issues that would not have come up without these hands-on activities. The review of the activity allows for reflection time, which is critical to deep understanding and learning. Finally, a post-test and prewrite helps children demonstrate mastery of the SEs, problems, processes, and potential solutions. To provide a visual on the **Designing Learning** model, we have a graphic from our 2008 publication (p. 44).

There are multiple ways in which the classroom routines and instructional strategies of the 7Cs **Curriculum** allow for effective differentiation for English learners, children with disabilities, gifted children, and at-risk students. For example, the child-centered, needs-based, hands-on STREAM learning model of the classroom designed around the three prompts: We will... I will... because... allows for scaffolding up or down to meet the individual needs and challenges of every child, including those who are advanced learners. Our innovative design of class meetings is another instructional strategy that is especially beneficial for gifted children. Many gifted children experience extreme social sensitivities and their social skills are sometimes below that of their same-age peers. While a gifted child is likely aware of disparities, social problems, and injustices, they are also much more likely to experience social maladaptation due to asynchronous social development. The class meeting routines allow children to develop those skills in a safe and controlled environment, led by teachers, and may help them learn to express the complex and often difficult to express emotions they experience in a way that is more appropriate. It will also help them understand their less gifted peers in a new way, increasing their ability to socialize appropriately and develop patience with others. Additionally, the focus on growth mindset in everything from the use of problem- and project-based learning, ‘**Designing Learning**’ instructional model to the class meetings will help to allay their tendency toward unhealthy perfectionism and fear of failure. For many gifted and talented children, they learn at an early age that adult expectations of them mean failure is unacceptable. Building in growth mindset to every step of the process, every routine, and every communication means that these children will leave fifth grade with a much healthier understanding of their potential, and their abilities to challenge themselves and overcome obstacles that are certainly going to present themselves throughout life. More importantly, every child, regardless of belonging to a special population at any time, will have access to all the schoolwide educational, extra-curricular, and culture-building activities.

Our CEO/Superintendent knows that at the current time a lot of money is being spent buying “canned” products and resources (including textbooks) to reach and teach all children, particularly students of special populations and at-risk children. At 7Cs Academy, we will use a deliberative process to “weed, feed, and seed” programs designed for special populations based on teacher feedback and student outcome results obtained every six weeks (see Proposed School Calendar, p. 307). The 12 days of Staff Development/Teacher Workdays are designed to help the charter school meet the needs of all children as we progress student progress over time. We believe programs do not produce improved outcomes, but our “people” produce improved student outcomes. These improved outcomes will be the result of the high-quality, differentiated instruction that our teachers will deliver daily (p. 32). The data analytics on these benchmark assessments by our CEO/Superintendent every six weeks will help identify best practitioners. Learning from the best practices of these best practitioners while help us continuously improve instruction in every

classroom to better support the learning needs of all children, particularly our special populations of students.

School Culture and Safety

Communication is a bedrock virtue at 7Cs Academy. We know communication happens when people feel safe. We also know people feel safe when communication happens. Our Founder has used survey results and run inferential tests to better understand student outcomes. School culture and safety results are not only highly correlated to outcomes, but they also elicit root causes that are barriers to student success. Having provided our thick description to illustrate our **Core Principles** (pp. 22-23) and their connection to teaching and learning, we want to emphasize campus wide practices that builds school culture.

Setting Expectations. Our practices will include (a) Using a schoolwide behavior management plan. We will consistently use CHAMPS throughout the campus – classrooms, hallways, cafeteria to always Be Safe, Be Responsible, and Be Respectful; (b) Reaffirming our commitment to personal and organizational transformation with intellectual humility; (c) Demonstrating a mastery of the **Core Principles** and SEL competencies (p. 66). Maria’s attitude (p. 31) will guide our actions as we serve children and their families; (b) Knowing our Demographic Projections (p. 19), we will be mindful of our actions and words to help every child learn and thrive cognitively, emotionally, and socially in Responsive Classrooms; (c) Providing ‘SEL Restorative Discipline’ professional learning for staff and students to promote our innovative design using ‘class meetings;’ (d) Becoming Culturally Responsive with ‘Diversity/Equity’ professional learning for staff and students (as ongoing training throughout the year) with evidence from campus discipline data to identify and eliminate any legacy racial/ethnic disproportionalities.

Systems and Structures. Our practices will include (a) Recognizing that children come to school with “life issues,” so the ‘Daily Affirmation Sessions’ with Check-in Meetings are important; (b) Valuing school-wide community, we will have ‘Daily Community Circles’ during advisory time to systematically build campus culture; (c) Ensuring experiential, hands-on STREAM learning using the **7Cs Curriculum Guides 1.0** every day with fidelity; (d) Reinforcing the core curriculum, with the encore curriculum of ‘Fine Arts, Health, Physical Education, and Technology Applications (including coding)’ learning throughout the week; (e) Offering more Makerspace and project-based learning opportunities for ideas to flourish because Creativity is one of our bedrock virtues; (f) Motivating children through the token ‘microeconomy’ in the classroom for effective classroom management (Balasubramanian & Wilson, 2007); (g) Building Community partnerships and Corporate partnerships to support the learning needs of every child. Notably, campus leadership will systematically (i) Respond to the Health and any mental health needs in the campus and community because many children come from homes that are unable to provide the financial and emotional supports they need, by hiring a community engagement coordinator, social worker, and counselor in quick succession (Staffing Chart on pp. 249-251); (ii) Proactively address the needs identified in our Demographic Projections (p. 19), by hiring a speech language pathologist, special education teacher, and English language teacher with adequate Auxiliary staff in Year 1 (Staffing Chart).

Policies. Our practices for student discipline will use a proactive approach to student discipline. We will develop a Code of Student Conduct Handbook with input from the Governing Board Appointed Committees and Public Stakeholder Committees. The intent of our discipline policies will be to provide a safe, orderly and peaceful educational environment for all children. At 7Cs Academy, we will make every reasonable effort to correct student misbehavior using school-based discipline structures below. The Director/Principal will develop a discipline matrix that assigns consequences for violations (varying by age group) after adoption by the Governing Board Policies. The discipline matrix will ensure every child will be treated with fairness and equity. Students with disabilities will have additional rights under IDEA or Section 504 and Texas school laws (see Governing Laws, *pp.* 41-42). The students IEP or 504 Plan Team will determine appropriate action, including conducting Manifestation Determination Review (MDR) to review all the relevant information.

Discipline Structures. To prevent discipline issues in the first place will include (a) Importance of beginning the day with Check-in Meetings (*pp.* 26-27) (b) Using restorative exercises with parents and teachers to build intrapersonal awareness; (c) Use academic and behavioral RtI; (d) Behavior modeling; (e) Relationship Mapping (*p.* 69) for informally increasing adult-student trusting relatability; (f) Organization & Academic help; (g) Cell Phone Management; (h) Structured, relatable, neutral setting (i) Create intrapersonal awareness when student discusses offenses; (j) Inviting environment for staff and families; (k) Small teacher-student ratios, 1:14 (*p.* 251).

Disseminating Policy. Our practices will include (a) Conducting quarterly Restorative Practices Town Hall Meetings with staff and community; and (b) Posting clearly defined and articulated campus wide discipline plan posted on the school website, posted in every classroom, sent to every parent, revised only through the school's site-based decision-making committee.

Dress Code. Children in 7Cs Academy will follow Standard Mode of Dress that will be jointly determined in our ongoing community meetings, upon approval of our Charter in September 2020. For every child who successfully graduates second grade after being in 7Cs Academy for four years (PreK to Grade 2), we are considering the purchase of a School Blazer with the campus coat of arms. Other considerations for the standard mode of dress will include Oxford shirt, Dress pant, Dress skirt, Cardigan option, Sweatshirt option, Half Zip options, Fleece Jacket options for wintertime; Black Shoes and belt; Black dress shoes; Black socks; and PE clothes

Safety and Security Plan. We will reiterate that we know communication happens when people feel safe. We also know people feel safe when communication happens. Our practices will include (a) Security guards and hall monitors; (b) Secure vestibule entrance; (c) Secure entrances with badge readers; (d) Campus wide interior and exterior camera systems; (e) Gated campus; (f) Student and staff badges with IDs for all students; (g) Written safety drill procedures – fire, tornado, intruder, code red drills; (h) Sign in and out procedures; (i) Campus security officer; and (j) Safety glass for all exterior windows

Promotion and Graduation Requirements

Students will have to meet state requirements to advance from one grade level to the next. Under *Texas Education Code* (TEC) §28.021, a student may be promoted only based on academic achievement or demonstrated proficiency of the subject matter of the course or grade level. To determine the academic achievement or proficiency of a student, the school will consider: (a) teacher recommendations; (b) student's grades in each subject or course; (c) the student's scores on Assessments of Learning (pp. 39-40) including STAAR; and (d) any other necessary academic information, as determined by the Governing Board. The Governing Board will establish requirements for promotion and retention and make them public in July 2021, upon award of the Charter by TEA in September 2020. Each year thereafter, the Governing Board will establish and disseminate the requirements for promotion and retention at the beginning of each school year. This information will also be communicated to families in the 2021-2022 Student Handbook. These requirements vary by grade of the child and any special needs that may be relevant to them. Students with disabilities will have an Admission, Review, and Dismissal (ARD) committee to determine the way a student will be promoted or retained. For English language learners, a Language Proficiency Assessment Committee (LPAC) will determine appropriate assessment, accelerated instruction, and make decisions regarding grade advancement in conjunction with the Grade Placement Committee (GPC). If a student is dyslexic, a student's potential for achievement and proficiency in the subject matter will also be considered.

At 7Cs Academy, we will continue to communicate to families that we expect every child to be at or above grade level before they advance to the next grade level, every year. This high expectation will ensure our students are prepared for college and other postsecondary opportunities. The Proposed 2021-2022 School Calendar demonstrates our organizational commitment with 12 additional Staff Development/Teacher Workdays (p. 307). Our other innovative design (with 91,680 instructional minutes) through an additional hour each day for 190 days and an extended school year (ending June 23 for students) will provide a 21 percent increase in instructional minutes from the statutory minimum of 75,600 minutes. This is designed to address summer slide issues and honor the intent of **House Bill (HB 3)** passed by the 86th Texas Legislature in 2019. The 12 Teacher Workdays and Staff Development days built-in are designed to identify early and support any student who is at risk of dropping out or not meeting promotion requirements. This is particularly relevant because of our Demographic Projections with 75 percent of the children projected to be at-risk, 90 percent economically disadvantaged, 20 percent English learners, and our children with disabilities likely to double from 10 percent to 20 percent by 2026 (p. 19). The CEO/Superintendent will benchmark success on student performance by reporting to the Governing Board on a quarterly basis, the percentage of students who are at and above grade level. Additionally, the Governing Board will hold the CEO/Superintendent accountable with clearly defined PreK-5 annual, 5-year literacy and math student outcome goals as outlined in HB 3 using the LSG Superintendent Evaluation Instrument (p. 232).

Family and Community Engagement

The elements of our comprehensive plan to create a welcoming and inclusive environment for engaging parents and the community members in the school will start with getting to know our parents and community members. We have begun this process with our focus group meetings, Information Session meetings, and community block walk meetings. We will continue to get to know where they are coming from. We shared a story (*p. 20*) on how a parent felt “a lot of kids are going to school and they feel like they are not learning.” Everyone at 7Cs Academy will try to get to know the background of the children and families that the school serves. The class meeting conversations are one way we have created a structure using our innovative design. Everyone at 7Cs Academy will learn to address the people we serve by name. You will see this later in our “Day in the Life of . . .” scenario (*pp. 74-80*) about how a first grader, Gabriella, mimics her teacher to empathize with Jorge upon hearing his story. Gabriella was learning early How to win friends and influence people: “Remember that a person’s name is to that person the sweetest and most important sound in any language,” Rule #6 (Carnegie, 1981).

From getting to know parents’ backgrounds, staff at 7Cs Academy will get to know the needs of the children they serve. Recognizing the importance of this element, we will be hiring a Community Engagement Coordinator from Year 1. The Coordinator will be responsible for communicating with parents and community members on a regular basis. The CEO/Superintendent and Director/Principal will also maintain high visibility in the campus around the high traffic areas in the campus at specific times of day, including at the cafeteria. They will be there to greet parents in the morning, greet them in the afternoon, listen to their needs and complaints, visit with them in a personal and professional way, so that they know that management does care about their children and them. From these basic elements we will grow Family and Community Engagement (FACE) into something more formal.

The formal elements will include actions the school will take to begin to engage and involve parents in the activities/projects/events at the school. All parents will be given opportunities to get involved during school or after school. Therefore, starting to get to know our parents matters. Then we will leverage the Community Engagement Coordinator to train the parents on how they can get involved, beyond just becoming a member in a PTA/PTO. We will specifically focus on what parents can do at home to make sure children succeed in school. For example, parents can ask simple questions at home. What happened in school today? What did you learn? What problem did you solve? What gave you trouble? Did you understand your math? What don’t you understand about your math? Is it something that I can help you with, or would you like me to speak with your teacher? Parents can establish routines for children at home. They can make sure children eat at the right time, they make time for homework, there must spend quality time with the children. These simple ideas boil down to teaching simple parenting skills or parenting tips. Are kids clean? Are they well fed? Are they rested? Then the children become ready to learn when they get to school. Once the children are in school, staff will begin to get to know the needs of children. We will create avenues for parents to formally communicate with teachers. Whether it is through Apps like ClassDojo, to make them available, and train parents on how to use them from PreK upwards. ClassDojo is a popular App to bring every family into the teachers’ classroom. This tool provides

a great avenue for parents to communicate with their teachers (see *p. 57* on G MIRACLES Puzzle) as their major responsibility. Education is a team sport. The Community Engagement Coordinator will be given the flexibility to “Meet parents where they are” (*p. 20*), after hours, on weekends at the grocery store, and so on to open communication channels. This Coordinator does not need to know the answer to every problem a parent may have, but they would know whom to contact to address the needs of the parent. This way the parents immediately know there is someone who cares, someone who knows about my need/situation, that they care about me, they care about my child and I am going to listen to them. The Community Engagement Coordinator will be another resource for instructional staff to craft some of the Dilemma Stories and real “life issues” to incorporate in the **7Cs Curriculum Guides**.

By design, bilingual staff members will be available throughout 7Cs Academy. With small class sizes and a teacher to student ratio of 1:14 (*p. 251*) parents will feel welcome. They will know that there will always be someone fluent in their language who is willing and available to communicate/assist/interpret for these parents who speak a language other than English. Maria (*p. 31*) in our story earlier is a good example.

We would start with the Parent Advisory and other Public Stakeholder Committees to gather and use data. Parents will be involved so that they can have some input into with children are learning in the classroom. We will use data from parent satisfaction and community engagement surveys to identify at-risk students. We could then begin to do our differential diagnosis (*pp. 37-39*) to identify what the root causes might be. Is it attendance? Is it discipline? Is it test scores? All these ties together anyway. We will begin to track parent engagement with student outcomes.

We will harness our relationships with the Boys and Girls Club of San Antonio to leverage these community resources. During our community block walk, we met with a few of the leaders in this community. We plan on reaching out to the Chambers of Commerce to identify other community resources. San Antonio Food Bank is a big community resource. The Catholic Family Services happens to be huge resource in this community. They can help with parenting classes, counseling, help with food, clothing, rent, utility. Lions Club is another resource, particularly to help with eyeglasses for children. We will list all the needs of our broader school community to create a “Partners in Education” model and then give others in the community an opportunity to address family/student needs. The Universities in town and sports teams will also be a huge resource. We will utilize all these resources to support the child’s education. We will also reach out to Assisted Living facilities to establish a partnership for those interested to come and read to the children once a week. We will also help set up mentoring opportunities for children in elementary grades (Grades 3-5) to mentor their younger peers in the primary grades (PreK-2).

Every staff will create a one-page resume modeled like the CEO/Superintendent to share their own stories with their children and their families. These personal stories of instructional and instructional staff will be posted on the school’s website. This will include staff credentials and life experiences. This is where I went to high school, college, certificates, years of experience, past school districts, etc. Custodians upwards will build their one-page resume. They are required to do safety training, and other trainings. Every employee at 7Cs Academy will create a resume like their CEO/Superintendent (*p. 235*) and Director/Principal and post them on the school’s website.

Leadership and Governance

Board Structure and Qualifications

BOARD'S ROLE AND RESPONSIBILITIES. The Governing Board of 7CsThrive is a visionary team of wise professionals who are determined to improve student outcomes in San Antonio. They understand the needs of the San Antonio and Greater San Antonio communities. Four of the five directors are San Antonio natives. They are also distinguished, former trustees of Austin and South San Antonio ISD. All five directors understand their communities, bring keen insights, and have a wealth of knowledge on policy governance. They understand the power of governing with a shared vision for student success. They will govern and manage 7CsThrive using the concepts and principles of Lone Star Governance (LSG) with fidelity. Majority of the Governing Board have been through the LSG two-day Workshops. When they were on the South San Antonio ISD Board, Mrs. Osteguín, Mrs. Flores, and Mr. Mungia, implemented the LSG tools and they collectively have a wealth of knowledge about this governance model. The Board's powerful policy governance tools will include the Board's Quarterly Progress Tracker, Board's Continuous Improvement Timeline, Board's Time Use Tracker, Board's Staff Use Tracker, a clear theory of action, use of preestablished goals, goal progress measures, constraints, constraint progress measures, and monthly monitoring of progress based on multi-year monitoring calendars. They will hold the CEO/Superintendent accountable with clearly defined annual, 5-year PreK-5 literacy and math student outcome goals as outlined in **HB 3** using the LSG Superintendent Evaluation Instrument. The Governing Board and CEO are also committed to attending their first LSG Workshop in ESC Region 20 as a "Team of Six" in September 2020 (or soon thereafter) after we successfully transition from a "Charter Applicant" to become a "Charter Holder."

HIGH EXPECTATIONS OF THE FOUNDER-CEO AND BOARD OF DIRECTORS: The Governing Board held their first organization meeting on Saturday, January 4, 2020 with a seven-hour Board Retreat. They elected the following persons to serve as officers of the corporation effectively immediately.

President – Angelina Osteguín
Vice President – Elda Flores
Secretary – Edward Mungia
Treasurer – Doyle Valdez

The Governing Board also approved the hire of the following persons, effectively immediately.

Chief Education Officer – Dr. Nathan Balasubramanian (Dr. B)
Board Attorney – Russell Sloan, Attorney at Law

After thorough review and discussions at the Board Retreat, the Governing Board also executed the Bylaws of 7CsThrive, Inc., a 501(c)(3) educational nonprofit organization (Attachment 10, p. 172). These Bylaws will serve as the Board's Operating Manual. The Board recognizes that even though 7CsThrive has not yet become a "Charter Holder," they needed these Bylaws to be the minimum expectations that will adhere to as a body corporate with best practices for governance.

Prior to becoming a “Charter Holder,” the Board will amend these Bylaws to meet the specific expectations of the legislature during the 86th session (2019) on the **Open Meetings Act (OMA)** and the **Public Information Act (PIA)**. The Governing Board will comply with all the new changes made to HB 2840, HB 494, SB 1640 and Chapter 552 of the Government Code during the 86th legislative session.

The Governing Board and the CEO they hired on January 4, 2020 both feel mutually fortunate and blessed to work with one another. While the Governing Board appreciates the founder’s vision and determination in how much he has accomplished, they will continue to keep the Founder-CEO in his position based on their annual evaluation of his performance as the Superintendent and Chief Education Officer in the spring of the following year (e.g. spring 2021 upon). With this full understanding and in the presence of the CEO, the Governing Board adopted the Bylaws (*p. 172*) and codified such high expectations in the Bylaws for themselves as Directors and the Founder-CEO. The Governing Board recognizes that it takes a visionary, like Dr. B, to breathe life into organizations as the Founder-CEO. The Board also knows that it will take an effective CEO to keep the organization thriving as he transforms good intentions into good results (Carver, 2002). They believe Dr. B is capable of both kinds of leadership to be an effective chief executive and will keep the organization thriving. Notably, to ensure that the founder’s dream lasts forever, the governance framework the Board will use to guide 7CsThrive include specific roles and responsibilities with these seven functions:

- **VISIONARY LEADERSHIP.** Establish overall strategic goals and policies to support improved student outcomes, while highlighting the holistic 7Cs framework which differentiates our “triangle model” of education (*pp. 22-23*) from the others;
- **FINANCIAL ACCOUNTABILITY.** Fund, through the budget process, resources necessary (including time, personnel, and money) to develop and implement policies to achieve improved student outcomes. Adopt an annual budget for the district as required under Section 44.004. Monitor district finances to ensure that the CEO/Superintendent is properly maintaining the district’s financial procedures and records, TEC §11.1511(b)(9);
- **CURRICULUM AND INSTRUCTION.** Monitor organizational progress in attaining improved student outcomes and evaluate the scope of the “written curriculum” (*pp. 25-33*) based on Board adopted classroom resources that include textbooks and the TEKS Resource System with effective staff coaching and support;
- **ANALYTICAL AND CRITICAL THINKING.** Analyze issues and events by considering multiple potential outcomes and different points of view. Develop and maintain healthy relationships among major constituencies. Consult often and communicate directly with key stakeholders, including the Board’s curriculum expectations through policy and support of administrative procedures.
- **STRATEGIC BUSINESS OPERATIONS.** Establish board priorities and a work plan based on organizational strategies and priorities. Anticipate potential problems and act before issues become crises.
- **INTERPERSONAL AND RELATIONSHIPS WITH COMMUNITY.** Nurture the development of board members as they work as a body corporate (TEC §11.151), and establish working relationships with other public entities to make effective use of community resources and to serve the needs of all students;

- **SUPERINTENDENT EVALUATION.** Adopt the vision statement, mission statement, and comprehensive goals for the district and the CEO/Superintendent and monitor progress toward those goals, TEC §11.1511 (b)(2). Monitor the health of relationships and morale in the organization. Ensure that the CEO/Superintendent is accountable for achieving improved student outcomes and takes necessary action to meet all performance goals of the organization, TEC §11.1511(b)(4).

In the first paragraph describing the Board's Role and Responsibilities (*p. 51*), the Governing Board stated that they will hold the CEO/Superintendent accountable with clearly defined PreK-5 annual, 5-year literacy and math student outcome goals as outlined in HB 3 using the **LSG** Superintendent Evaluation Instrument. This instrument has definite expectations as outlined in Attachment 14 (*p. 232*). As a Governing Board, we are going above and beyond with our instrument to evaluate the CEO/Superintendent on five additional criteria.

- a) Governance and board relations – using survey/perception data
- b) Community relations – using survey/perception data
- c) Finance and operations – using TEA FIRST Rating and Accountability Data
- d) Staff management and – using survey/perception data and complaints to Board
- e) Instructional leadership – using scores on Curriculum Management Audit Rubric ratings

The Board's annual evaluation will be in Spring of every successive year (with longitudinal metrics) to help us evaluate how well the CEO/Superintendent inspired every child to think critically, solve problems, and seek to improve their communities (*Our Mission, p. 22*).

The Governing Board will use best practices recommended by the Society for Human Resource Management (SHRM) to create better workplace conditions for employees and the families that they will serve. In the event a staff member or parent has a grievance or complaint, the Governing Board will follow policy to attempt to have the grievance resolved at the lowest level. This could be a staff member or Director/Principal. If the grievance is unable to be resolved at this level, then the staff or the parent can escalate it and bring it to the attention of the CEO/Superintendent. If the issue is still not resolved, the staff or parent can further escalate it to the Governing Board. The Governing Board will seek counsel with the Board Attorney to listen to and address the complaint. This thorough process will help the Governing Board correct issues before they become a serious issue.

To regularly evaluate the functioning of the Governing Board and continuously strengthen Board practices, the Board and CEO will monitor their performance every quarter using **LSG** leadership evaluation tools to self-evaluate the integrity of their actions on improving student outcomes. The five Governing Board Members mirror the anticipated demographics to be enrolled at the first proposed charter campus (*Demographic Projections, p. 19*). With their wealth of expertise in the areas described below, they will efficiently support the academic, financial, and operational success of the school.

Governing Board Member	Areas of expertise include	Brief description of experience in this area
Mrs. Angelina Osteguín	Law; Marketing	<p>4 years of fiduciary duties as a former school board trustee, she worked closely with the Board Attorney of the ISD, which included setting policy for operation, balancing an annual budget and follow Robert's Rules of Order.</p> <p>Established community meetings/programs to inform and receive feedback. The meetings/programs were consistent with clearly defined objectives to enhance the reputation and recognition of the school district.</p>
Mrs. Elda Flores	Educator; Human Resources	<p>Knowledgeable in classroom instruction as a result of teaching bilingual education in elementary and as a result of evaluating teachers as a vice-principal and principal in elementary campuses. Knowledgeable in State testing and accountability as a result of serving as District Testing Coordinator. Knowledgeable in the area of PEIMS as a result of directing, guiding, and training campuses of the importance of coding for the purpose of accurate reporting to the school district.</p> <p>Knowledgeable in interviewing and hiring staff at a campus as a school principal and interviewing and hiring staff as an Executive Director. Knowledgeable in staff development of all campus staff and department staff, establishing a growth plan, and in the grievance process.</p>
Edward Mayberry	Management; Community Service	<p>I have over 10 years of community service management experience. My role as a Community Learning Center Supervisor, I supervised Basic Adult Education and English as a Second Language classes.</p> <p>We offered social services, financial and health literacy programs to the community. We engaged the community and asked what programs were needed. Based on community feedback we tailored our class based on the community's need.</p>
Edward Mungia	Finance; Parent Engagement	As a board member at South San ISD, I was active in the District's budget presentations and

		<p>deliberations. I studied the District’s finances in order to advocate for a Tax Ratification Election.</p> <p>As a board member at South San ISD, I helped coordinate two-way, board led conversations about various topics. I ensured parents had an opportunity to give their opinion and we held these meetings in the evening to better accommodate our families.</p>
Doyle Valdez	Facilities; Fundraising	<p>My serving on the Austin ISD has given me the opportunity to be involved and oversee bond elections and bond implementations. The fiduciary responsibility to come within budget and completing facilities timely.</p> <p>I currently serve on three non-profit boards and am finance committee chair on two of those boards. I understand the need for fundraising and have experience working on fund raising campaigns.</p>

The Governing Board understands that they are required to adopt policies on a wide variety of topics to be compliant with State and Federal laws. The Governing Board will adopt the Legal policies recommended by Schulman, Lopez, Hoffer, & Adelstein, LLP as the floor and systematically adopt local policies unique to 7CsThrive. To demonstrate clear intent on achieving significantly improved student outcomes for every child, the CEO/Superintendent will bring draft local policy recommendations to the Board by building on the framework of the Texas Charter Schools Association (TCSA) policies in October 2020. For example, these policies will also reflect the best practices of *Curriculum Management Audit* criterion that are being used successfully for the past 40 years to achieve improved student outcomes (like the sample criterion described under Scope and Quality of the Written Curriculum, *pp.* 33-34, for rating the **7Cs Curriculum Guides** developed during the Startup Year). The CEO/Superintendent will oversee the implementation of the adopted policies and develop appropriate administrative regulations.

ORGANIZATIONAL CHART. The organizational charts on Attachment 13 (*p.* 231) show the charter school’s governance, management, and staffing structure in Year 1 and at full capacity (*p.* 229). The chart delineates the roles and responsibilities of and lines of authority and reporting among the Governing Board and staff. The organizational chart also documents clear lines of authority and reporting within the charter school. The Governing Board will work closely with the CEO/Superintendent to develop and maintain processes that enable board members to communicate openly with one another, with their chief executive, and directly with stakeholders.

Over time, the organizational chart illustrates how the Campus Directors/Principals will focus exclusively on the “Instructional Leadership” responsibility of their jobs. The two Directors/Principals will spend most of their time walking classrooms, monitoring Professional

Learning Community (PLC) meetings, coaching and mentoring their teachers and bilingual teacher aides as detailed in the Talent Management Plan (*pp.* 62-72); evaluating the effectiveness of the 7Cs Curriculum Guides (*pp.* 33-35) to continuously improve these Guides to achieve improved student outcomes (after every six-week assessment cycle, see innovative School Calendar on *p.* 307).

The Governing Board describe the Job Description and Qualifications for the Superintendent/CEO in Attachment 16 (*p.* 233). They have outlined 10 key duties that are tied to metrics on the Superintendent Evaluation Tools (Attachment 14, *p.* 232). These metrics include governance and board relations; community relations; staff management; academic performance; finance and operations; and instructional leadership. These tools are further aligned with the charter school's mission, vision and goals with measurable performance expectations on the Board's enhanced **LSG Superintendent Evaluation Instrument**.

Proposed Superintendent Qualifications

CEO/SUPERINTENDENT'S QUALIFICATIONS, ROLE AND RESPONSIBILITIES. As a Governing Board, we believe our Superintendent/CEO is a highly accomplished educator and scholar-practitioner. This is evidenced by the impressive accomplishments in his resume and further demonstrated by the strength of this proposal. He will serve as the Chief Education Officer of 7CsThrive. This will help him function with his dual role of the Chief Executive Officer/Superintendent and the Chief Academic Officer to maximize success on the PreK-5 literacy and math student outcome goals. We have witnessed and experienced firsthand his consistent use of the resources in <http://TexasAssessments.com> and <https://quantiles.com> to motivate stakeholders with children's Lexile and Quantile scores to personalize learning throughout the year based on a child's interests and needs. He even filmed us sharing our personal stories with a parent during one of our Public Informational Sessions. You can view them at <https://twitter.com/7CsAcademy>. He is a wizard in promoting data-driven instruction. He is also a Licensed Curriculum Auditor who knows how to deeply align the "written," "taught," and "tested" **7Cs Curriculum**. He knows how to align the content, cognitive type, and context along three important qualitative dimensions. For simplicity, **TEKS** represent the content, **7Cs Core Principles** represent the cognitive type, and **STREAM** learning represent the context (see School Design on *pp.* 22-27 and TEKS Resource System and Textbooks are "Resources" on *p.* 32). He has a deep understanding of the interactions on the academic and operational sides of school (see the Professional Development Plan on *pp.* 67-72). He has led this work for over a decade during his administrative career. These are nonnegotiable skills and competencies we expect in our CEO/Superintendent. Recognizing these talents, the Governing Board understands that the CEO/Superintendent is the Board's sole designee to manage the day-to-day operations of 7CsThrive. He will be held accountable for achieving the Board's student outcome goals within the boundaries established by state and federal law and the Board and Superintendent constraints. Based on the Board's student outcome goals, the CEO/Superintendent will collaboratively identify goals progress measures for every student outcome goal. Achieving the Board's student outcome goals will be the CEO/Superintendent's highest priority for resource allocation. He will create a Generation 25: <<7Cs Academy>>

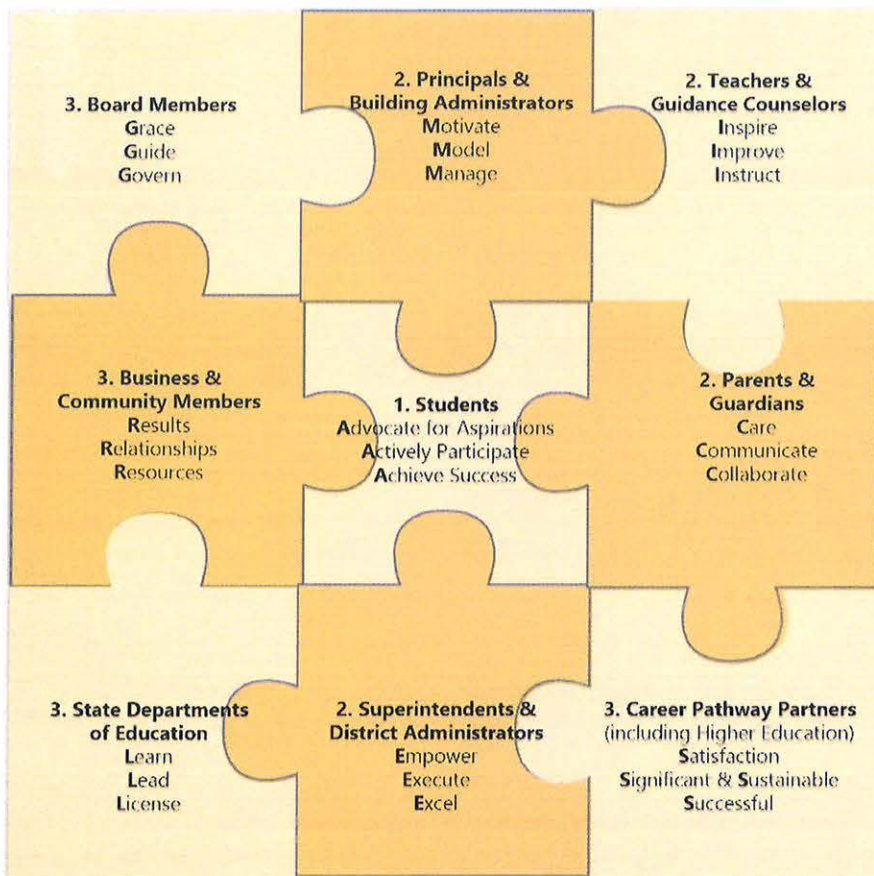
roadmap for this work by using the Best Practices in School Budgeting from the *Government Finance Officers Association* (GFOA) and present it to the Board by Fall 2021. The CEO/Superintendent will work to support all nine stakeholder roles by helping each group understand their “why, how and what” in compelling ways (shown below) to ensure student success. For example, the CEO/Superintendent must anticipate what the Board of Directors want because they represent the vision and values of the community. He must understand and assess the “intent” of their feelings, thoughts, and actions. For instance, Board members’ “why, how, and what” must translate to the three Gs of “Grace, Guide, and Govern” for improved student outcomes. Collaboration being another bedrock of the 7Cs Academy, he must create hope and provide opportunities for every stakeholder group below to help them grow and thrive. Growing People and Building Futures is the motto of 7CsThrive. His own “why, how, and what” as a charter administrator must translate into the three Es of “Empower, Execute, and Excel” as he leads others to achieve optimal student outcome goals.

"G MIRACLES Puzzle"

**A Model Describing Roles, Responsibilities and Relationships
between Nine Stakeholders committed to Student Success**

HarnessData®: Making Data Work for You

© Dr. Nathan Balasubramanian, Ph.D.



The Superintendent/CEO must advocate for every child and help them believe in their aspirations. He must ensure all children actively participate in the learning activities, and experience success. That is why students are located at the “center” of this puzzle with students three A’s. It takes this village to raise a child.

The Superintendent/CEO must support and coach all staff, including teachers (with three I’s), principals (with three M’s), parents (with their three C’s) and other district-level administrators (with their three E’s). He must provide them with the necessary and relevant Professional

Development (PD). His ideas are further described on Talent Management and Development (*pp.* 62-70).

Pursuant to Texas Code §551.071(a). Personnel Matters “to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee,” during their January 4, Government 2020 Retreat, the Governing Board discussed a starting salary range for the Superintendent/CEO that would be reasonable with respect to estimated student enrollment at the Charter School in a Closed Meeting. The Governing Board examined (a) the salary of 25 Superintendent’s within the Geographic Boundary of 7Cs Academy that serve 306 to 1943 students – varying on FTE Pay/Enrollment from \$63.92 to \$359.48 – averaging \$165.50/student; (b) the Year 1 student enrollment; and (c) proposed qualifications of the Superintendent, among other considerations. After their Closed session deliberations, they reconvened into Open Session and made a motion to approve the starting salary range of the Superintendent/CEO to be \$90,000 - \$180,000. This averages to \$135,000 and is comparable to the salary our Superintendent/CEO had been earning over the past seven years with his prior two employers. Consequently, this \$135,000 is included as the starting salary of the CEO on Row 12 in the Personnel Tab of the Financial Plan Workbook (Attachment 31, *p.* 317).

Our CEO/Superintendent articulates how he will build a proactive leadership succession plan for instructional and non-instructional staff using our innovative staffing model under Talent Management (*pp.* 62-67) to “grow our own talent” at 7Cs Academy. Much is expected of staff at 7Cs Academy and the required Professional Development and Evaluation (*pp.* 67-72) will be an integral part of the success of the charter school. This deliberative process will not only help with recruitment and hiring, but it will also help with retention at the Academy to implement consistently the mission and vision of the charter school (*p.* 22).

Proposed Instructional Leadership Team

The proposed Instructional Leadership Team in Year 1 will be comprised of: CEO/Superintendent, Director/Principal, Master Teachers of Four Core Subject Areas, Director of School Operations/CFO, Curriculum Coordinator, ESL Bilingual Teacher, and Special Education Teacher. The proposed Instructional Leadership Team at Full Capacity will be comprised of: CEO/Superintendent, Chief Operating Officer, Directors/Principals of Both Campuses, Chief Financial Officer, Director of Special Programs, Curriculum Coordinator, Community Engagement Coordinator, Select Master Teachers, Special Education Teacher(s), and ESL Bilingual Teacher(s).

After submission of this 7Cs Academy Generation 25 Charter Application, the CEO/Superintendent will continue to meet with administrators and teacher-leaders of Charter Schools/ISDs from across the state to build a more customized Job Description unique to 7Cs Academy. For example, he would meet with CFOs of other established, charter schools to help him complete a Position Description Questionnaire (PDQ) for the Chief Financial Officer of 7Cs Academy. He has used PDQs to create and hire positions as a District Administrator in multiple organizations in the past. A PDQ typically asks basic questions, such as:

1. Summarize the primary functions of your position
2. List your major duties, in order of importance. Please tell us what you do rather than how you do it. Begin each duty with an action verb, e.g., “operates,” “supervises.” Estimate the percentage of your total work time spent on each activity on an annual basis.
3. In addition to your major duties, please list what other tasks you perform on a periodic basis. Please tell us what you do rather than how you do it. Begin each duty with an action verb, e.g., “operates,” “supervises.” Estimate the percentage of your total work time spent on each activity on an annual basis.
4. Provide specific examples of the types of decisions you make and/or problems you solve in your position.
 - a. On your own authority
 - b. That require the support of other employees
 - c. That require approval by higher authority
5. Check the extent of supervision you regularly receive
 - ☐ Supervisor gives step-by-step instructions and continuously reviews the work
 - ☐ Supervisor gives specific work assignments and checks work at least once a day
 - ☐ Supervisor gives work assignments and checks work upon its completion.
 - ☐ Employee determines work priorities and methods of accomplishment.
 - ☐ Other (describe)
6. Describe the nature of the interaction that you have with others.
 - a. Within your immediate department
 - b. Within the larger organization (i.e. other staff, excluding executives)
 - c. Leadership of your organization (e.g. Board members, and/or administrative staff)
 - d. Stakeholders/Constituents within the organization (e.g. students, teachers)
 - e. Stakeholders outside the organization (other charter schools, vendors, etc.)
7. Please check the statement which most applies to the supervisory responsibility assigned to your position [Check only one]
 - ☐ No supervisory responsibility
 - ☐ Guide/Train others and check their work for accuracy
 - ☐ Project/Team Leader
 - ☐ Normally evaluate performance of subordinates
 - ☐ Recommend personnel actions to leadership

If applicable, list the total number of employees supervised (directly or indirectly) and the approximate percentage of time spent supervising other employees

Employees Supervised	Total	Percent of Time
----------------------	-------	-----------------

		(annually)
Directly		
Indirectly		
Total		

8. What are the minimum education requirements and experience needed to perform your position/duties (e.g. high school education or less, trade and/or business school, college, graduate school)?
 - a. Education: _____
 - b. What types of education/professional experiences are a prerequisite for your position? _____
 - c. Experience: _____ Years: _____
9. Is there any professional certification required for your position ___ Yes ___ No
If yes, please specify _____
10. List any special skills, knowledge and/or abilities required to perform your position _____
11. Is there any other information about your job that you feel I should have? _____

Based on the completed PDQs for the different positions, we will further revise and create draft Job Descriptions for every position in 7Cs Academy. These draft Job Descriptions will then be formally voted on by the Governing Board once 7Cs Academy transitions from a Charter Applicant to become a “Charter Holder” in September 2020.

Proposed Financial and Operations Leadership Teams

The proposed Financial and Operations Leadership Team in Year 1 will be comprised of: CEO/Superintendent, Director/Principal, and the Director of School Operations/CFO. The proposed Financial and Operations Leadership Team at Full Capacity will be comprised of: CEO/Superintendent, Chief Operating Officer, and the Chief Financial Officer of 7Cs Academy.

Like the Instructional Leadership Team in the previous section, the completed PDQs for these different positions will be further revised to create a draft Job Descriptions for these positions in 7Cs Academy. These draft Job Descriptions will then be formally voted on by the Governing Board once 7Cs Academy transitions from a Charter Applicant to become a “Charter Holder” in September 2020.

Performance Management

Our CEO/Superintendent has successfully designed and led monthly Performance Management (PM) sessions for over nine years to improve efficiencies in large and smaller organizations. He is very familiar with the Managing for Results Reports of the Council of the Great City Schools. The Key Performance Indicators (KPIs) on business services, finances, operations, human resources, and technology in these Managing for Results will serve as the KPIs against which we will benchmark ourselves at 7Cs Academy. He championed this cause for five years in Broward County Public Schools. These efforts led to rebuilt trust and confidence in these communities. For example, the successful \$800 million General Obligation SMART Bond in 2014 with 74 percent voter approval was the first bond that had passed in almost thirty years. Most recently, in Manor ISD, our CEO created the Goals, Goal Progress Measures, Constraints, and Constraint Progress Measures to monitor progress as he made monthly presentations to the Board of Trustees on student outcome goals. Setting goals and monitoring the progress on these goals with periodic Performance Management sessions that he led, helped move the District from an F to a B in 18 months. The result of such efforts helped build confidence and trust to influence voters to approve a \$280 million bond in November 2019. The Governing Board and CEO/Superintendent will establish academic, financial, and operational performance goals that they will monitor on a regular basis to demonstrate organizational success.

SAMPLE S.M.A.R.T.E.R. FINANCIAL GOAL. Improving the cash or “Unassigned Fund Balance” position of the Charter School might be one compelling financial goal. In the Financial Plan Workbook, Budget Tab for example – we demonstrate Year 1 savings of \$1,140,127 (=Row 123+Row 132+Row 136) at the end of the school year even after we used the 80 percent ADA (Row 27) in the Enrollment Tab. We explain our assumptions in the Financial Planning section (pp. 80-84) of this Charter Application of purchasing our facility. In Year 2, the savings is \$344,496 (=Row 132+Row 136). In Year 3, the savings is \$465,214 (=Row 132+Row 136). In Year 4, the savings is \$624,749 (=Row 132+Row 136). In Year 5, the savings is \$2,436,566. Demonstrating financial responsibility with a balanced budget every year and growing the “Unassigned Fund Balance” from \$0 to \$5,011,152 at the end of our first charter term will be one S.M.A.R.T.E.R. goal. We would frame this financial goal as: “The percentage of unassigned fund balance to total expenses will exceed 33 percent by the end of first charter term in 2026.” The projected number \$5,011,152 is 39 percent of the total expenses, even with our conservative estimates on ADA. The average ADA for the three ISDs on Demographic Projections (p. 19) on the **Texas Academic Performance Reports (TAPR)** is 96 percent. This 33 or 41 percent number on savings demonstrate that the Charter School, if approved, will have over three months of operating expenses. With this comfortable fund balance, the Governing Board can request the Commissioner of Education to approve 7Cs Academy’s participation in the Bond Guarantee Program (BGP) of Texas to qualify for “AAA” rated municipal bonds to achieve much better interest rates for our bonds with the assurance of the Permanent School Fund (PSF). In the Financial Planning section, we demonstrate our deliberations on a \$12 million municipal bond we might deploy upon approval the TEA and SBOE in September 2020 at a 6.5 percent fixed rate. The first five payments on this \$12 million from a single investor on a 30-year fixed at 6.5 percent are Year 0 = \$0; Year 1 = \$0; Year 2 = \$978,575; Year 4 = \$1,161,550; and Year 5 = \$1,158,875.

These numbers are reflected in Row 123 of the Budget Tab for Purchasing our Building for our Start-up Charter Schools on a 30-year term. 7Cs Academy would have started paying down the principal from Year 3 – Year 30 to own these facilities.

SAMPLE S.M.A.R.T.E.R. ACADEMIC GOAL. “The percent of first through third grade students that score ‘Developed’ on TPRI/Tejas Lee diagnostic test will increase from 22 percent in Fall 2021 to 67 percent by Fall 2023.” As described on *p. 232*, the Superintendent Evaluation Tool will require our CEO/Superintendent to develop SMARTER Goals. That is goals, which are Specific, Measurable, Achievable, Relevant, Time-bound, Engaging, and Resourced. Like the sample Financial goal above, an Engaging academic goal might look like the one we sent Superintendents, Board Presidents, Honorable State Senators and Representative, and State Board of Education members in early December 2019. In our cover letter to mail the Statement of Impact to stakeholders (see Attachment 5 on the 100 Certified Mail Receipt Cards), we made our goal intentional and Engaging by honoring the **60x30TX** plan. We stated clearly that over 60 percent of children who enter 7Cs Academy in PreK, fall 2021 will exit after having mastered grade level content in grade five as our *Class of 2028*. An operational goal as KPI for Talent Acquisition would be the 60-day and 90-day cycle described, next section under Talent Management (*p. 62*).

Talent Management and Development

Talent Management

The 7Cs Academy’s Innovative Talent Management Plan is comprised of two major functions (a) attracting high quality instructional and non-instructional staff; and (b) retaining and developing support directors/principals, teachers, and operational staff. The strategies to attract instructional staff will be through competitive compensation (see Personnel Tab in Financial Plan Workbook), inclusive of a highly competitive benefits package that includes time off for sick and personal leave as well as leave for professional study after five years of service, with demonstrated increasing student outcomes. Instructional staff (teachers) identified for selection will be required to have a minimum of a bachelor’s degree in a specific core content area – English Language Arts Reading, Mathematics, Science and Social Studies. While an earned graduate degree, or credits towards an advanced degree, will be preferred, teachers will be required to possess a bachelor’s degree and awarded teaching certificate(s) in their area of instructional content awarded by the state.

To ensure high quality instructional staff – which includes, master teachers, teachers, and bilingual teacher aides – we will hire them based on demonstrated attitudes, like Maria (*p. 31*), behaviors like the dentist (*p. 39*), and mindsets (for differential diagnosis like the second principal, *pp. 37-38*) aligned to the **Core Principles** (*pp. 22-23*) of 7Cs Academy. The interviews for these educators will be based upon an assessment of their fit aligned to the 7Cs **Core Principles**. For example, the interview and selection process will require educators to respond to situations that will require them to share how they would respond to dilemma stories (see samples on *p. 37* and *p. 154*). These situations will require candidates to demonstrate how they would exercise 7Cs **Core Principles**. Then these educators will be further identified based upon technical proficiency to teach the Core

Content and Encore Content (Specials) for further consideration. The top-ranked three candidates will then further be assessed for alignment of fit to the 7Cs **Core Principles** by a committee of school staff, the Principal, and /or the CEO/Superintendent based on their ranking according to their alignment of fit to effectively meet the needs of all children; their willingness and resilience to work with diverse student populations from underrepresented groups; their collaborative skills; and their ability to work in a project-based learning environments. Employment will be extended to the first top-ranked candidate; and, if that candidate declines an offer of employment, the offer will be extended to the second top-ranked candidate.

At the outset, a founding principal (0.5 FTE, Row 17 on Personnel Tab in the Financial Plan Workbook), four prospective master teachers (1.0 FTE, Row 18), and four bilingual teacher aides (2.0 FTE, Row 22) will be hired upon award of the Charter by the Texas Education Agency and SBOE in September 2020. The four teachers are coded 1.0 in Year 0 because they will go through intense professional development to train them to write high-quality Curriculum Guides 1.0 for PreK to second grade in all four core content areas from the summer of 2020. Instead of hiring them in the middle of the 2020-21 school year, we will work with the prospective teachers and pay them a nominal stipend to start writing these Curriculum Guides. \$55,000 earmarked in Year 0 is for these stipends. These four teachers are coded as the four master teachers (4.0 FTE, Row 19) in Year 1. Assuming all four advances to become Master Teachers, the teacher column becomes zero (Row 18) in Year 1, until one of the bilingual teacher aides (Row 19) obtain their Alternative Teacher Certification in Year 2. Four bilingual teacher aides however are coded 2.0 FTE because they will be hired for half of Year 0, January 2021 – June 2021. These bilingual teacher aides, for example, will be sought with various work experiences that include instructional work environments as well as non-instructional professional experiences (see Year 1 column on Staffing Chart on *p. 249*). They will also go through the intense professional development from January 2021 and will watch and learn from their mentor and coach, Master Teachers during this period. This concept is modeled after the Cognitive Apprenticeship model, where novices learn from experts as they practice the craft. We are hiring these four teacher aides because we want them to be part of the design experience with the master teachers. We expect each hire to take up to 60-days in our process, from publishing the vacancy to extending offers of employment. This is one Key Performance Indicator (KPI) that we will track during our Performance Management reviews (*pp. 61-62*) on Talent Acquisition.

Non-instructional (support) staff will simultaneously be hired to support each of these educators. Support staff will be asked on their employment applications to illustrate how their work experiences exemplify the 7Cs **Core Principles**. Support staff will then be identified for further consideration based upon their alignment of work experiences to these **Core Principles**. Interviews will be held by committees of one or more subject area teacher(s); the Director/Principal; and other school staff members. Support staff candidates will be rated on how they apply character, integrity, collaboration, problem solving, respect, and culturally responsive practices to resolve workplace challenges and life issues. A rubric will guide how these educators will be ranked to determine who will be offered employment. The anticipated cycle time that will be used to hire support staff will be 90 days from the time that the vacancy is published for each position to extending an offer of employment. It is evident from the Enrollment Tab that the salary and benefits at 7Cs Academy will exceed the comparable salaries offered in nearby districts.

Contemporary methods of attracting high-performing employees show that employee referrals are the best indicator to identify qualified candidates for employment and retention. Instructional and non-instructional staff will be asked to consistently refer up to three colleagues annually for further consideration as teacher employment vacancies come up. Teachers who refer a colleague who is ultimately offered employment will qualify for a one-time hiring bonus on an annual basis. These bonus payments will not exceed a payment for more than 3 colleagues in any academic year. Referral bonuses will be paid following satisfactory completion of at least one year of satisfactory performance of a referred staff.

In addition to referring candidates by existing high-performing instructional staff, ongoing outreach efforts, through social media advertisements as well as through networking in professional content area associations (e.g. Texas Council of Teachers of Mathematics, Science Teachers Association of Texas, Texas Council of Teachers of English Language Arts, and the Texas Council for the Social Studies) will serve as an ongoing platform to communicate the success of the 7Cs Academy well in advance of a hiring need. For example, bilingual teacher aides will be offered professional development to earn teacher certification and content area degree(s) to be eligible for an instructional staff (teacher) positions within one year of employment. The ongoing campaign to market the successful achievement(s) of students will serve to attract on a continuous basis qualified instructional staff.

Support staff will also be eligible for earning a referral bonus but will be eligible for a referral bonus when a referred colleague has served two consecutive years and meeting or exceeding performance expectations. Bonus payments will be less than the one-time bonus payments that can be issued to referring instructional staff. Ongoing recruitment activities for support staff will be broader by engaging professional associations to share the competitive salaries, benefits, and work environment for support staff. Building a succession plan for support staff as well as a succession plan for instructional staff will ensure that ongoing recruitment activities address any unforeseen staff shortages for both instructional and non-instructional staff.

Creating marketing communications that highlight the accomplishments, sharing the strategic vision, competitive salaries, benefits, targeted professional development (PD) onsite as well as offsite summer PD at the University of Missouri in St. Louis will provide consistent promotion on social media of the Academy. The ongoing marketing and targeted communications will allow instructional and non-instructional staff to apply for a position and remain under consideration for future employment opportunities as and when they arise. The open application window will ensure staff are waitlisted for consideration and can be contacted as soon as a vacancy arises. Current statistics show that over 80 percent of passive applicants rely on social media to learn more about an employer's accomplishments, honors, professional memberships, and other activities before applicants decide to express interest when a vacancy arises. Utilizing consistent, targeted outreach on social media and within professional communities will ensure that positive public relations events are promoted and available to passive instructional and non-instructional applicants.

Based on assessment of students' needs at the beginning of each school year, there may be unforeseen needs that arise to hire specialized instructional staff for English learners; Special

Education; Speech Pathology, or other specialty areas of instructional content area. A collaborative partnership will be established with regional service centers, particularly with ESC Region 20, to provide immediate instructional support to qualified teachers and teacher aides who will be the teacher of record and can offer instruction to students in need and until such time that the selection process is finalized to identify and hire the specialist teacher(s) in need. Teachers who provide interim instruction will be compensated on an hourly basis to delivery necessary services to the students in need. Weekly assessments of interim support provided will ensure that students are receiving quality services on an interim basis until such time that the full-time instructional staff member is hired.

Students needs will be assessed at start of each school year and every six weeks (*p. 40*, on Personalization), and students' performance will be assessed every six weeks by a team of content area teachers of the core curriculum teachers (see Proposed School Calendar, *p. 307*). Students will be able to move to higher levels starting with PreK in any core content area based on their six-week assessments of students' mastery on these benchmark assessments to continuously accelerate learning of every child to their unique content area mastery. This model of accelerated and enrichment-based placement will not delay the continued development of every child based on seat time in the classroom; but, instead, children will be able to advance throughout a school year based on the teachers' assessments of children's content-area mastery. Allowing placement throughout the school year will ensure students' learning continues in a setting that is better aligned to a teacher's strengths and will ensure that the students' competencies on TEKS, as measured on the approved assessments of learning (*pp. 39-40*) through proper identification. The goal always is for both students and teachers to ensure that every child makes at least a year's worth of academic growth during each school year.

The Talent Management Plan of category of hiring instructional staff will be assessed based on how well children achieve a minimum of one year of academic growth and mastery over the course of a schoolyear. In addition, a second category of the Talent Management Plan will focus on professional development (PD) for retaining instructional and non-instructional staff. The professional developing will be offered onsite once annually and four times during the schoolyear, where staff will share their best practices based on impacting student outcomes at the annual 7Cs Academy Summer Symposium and quarterly Mini symposiums. Presenters will be provided stipends at the end of the school year for each hour-long presentation they lead throughout the year. Such professional development will be offered externally after the school year ends.

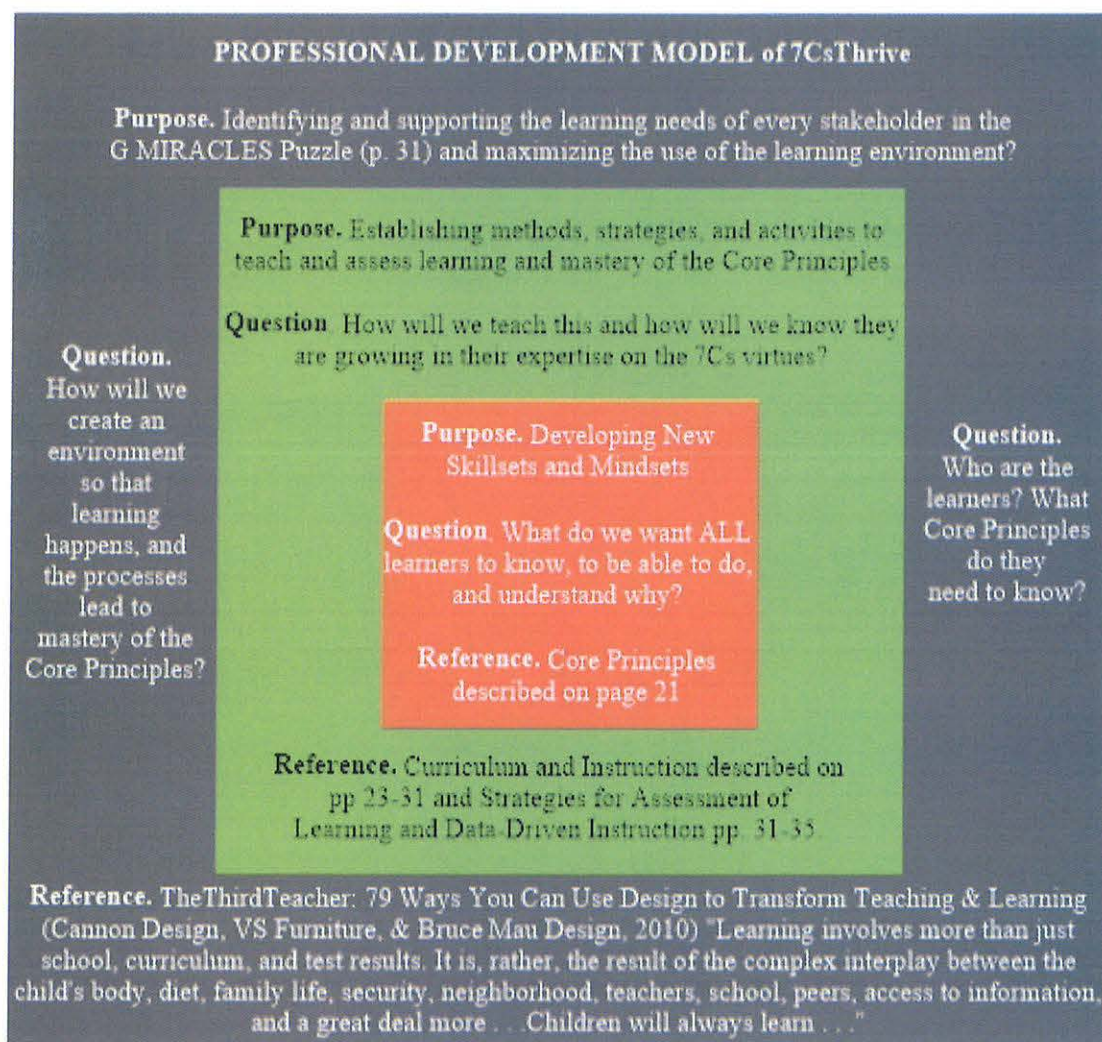
Professional development offered for staff during the school year will be focused on content area(s) for instructional staff and contemporary best practices for non-instructional staff. All staff will be expected to develop meaningful adult-student connections as a part of demonstrating their SEL competencies (*pp. 24-25*). Professional development offered following the school year for instructional and non-instructional staff will be focused on learning and practicing attitudinal, behavioral, and mindsets competencies necessary to support retention and staff engagement. Methods for identifying and evaluating instructional staff who are not meeting minimum expectations will be driven by the student performance data, as performance of instructional staff will be based upon the performance of student learning outcomes. All staff will be immediately disciplined progressively for conduct-based matters and immediately dismissed for any act(s) of

egregious misconduct or violation of any compliance, irregularities, or other employment laws for which immediate dismissal is warranted. Such matters for immediate dismissal will be determined following Board Policy and a timely workplace investigation as applicable.

Instructional staff will be dismissed for failure to meet student learning outcomes as evidenced by student assessment data. Non-instructional staff performance will be evaluated based upon a combination of student learning outcomes from student assessment data as well as effective performance of primary job duties and feedback from the supervisor, peers, and parent/student feedback surveys. Attachment 22 (*pp. 249-252*) provides our Staffing Chart and Attachment 23 (*pp. 252-305*) provides supplemental Human Resources information forms for every position on the Staffing Chart. These positions are consistent with the budget (Enrollment Tab on Financial Plan Workbook, organizational charts (Attachment, 13, *pp. 213-215*), and student enrollment projections (*p. 18*). These documents demonstrate a viable model for meeting the needs of underrepresented groups in STEM. The Staffing Chart and Organizational Charts show annual changes in enrollment numbers and corresponding increases in staffing.

Professional Development and Evaluation

Much is expected of the instructional and non-instructional staff at 7Cs Academy (p. 62). They need to be proficient with the **Core Principles** of 7Cs Academy (pp. 22-23); they must have a deep understanding of the best practices documented in the Effective Schools Framework (pp. 25-27); they must help every child demonstrate the mastery of STREAM/TEKS with the **Designing Learning** model (p. 44) by delivering every day, high-quality instruction (p. 26); be familiar with the Texas Teacher Evaluation and Support System (**T-TESS**) Rubric for their continuous improvement; developing SEL competencies in every child, and so much more. The keys to the success of 7Cs Academy will be (a) the “people” we hire with our innovative staffing model (pp. 62-67); (b) our commitment to professional development through the rigorous training we provide



them on the two design principles and innovation design (pp. 13-14); and (c) the rigorous, competency-based learning of TEKS and SEs using the **7Cs Curriculum** and **7Cs Curriculum Guides** (pp. 32-34). Time to train and develop expertise has been built into our innovative School Generation 25: <<7Cs Academy>>

Calendar (p. 307) with 12 ongoing PD days built-in during the school year. Teachers can respond to outcomes on the benchmark assessments and address student needs.

We collectively represent these discrete expectations outlined (p. 67) in our professional development model as the “**Core Principles**” (see professional development model of 7Cs Academy p. 67). Our intentions matter. We are clear about what we want ALL children (and eventually adults) to know, to be able to do, and understand why? Our actions matter. We are clear on how we will deliver on our intentions every day – through high-quality instruction with monitoring of progress and personalized support provided to every child. Our attitudes matter. We know we cannot do this alone. We will engage the whole school community in this transformational teaching and learning experience. With such high expectations for all staff, we have decided early on to grow our own talent (pp. 249-251).

The professional development plan will deliver professional development for instructional, instructional support, and non-instructional staff throughout the school year. Master teachers will first learn how to design engaging lessons and develop comprehensive unit lesson plans (see sample http://www.doers.us/Sample_Unit_Planner.html), in a team setting, for every core subject area. Although the sample unit planner is illustrated here with a high school example, we have found the principles of the **Designing Learning** model (p. 44) to be highly effective for all grade levels and every stakeholder group. What contributed to the two or more years of growth a year with the Designing Learning model was (a) Intentionality (b) Growth mindset (c) emphasis on writing and critical thinking (d) value-added inquiry (e) formative assessment practices (f) backwards design approach (g) metacognition (Balasubramanian, Frieler, Asp, 2008). Our collaborators want to train teachers from their existing cadre of innovators within their charter schools as early as spring 2020. The training on **Designing Learning** (p. 44) with prospective hires is scheduled to start as early as summer 2020 with volunteer, 7Cs pioneers who will receive a nominal stipend (Row 18 on the Personnel Tab has \$55,000 earmarked for this activity). Draft unit planners for teaching the core content PreK to 2 will be completed by spring 2021 and ready for use by teachers and bilingual teacher aides prior to delivering instruction in August 2021. Following our 25 hours of face-to-face professional development on the **Designing Learning** model in San Antonio, instructional staff will then be invited, with instructional support staff, to the University of Missouri-St. Louis to pursue additional professional development on Dr. Berkowitz’s P.R.I.M.E. model to develop character and citizenship in children. This will begin to anchor the staff in the 7Cs “Attitudes Coin” to connect with every child from day one of school.

Following these initial onsite and offsite professional development opportunities, instructional and instructional support staff will receive more professional development on the **T-TESS** Rubric because that is 7Cs Academy’s Teacher Evaluation Tool. Staff will also be trained on how to use the Effective Schools Framework to master proven best practices for improved student outcomes. All this training will help ensure instructional delivery consistently for **TEKS** mastery to produce improved accelerate student learning outcomes at every grade level, particularly in literacy and numeracy. Once the initial suite of professional development is offered to newly hired instructional and instructional support staff, professional development will be delivered either by external subject matter experts or school-based leadership onsite once in the fall of each school year. Non-instructional support staff, newly hired and existing staff, will be included to participate in

professional development onsite and on specific topics to develop proficiency in the 7Cs **Core Principles**; including, treating others respectfully and communicating effectively; building trust with others to work effectively in teams; project management; collaboration, and other behavioral skills. Existing instructional and instructional support staff will be offered a professional development opportunity externally following the school year. This opportunity for instructional staff will be focused on developing proficiency in their content areas of instructional mastery or leadership skills to develop their career development in administrative leadership positions. Instructional support staff (bilingual teacher aides) will be invited to master content areas or courses to attain their alternative certification to become teachers. This cycle of ongoing professional development will help create a consistent delivery of Talent Development for all staff and deliver professional development to support their career goals and pursue career paths within 7Cs Academy. This will also help the Academy retain highly qualified instructional staff; instructional support staff; and non-instructional staff.

For newly hired instructional staff and instructional support staff, onsite professional development to learn how to create unit plans of instruction in content areas will be offered prior to the start of the school year. Later in the year (September-October), select newly hired instructional and instructional support staff will receive external professional development by invitation to the University of Missouri-St. Louis to learn attitude and behavioral skills that align to the 7Cs **Core Principles**. The final phase of professional development for newly hired instructional and instructional support staff will be learning the **T-TESS** Rubric and best practices from the Effective Schools Framework to ensure instructional delivery is focused on mastery of student outcomes on **TEKS** and **SEs** at each grade level.

For newly hired non-instructional staff, in September or October, they will be offered an opportunity to learn attitudinal and behavioral skills that align to the 7Cs **Core Principles** that impact their position duties such as effectively working within team settings; effective communication; building trust when interacting with colleagues in an educational setting; actively listening; communicating with empathy; and learning how to interact respectfully with diverse students and parents. For all existing staff, a professional development opportunity will be offered in November (*see School Calendar on p. 307*) to continue development by learning additional attitudinal and behavioral skills or developing an area specific to content area of instructional mastery or proficiency in technical skills to perform job duties of non-instructional staff.

For all existing instructional and instructional support staff, an opportunity will be offered following the school year. For existing instructional staff, the professional development will be offered either to develop instructional content area of mastery or leadership development skills as career development for teachers to become school-based administrators or prepare them for entry to administrative positions at 7Cs Academy. For instructional support staff, this opportunity will focus on learning coursework to attain instructional teaching certificates in order to be prepared to advance to teacher positions in specific content areas or other areas of instructional mastery. Newly hired educators will undergo an onboarding process that will extend beyond the hiring process and familiarize them with school-based resources, support system(s) in collaboration with other educational or professional organizations, as they receive mentoring/coaching by existing 7Cs Academy educators.

With a professional development opportunities that will be offered throughout the school year, including in September (*see School Calendar on p. 307*), any challenges identified through the performance evaluation process for existing teachers, and at the time of hire for newly hired teachers, topics will be focused to support any challenges that are identified for teachers as part of a comprehensive solution. In addition to the professional learning offered, teachers will also be paired with other teachers either at the Academy or in professional organizations to learn how to address the identified challenges. With ongoing support and coaching from mentors and professional learning, teachers will be prepared to respond to unique challenges that may arise.

All professional development, except where offsite opportunities provide development in content instructional areas of mastery, will require collaboration and participation in hands-on, project-based learning approaches. Instructional and instructional support staff will participate in weekly Professional Learning Community (PLC) meetings. The weekly PLC meetings will help teachers plan and work within grade level teams for horizontal articulation and across grade level teams for vertical alignment. Teachers will be able to review, on a six-week basis (*see School Calendar on p. 307*), data to measure and assess progress on student learning outcomes. The analysis will also inform teachers to identify areas of necessary development in order to improve assessment of student learning outcomes or in areas required to develop behavioral skills aligned to the 7Cs Academy **Core Principles**. Starting with the third week of school, during biweekly whole school meetings (occurs every two weeks), staff will begin to develop a map of staff-student relationships and begin to generate a schoolwide “Trusted Adult List” for every student. This deliberative strategy through Relationship Mapping is designed to build 7Cs Academy culture. It will also provide opportunities for staff to monitor and change their own attitudes and behaviors. The tools, resources, and look-fors created by EAB (2019) for Relationship Mapping will guide our continued focus to systematically develop meaningful staff-student connections in school for increasing our ADA (see our conservative estimate of 80 percent in Year 1, Row 27, in the Enrollment Tab of our [Financial Plan Workbook](#)). At 7Cs Academy, we will extend this framework to staff too. The Campus Instructional Leadership Team(s) will be expected to develop a similar map of staff-staff trusted relationships to monitor the growth and development of everyone’s mastery of the 7Cs Academy **Core Principles**.

Data reports will be prepared and analyzed to accelerate teacher discussions and in reviewing student learning outcomes based on student assessment of learning every six weeks (*pp. 39-40*). Data will be differentiated by student outcomes in accordance to mastery of **TEKS** and **SEs**. The data will inform teachers where targeted coaching opportunities need to be established in order to provide support and assist teachers in preparation to be evaluated based on the student learning outcomes data in accordance to mastery of **TEKS** and **SEs**.

To develop teachers’ needs and interests, an opportunity externally will be offered to teachers to develop professionally either in their area of instructional mastery or they will have the option of developing leadership skills in order to prepare teachers for administrative positions at the Academy. Teachers will be trained to support students with specific identified needs such as English learners, students with disabilities, gifted learners, and at-risk learners. The 7Cs Curriculum Guides will be a foundational resource for differentiating instruction. During the hiring

process, and during their subsequent orientation in the event they become part of the 7Cs Academy team, they will be given data on demographic projections of the Academy. Teachers will receive resources and support in collaboration with other certified teachers who will provide instruction (in the immediate short term) and coach teachers to prepare instructional plans adapted to meet the students' unique learning needs. Such collaboration will continue until such time that a teacher of record can be hired to deliver instruction on a full-time basis to meet the students' learning needs.

Teachers will be provided ongoing feedback from observations; classroom audits; mentoring from fellow teachers either onsite or from professional associations; and feedback from fellow teachers in content area teams (specifically for content area teachers). Feedback from the variety of methods will inform teachers to receive formative and summative feedback to inform and develop their practices with enough time to assess their ability to apply both forms of feedback in practice. Evaluation of teachers will be primarily driven by student learning outcomes based on mastery of **TEKS** and **SEs** while feedback provided to teachers will be used to develop and assess development for teachers. Providing an instructional environment primarily focused on development will not only serve to increase retention efforts of teachers, but also serve to inform teachers who are not meeting satisfactory progress. Teachers who are identified as unsatisfactory will be identified based on the inability to reach targeted instructional goals based on student learning outcomes. This comprehensive professional development plan is aligned with the proposed school's calendar, daily schedule, staffing plan, and financial workbook.

Retention

Instructional staff and instructional support staff hired will receive 25 hours of intensive onsite professional development to learn how to create unit plans in accordance to the learning outcomes and mastery of **TEKS** and **SEs**. Such professional development will be the first phase for all teachers to be ready to successfully deliver instruction to at the start of each school year, and the outcome of this professional development will be creating lessons that have been developed in collaboration with other core curriculum content area teachers. The second phase of professional development will be based on learning the **T-TESS** Rubric and best practices from the **Effective Schools Framework** to ensure all unit plans are prepared to be properly evaluated for effectiveness, in six-week rotations, throughout the school year. This phase of professional development will ensure that staff understand performance expectations that will primarily be based upon student learning outcomes based upon student assessment data. For non-instructional staff, developing a growth mindset with learning how they can support the learning of all children by building relationships with them will establish similar performance expectations that will proportionally be based upon student learning outcomes based on student assessment data. The final phase of professional development for newly hired instructional staff and instructional support staff will be onsite training by the University of Missouri-St. Louis leadership to learn necessary attitudinal and behavioral skills required to model the 7Cs Academy **Core Principles**. Professional development will continue annually where one professional development activity – focused on content area for teachers or specialized study for non-instructional staff (paraprofessionals) will be conducted onsite during the first half to the school year. A professional development activity will be offered to teachers and paraprofessionals following the school year as a second opportunity. All professional development will be offered to ensure teachers learn

Generation 25: <<7Cs Academy>>

technical and leadership skills for administrative positions; paraprofessionals will learn technical and content area professional development to achieve teacher certifications within a minimum of one year; non-instructional staff will have an opportunity to identify at least one functional skill area for which they intend to pursue a professional development activity during the summer once the school year has ended.

Onsite professional development will be delivered by the CEO/Superintendent or Director/Principal or qualified subject matter experts from across the country. The PD will be relevant and engaging to staff so they can practice and deploy their professional learning immediately in their jobs. Offsite professional development will be identified by staff and will vary based upon professional interest for skill development; content specific desired professional development; or leadership skill development.

Compensation packages for bilingual teacher aides will vary from \$25,000-\$30,000; teachers will be \$50,000-\$60,000; and master teachers will be \$54,000-\$64,000. Other non-instructional staff will be hired at the 50th percentile of the market data salary for that position or similar position(s) as outlined in the Personnel Tab of the Financial Plan Workbook. Benefits offered will be for individual, employee and spouse; or family coverage for health, dental, mental health, wellness, employee assistance support, short- and long-term disability benefits; parental leave; vacation, sick, and professional development leave (for professional development offered after the school year ends). Leave benefits will accrue up to 24 sick days for all staff; up to 20 vacation days for non-instructional staff; up to 5 personal leave days; up to 2 professional development leave days (for professional development offered following the end of the school year). The value of the benefits will vary based upon the annualized salary provided to candidates when offered employment.

School leaders will inform all teachers upon hire that six-week assessments of students' performance will be conducted in teams across all content areas to assess student proficiency in specific areas for placement throughout the year and for annual performance. Professional development days have been built into the School Calendar after every six-week assessment cycle to respond to outcomes. In addition to six-week assessment cycles, school leaders will be expected to observe and audit class instruction with a summary of the school leaders' classroom observations. Feedback from the observations will be provided to teachers to apply areas of development and teachers will receive feedback from such visits within 30 days of having their class observed or audited. Observations will be conducted with no notice to the teacher, and if observations show consistent areas for development in instruction, engagement with students or other areas for improvement, an audit will be conducted. Teachers will be informed of audits in order to ensure that teachers feel supported by feedback following the audit with a specific timeframe to illustrate and evidence improvement. Observations and audits will occur in each school year and will serve to support teacher development but will not be used to evaluate teacher performance. Teacher performance will be based upon student learning outcomes developed from student assessment data on the state's student assessment data.

Operational and Financial Plans

School Calendar and Schedule

Children need a strong foundation, starting at the primary level (PreK-2). We noted earlier (p. 27) that we will use an **innovative School Calendar and Schedule** (p. 307) to achieve the goals we set for the whole school community. We added an hour of instruction each day for 190 days (except the two early release days in December and May). We also extended the school year by 11 days to make it 191 days instead of the typical 180 days. We added three to four days of break (including the weekend) every six weeks.

1 st 6 weeks	-	August 12, 2021 to September 22, 2021	-	29 days
2 nd 6 weeks	-	September 27, 2021 to November 5, 2021	-	29 days
3 rd 6 weeks	-	November 10, 2021 to December 23, 2021	-	29 days
4 th 6 weeks	-	January 10, 2022 to February 18, 2022	-	29 days
5 th 6 weeks	-	February 23, 2022 to April 11, 2022	-	29 days
6 th 6 weeks	-	April 14, 2022 to May 25, 2022	-	29 days
7 th 4 weeks	-	May 31, 2022 to June 23, 2022	-	18 days

We added two early release days before the Winter Break and Memorial Day. In total, this leads to 191, eight-hour days of instruction. Here are the significant benefits of these innovations to optimize student and teacher learning.

1. Instructional staff now have 21 percent more time to educate every child on the 7Cs Core Principles
2. Families can spend quality time with their children with the built-in long weekends, every six weeks
3. Administrators and Instructional Staff can better meet the needs of all children with this six-week progress monitoring cycle using benchmark assessments of learning (pp. 39-40)
4. Administrators and Instructional Staff can experience ongoing, job-embedded Professional Learning opportunities every six weeks
5. Administrators and Instructional Staff can better evaluate the differentiation strategies in the Curriculum Guides to increase student outcomes for students with disabilities, English learners, at-risk students, academically low-achieving students, and gifted children
6. Instructional Staff can better motivate and inspire children based on student interests and needs
7. Instructional Staff can provide personalized support to accelerate learning and growth of every child
8. Students can move to different levels of learning core curriculum every six weeks based on their mastery of the content
9. Governing Board can monitor progress on PreK-5 literacy and PreK-5 math student outcome goals throughout the year, per their 5-year monitoring calendar
10. Summer slide issues, a key concern of legislators of the 86th Texas Legislature, will become history

SAMPLE DAILY AND WEEKLY SCHEDULE. The table below provides examples of the day in the life of a student and a teacher to learn/teach for mastery of the **Core and Encore Curriculum** (pp. 30-31).

A Day in The Life Of . . . and A Week In The Life Of . . .	
Master Teacher, Ms. Lopez	Grade 1 Student, <i>Gabriella</i>
<p><i>Ms. Lopez</i> and her fellow instructional staff will have developed a personalized plan of action for every child at least a week before the children walk into their classrooms. At 7Cs Academy, instructional staff will have the benefit of a detailed Scope and Sequence documents with a quality curriculum that meet Curriculum Audit Rubric standards (pp. 33-34). We refer to this as the “written” curriculum. The 7Cs Curriculum (pp. 32-33) and 7Cs Curriculum Guides (pp. 33-35) will be developed for the entire year, before children walk through the doors of 7Cs Academy. A year at the Academy is 40 weeks of instruction per the School Calendar (p. 271). Just as we are using a rigorous planning process to acquire the facilities for the Academy, we will be using a rigorous curriculum development process to write the 7Cs Curriculum to focus on the Core Principles (pp. 22-23).</p>	<p><i>Gabriella</i> begins her day in the Cafeteria for a family-style breakfast with her peers. Instructional staff welcome children and they have breakfast together. Staff take time to gauge the mood of the children under their watch, to set the tone for the day with their friendly banter. <i>Gabriella</i> will become accustomed to this morning routine, where she hears the morning announcements from the CEO and/or Director/Principal at the end of her breakfast to set her up for success every day. Executive function (p. 24) begins by ensuring that the physical safety needs of students are met, since all children eat together with their teachers. There is no food shaming or students beginning the day hungry.</p>
<p>Children volunteer problems in their community, which the teachers are actively listening too, to develop STREAM projects for students to tackle in the future. For example, last week, <i>Jorge</i> wanted to know about the homeless people he saw before his mother dropped him off at school. Taking <i>Jorge</i>’s cue, Ms. Lopez designed this month’s project around the work of <i>San Antonio Food Bank</i> (SAFB), and how SAFB and the city work together to address homelessness in San Antonio.</p> <p>Class Garden Project. Ms. Lopez had planned on having students master specific Learning Goals in the core curriculum. For ELAR, Ms. Lopez’ focus was:</p>	<p>Remembering her CHAMPS behavior expectations for hallways, she learned on her first day at school, <i>Gabriella</i> silently walks in line with her peers and teachers through the hallways to her class. <i>Gabriella</i> and her peers leave their backpacks at their assigned places and sit down on the Rug in front of the class. She and her peers know the CHAMPS Rug Rules. They check their daily “Mood Meter” by taking turns, raising their hands to share, and talk through their life issues. They learn about social emotional learning (SEL) competencies in the process (p. 24). Children are guided through these discussions with compassion, kindness, and thoughtfulness about approaching solutions to common problems. One teacher reminds them about the importance of our attitudes with the story</p>

<p>Integrating the seven strands of the TEKS for ELAR13.A Generate questions, develop and follow a research plan, identify and gather sources of information, demonstrating understanding (with adult assistance), and use multimodal approaches to present results.</p> <p>Ma.1.A Apply mathematics to problems arising in everyday life and society, and</p> <p>Ma.1.B Use a problem-solving model that incorporates analyzing given information, formulating a plan, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution.</p> <p>Sci.1.9C Gather evidence of interdependence among living organisms such as energy transfer through food chains; and</p> <p>PS.Sci.1.2A* Ask questions about organisms, objects, and events observed in the natural world. PS.Sci.1.3A* Identify and explain a problem and propose a solution.</p> <p>SS.6.A Identify basic human needs of food, clothing, and shelter.</p>	<p>about <i>Maria</i> (p. 31). <i>Jorge</i> looks sad and shares with the class that his dad was leaving town for a while. <i>Gabriella</i> spontaneously responds “I’m sorry to hear that, <i>Jorge</i>. I know you are feeling sad. Let us know if you need anything, OK.” The teacher reinforces <i>Gabriella</i> to say, “Your words are so kind and thoughtful, <i>Gabriella</i>.”</p>
<p>Recognizing that one size fits one, Ms. Lopez has planned a unique pathway for every child to demonstrating mastery of the standards. She has four unique groups of children for her Reading Blocks and a different group of children for her Math Blocks.</p> <p><i>Ms. Lopez</i> and her fellow instructional staff also had planned multiple activities for the different learners in the different groups in ELAR and math.</p> <p>To determine these activities, <i>Ms. Lopez</i> would have done her preassessments (step 1 and step 2 in the Designing Learning model, p. 44, of all children prior to starting the lesson.</p> <p>She would have planned for the different reading levels of children, the different needs of children, the different performance levels of children, to establish accurate grade level placements for every child in ELAR and Math.</p>	<p>Following this class meeting, the class transitions to the Reading Block. <i>Ms. Lopez</i> and her fellow instructional staff have meticulously planned a daily and weekly schedule for every child like <i>Gabriella</i> in this class. <i>Ms. Lopez</i> talks to the class about the huge state-of-the-art community kitchen the SAFB was building next to their school. <i>Ms. Lopez</i> then says, remember “We will learn how to ask questions, answer those questions, and communicate ideas on our Class Garden Project. This month, students are learning how to solve problems of grow vegetables in the city. The class talks about grocery stores near their homes and what kinds of foods they eat at home. <i>Gabriella</i> doesn’t know much about eating fresh vegetables because the grocery store near her house doesn’t have many good options. She and her peers will get a chance to taste a variety of vegetables at lunch today. The teacher helps children ask questions and design a project that will help them explore the</p>

Ms. Lopez and her fellow instructional staff will continuously progress monitor the learning and growth of every child every six weeks (School Calendar, p. 291). They will evaluate the effectiveness of the **7Cs Curriculum Guides** in producing improved student outcomes for all children.

Ms. Lopez and her fellow instructional staff will have data chats with the CEO and Director/Principal at the end of every six weeks. At these meetings, they will reflect on mastery of **TEKS** to discuss in which class(es) were children excelling on these **TEKS** and on which class(es) they were not. And why? The Director/Principal will participate in PLC meetings to discover strengths and weaknesses.

Administrators know that 7Cs Academy is only as strong as the weakest links. The data analysis will help the Director/Principal determine what additional professional development supports (pp. 66-79) the CEO and Director/Principal will need to deliver. Identifying the best practitioners will help share best practices across instructional staff.

Teachers have not been provided time to assess where their children are and monitor their progress over time. To ensure this happens, we have proposed an innovative School Calendar (p. 291) to optimize student learning outcomes.

The other unique feature of our innovative design is to allow children to move up or down to where they are constantly challenged, but not left training behind.

Master Teachers, like *Ms. Lopez*, will coach their fellow instructional staff through **cognitive apprenticeship** to achieve academic excellence.

problems and maybe start their own class garden. *Gabriella* is excited about the idea of growing her own vegetables at school, but she isn't sure about how they will do it without a big field. The teacher mentioned that you can grow plants without dirt, and now she is curious. She is looking forward to her afternoon project time to see what else she can find out.

But first, *Ms. Lopez* has the class split into Reading Groups. *Gabriella* struggles with reading. She is a great communicator (as you saw above). During this time, she, like other students in the Fishes Group, gets some extra help from the ESL/Bilingual teacher. This teacher helps *Gabriella* find interesting books in both English and Spanish that *Ms. Lopez* had organized by Lexile levels, and connects it to the projects *Gabriella* is working on. *Gabriella* used to hate reading block, but she is starting to feel more successful now. Just having books that interest her in her Lexile range made a big difference! Every child, like *Gabriella* knew where to go because *Ms. Lopez* had a schedule and plans for where every child needed to go in reading and math. *Gabriella* was in the Fishes Group in Reading. Others were in one of the other three groups *Ms. Lopez* had organized the Reading Block into: Fishes Group, Birds Group, Mammals Group, and Reptiles Group. While the core curriculum (**TEKS**) is the same for all four groups, the level of rigor *Ms. Lopez* had planned for children in the four groups was differentiated (p. 33). *Ms. Lopez* had differentiated activities and books to read for every child based on their interests on the various categories and subcategories. Some children went to the computers that had "[Find a Book](#)" on the home page. They had learned the week before on how to search for books in English and Spanish based on their Lexile Ranges.

<p><i>Ms. Lopez</i> and her fellow instructional staff will not only be reflecting on their own practices, but they will help children like <i>Gabriella</i> monitor their own learning. Notice <i>Gabriella</i>'s metacognitive abilities in math. In traditional settings this does not happen routinely.</p> <p>With more than one adult in the room in our innovative design, <i>Ms. Lopez</i> and her fellow instructional staff will be better equipped to progress monitor the growth and mastery of every child. No child will be left behind. These instructional staff will use the various Assessments of Learning (pp. 39-40) and triangulate data to evaluate overall student growth and mastery.</p>	<p>After their Reading Block, <i>Gabriella</i> and her peers run and play outside for a brief recess. <i>Gabriella</i> likes to race with other kids, but she is learning to find ways to work with friends who play games different than the games she usually plays. She is happy that her teachers help her learn how to talk to new kids, and how to play with kids who have different needs. Sometimes she will look for someone standing or sitting alone to try and make a new friend. She is learning early how to win friends and influence people. Notice how she addressed <i>Jorge</i> earlier, by imitating her teacher. "Remember that a person's name is to that person the sweetest and most important sound in any language," Rule #6 (Carnegie, 1981). Not only is <i>Gabriella</i> meeting a lot of nice, new friends, but she feels proud of herself for taking initiative. <i>Gabriella</i> loves her school!</p>
<p>To make sure <i>Ms. Lopez</i> and her fellow instructional staff are best serving the children, like <i>Gabriella</i>, they will take care of one another. They will take structured 30-minute breaks at least twice a day.</p> <p>By taking care of themselves first, they model for the whole school community how SEL competencies (p. 24) can be evident, taught, and modeled for every member of the 7Cs Academy. This is akin to the safety announcement that most people have become accustomed to hearing before takeoff. "In the event of a loss in cabin pressure . . ." Instructional staff will discipline themselves to "secure their own mask (<u>metaphorically SEL here</u>) first, before they seek to assist others around them."</p>	<p>After recess, <i>Gabriella</i> is ready to sit and think through challenges. <i>Gabriella</i> loves to think about math. The mathematics and reasoning blocks are her favorite class. She is ahead of most of her kids her age, and she loves that her teacher gives her and others in the Lions Group, second and third grade math challenges to learn, instead of making her repeat the same work repeatedly. Others were in one of the other three groups <i>Ms. Lopez</i> had organized the Math Block into: Lions Groups, Tigers Group, Leopards Group, and Bears Group. Some children went to their computer stations, which had "Math@Home" bookmarked to identify resources that <i>Ms. Lopez</i> guided children through. <i>Gabriella</i> finds math very easy and the time flies by when she is doing math puzzles. She loves being able to show her teachers how she arrived at a solution to a problem, and then going on to a new problem. <i>Gabriella</i> knows that not every one of her peers likes math as she does, but she enjoys being able to stretch her wings in this block and keep marching ahead. She's also glad that her teacher doesn't ask her to help the other kids. It just slows her down so much, and <i>Gabriella</i></p>

	<p>doesn't really know how to explain it to them so that they understand. This week, she is hoping to learn how to use the abacus that she found in the classroom. She loves being able to do math!</p>
<p><i>Ms. Lopez</i> and her fellow instructional staff will collaborate with their grade level peers in the core and encore curricular areas. Once a month, they will also meet with their vertical content area teams, across grade levels, to constantly challenge every <i>Gabriella</i> and <i>Jorge</i> in their classrooms to reach their fullest potential.</p>	<p><i>Gabriella</i> moves to the Arts Block next. Her peers and her rotate between dance, music, theatre, and the visual arts to enrich their encore experiences to explore new realities, ideas, and relationships to develop children's critical thinking and innovative problem solving. The encore curriculum lends itself to the reinforcing the 7Cs Core Principles (pp. 22-23) and soft skills development (pp. 24-25).</p>
	<p>After exploring the Arts, <i>Gabriella</i> and her peers walk to lunch in the Cafeteria, again remembering their CHAMPS behavior expectations for Hallways and the Cafeteria. Here <i>Gabriella</i> can have lunch with her friends and talk about her day. Teachers and administrators often sit at the lunch tables with the students and talk to them too. After lunch, there is a quiet down time when children can relax or begin reading quietly if they are not tired. Some children use this time for quiet reflection. The lights are dimmed in class, and it is nice. While <i>Gabriella</i> doesn't always read, she enjoys having a moment to relax before the afternoon.</p>
	<p>After the 15-minutes down time, children are ready to move. During their Physical and Health Education Block, children learn sports and sometimes they do other type of movement for living a physically active lifestyle. Whatever they do, they are learning early how to be healthy using movement, coordination, and teamwork. <i>Gabriella</i> likes working with her peers to make the parachute ripple, and she loves the sensory integration of different balls, tools, and movements into play. Children begin to appreciate the connection between physical activity and health throughout their life.</p>

	<p>Following PE and Health, <i>Gabriella</i> is ready for the final project block of the day. Everything she has done today in school have integrated STREAM to develop her literacy and numeracy skills (p. 27) for this final project block. This afternoon, she can apply some of the learnings of the day and tweak her ideas for solving new problems tomorrow. She loves this hands-on application of her learning!</p>
	<p>It is nearing the end of the day, and it is time for the last class meeting of the day. <i>Gabriella</i> and her friends circle up and reflect on the day with their teachers. This is when they “replay the tape” of the day. They discuss what went well, and what was challenging about the day. Like champion sportspersons, they continuously improve themselves. They visit the “Mood Meter” again and try to identify what caused any movement. <i>Gabriella</i> and her teachers check on <i>Jorge</i>. He seemed happier. Ending the day with reflection helps <i>Gabriella</i> develop new perspectives. It also helps <i>Gabriella</i> and her peers take home the best parts of the day.</p>
	<p>The next day and the rest of the week, <i>Gabriella</i> and her peers continue to move along their own personalized pathways, learning playlists, that Ms. Lopez and her fellow instructional staff have designed for them. Every day, they research and develop in the morning and apply their learning in the afternoon. The next day they begin with reflections and learnings on the previous day to start with new questions and problems to solve on the following day. Over time, the lessons get increasing challenging and are at the appropriate level of rigor unique to every child. <i>Gabriella</i> found math easy and reading a little more challenging. It is different and special for every child. Yes, every child is growing academically and feeling successful in school, all day every day every week – for 40 weeks of the 52 weeks in a calendar year. The mindsets and skillsets children develop</p>

	with repeated success, like <i>Gabriella</i> , is what is going to help us deliver on our mission (p. 22) – To inspire every child to think critically, solve problems and seek to improve their communities.
--	---

Student Recruitment and Enrollment

Key to marketing is branding, rebranding, and agility. We know that the number of children we serve will drive our revenue. At 7Cs Academy will enroll all students who express an interest in attending our school. We will advertise and seek out all children. Director and President Osteguin, as a member of the community, will also help with recruitment as indicated on expertise with marketing of our Governing Board (p. 54). At 7Cs Academy, we have demonstrated both by how readily people have embraced and now speak about the “Triangle Model” in San Antonio. They not only believe in the efficacy of this model, they want this holistic model of education for their child, now! The stories that we have shared throughout this Application are intentionally included to make our **Core Principles** easy to understand. As you can tell from “A Day in the Life of *Gabrielle* and *Ms. Lopez*” (pp. 74-80), people can “sense and feel” how and why this educational philosophy is going to work. Families who have heard our vision (see a part of Governing Board members’ compelling presentations on their online “Live Twitter Feeds” <https://twitter.com/7CsAcademy> on of 1/11/20) want this high quality educational option for their children now. They believe in the leadership of the Applicant Team. They have shared with us during our community block walks that schools as they are currently designed, are not meeting the needs of most children and their families. The data on growth and mastery shared throughout the application confirm these sentiments. The 7Cs **Core Principles**, the two design elements, and our innovative designs reflected throughout of our Application is based on proven evidence-based best practices. The CEO and Governing Board will continue to participate in community events, like the School Discovery Night on Thursday, *January 30, 2020* organized by *San Antonio Charter Moms*, recently concluded San Antonio City Wide Open House organized by *Families Empowered*, and other similar events, even though our school is not scheduled to open until August 2021 (conditional upon approval of the Charter by TEA and the State Board of Education). The customized App we created to engage families during our Informational Sessions continues to inspire and educate families about their educational options.

Upon approval of the Charter, the CEO and Governing Board are determined to systematically knock on all doors from Saturday, September 12, 2020, around the 70 percent of the elementary schools (p. 13) identified in the first three traditional school districts with the greatest unmet needs. We are determined to bust the myth that poverty is not destiny, and low-income children do not have to be low achieving children (p. 35). Other than time, these efforts do not cost the 7Cs Academy “Team of Six” anything. We want to provide more choices for a high-quality education to families in San Antonio. The proven success of the **Designing Learning** model (p. 44) in accelerating the academic growth for all children, including underrepresented children in STEM will serve the projected demographics well. In the next section, we describe why we are looking to purchase the land and build brand-new campuses for 7Cs Academy. We will create a strong physical awareness around neighborhoods that 7Cs Academy believes families would benefit

from, with better educational options for their children, almost a year prior to launch from August 2020 to August 2021. We plan on expanding our social media presence after submission of the grant to reach more families that can be reached through social media. All our marketing material are in English and Spanish to create wider access. As we start participating in the community events, we will work toward creating a database of prospective students. Based on our conversations with families since November 23, 2018, we are encouraged by the prospects (*pp.* 20-21). The first metric that we will track is the number of informational tours that we will organize upon award of the Charter (in September 2020) and the number of families engaged on these tours. The second metric we will track is the number of doors we knocked on. The third metric we will track is the families who express a desire to enroll their children at 7Cs Academic (based on the number of student enrollment forms collected/submitted). The fourth metric we will track is the number of print and digital media stories published in the media.

In the Enrollment Tab of the Budget, on Row 27, we have used conservative numbers for the ADA percentage. Although the average ADA percentage for the three districts identified in our Demographic Projections is 96 percent, at 7Cs Academy, we are using 80 percent ADA for Year 1. Meeting or exceeding this benchmark will be the ultimate metric that we will closely monitor to measure the effectiveness of our recruitment plan for Year 1. Another metric we will include is the number of families in our waitlist as a percentage of projected enrollment each year, from Year 1. If 15 families are in the waitlist at the end of Year 1, the waitlist percentage will be 3 percent. If 30 families are in the waitlist at the end of Year 2, the waitlist percentage will be 5 percent.

Funding in public education is driven by the number of children we serve. We will limit expenses and hire staff outlined in the Staffing Plan (*pp.* 259-251) based on the projected enrollment numbers in February 2021. If the enrollment numbers are lower than expected, we will reduce payroll by hiring corresponding less instructional staff on our FTEs.

Upon submitting the Charter Application, we will build out the website for 7Cs Academy at <https://7CsAcademy.com>. We will keep parents updated on our progress. The website will not only be informational, but it will also have readily accessible Student Enrollment Forms. It will show the proposed School Calendar (*p.* 307). It will have links to our social media presence that includes Twitter <https://twitter.com/7CsAcademy> and Facebook (to say, We're in your Neighborhood). We will also develop an email distribution list to send updates on activities, events, and press releases. This distribution list will include Governing Board members, community outreach partners, and families who have signed up to be on the list. Our goal, upon award of the Charter, is a minimum of four outreach activities per week.

We have earmarked \$115,015 for student recruitment and marketing efforts on Row 108 of the Budget Tab in the Financial Plan Workbook.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
--	--

IF THE RESPONSE TO THE QUESTION ABOVE WAS “NO,” SKIP TO THE NEXT SECTION, “FACILITY NOT IDENTIFIED.”

Facility Identified

1. If the response to the question above was “yes,” enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:	
--------------------------------------	--

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own <input type="checkbox"/> Purchase <input type="checkbox"/> Lease <input type="checkbox"/>

3. Has the building been issued a certificate of occupancy for educational use?	Yes <input type="checkbox"/> No <input type="checkbox"/>
---	---

Enter narrative response to the prompts in this section of the application (if applicable).
Reference Attachments 28-29 in the response.

Facility Not Identified

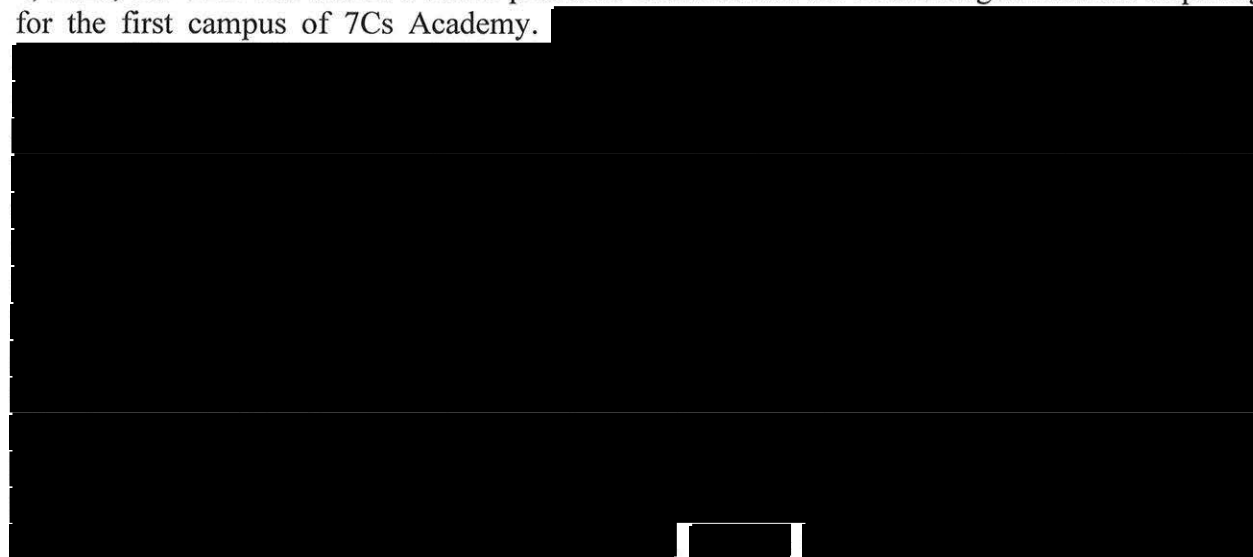
1. Does the applicant intend to lease or purchase a property?
Lease <input checked="" type="checkbox"/> Purchase <input checked="" type="checkbox"/>

The Applicant Team understands the power of the physical learning environments that can motivate the learning of every child. We are committed to making a difference in the lives of children in the proposed community (p. 13), where 70 percent of the elementary schools from these three districts are rated “D” or “F”. We believe it is our people and the **7Cs Curriculum Guides**

(pp. 33-35) that are going to make a difference in the lives of these children and families. These children and families have waited long and are ready to have the best learning opportunities available for their children in San Antonio.

The “Team of Six” in 7Cs Academy is determined to create the best learning opportunities (see A Day in the Life of . . . pp. 74-80) for children like Gabriella and Jorge all day, every day for 40 of the 52 weeks in a year (p. 291). Just as we are very intentional in creating our **7Cs Curriculum** (pp. 32-33) and **7Cs Curriculum Guides**, to help every child like Gabriella and Jorge learn, grow, and thrive; we are equally determined to find an existing facility or build a new facility that will raise the hopes and aspirations of every child who attends 7Cs Academy. The Applicant Team knows that it is not the quality of a Facility that will produce improved student outcomes. The Applicant Team believes that it is the quality of the School Design, the quality of Leadership and Governance, and the quality of the Talent Management and Development Plan that will produce excellent outcomes for every child. We know we are early in Application Process and we are yet to be approved by the Texas Education Agency and the State Board of Education. We still want to continue doing our due diligence in planning for the successful launch of 7Cs Academy in fall 2021. We know it can take up to 18 months or longer to build a brand-new Elementary School following Chapter 271, *Public Property Finance Act* of the Texas Education Code, to implement the intent of TEC §271.002 and §271.003. To illustrate this commitment, the “Team of Six” want to share our plans to lease and/or purchase a property. To save money, we initially were thinking of leasing an existing facility and retrofitting it to make it attractive, affordable, and functional. We were aware of several buildings that used to operate as private schools. Our hopes were dashed when a Chief Financial Officer communicated via email to our CEO, on December 23, 2019, that “we do not have interest in pursuing any such type of leases within the Archdiocese of San Antonio for the purpose of Charter Schools.”

Upon submission of this application, the “Team of Six” will continue looking for existing facilities that we might retrofit to open 7Cs Academy in fall 2021 (upon approval of the Charter in September 2020). Based on the searches we have done so far in Bexar County, the purchasing of a land after doing our due diligence seems like the best option. Since the Board Retreat on January 4, 2020, our CEO has shared over 20 potential facilities that the Board might consider acquiring for the first campus of 7Cs Academy.



PROPRIETARY MATERIAL

2 pages have been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

SELECTION CRITERIA TO IDENTIFY AND SECURE FACILITY

1. Property must be in Bexar county
2. Property must be a minimum of 16 acres
3. Property must ideally have two points of entry, so we can have separate drop off points for parent and buses (as illustrated above)
4. Purchase price of property must not exceed \$2.4 million (20 percent of \$12 million)
5. Property must be easily accessible from the 410 and 1604 loops in San Antonio
6. Property must be serviced by the VIA Metropolitan – San Antonio’s regional multimodal transportation company – and VIA Link services.
7. Property must not be in a flood plain
8. Property will pass all levels of environmental tests
9. Property costs must be included in the Financial Plan Workbook and result in a Net Operating Income (before depreciation).

Using these nine criteria, the “Team of Six” and the Board Attorney will continue to use their extensive review process to identify the right property in the months ahead. Additionally, the “Team of Six” will continue their fundraising efforts to secure the financing for the lease and/or purchase the property. Our fundraising efforts on capital projects includes the technology needs of the campus. The student to computer ratio on the campuses will be 1:2. At this time, we have earmarked \$396,071 for Technology in Row 100 of the Budget Tab in the Financial Plan Workbook.

The “Team of Six” continue to do their due diligence to secure the financing for our proposed Facility. Being conservative, our CEO will be recommending to the Governing Board that the Governing Board should not seek financing beyond 80 percent of the total revenue of 7Cs Academy at full capacity. The total revenue at full capacity is approximately \$15 million. 80 percent of this revenue is \$12 million. On January 17, 2020, President Osteguín and CEO, Dr. Balasubramanian received a proposal from RBC Capital Markets, LLC to issue Education Revenue Bonds, Series 2020 or 2021 (7Cs Academy) (“Bonds”). No costs have been incurred by either party (RBC or 7Cs Academy) at the current time. No contracts have been signed either. We would like RBC to be our underwriter because RBC would seek our investors on our behalf after the Governing Board votes to accept the G-17 to raise funds to acquire our Facility. With a bond deal, 7CsThrive, the 501(c)(3) educational nonprofit sponsoring entity of 7Cs Academy, will own the Facility. The bond deal would take a mortgage lien on the real estate. 7CsThrive will own the building but will have a mortgage. At the current rate (5 percent) in the market, we believe we can secure a 30-year mortgage for \$12 million at 6.5 percent fixed rate. The payment schedule on this proposal we have discussed for financing the \$12 million for the next six years will be as follows:

Year 0 - (2020-2021)	\$0	
Year 1 – (2021-2022)	\$0	Bond issue funds own costs
Year 2 – (2022-2023)	\$978,575	Interest payment
Year 3 – (2023-2024)	\$1,163,575	Principal and interest payments
Year 4 – (2024-2025)	\$1,161,550	Principal and interest payments
Year 5 – (2025-2026)	\$1,158,875	Principal and interest payments

This payment schedule has been included in Row 123 of the Budget Tab as Building and Land Rent/Lease in the Financial Plan Workbook. The Board Attorney and the “Team of Six” will

review the RBC G-17 Engagement Letter (7Cs Academy) at their next Board Meeting in February 2020. Our primary contact, who is the Managing Director of RBC Capital Markets, LLC. will be available for a call when the Governing Board meets next month to discuss the G-17 and related issues. Most importantly, the “Team of Six” is determined to meet and exceed every benchmark we have established throughout this Charter Application – on both the academic and operational front of 7Cs Academy.

Transportation

We will welcome and enroll every child who walks through the doors of 7Cs Academy. We have earmarked \$152,628 to transport children who have transportation included in their IEP. We believe the quality of services offered for every child who attends 7Cs Academy will be exceptional, including students with disabilities, that we expect our enrollment to double from 10.3 percent in Year 1 to 20.6 percent by Year 5 (Row 45 in the enrollment tab of the Financial Plan Workbook). Enter narrative response to the prompts in this section of the application. We have enough funds earmarked in the reserve to take care of an emergency.

A large part of the budget is allocated for buying travel vouchers with VIA Metropolitan for VIA Link services. VIA Link is a new shared ride on demand transit system that offers riders the option to be picked up and dropped off at specific locations within a zone instead of riding a fixed bus route. Riders schedule their trips using a special app or by phone, rather than following a fixed schedule. We want to offer the VIA Link option to the families of children in the primary grades (PreK-2) who request transportation and buy VIA passes for children in the elementary grades (3-5) who request transportation services (see Criterion #6 on *p. 85*).

Start-up Plan

A detailed and comprehensive start-up plan for leading the school after approval to successfully launch is provided in the next two pages. The Applicant Team has taken it upon itself to treat this as the launch of a major project. We have created a detailed project schedule with four major milestones. The milestones are:

- A. All Facilities and systems are in place to ensure students can think critically and solve problems in a safe and caring learning environment
- B. All Programs, including the 7Cs Curriculum, 7Cs Curriculum Guides, are in place to deliver high quality instruction on the Core Principles (pp. 22-23)
- C. All Personnel and professional development are in place for the start of school on August 2, 2021
- D. Evaluation plans for the implementation of the 7Cs Academy Core Principles and their impact on student outcomes are established

We further break down the four milestones into manageable tasks with clear deliverables: A.1 – A.5; B.1 – B.5; C.1 – C.5; and D.1 – D.5. We have identified the team members who will be accountable for the completion of every task/activity. The Applicant team will use the RACI methodology to be on top of each of the tasks/activity. RACI stands for Responsible, Accountable,

Consulted, and Informed. Our CEO has been tasked with being Accountable to have everything in place for the start of school.

7Cs Academy - Generation 25 Start-up Plan																
Milestone	Task	Team Member(s) Name	Deliverable	Status (01.21.20 20)	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21
A	All Facilities and Systems are in Place to ensure Students can Think Critically and Solve Problems in a Safe and Caring Learning Environment															
	1 Needs assessment of community	Dr. B. Governing Board & ACD	A.1	●	X	X	X	X	X	X	X	X	X	X	X	X
	2 Procurement of building site	Governing Board & ACD	A.2	Not Started					X	X	X	X	X	X	X	X
	3 Securing building facility with appropriate technology	Dr. B. Governing Board & ACD	A.3	Not Started										X	X	X
	4 Procurement of classroom furniture	Governing Board & ACD	A.4	Not Started											X	X
	5 Procurement of all classroom supplies and material	Governing Board & ACD	A.5	Not Started												X
B	All Programs, including the 7Cs Curriculum, 7Cs Curriculum Guides, are in Place to deliver High Quality Instruction on the Core Principles (pp. 22-23)															
	1 Define the seven distinctive virtues of 7Cs Academy	Dr. B	B.1	●												
	2 Secure funding for starting a Charter School based on the Core Principles of 7Cs Academy	Applicant Team of 7Cs Academy	B.2	●	X	X	X	X	X	X	X	X	X	X	X	X
	3 Develop rubrics and scales for the seven distinctive virtues of 7Cs Academy	Dr. B. Principal (TBH)	B.3	●	X	X	X	X	X	X	X	X	X	X	X	X
	4 Refine rubrics and scales through Focus Groups to validate the model	Dr. B. Principal (TBH), Advisory Committee	B.4	Not Started			X	X	X	X	X	X	X	X	X	X
	5 Embed the 7Cs Core Principles within the PreK, K, 1 and 2 7Cs Curriculum Guides with the TEKS from the Core and Encore Curriculum (pp. 30-31)	Dr. B. Principal (TBH), Instructional Staff	B.5	●	X	X	X	X	X	X	X	X	X	X	X	X

Only when it comes to Procurement activities, the Governing Board will be Accountable to ensure that they follow all the law, Texas Education Code, Chapter 271 because they alone have the Purchasing and Contracting Authority.

7Cs Academy - Generation 25 Start-up Plan																				
Milestone	Task	Team Member(s) Name	Deliverable	Status (01.21.20 20)	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21
7Cs Academy - Generation 25 Start-up Plan Continued . . .																				
C	All Personnel & Professional Development In Place for Start of School on August 2, 2021																			
1	Develop commitment letter from staff to inspire every child to think critically, solve problems, and seek to improve their communities.	Dr. B	C.1	●																
2	Develop scenario-based interview questions to elicit staff readiness to become part of 7Cs Academy	Dr. B & 7Cs Academy Advisory Committee Members	C.2	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Successfully hire approximately 4 classroom teachers (who will transition to Master Teachers Coaches) and 4 paraprofessionals for Year 0 teacher leadership	Dr. B. Principal (TBH) & Governing Board	C.3	Not Started							X	X	X	X	X	X	X	X	X	X
4	Orientation of staff and professional development on the Two Design Elements and Innovative Design of 7Cs Academy (pp. 63-71)	Dr. B & Principal (TBH)	C.4	Not Started							X	X	X	X	X	X	X	X	X	X
5	Develop lesson plans to teach the Core Principles of 7Cs Academy within the context of the TEKS Core Curriculum	Dr. B. Principal (TBH) & Select Teachers	C.5	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
D	Evaluate the implementation of the 7Cs Academy Core Principles and their Impact on Student Outcomes																			
1	Develop short-cycle assessments to monitor progress on student learning outcomes at the 7Cs Academy	Dr. B. Principal (TBH). Teachers	D.1	Not Started															X	X
2	Procure/Curate/Develop benchmark assessments to formatively evaluate student success every six weeks	Dr. B. Principal (TBH). Teachers	D.2	Not Started															X	X
3	Develop data dashboards to evaluate and adjust system progress with the 7Cs Academy	Dr. B	D.3	Not Started															X	X
4	Adapt T-TESS and T-PSS evaluation instruments for Instructional Staff and Director/Principal to ensure student outcome goals are met and exceeded	Dr. B	D.4	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	Develop parent and student surveys to evaluate stakeholder satisfaction with the student learning outcomes in 7Cs Academy	Dr. B & 7Cs Academy Advisory Committee Members	D.5	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Note:

- 1 CEO, Dr. B, has begun exploring potential funding sources to hire 4 teachers and 4 paraprofessionals in May 2021.
- 2 CEO, Dr. B, is also examining the possibility of hiring a couple of teachers after hiring a part-time Principal in March 2020 (funded by other sources).
- 3 CEO, Dr. B, already has a letter of support from ACD, after interviewing other potential real estate development companies (see attached).
- 4 CEO, Dr. B, has already secured \$100,000 to support some of these efforts, contingent upon approval of the Charter

The Project Schedule on pages 88-89 provide specifics on the tasks, timelines with definitive begin and end dates, and the individuals who are the A and R identified on the RACI matrix. The status at the time of submission of the Charter Application has also been included using Harvey balls.

The costs associated with each of these activities are included in the Budget Tab of the Financial Plan Workbook. The critical start-up activities that impact teaching and learning have been outlined earlier (pp. 34-35) under School Design. The Governing Board has hired a dynamic and innovative leader to plan and start-up the campus. The process the Governing Board used to determine a viable plan for compensating this individual had been described earlier (pp. 57-58). We described our contingency plans (p. 81) in the event of a budget shortfall. The Governing Board has already started operating as a formal Board of Directors as of Saturday, January 4, 2020. The will monitor the implementation of the start-up plan by receiving monthly updates from the CEO at their monthly and quarterly meetings. All of these plans have been thoroughly costed out and included in the Start-Up Tab in the Financial Plan Workbook.

The Governing Board is happy to report that they have already secured \$100,000 in funding from two local foundations in San Antonio as their letters of commitment indicate, contingent upon approval of the Charter by the Texas Education Agency and the State Board of Education. The Governing Board will continue to seek local revenue to fund the start-up year, including the state 202-2021 **Public Charter School Program Start-Up Grant** as soon as the opportunity arises this summer.

In the meantime, the **NewSchools** Team has indicated that they will have another funding opportunity available in January 2021 for funding to support our school's first three years of operation – per their email to our CEO on December 13, 2019. Our CEO has also applied for the **Walton Family Foundation** Innovative Schools Program 2020 Pre-Application, per their e-mail confirmation on November 21, 2019. We will continue to fundraise through other local donors to successfully launch our first 7Cs Academy in San Antonio, contingent upon approval by the Texas Education Agency and the State Board of Education. We have conservatively budgeted for these local dollars as \$500,000. At the time of submission of this Charter Application, we are 20 percent of the way toward this \$500,000 goal.

Financial Planning

1. Identify the fiscal year for the sponsoring entity .	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>
2. Identify the fiscal year for the proposed charter school .	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>

The Governing Board and CEO will comply with all relevant rules and regulations. We will use the GAP rules and regulations to guide our financial planning, accounting, purchasing, and payroll. Whenever possible, 7Cs Academy will use the *BuyBoard* Purchasing Cooperative of the Texas Association of School Boards for cost savings when we purchase products and services. cooperative purchases. In the next few months, the CEO will also connect with leaders in Education Service Center, Region 20 (ESC 20) to use their Cooperatives to purchase select products and services. For example, the Governing Board will purchase the Texas Enterprise Information System, the *TxEIS* software system from ESC 20, to support the operations of 7Cs Academy.

The Governing Board will comply with all the provisions of Subchapter D of Open-Enrollment Charter Schools in the Texas Education Code, §TEC 12.101. We recognize the thoroughness of the Commissioner of Education and the State Board of Education in investigating and evaluating 7Cs Academy as a “Charter Applicant.” We have demonstrated how 7CsThive, the sponsoring entity of 7Cs Academy, will meet all the financial, governing, educational, and operational standards adopted by the commissioner under Chapter 12, Subchapter D. As outlined under Leadership and Governance (*pp. 51-61*) earlier, the “Team of Six” will use the policy governance tools of Lone Star Governance (p. 51) to delineate the roles and responsibilities of the Board of Directors and Officers of 7Cs Academy to achieve improved student outcomes. The Governing Board will comply with TEC §12.111(11) and the annual audit of the financial and programmatic operations of the school’s budget. The Governing Board will adopt their annual budget and make the comprehensive annual financial reports (CAFR) publicly accessible on their website. Additionally, the Governing Board will receive monthly financial reports from the CEO during their monthly Board Meetings from August 2021.

The Governing Board and CEO expect to leverage its partnership with ESC 20 for a lot of the contacted services, like technology services, TxEIS software services to manage payroll, and other educational and business contracted services for emergencies we had not planned for. We have earmarked \$199,431 in Row 85 explicitly for the purpose of these services through a master contract. These prospective vendors will be hired through a competitive bidding process upon award of the charter by the commissioner and the state board of education in fall 2020.

The Financial Plan Workbook presents a complete and viable start-up and five-year operating budgets for 7Cs Academy. The sample S.M.A.R.T.E.R. Financial Goal illustrated under

Performance Management (p. 61) illustrates this viability with 7Cs Academy projected to have over three months of operating expenses by the time the schools reach full capacity. A detailed budget narrative is provided in Attachment 32. The Assumptions are articulated in the Financial Plan Workbook.

We noted earlier that we are conservative with our ADA estimates and are starting at 80 percent of enrollment projections for the first year. The Financial Plan Workbook Summary illustrates these clearly showing net positive operating incomes every year. The ADA percentage of neighboring districts are 96 percent on average. Yet, we have opted to budget with 80 percent of our student enrollment projections in Year 1 to go up in 2.5 percent increments each year to reach 90 percent by Year 5. We also described how the school is planning on financing \$12 million through bonds, potentially using RBC as the underwriter. These repayment terms are all factored into the budget on Row 123 as described earlier.

As stated earlier, we will limit our expenses and hire staff only as we meet the enrollment projections. The CEO/Superintendent has the option of serving as the Principal during the first year if the enrollment numbers are not met. Our supplies and materials have been modestly planned for \$52,809 on Row 97 of our financial plan workbook. While our primary target is the low performing children in the three school districts (p. 13), as we track our enrollment numbers with children from these three districts upon approval of our charter by the Commissioner of Education and the State Board of Education. Then we will expand our marketing campaign to the primary attendance boundary within the 410 loop and the 1604 loop around downtown San Antonio. If we still have challenges meeting our enrollment projections, we will expand our marketing to include the entire Attendance Boundary (p. 16).

Our existing commitment of \$12.1 million, contingent upon approval of our Charter is notable. We have great leaders in our Applicant Team. While our CEO has been doing the fundraising until now, one of the areas of expertise of our Director and Treasurer, Mr. Valdez is fundraising. He understands the need for fundraising and has good experience working on fund raising campaigns.



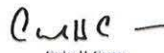
We have also factored in \$372,764 for liability insurance for coverage up to \$5,000,000 for our first campus from Year 0 through Year 4. The coverage increases to \$10,000,000 in Year 5 because of the second campus. These liability insurance costs have also been included in our budget in Row 121 of the financial plan workbook.

Attachments

Attachment 1: Articles of Incorporation

Provide 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 forms submitted to the state must be dated prior to **January 21, 2020**.

Texas Certificate of Filing

<small>Corporations Section P.O. Box 13697 Austin, Texas 78711-3697</small>		<small>Carlos H. Cascos Secretary of State</small>
Office of the Secretary of State		
CERTIFICATE OF FILING OF		
File Number: _____		
<p>The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.</p> <p>ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of _____.</p> <p>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.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p>		
		 Carlos H. Cascos Secretary of State
<small>Please visit us on the internet at http://www.sos.state.tx.us Phone: (512) 463-5555 Fax: (512) 463-5709 TDD: (512) 463-5709 Prepared by: Debbie Gustafson Document</small>		

Texas Certificate of Formation

Form 202
(Revised 05/11)

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

This space reserved for office use.



**Certificate of Formation
Nonprofit Corporation**

Article 1 - Entity Name and Type

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

Article 2 - Registered Agent and Registered Office

(See instructions. Select and complete either A or B and complete C.)

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

OR



Office of the Secretary of State

CERTIFICATE OF FILING OF

7CsThrive
File Number: 803117514

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: 09/13/2018

Effective: 09/13/2018



A handwritten signature in black ink, appearing to read "R. Pablos".

Rolando B. Pablos
Secretary of State

Form 202

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709

Filing Fee: \$25



**Certificate of Formation
Nonprofit Corporation**

Filed in the Office of the
Secretary of State of Texas
Filing #: 803117514 09/13/2018
Document #: 836896410004
Image Generated Electronically
for Web Filing

Article 1 - Corporate Name

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

7CsThrive

Article 2 – Registered Agent and Registered Office

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

OR

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

Name:

Swaminathan Balasubramanian

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

Street Address:

2629 San Martino Dr. Leander TX 78641-3773

Consent of Registered Agent

☐ A. A copy of the consent of registered agent is attached.

OR

☒ B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

☒ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Swaminathan Balasubramanian**

Title: **Director**

Address: **2629 San Martino Dr. Leander TX, USA 78641-3773**

Director 2: **Gary Lee Frye**

Title: **Director**

Address: **3004 79th Lubbock TX, USA 78423-1822**

Director 3: **Kevin Houchin**

Title: **Director**

Address: **5301 Rist Canyon Road Bellvue CO, USA 80512**

Director 4: **Brian Yearwood**

Title: **Director**

Address: **13444 Breezy Meadow Ln. Manor TX, USA 78653**

Director 5: **Doyle Valdez**

Title: **Director**

Address: **7400 Mesa Dr. Austin TX, USA 78731**

Director 6: **Gita Varagoor**

Title: **Director**

Address: **2629 San Martino Dr. Leander TX, USA 78641-3773**

Director 7: **Joy Mockelmann**

Title: **Director**

Address: **9274 Aspen Point Ln. Cheyenne WY, USA 82009-8581**

Article 4 - Organization Structure

- ☐ A. The corporation will have members.
or
☒ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

The purpose of the corporation is exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the internal revenue code, or the corresponding section of any future federal tax code and herein stated as follows:

- 1. Achieve Equity and Excellence in Education**
- 2. Provide governance training, technical assistance, and disseminate best practices to educational organizations to improve student learning outcomes.**

The character and essence of the corporation is the same as the purpose.

Supplemental Provisions / Information

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

Effectiveness of Filing

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

OR

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

Organizer

The name and address of the organizer are set forth below.

Dr. Swaminathan Balasubramanian

2629 San Martino Dr., Leander, TX 78641-3773

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Swaminathan Balasubramanian

Signature of organizer.

FILING OFFICE COPY

**MINUTES OF FORMATION MEETING OF
THE DIRECTORS OF 7CsThrive, INC.**

September 13, 2018

The Directors of 7CsThrive, Inc., a Texas Nonprofit Corporation, hereby unanimously consent to and take the following actions as provided by the Texas Business Corporation Act:

RESOLVED, that Swaminathan "Nathan" Balasubramanian is authorized to file Articles of Organization for the Corporation with the Texas Secretary of State and secure an EIN for the Corporation from the US Internal Revenue Service.

RESOLVED, that the following individuals are elected as officers of the Corporation.


President: Swaminathan "Nathan" Balasubramanian

Secretary: Kevin E. Houchin

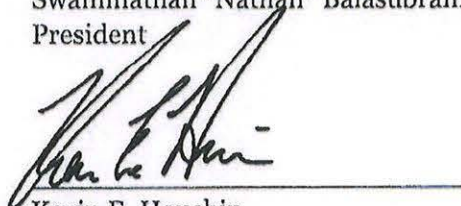
Treasurer: Gita Varagoor

RESOLVED, that the President and Treasurer are authorized to act as the fiduciary agents of the Corporation in establishing banking accounts for the normal operations of the Corporation and any special account operations of the Corporation at their full discretion and with each of them as the sole initial signatories on those accounts.


That the undersigned officers of the Corporation, hereby consent to, approve, and adopt the foregoing resolutions effective this September 13, 2018.



Swaminathan "Nathan" Balasubramanian
President



Kevin E. Houchin
Secretary



Gita Varagoor
Treasurer

Articles of Incorporation of 7CsThrive

The undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of The State of Texas, do hereby certify:

FIRST: The name of the Corporation shall be 7CsThrive.

SECOND: The place in this state where the principal office of the Corporation is to be located is the City of Leander, in Travis County. The street address of the principal office is 2629 San Martino Drive, Leander, TX 78641-3773.

THIRD: Said corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code and herein stated as follows:

1. Achieve Equity and Excellence in Education
2. Provide governance training, technical assistance, and disseminate best practices to educational organizations to improve student learning outcomes.

The character and essence of the corporation in the same as the purpose.

FOURTH: The names and addresses of the persons who are the initial directors of the corporation are as follows:

Name of Director 1: Dr. Swaminathan Balasubramanian
Address: 2629 San Martino Drive, Leander, TX 78641-3773

Name of Director 2: Dr. Gary Lee Frye
Address: 3004 79th Street, Lubbock, TX 78423-1822

Name of Director 3: Kevin E. Houchin
Address: 5301 Rist Canyon Road, Bellvue, CO 80512

Name of Director 4: Dr. Joy Mockelmann
Address: 9274 Aspen Point Lane, Cheyenne, WY 82009-8581

Name of Director 5: Doyle Valdez
Address: 7400 Mesa Drive, Austin, TX 78731

Name of Director 6: Dr. Gita Varagoor
Address: 2629 San Martino Drive, Leander, TX 78641-3773

Name of Director 7: Dr. Brian Yearwood
Address: 13444 Breezy Meadow Lane, Manor, TX 78653

FIFTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. 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 of these articles, 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, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

SIXTH: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the

corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 13th day of September of 2018.

B J - - - - -

President: Dr. Swaminathan Balasubramanian



Secretary: Kevin E. Houchin



Treasurer: Dr. Gita Varagoor

Attachment 2: 501(c)(3) Determination Letter

Provide 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 the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020**.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, 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.

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

DEPARTMENT OF THE TREASURY

Date: **APR 05 2019**

7CSTHRIVE
2629 SAN MARTINO DR
LEANDER, TX 78641-3773

Employer Identification Number:
83-2135295
DLN:
17053334332048
Contact Person:
SUMER M GARNER ID# 31731
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
September 13, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

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.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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

Letter 947

7CSTHRIVE

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.

Sincerely,

Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947



Certificate OF COMPLETION

THIS CERTIFIES THAT

Dr. Swaminathan (Nathan) Balasubramanian

COMPLETED THE FOLLOWING COURSE AT
STAYEXEMPT.IRS.GOV

Applying for Section 501(c)(3) Status – An Overview

11/23/2018

DATE

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

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. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

Texas Education Agency
Division of Charter School Administration
Generation Twenty-Five 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 3 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: 7Cs Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: 7CsThrive

Application Contact Name: Dr. Nathan Balasubramanian

Title/Role: Founder & Chief Executive Officer

Email: 7CsThrive@GMail.com Phone: (512) 879-7141

Board Member Attending: Elda Flores

Board Member Attending: Angelina Osteguín

Board Member Attending: Doyle Valdez

Board Member Attending: Dr. Alan Seay

Board Member Attending: Russell Sloan

Date of Session: ☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.
☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five 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 3 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: 7CsThrive Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: 7CsThrive

Application Contact Name: Dr. Nathan Balasubramanian

Title/Role: Founder & Chief Executive Officer

Email: 7CsThrive@GMail.com Phone: (512) 879-7141

Board Member Attending: Doyle Valdez

Board Member Attending: Angelina Osteguín

Board Member Attending: Elda Flores

Board Member Attending: NATHAN BALASUBRAMANIAN

Board Member Attending: Gary Frye

Date of Session: ☒ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☐ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:

John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***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.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

AGENDA
INFORMATIONAL MEETINGS

1. Welcome by President Angelina Osteguín
2. Introducing Board of Directors and CEO
3. Mr. Edward Mungia
4. Mrs. Elda Flores
5. Dr. Nathan Balasubramanian – Introduces the Academy.caspio.com App
6. Mr. Doyle Valdez
7. Mr. Edward Mayberry
8. Questions & Thanks

COPYRIGHT MATERIAL

6 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.



My Zip Code is (Mi código postal es):

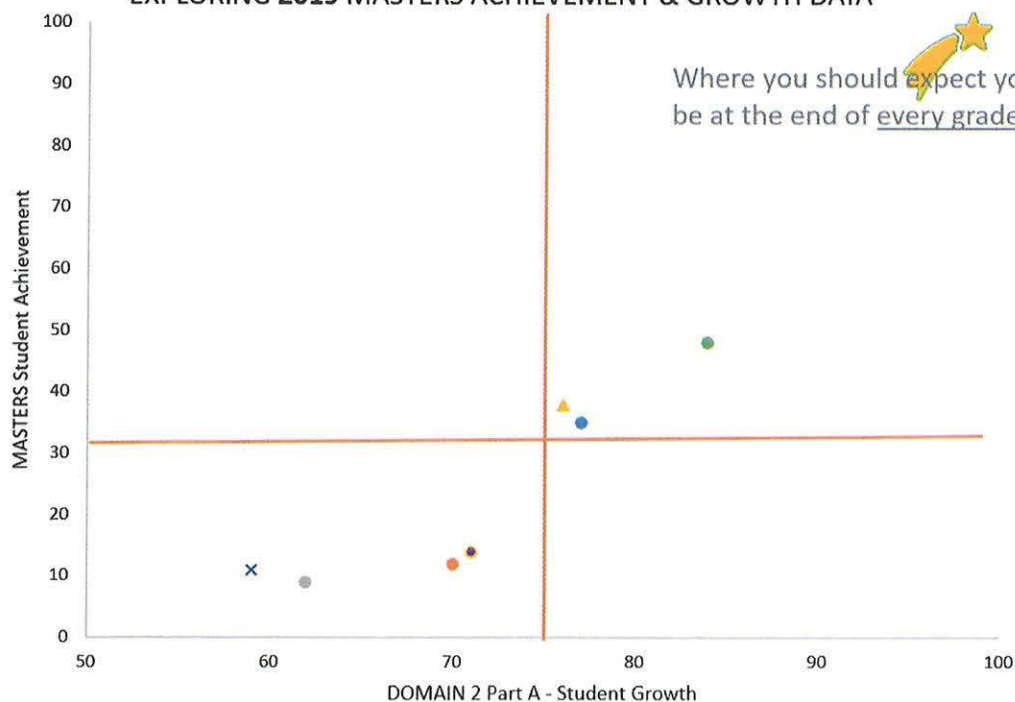
The district my child attends is (El distrito al que asiste mi hijo/a es):

Do you know the "2019 Grade" of your child's school district (¿Conoce el "Grado 2019" del distrito escolar de su hijo/a)?

☐ Yes (Si) ☐ No (No)

In our state, student performance in districts and schools is readily available through the **Texas Academic Performance Reports (TAPR)**. According to that report, in 2018-19, only a small fraction of the children can **think critically and solve problems in familiar or unfamiliar situations**. Texas identifies these children at the "**Masters**" performance level on the **STAAR** test (En nuestro estado, el desempeño de los estudiantes en los distritos y escuelas está disponible a través de los **Informes de Desempeño Académico de Texas (TAPR)**). De acuerdo con ese informe, en 2018-19, sólo una pequeña fracción de los niños puede **pensar críticamente y resolver problemas en situaciones familiares o desconocidas**. Texas identifica a estos niños en el nivel de rendimiento de "**Maestría**" en la prueba **STAAR**).

EXPLORING 2019 MASTERS ACHIEVEMENT & GROWTH DATA



Do you know the percentage of children who have Mastered grade level content in 2019 in your child's district (¿Sabe usted el porcentaje de niños que han dominado el contenido del nivel de grado en 2019 en el distrito de su hijo/a)?

☐ Yes (Si) ☐ No (No)

Do you know the percentage of children making a year's worth of academic growth in the district (¿Sabe usted el porcentaje de niños que logran un año de crecimiento académico en el distrito)?

☐ Yes (Si) ☐ No (No)

My child attends this school (Mi hijo/a asiste a esta escuela):

-- Select --



Does your child like school (¿A su hijo/a le gusta la escuela)?

☐ Yes (Si) ☐ No (No)

Do you know the "Grade" of your child's school (¿Conoce el "Grado" de la escuela de su hijo/a)?

☐ Yes (Si) ☐ No (No)

Do you know the percentage of children who have Mastered grade level content in 2019 in your child's school (¿Sabe usted el porcentaje de niños que han dominado el contenido del grado en 2019 en la escuela de su hijo/a)?

☐ Yes (Si) ☐ No (No)

Do you know the percentage of children making a year's worth of academic growth in the district (¿Sabe usted el porcentaje de niños que logran un año de crecimiento académico en el distrito)?

☐ Yes (Si) ☐ No (No)

Which emoji/word best represents how you are feeling now (¿Qué emoji/palabra representa mejor cómo se siente ahora)?

-- Select --



Having seen the grade level mastery and growth data, what are you thinking (Habiendo visto los datos de maestría y crecimiento del nivel de grado, ¿qué estás pensando)?

Is your child in Kindergarten or above (¿Está su hijo/a en Kinder o en un grado más alto)?

☐ Yes (Si) ☐ No (No)

Do you want to know how to help your child at home (¿Quiere saber cómo ayudar a su hijo/a en casa)?

☐ Yes (Si) ☐ No (No)

Do you know about (¿Conoce la página web) <http://TexasAssessments.com>?

☐ Yes (Si) ☐ No (No)

Do you want to share your contact information with us so we can schedule a 15-minute follow up conversation?

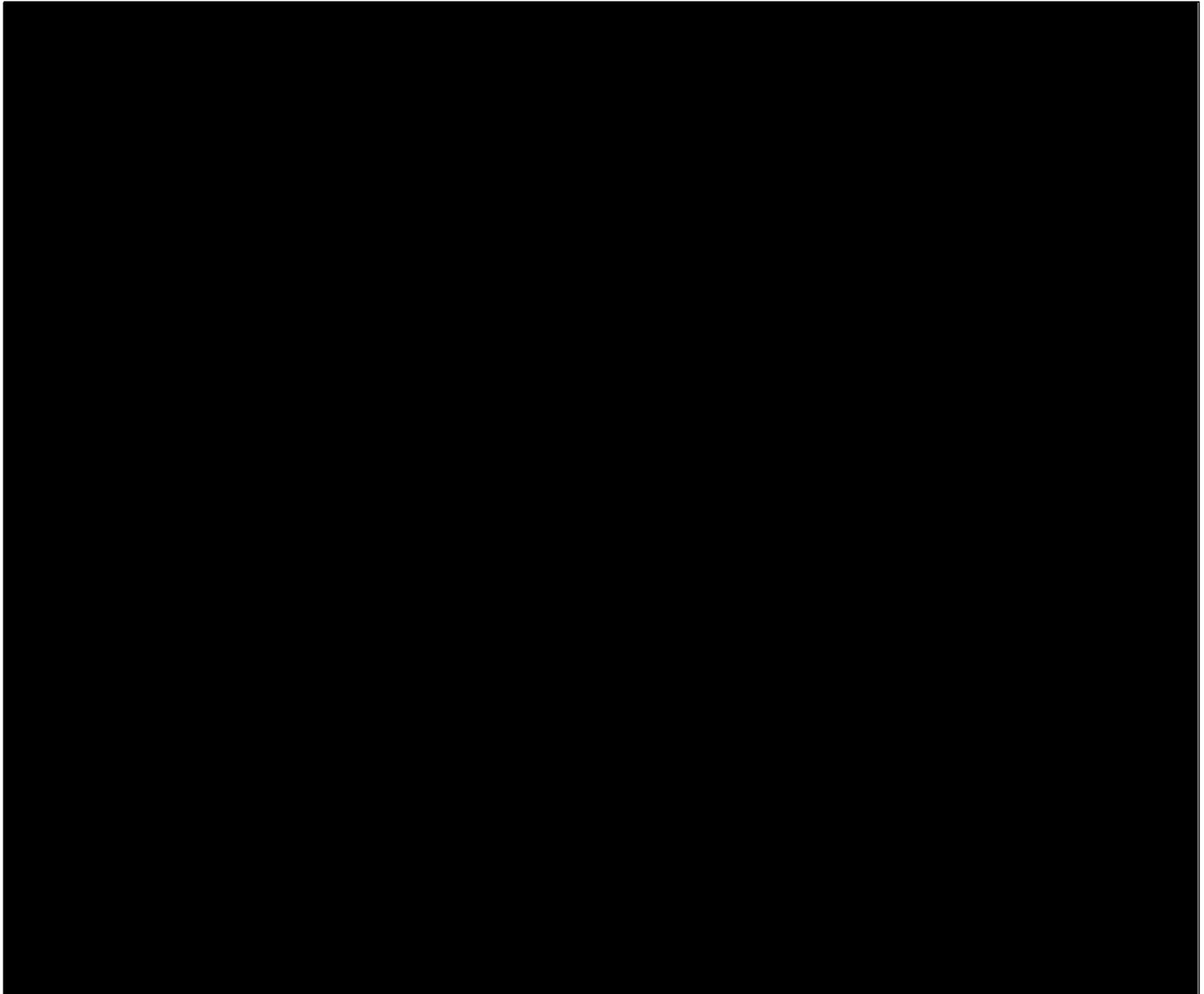
☐ Yes (Si) ☐ No (No)

The **VISION** of 7Cs Academy is "To develop socially responsible citizens" (La **VISIÓN** de la Academia 7Cs es "Desarrollar ciudadanos socialmente responsables") Do you like it (¿Te gusta esta visión)?

☐ Yes (Si) ☐ No (No)

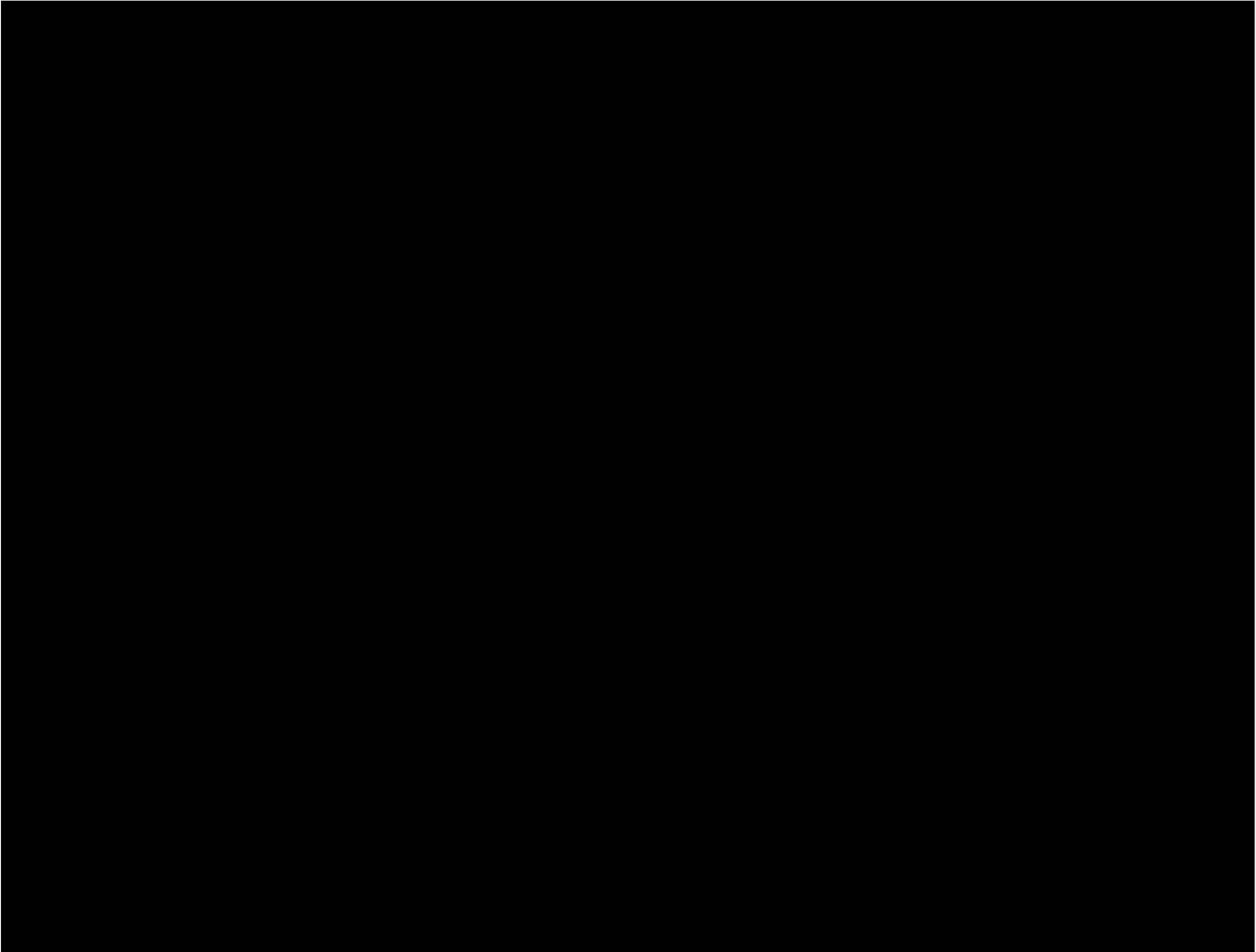
The **MISSION** of 7CsAcademy is "To inspire every child to think critically, solve problems, and seek to improve their communities" (La **MISIÓN** de 7CsAcademy es "Inspirar a cada niño a pensar críticamente, resolver problemas y buscar mejorar sus comunidades") Do you like it (¿Te gusta esta misión)?

☐ Yes (Si) ☐ No (No)



What values do you want the school to be teaching or reinforcing (¿Qué valores quieres que la escuela enseñe o refuerce)?







Tweets 31 Following 49 Followers 19 Likes 6

Have an account?

Phone, email, or username

Password

☐ Remember me · [Forgot password?](#)

Log in

New to Twitter?

[Sign up](#)

7CsAcademy

@7CsAcademy

VISION: To develop socially responsible citizens. MISSION: To inspire every child to think critically, solve problems, and seek to improve their communities.

San Antonio, Texas

Joined November 2019

13 Photos and videos

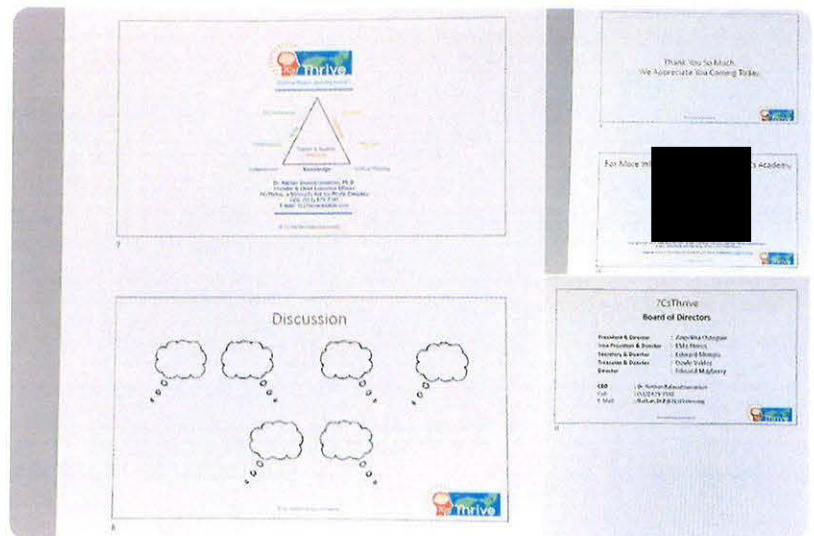


Tweets Tweets & replies M



7CsAcademy @7CsAcademy · Jan 11 2/2

Enlightening



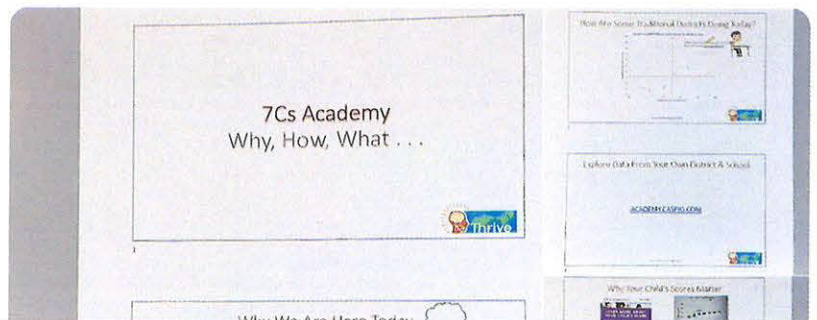
3



7CsAcademy @7CsAcademy · Jan 11

We learned a lot by sharing our stories today @OLLUnivSATX Library Community Room

1/3



COPYRIGHT MATERIAL

4 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES

UNIVERSITY OF
BIRMINGHAM

January 10, 2020

TO WHOM IT MAY CONCERN

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

I am delighted to have been asked to write this letter of recommendation to support the application of Dr. Nathan Balasubramanian to establish a 7Cs Academy in San Antonio. I know that there is great need for more good schools in the area. I am very impressed by the 7Cs philosophy around which the school will be built: Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship.

I have spoken to Dr Balasubramanian on a number of occasions and I am thoroughly impressed by his enthusiasm and his know-how, especially of what works and what does not work in character education, and how high-minded ideals can be operationalised and put into practice. I am also duly impressed by the international group of renowned academics that Dr Balasubramanian has gathered around this project.

Working myself in the world's largest academic research centre on character, virtues and citizenship, with over 20 member of staff, I am ready to offer Dr Balasubramanian continued guidance on the implementation of educational philosophies in his new school.

I wish Dr Balasubramanian all the best in his endeavours and I fully support his application.

Yours sincerely,

Kristjan Kristjansson

Professor Kristján Kristjánsson

Jubilee Centre for Character and Virtues

University of Birmingham, U.K.

Email: [REDACTED]



January 11, 2020

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

Dear Commissioner Morath:

I am pleased to offer my support for Dr. Nathan Balasubramanian's efforts to found a 7Cs Academy charter elementary school in San Antonio, Texas.

While I haven't known Dr. Balasubramanian for long, I've been very impressed by his enthusiasm and vision. He is an experienced teacher, administrator, and curriculum expert. He is passionate about bringing a holistic model of education to an underserved student population. And he has already laid a solid foundation for an educational community that will benefit the lives of San Antonio students and their families for years to come.

Educators across the country are becoming increasingly aware of the importance of nurturing and supporting students, not just intellectually and academically, but as *whole persons*. Dr. Balasubramanian's 7Cs framework, which explicitly and meaningfully addresses issues such as *character, collaboration, and communication*, strikes me as well-suited to serve students' social and emotional needs. Its focus on *competences, critical thinking, creativity, and citizenship* suggest that it is also well-suited to address the intellectual formation of students. This combination of ethical and epistemological emphases is a promising way of securing attention to the full range of students' needs and capacities.

I am also impressed by Dr. Balasubramanian's interest in serving the neediest of San Antonio's students. Unlike some charter schools across the country, the 7Cs Academy will not be a school that caters to the elite. Dr. Balasubramanian has intentionally chosen to locate the school in an area that is economically disadvantaged and has the greatest need for good schools.

Having founded a successful charter school designed around a character-based educational model (www.ivalongbeach.org) in my own community in Long Beach, CA, I know the challenges of opening a new charter school. Dr. Balasubramanian seems to me to have what it takes to meet these challenges. Again, he's driven and energetic. He has a desire to see children succeed and flourish. While he is motivated by an educational ideal, his approach is also highly practical and evidence-based.

I look forward to continuing to support Dr. Balasubramanian and the 7Cs Academy. I expect very good things to come from his efforts.

Sincerely,



Jason Baehr
Professor of Philosophy



College of
Education

Department of Educational Studies in Psychology,
Research Methodology, and Counseling

January 12, 2020

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

Dear Commissioner Morath,

I am very pleased to support the important work of Dr. Nathan Balasubramanian, especially his recent application to establish a 7Cs Academy in San Antonio.

Dr. Balasubramanian is a powerful force for the development of character in young people. I am impressed by his energy and determination to seek current knowledge from leading academics and practitioners in the field of moral and character education, and I applaud his efforts to target children in areas of particular need.

I have enjoyed many discussions with Dr. Balasubramanian over past months, by telephone and in person, about the 7Cs philosophy as the foundation for the school. In addition to this great philosophy, Dr. Balasubramanian has a rare combination of practical school leadership experience and character education knowledge. This ideally positions him to make great strides in cultivating character in children through the 7Cs Academy.

As Director of the Center for the Study of Ethical Development and as Associate Professor of Character Education (including Principal Investigator for a \$2.5m project: Leadership for Character in Schools in Alabama), I am privileged to know Dr. Balasubramanian and look forward to collaborating with him on this and other projects in the foreseeable future.

I fully support this application to establish a 7Cs Academy in San Antonio.

Yours sincerely,

Associate Professor David Ian Walker (diwalker@ua.edu)

Director Center for the Study of Ethical Development

THE UNIVERSITY OF ALABAMA®

306 Carmichael Hall | Box 870231 | Tuscaloosa, AL 35487 | 205-348-7575 | Fax 205-348-



GEORGE W. BRACKENRIDGE
— FOUNDATION —

January 13, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for 7Cs Academy, a proposed open-enrollment charter elementary school for students and families in San Antonio. Led by the highly capable Dr. Nathan Balasubramanian, I see a clear market for the kind of opportunity 7Cs will provide.

As a supporter of charter schools in our city I know firsthand of the extensive waiting lists that exist for quality seats. I also know of the deep frustrations shared by parents who want quality options for their children but do not have the means to pay for private education. [REDACTED]

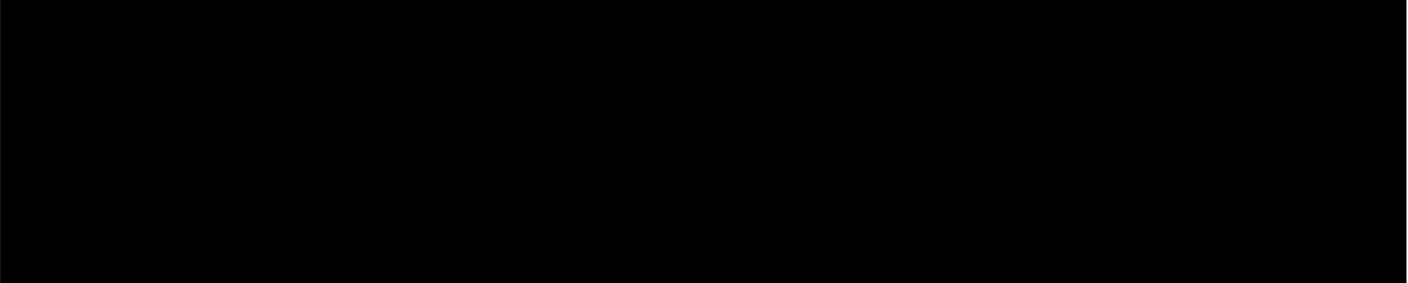
[REDACTED] am ecstatic to see the charter sector grow. I am a true believer that your zip code should not dictate where you go to school. Further, school choice has always been an option for some – those that can afford to write a check for a private school education. I want to see every parent have good school choice options for their child.

By providing a well-rounded, child-centered education that integrates science, technology, reading, engineering, art, and math, 7Cs will ensure every student graduates with the foundational skills and knowledge necessary for future success.

I am happy to recommend 7Cs Academy. I sincerely hope you see the benefit this school will bring to San Antonio students and their families.

Sincerely,

[REDACTED]





January 15, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:



I am proud to write this letter of support for 7 Cs Academy, a proposed network of PK-5 open-enrollment charter schools for students and families in San Antonio.

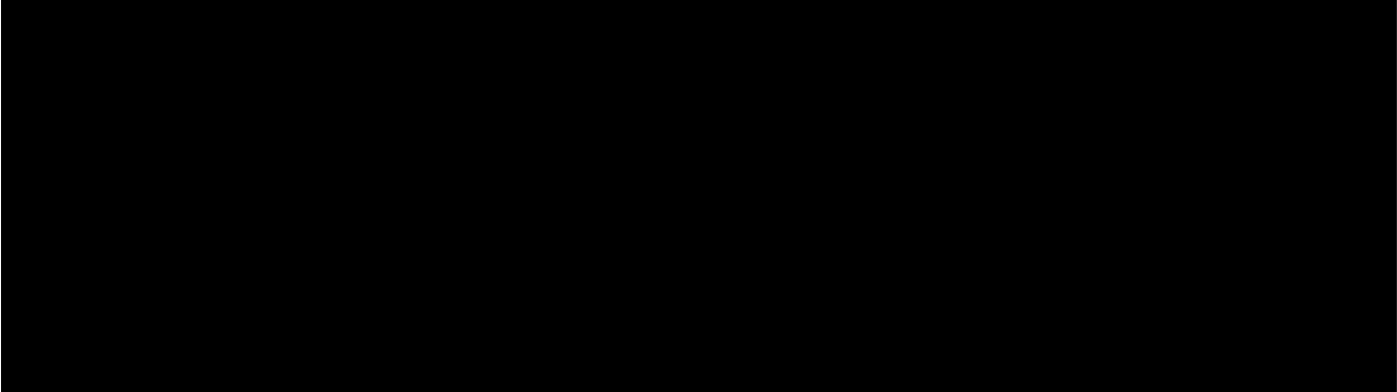

 As the Founder and Executive Director of San Antonio Charter Moms, I work to help other families have an easier journey to find schools where their children can thrive, be happy, feel safe, and have a sense of belonging.

Growing the supply of seats at high-performing charter schools in San Antonio is critical. Our current set of schools is not supplying enough graduates who are college-ready or who can jump in to the skilled jobs that employers are trying to fill. The prosperity of everyone in San Antonio depends on raising the quality of public education here, and soon.

7 Cs Academy will bring to San Antonio a valuable new school model that is based on a deep and thoughtful appreciation for data and how it guides learning. Students will build knowledge through achieving competencies and developing critical thinking skills. The character education program will help students develop their heads, their hearts, and their hands. Students will grow a sense of belonging and will receive social and emotional support. 7 Cs has a plan to develop talent by growing their own Master Teachers.

I have no reservations about recommending 7 Cs Academy and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 






January 15, 2020

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

Dear Commissioner Morath,

Teachworthy has had the opportunity to meet and discuss with Dr. Nathan Balasubramanian his plans for the 7C's Academy in San Antonio. We are excited and encouraged by his vision and enthusiasm and are eagerly willing to work with individuals with high character and high ideals. The innovative ideas Dr. Balasubramanian is planning to implement are the type of skills and learning all students require to be successful in life as well as have a positive impact on their communities and world.

As with any district, private or charter school, Teachworthy will work with administration and school staff in developing first year teachers to meet the educational demands of the communities served by these schools. We look forward to seeing how the 7C's Academy progresses through the charter application process and working with them in the future to fulfill their teaching needs.

Sincerely,

A handwritten signature in black ink that reads "Rae Queen".

Rae Queen, PhD.
Program Director



CITY EDUCATION PARTNERS

January 17, 2020

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Five
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of 7Cs Thrive Academy in San Antonio, Texas. This proposed school will focus on our most educationally underserved students with a comprehensive educational model that brings in social emotional learning and critical thinking for the south side of San Antonio. As the Chief Executive Officer of City Education Partners, I believe they will be a great addition to our ecosystem.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. 7Cs Academy will offer students who currently do not have the ability, an opportunity to access a great school that will allow them the opportunity to enter college and succeed in life. Their willingness to be a partner in the community and serve in the areas that need it most will also set them up for success.

Furthermore, the board of the organization is strong with a rich community background. If authorized, we will continue to support 7Cs through building a community co-design team and piloting pieces of their models prior to launch. We look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,


Mark Larson
Chief Executive Officer

20 January 2020

University of Missouri—St. Louis
College of Education — MH 402
1 University Blvd.
St. Louis, MO 63121-4400
Telephone: 314-516-7521
Fax: 314-516-7356

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

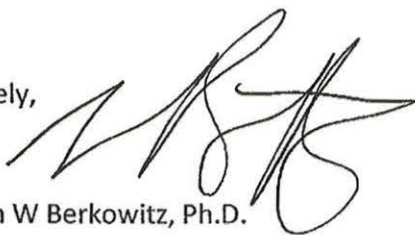
Dear Commissioner Morath,

I am writing to voice my support for the application to establish a 7Cs Academy charter school in San Antonio. I understand that the area of San Antonio that is targeted for the proposed school is in dire need of more quality, effective school choices. Given the background of the key proposer (Dr. Nathan Balasubramanian) and the conceptualization of the school, both in terms of the 7Cs and the pedagogical structures, this school offers a strong possibility of being a leading model of how to do effective whole child education, in general and in San Antonio in particular.

Dr. Balasubramanian has crafted an impressive proposal and assembled a very powerful team of Directors and scholarly advisors. As a leading figure in the field of character education and school reform, I am pleased to be part of this team and to lend my support to this proposed project.

Let me know how else I can of further assistance.

Sincerely,



Marvin W Berkowitz, Ph.D.

Sanford N. McDonnell Professor of Character Education
Co-Director, Center for Character and Citizenship

University of Missouri St. Louis

One University Blvd.

St. Louis MO 63132

berkowitz@umsl.edu



CENTER FOR
CHARACTER &
CITIZENSHIP

www.characterandcitizenship.org

University of Missouri-St. Louis—College of Education

an equal opportunity institution

THE
EWING HALSELL
FOUNDATION

711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

January 20, 2020

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

Re: Letter of Support for 7C's Academy

Dear Commissioner Morath,

I am writing to you on behalf of the Ewing Halsell Foundation, in regard to 7Cs Academy, a proposed open-enrollment public charter school for students and families in San Antonio, Texas as presented by Dr. Nathan Balasubramanian and the founding board.


The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation has been focused on improving K-12 educational opportunities for students, families and educators in San Antonio over the past several years. The Foundation has made substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options is increasing across the region.

We see a clear market for the kind of opportunity 7Cs Academy aims to provide through their elementary school model. The founder's educational background is extensive, the governing board includes local leaders committed to educational excellence and their advisory board includes national educational experts. The leadership is keenly focused on individual student development in the 7Cs – character, competencies, communication, critical thinking, collaboration, creativity and citizenship through a sound curriculum of STREAM, applied design learning and social/emotional development.

The Foundation is pleased to recommend 7Cs Academy for approval. We sincerely hope you see the benefit this school will bring to the families in San Antonio. San Antonio students, and the many more across Texas, deserve more quality public education options.

If I can be of any assistance, please do not hesitate to contact me at jackie@ewinghalsell.org or call our office at (210) 223-2649.

Sincerely,



Jackie J. Mockygemba
Executive Director

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) 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.

Statement of Impact Forms are available on the [Subchapter D](#) application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter 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.

Certified Mail Return Receipt Card	Certified Mail Receipt									
<div style="background-color: #d9ead3; border: 1px solid black; padding: 5px;"> <p>SENDER: COMPLETE THIS SECTION</p> <p>■ Complete items 1, 2, and 3. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p style="font-size: 2em; text-align: center; margin: 10px 0;">SAMPLE</p> <p style="text-align: center;">9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from service label)</p> <p style="font-size: 0.8em;">PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt</p> </div> <div style="background-color: #d9ead3; border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature <input checked="" type="checkbox"/> X <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type <input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express® <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail™ <input type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery <input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation™ <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery <input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery (over \$500) <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</p> </div>	<div style="background-color: #d9ead3; border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-weight: bold;">U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)</p> <p style="text-align: center; font-size: 1.2em; background-color: #d9ead3; border: 1px solid black; margin: 5px 0;">OFFICIAL USE</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-bottom: 1px solid black;">Postage \$</td> <td rowspan="4" style="width: 40%; text-align: center; vertical-align: middle; font-size: 1.5em;">Postmark here</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Certified Fee \$</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Return Receipt Fee (Endorsement Required) \$</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Restricted Delivery Fee (Endorsement Required) \$</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">Total Postage & Fees \$</td> </tr> <tr> <td colspan="2"> <p>Send To _____</p> <p>Street, Apt. No., or PO Box No. _____</p> <p>City, State, ZIP+4 _____</p> <p style="font-size: 0.8em;">PS Form 3811, January 2011 See Reverse for Instructions</p> </td> </tr> </table> </div>	Postage \$	Postmark here	Certified Fee \$	Return Receipt Fee (Endorsement Required) \$	Restricted Delivery Fee (Endorsement Required) \$	Total Postage & Fees \$		<p>Send To _____</p> <p>Street, Apt. No., or PO Box No. _____</p> <p>City, State, ZIP+4 _____</p> <p style="font-size: 0.8em;">PS Form 3811, January 2011 See Reverse for Instructions</p>	
Postage \$	Postmark here									
Certified Fee \$										
Return Receipt Fee (Endorsement Required) \$										
Restricted Delivery Fee (Endorsement Required) \$										
Total Postage & Fees \$										
<p>Send To _____</p> <p>Street, Apt. No., or PO Box No. _____</p> <p>City, State, ZIP+4 _____</p> <p style="font-size: 0.8em;">PS Form 3811, January 2011 See Reverse for Instructions</p>										

39 Traditional ISDs in Alphabetical Order	Arranged Lowest to Highest on 2019 Student STAAR Mastery
ALAMO HEIGHTS ISD	29
BANDERA ISD	20
BOERNE ISD	38
CHARLOTTE ISD	7
COMAL ISD	36
COMFORT ISD	14
DEVINE ISD	17
D'HANIS ISD	33
EAST CENTRAL ISD	6
EDGEWOOD ISD	1
FLORESVILLE ISD	19
FT SAM HOUSTON ISD	34
HARLANDALE ISD	13
HONDO ISD	8
JOURDANTON ISD	16
JUDSON ISD	21
LA VERNIA ISD	37
LACKLAND ISD	35
LYTLE ISD	9
MARION ISD	24
MEDINA ISD	4
MEDINA VALLEY ISD	32
NATALIA ISD	2
NAVARRO ISD	28
NEW BRAUNFELS ISD	31
NORTH EAST ISD	27
NORTHSIDE ISD	25
PLEASANTON ISD	12
POTEET ISD	11
POTH ISD	30
RANDOLPH FIELD ISD	39
SAN ANTONIO ISD	10
SCHERTZ-CIBOLO-U CITY ISD	26
SEGUIN ISD	15
SOMERSET ISD	18
SOUTH SAN ANTONIO ISD	5
SOUTHSIDE ISD	3
SOUTHWEST ISD	22
STOCKDALE ISD	23
State Board of Education Members	District 1, District 3 & District 5
Texas Senators	District 19, District 21, District 24, District 25 & District 26
Texas House of Representatives	District 31, District 44, District 53, District 73, District 116, District 117
Texas House of Representatives	District 118, District 119, District 120, District 121, District 122, District 123
Texas House of Representatives	District 124 & District 125
13 ISDs in Primary Attendance Boundary (p. 16)	
39 ISDs in Attendance Boundary	

1. EDGEWOOD ISD (9 percent at Masters and 62 percent growth in 2019 at Elementary School) 10,166 Students

7019 1640 0000 8789 9937

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78237

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
ROY RICHARD SOTO, SR., PRESIDENT, EISD
Street and Apt. No., or PO Box No.
5358 W. Commerce
City, State, ZIP+4®
SAN ANTONIO, TX 78237

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9739

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78237

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. EDUARDO HERNANDEZ, EISD Supt.,
Street and Apt. No., or PO Box No.
5358 W. Commerce
City, State, ZIP+4®
SAN ANTONIO, TX 78237

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

2. NATALIA ISD (10 percent at Masters and 69 percent growth in 2019 at Elementary School) 1,079 Students

7019 1640 0000 8790 0138

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NATALIA, TX 78059

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
ERIC SMITH, PRESIDENT, NATALIA ISD
Street and Apt. No., or PO Box No.
815 PEARSON STREETS, P.O. Box 548
City, State, ZIP+4®
NATALIA, TX 78059

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0084

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NATALIA, TX 78059

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
HENSLEY LONE, Supt., NATALIA ISD
Street and Apt. No., or PO Box No.
815 PEARSON STREETS, P.O. Box 548
City, State, ZIP+4®
NATALIA, TX 78059

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

3. SOUTHSIDE ISD (11 percent at Masters and 59 percent growth in 2019 at Elementary School) 5,660 Students

7016 3560 0001 0730 1756

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78221

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DOLORES SANDEJA, PRESIDENT SIED
Street and Apt. No., or PO Box No.
1460 MARTINEZ LOSOYA ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0831

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78221

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
MARK E. CADS, Supt., SIED
Street and Apt. No., or PO Box No.
1460 MARTINEZ LOSOYA ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

4. MEDINA ISD (12 percent at Masters and 58 percent growth in 2019 at Elementary School) 306 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

MEDINA, TX 78055

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
ANDY LAUTZENHEIMER, PRESIDENT, MISD
Street and Apt. No., or PO Box No.
ONE BOBCAT LANE
City, State, ZIP+4®
MEDINA, TX 78055

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

MEDINA, TX 78055

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
KEVIN W. NEWSOM, Supt., MISD
Street and Apt. No., or PO Box No.
ONE BOBCAT LANE
City, State, ZIP+4®
MEDINA, TX 78055

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

5. SOUTH SAN ISD (12 percent at Masters and 70 percent growth in 2019 at Elementary School) 8,934 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78242

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
CONNIE PRADO, PRESIDENT, SSAISD
Street and Apt. No., or PO Box No.
5622 RAY ELLISON
City, State, ZIP+4®
SAN ANTONIO, TX 78242

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78242

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DOLORES SENDEJO, Supt., SSAISD
Street and Apt. No., or PO Box No.
5622 RAY ELLISON
City, State, ZIP+4®
SAN ANTONIO, TX 78242

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

6. E. CENTRAL ISD (12 percent at Masters and 66 percent growth in 2019 at Elementary School) 10,029 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78263

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
JOHN MESSENGER, PRESIDENT, ECISD
Street and Apt. No., or PO Box No.
6634 NEW SULPHUR SPRINGS ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78263

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
ROLAND TOSCANO, Supt., ECISD
Street and Apt. No., or PO Box No.
6634 NEW SULPHUR SPRINGS ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7. CHARLOTTE ISD (13 percent at Masters and 65 percent growth in 2019 at Elementary School) 469 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

CHARLOTTE, TX 78011

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
BECKY RAMOS, PRESIDENT, CUSD
Street and Apt. No., or PO Box No.
102 E. HINDS AVE., P.O. Box 489
City, State, ZIP+4®
CHARLOTTE, TX 78011

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

CHARLOTTE, TX 78011

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
MARIO SOTELO SVPT., CUSD
Street and Apt. No., or PO Box No.
102 E. HINDS AVE., P.O. Box 489
City, State, ZIP+4®
CHARLOTTE, TX 78011

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

8. HONDO ISD (13 percent at Masters and 66 percent growth in 2019 at Elementary School) 1,924 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HONDO, TX 78861

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
JAYL GARDENHIRE, PRESIDENT, HISD
Street and Apt. No., or PO Box No.
2604 AVENUE EAST
City, State, ZIP+4®
HONDO, TX 78861

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

HONDO, TX 78861

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. A'LANN TRULOCK, HISD
Street and Apt. No., or PO Box No.
2604 AVENUE EAST
City, State, ZIP+4®
HONDO, TX 78861

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

9. LYTLE ISD (14 percent at Masters and 67 percent growth in 2019 at Elementary School) 1,724 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

LYTLE, TX 78052

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
LEEANNA MASK, PRESIDENT, LISD
Street and Apt. No., or PO Box No.
15437 COTTAGE STREET
City, State, ZIP+4®
LYTLE, TX 78052

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

LYTLE, TX 78052

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
MICHELLE CARROLL SMITH, SVPT, LISD
Street and Apt. No., or PO Box No.
15437 COTTAGE STREET
City, State, ZIP+4®
LYTLE, TX 78052

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

10. SAN ANTONIO ISD (14 percent at Masters and 62 percent growth in 2019 at Elem. School) 48,720 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78210

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
PATTI RADLE, PRESIDENT, 98641
Street and Apt. No., or PO Box No.
141 LAVACA STREET
City, State, ZIP+4®
SAN ANTONIO, TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78210

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
PEDRO MARTINEZ, SUPV., SA ISD
Street and Apt. No., or PO Box No.
141 LAVACA STREET
City, State, ZIP+4®
SAN ANTONIO, TX 78210

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

11. POTEET ISD (14 percent at Masters and 70 percent growth in 2019 at Elementary School) 1,695 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

POTEET, TX 78065

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
JO MARIE CERVANTES, 78641
Street and Apt. No., or PO Box No.
1100 SCHOOL DRIVE
City, State, ZIP+4®
POTEET, TX 78065

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

POTEET, TX 78065

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
CHARLES CAMARILLO, SUPV, 78641
Street and Apt. No., or PO Box No.
1100 SCHOOL DRIVE
City, State, ZIP+4®
POTEET, TX 78065

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

12. PLEASANTON ISD (15 percent at Masters and 60 percent growth in 2019 at Elem. School) 3,555 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

PLEASANTON, TX 78064

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
FRANK A. TUDYK JR, PRESIDENT, 78641
Street and Apt. No., or PO Box No.
831 STADIUM DRIVE
City, State, ZIP+4®
PLEASANTON, TX 78064

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

PLEASANTON, TX 78064

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. MATTHEW MANN, SUPV, 78641
Street and Apt. No., or PO Box No.
831 STADIUM DRIVE
City, State, ZIP+4®
PLEASANTON, TX 78064

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

13. HARLANDALE ISD (17 percent at Masters and 72 percent growth in 2019 at Elem. School) 14,073 Students

7019 1640 0000 8789 9883

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78214

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
RICARDO MORENO, PRESIDENT, CISD
Street and Apt. No., or PO Box No.
102 GENEVIEVE
City, State, ZIP+4®
SAN ANTONIO, TX 78214

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9845

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78214

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SAMANTHA GALLEGOS, SVPT, HISD
Street and Apt. No., or PO Box No.
102 GENEVIEVE
City, State, ZIP+4®
SAN ANTONIO, TX 78214

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

14. COMFORT ISD (17 percent at Masters and 66 percent growth in 2019 at Elementary School) 1,100 Students

7019 1640 0001 5800 1405

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

COMFORT, TX 78013

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
BRAD SPENRATH, PRESIDENT, CISD
Street and Apt. No., or PO Box No.
327 HIGH STREET, P.O. Box 398
City, State, ZIP+4®
COMFORT, TX 78013

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0001 5800 1382

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

COMFORT, TX 78013

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. TANYA MONROE, SUPERINTENDENT, CISD
Street and Apt. No., or PO Box No.
327 HIGH STREET, P.O. Box 398
City, State, ZIP+4®
COMFORT, TX 78013

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

15. SEGUIN ISD (17 percent at Masters and 69 percent growth in 2019 at Elementary School) 7,343 Students

7016 3560 0001 0730 1725

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SEGUIN, TX 78155

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
LINDE THOMAS-JIMENEZ, PRESIDENT, SISD
Street and Apt. No., or PO Box No.
1221 E. KINGSBURY
City, State, ZIP+4®
SEGUIN, TX 78155

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0800

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SEGUIN, TX 78155

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. MATTHEW GUTIERREZ, SVPT, SISD
Street and Apt. No., or PO Box No.
1221 E. KINGSBURY
City, State, ZIP+4®
SEGUIN, TX 78155

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

16. JOURDANTON ISD (17 percent at Masters and 62 percent growth in 2019 at Elem. School) 1,606 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JOURDANTON, TX 78026

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
BARBARA PEELER, PRESIDENT, JISD
Street and Apt. No., or PO Box No.
200 ZANDERSON
City, State, ZIP+4®
JOURDANTON, TX 78026

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JOURDANTON, TX 78026

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
THERESA MCALLISTER, Supt., JISD
Street and Apt. No., or PO Box No.
200 ZANDERSON
City, State, ZIP+4®
JOURDANTON, TX 78026

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

17. DEVINE ISD (19 percent at Masters and 74 percent growth in 2019 at Elementary School) 1,980 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

DEVINE, TX 78016

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
NANCY PEPPER, PRESIDENT, DISD
Street and Apt. No., or PO Box No.
605 W. HONDO AVENUE
City, State, ZIP+4®
DEVINE, TX 78016

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

DEVINE, TX 78016

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SCOTT SOSTARICH, Supt., DISD
Street and Apt. No., or PO Box No.
605 W. HONDO AVENUE
City, State, ZIP+4®
DEVINE, TX 78016

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

18. SOMERSET ISD (20 percent at Masters and 67 percent growth in 2019 at Elementary School) 4,156 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SOMERSET, TX 78069

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DON GREEN, PRESIDENT, SISD
Street and Apt. No., or PO Box No.
7791 6th STREET, P.O. Box 279
City, State, ZIP+4®
SOMERSET, TX 78069

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SOMERSET, TX 78069

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. SARA HINOJOSA, Supt., SISD
Street and Apt. No., or PO Box No.
7791 6th STREET, P.O. Box 279
City, State, ZIP+4®
SOMERSET, TX 78069

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

19. FLORESVILLE ISD (20 percent at Masters and 73 percent growth in 2019 at Elem. School) 4,049 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

FLORESVILLE, TX 78114

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
PENNY SMITH, PRESIDENT, FLORESVILLE ISD
Street and Apt. No., or PO Box No.
1200 5th STREET
City, State, ZIP+4®
FLORESVILLE, TX 78114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

FLORESVILLE, TX 78114

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. SHERRY BAYS, Supt, FLORESVILLE ISD
Street and Apt. No., or PO Box No.
1200 5th STREET
City, State, ZIP+4®
FLORESVILLE, TX 78114

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

20. BANDERA ISD (20 percent at Masters and 71 percent growth in 2019 at Elementary School) 2,230 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

BANDERA, TX 78003

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. BARBARA SKIPPER, PRESIDENT, BANDERA ISD
Street and Apt. No., or PO Box No.
815 PECAN STREET
City, State, ZIP+4®
BANDERA, TX 78003

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

BANDERA, TX 78003

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. JERRY D. HOLLINGSWORTH, Supt., BANDERA ISD
Street and Apt. No., or PO Box No.
815 PECAN STREET
City, State, ZIP+4®
BANDERA, TX 78003

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

21. JUDSON ISD (20 percent at Masters and 71 percent growth in 2019 at Elementary School) 22,848 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78233

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
KENE A. PASCHALL, PRESIDENT, JUDSON ISD
Street and Apt. No., or PO Box No.
8012 SHIN OAK DRIVE
City, State, ZIP+4®
LIVE OAK, TX 78233

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78233

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. JEANETTE BALL, Supt, JUDSON ISD
Street and Apt. No., or PO Box No.
8012 SHIN OAK DRIVE
City, State, ZIP+4®
LIVE OAK, TX 78233

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

22. SOUTHWEST ISD (21 percent at Masters and 74 percent growth in 2019 at Elementary School) 13,733 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78252

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
MIKE FRAZIER, PRESIDENT, SWISD
Street and Apt. No., or PO Box No.
11914 DRAGON LANE
City, State, ZIP+4®
SAN ANTONIO, TX 78252

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78252

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. LLOYD VERSTUYFT, SVPT, SWISD
Street and Apt. No., or PO Box No.
11914 DRAGON LANE
City, State, ZIP+4®
SAN ANTONIO, TX 78252

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

23. STOCKDALE ISD (21 percent at Masters and 76 percent growth in 2019 at Elementary School) 824 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

STOCKDALE, TX 78160

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SALVADOR URRABAZO, JR., PRESIDENT, SISD
Street and Apt. No., or PO Box No.
503 SOUTH FOURTH STREET
City, State, ZIP+4®
STOCKDALE, TX 78160

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

STOCKDALE, TX 78160

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DANIEL FULLER, SVPT, SISD
Street and Apt. No., or PO Box No.
503 SOUTH FOURTH STREET
City, State, ZIP+4®
STOCKDALE, TX 78160

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

24. MARION ISD (24 percent at Masters and 73 percent growth in 2019 at Elementary School) 1,477 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

MARION, TX 78124

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. KEVIN "BUBBA" KUNDE, SVPT, MISD
Street and Apt. No., or PO Box No.
211 WEST OTTO ST., P.O. Box 189
City, State, ZIP+4®
MARION, TX 78124

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

MARION, TX 78124

Certified Mail Fee \$3.50 0688 11

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
KELLY LINDHOLM, SVPT, MISD
Street and Apt. No., or PO Box No.
211 WEST OTTO ST., P.O. Box 189
City, State, ZIP+4®
MARION, TX 78124

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

25. NORTHSIDE ISD (24 percent at Masters and 73 percent growth in 2019 at Elem. School) 105,797 Students

7019 1640 0000 8790 0695

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78238

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. CAROL HARLE, PRESIDENT, NISD
 Street and Apt. No., or PO Box No.
5900 EVERS ROAD
 City, State, ZIP+4®
SAN ANTONIO, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0688

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78238

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. BRIAN T. WOODS, Supt., NISD
 Street and Apt. No., or PO Box No.
5900 EVERS ROAD
 City, State, ZIP+4®
SAN ANTONIO, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

26. SCHERTZ-CUC ISD (25 percent at Masters and 71 percent growth in 2019 at Elem. School) 15,768 Students

7016 3560 0001 0730 1718

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SCHERTZ, TX 78154

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
ROBERT M. WESTBROOK, PRINCIPAL, SCUCISD
 Street and Apt. No., or PO Box No.
1060 ELBEL ROAD
 City, State, ZIP+4®
SCHERTZ, TX 78154

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0794

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SCHERTZ, TX 78154

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. GREG GIBSON, SCUCISD
 Street and Apt. No., or PO Box No.
1060 ELBEL ROAD
 City, State, ZIP+4®
SCHERTZ, TX 78154

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

27. NORTH EAST ISD (27 percent at Masters and 73 percent growth in 2019 at Elementary School) 64,850 Students

7019 1640 0000 8790 0855

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78217

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SHANNON GRONA, PRINCIPAL, NEISD
 Street and Apt. No., or PO Box No.
8961 TESORO DRIVE
 City, State, ZIP+4®
SAN ANTONIO, TX 78217

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0671

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78217

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee as appropriate):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. SEAN A. MAIKA, Supt., NEISD
 Street and Apt. No., or PO Box No.
8961 TESORO DRIVE
 City, State, ZIP+4®
SAN ANTONIO, TX 78217

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

28. NAVARRO ISD (29 percent at Masters and 70 percent growth in 2019 at Elementary School) 1,940 Students

7016 3560 0001 0730 1688

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SEGUIN, TX 78155

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. GREG GILCREASE PRESIDENT, NISD
Street and Apt. No., or PO Box No.
6450 N. STATE HWY 123
City, State, ZIP+4®
SEGUIN, TX 78155

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0001 5800 1399

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SEGUIN, TX 78155

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DEE CARTER SUPERINTENDENT, NISD
Street and Apt. No., or PO Box No.
6450 N. STATE HWY 123
City, State, ZIP+4®
SEGUIN, TX 78155

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

29. ALAMO HEIGHTS ISD (30 percent at Masters and 76 percent growth in 2019 at Elem. School) 4,843 Students

7019 1640 0000 8789 9944

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78209

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
LISA KRENGER, PRESIDENT, ALAMO HEIGHTS ISD
Street and Apt. No., or PO Box No.
7101 BROADWAY
City, State, ZIP+4®
SAN ANTONIO, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9791

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78209

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. DANA BASHARA, SUPERINTENDENT, ALAMO HEIGHTS ISD
Street and Apt. No., or PO Box No.
7101 BROADWAY
City, State, ZIP+4®
SAN ANTONIO, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

30. POTH ISD (30 percent at Masters and 81 percent growth in 2019 at Elementary School) 833 Students

7019 1640 0000 8790 0725

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

POTH, TX 78147

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
LGS MILLER, PRESIDENT, POTH ISD
Street and Apt. No., or PO Box No.
510 TITCOMB
City, State, ZIP+4®
POTH, TX 78147

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0046

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

POTH, TX 78147

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
PAULA RENKEN, SUPERINTENDENT, POTH ISD
Street and Apt. No., or PO Box No.
510 TITCOMB
City, State, ZIP+4®
POTH, TX 78147

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

31. NEW BRAUNFELS ISD (30 percent at Masters and 73 percent growth in 2019 at Elem. School) 9,110 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NEW BRAUNFELS, TX 78130

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SHERRY HARRISON, PRINCIPAL, NBISD
Street and Apt. No., or PO Box No.
1000 N. WALNUT
City, State, ZIP+4®
NEW BRAUNFELS, TX 78130

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NEW BRAUNFELS, TX 78130

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
RANDY MOCZYGENBA, SUPERINTENDENT, NBISD
Street and Apt. No., or PO Box No.
1000 N. WALNUT
City, State, ZIP+4®
NEW BRAUNFELS, TX 78130

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

32. MEDINA VALLEY ISD (30 percent at Masters and 76 percent growth in 2019 at Elem. School) 5,424 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

CASTROVILLE, TX 78009

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
SHANNON BEASLEY, PRINCIPAL, MVISD
Street and Apt. No., or PO Box No.
8449 FM 471 SOUTH
City, State, ZIP+4®
CASTROVILLE, TX 78009

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

CASTROVILLE, TX 78009

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
DR. KENNETH ROHRBACH, SUPERINTENDENT, MVISD
Street and Apt. No., or PO Box No.
8449 FM 471 SOUTH
City, State, ZIP+4®
CASTROVILLE, TX 78009

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

33. D'HANIS ISD (31 percent at Masters and 78 percent growth in 2019 at Elementary School) 368 Students

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

D HANIS, TX 78850

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
PRESIDENT CLAY BELL, DISTRICT SUPERINTENDENT, D'HANIS ISD
Street and Apt. No., or PO Box No.
6751 CR 5216, P.O. Box 307
City, State, ZIP+4®
D'HANIS, TX 78850

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

D HANIS, TX 78850

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To
GARY PATTERSON, SUPERINTENDENT, D'HANIS ISD
Street and Apt. No., or PO Box No.
6751 CR 5216, P.O. Box 307
City, State, ZIP+4®
D'HANIS, TX 78850

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

34. FT SAM HOUSTON ISD (31 percent at Masters and 73 percent growth in 2019 at Elem. School) 1,586 Students

7019 1640 0000 8789 9951

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JBSA FT SAM HOUSTON, TX 78234

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **LISA M. BROWN, PRESIDENT, FSH ISD**
Street and Apt. No., or PO Box No.
4005 WINANS ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9852

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JBSA FT SAM HOUSTON, TX 78234

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **DR. GARY BATES, SVPT, FSH ISD**
Street and Apt. No., or PO Box No.
4005 WINANS ROAD
City, State, ZIP+4®
SAN ANTONIO, TX 78234

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

35. LACKLAND ISD (34 percent at Masters and 74 percent growth in 2019 at Elementary School) 1,072 Students

7019 1640 0000 8789 9692

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JBSA LACKLAND, TX 78236

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **BRIAN MILLER, PRESIDENT, LISD**
Street and Apt. No., or PO Box No.
2460 KENLY AVE, BLDG 8265, LACKLAND
City, State, ZIP+4®
SAN ANTONIO, TX 78236 AFB

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0152

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

JBSA LACKLAND, TX 78236

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **DR. BURNIE L. ROPER, LISD**
Street and Apt. No., or PO Box No.
2460 KENLY AVE, BLDG 8265, LACKLAND
City, State, ZIP+4®
SAN ANTONIO, TX 78236 AFB

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

36. COMAL ISD (35 percent at Masters and 77 percent growth in 2019 at Elementary School) 23,859 Students

7019 1640 0000 8790 0008

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NEW BRAUNFELS, TX 78130

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **JASON YORK, PRESIDENT, CISD**
Street and Apt. No., or PO Box No.
1404 IH 35 NORTH
City, State, ZIP+4®
NEW BRAUNFELS, TX 78130

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9753

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

NEW BRAUNFELS, TX 78130

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.55
Total Postage and Fees	\$4.05

Sent To **ANDREW KIM, SVPT., CISD**
Street and Apt. No., or PO Box No.
1404 IH 35 NORTH
City, State, ZIP+4®
NEW BRAUNFELS, TX 78130

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

37. LA VERNIA ISD (35 percent at Masters and 81 percent growth in 2019 at Elementary School) 3,388 Students

7019 1640 0000 8789 9685

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

LA VERNIA, TX 78121

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **CYNTHIA BUECKLE, PRESIDENT, LVISD**
 Street and Apt. No., or PO Box No. **13600 US HWY 87 WEST**
 City, State, ZIP+4® **LA VERNIA, TX 78121**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0145

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

LA VERNIA, TX 78121

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **DR. TONI RIESTER-WOOD, Supt., LVISD**
 Street and Apt. No., or PO Box No. **13600 US HWY 87 WEST**
 City, State, ZIP+4® **LA VERNIA, TX 78121**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

38. BOERNE ISD (38 percent at Masters and 76 percent growth in 2019 at Elementary School) 9,133 Students

7019 1640 0000 8789 9968

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

BOERNE, TX 78006

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **JOE TIDWELL, PRESIDENT, BISD**
 Street and Apt. No., or PO Box No. **235 JOHNS ROAD**
 City, State, ZIP+4® **BOERNE, TX 78006**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8789 9746

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

BOERNE, TX 78006

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **DR. THOMAS PRICE, Supt., BISD**
 Street and Apt. No., or PO Box No. **235 JOHNS ROAD**
 City, State, ZIP+4® **BOERNE, TX 78006**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

39. RANDOLPH FIELD ISD (48 percent at Masters and 84 percent growth in 2019 at Elem. School) 1,467 Students

7016 3560 0001 0730 1695

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

UNIVERSAL CITY, TX 78148

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **JIMMY CORNELIUS, PRESIDENT, RFISD**
 Street and Apt. No., or PO Box No. **P.O. Box 2217, BLDG., 1225, RANDOLPH**
 City, State, ZIP+4® **UNIVERSAL CITY, TX 78148 AFB**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0000 8790 0770

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

UNIVERSAL CITY, TX 78148

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To **LANCE JOHNSON, Supt., RFISD**
 Street and Apt. No., or PO Box No. **P.O. Box 2217, BLDG., 1225, RANDOLPH AFB**
 City, State, ZIP+4® **UNIVERSAL CITY, TX 78148**

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

State Board of Education Member for District 1, GEORGINA C. PEREZ

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

EL PASO, TX 79936

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee to postage):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.30

Total Postage and Fees \$4.80

Sent To
 SBOE MEMBER GEORGINA C. PEREZ,
 Street and Apt. No., or PO Box No. DISTRICT 1
 1605 GEORGE DIETER, #585
 City, State, ZIP+4®
 EL PASO, TX 79936

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

State Board of Education Member for District 3, MARISA B. PEREZ-DIAZ

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

CONVERSE, TX 78109

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee to postage):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.60

Total Postage and Fees \$5.10

Sent To
 SBOE MEMBER MARISA B. PEREZ-DIAZ
 Street and Apt. No., or PO Box No. DISTRICT 3
 P.O. Box 1025
 City, State, ZIP+4®
 CONVERSE, TX 78109

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

State Board of Education Member for District 5, KEN MERCER

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78278

Certified Mail Fee \$3.50

Extra Services & Fees (check box, add fee to postage):
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.60

Total Postage and Fees \$5.10

Sent To
 SBOE MEMBER KEN MERCER, DISTRICT 5
 Street and Apt. No., or PO Box No.
 P.O. Box 781301
 City, State, ZIP+4®
 SAN ANTONIO, TX 78278-1301

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Senator for District 19, PETE FLORES

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

DEL RIO, TX 78841

Certified Mail Fee	\$3.50	0688	11
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$1.75		
Total Postage and Fees	\$5.25		

Sent To
SENATOR PETE FLORES, DISTRICT 19
Street and Apt. No., or PO Box No.
P.O. Box 4100, DEL RIO
City, State, ZIP+4®
TX 78841-4100
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Senator for District 21, JUDITH ZAFFIRINI

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

LAREDO, TX 78040

Certified Mail Fee	\$3.50	0688	11
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$1.30		
Total Postage and Fees	\$4.80		

Sent To
SENATOR JUDITH ZAFFIRINI, DISTRICT 21
Street and Apt. No., or PO Box No.
1407 WASHINGTON STREET
City, State, ZIP+4®
LAREDO, TX 78040
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Senator for District 24, DAWN BUCKINGHAM

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

BELTON, TX 76513

Certified Mail Fee	\$3.50	0688	11
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$1.15		
Total Postage and Fees	\$4.65		

Sent To
SENATOR DR. DAWN BUCKINGHAM, DISTRICT 24
Street and Apt. No., or PO Box No.
P.O. Box 744
City, State, ZIP+4®
BELTON, TX 76513
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Senator for District 25, DONNA CAMPBELL

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

NEW BRAUNFELS, TX 78132

Certified Mail Fee	\$3.50	0688	11
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$1.45		
Total Postage and Fees	\$4.95		

Sent To
SENATOR DONNA CAMPBELL, DISTRICT 25
Street and Apt. No., or PO Box No.
229 HUNTERS VILLAGE STE. 105
City, State, ZIP+4®
NEW BRAUNFELS, TX 78132
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Senator for District 26, JOSE MENENDEZ

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SAN ANTONIO, TX 78201

Certified Mail Fee	\$3.50	0688	11
Extra Services & Fees (check box, add fee as appropriate)	\$0.00		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00		
<input type="checkbox"/> Return Receipt (electronic)	\$0.00		
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00		
<input type="checkbox"/> Adult Signature Required	\$0.00		
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		
Postage	\$1.30		
Total Postage and Fees	\$4.80		

Sent To
SENATOR JOSE MENENDEZ, DISTRICT 26
Street and Apt. No., or PO Box No.
4522 FREDERICKSBURG ROAD, A-22
City, State, ZIP+4®
SAN ANTONIO, TX 78201
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 31, RYAN GUILLEN

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

PLEASANTON, TX 78064

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.15	
Total Postage and Fees	\$4.65	
Sent To REP. RYAN GUILLEN, DISTRICT 31 Street and Apt. No., or PO Box No. 1411 BENS DALE ROAD, ROOM 108 City, State, ZIP+4® PLEASANTON, TX 78064		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 44, JOHN KUEMPEL

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SEGUIN, TX 78155

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.30	
Total Postage and Fees	\$4.80	
Sent To REP. JOHN KUEMPEL, DISTRICT 44 Street and Apt. No., or PO Box No. 200 N. RIVER STREET, #100-E City, State, ZIP+4® SEGUIN, TX 78155		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 53, ANDREW S. MURR

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

KERRVILLE, TX 78028

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.30	
Total Postage and Fees	\$4.80	
Sent To REP. ANDREW S. MURR, DISTRICT 53 Street and Apt. No., or PO Box No. 715 WATER STREET City, State, ZIP+4® KERRVILLE, TX 78028		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 73, KYLE BIDERMAN

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

FREDERICKSBURG, TX 78624

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.15	
Total Postage and Fees	\$4.65	
Sent To REP. KYLE BIDERMAN, DISTRICT 73 Street and Apt. No., or PO Box No. 616 W. MAIN STREET, SUITE 101-102 City, State, ZIP+4® FREDERICKSBURG, TX 78624		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 116, TREY MARTINEZ FISCHER

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SAN ANTONIO, TX 78228

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.15	
Total Postage and Fees	\$4.65	
Sent To REP. TREY MARTINEZ FISCHER, DISTRICT 116 Street and Apt. No., or PO Box No. 4243 PIEDRAS DRIVE EAST, SUITE 256 City, State, ZIP+4® SAN ANTONIO, TX 78228		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 117, Dr. PHILIP CORTEZ

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SAN ANTONIO, TX 78224

Certified Mail Fee	\$3.50	0688
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	11
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.30	
Total Postage and Fees	\$4.80	
Sent To REP. DR. PHILIP CORTEZ, DISTRICT 117 Street and Apt. No., or PO Box No. 2600 SW MILITARY DR., SUITE 211 City, State, ZIP+4® SAN ANTONIO, TX 78224		

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78224

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.30**

Total Postage and Fees **\$4.80**

Sent To **REP. LEO PACHECO, DISTRICT 118**
 Street and Apt. No., or PO Box No.
1400 W. VILLARET BLVD., #CTR-327
 City, State, ZIP+4®
SAN ANTONIO, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78235

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.30**

Total Postage and Fees **\$4.80**

Sent To **REP. ROLAND GUTIERREZ, DISTRICT 119**
 Street and Apt. No., or PO Box No.
3319 SIDNEY BROOKS BLDG. 510, SUITE 2
 City, State, ZIP+4®
SAN ANTONIO, TX 78235

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 120, BARBARA GERVIN-HAWKINS Representative for District 121, STEVE ALLISON

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78218

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.30**

Total Postage and Fees **\$4.80**

Sent To **REP. BARBARA GERVIN-HAWKINS, DISTRICT 120**
 Street and Apt. No., or PO Box No.
3503 N.E. PARKWAY
 City, State, ZIP+4®
SAN ANTONIO, TX 78218

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78209

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.15**

Total Postage and Fees **\$4.65**

Sent To **REP. STEVE ALLISON, DISTRICT 121**
 Street and Apt. No., or PO Box No.
1635 NE LOOP 410 SUITE 506
 City, State, ZIP+4®
SAN ANTONIO, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 122, LYLE LARSON

Representative for District 123, DIEGO M. BERNAL

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78232

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.15**

Total Postage and Fees **\$4.65**

Sent To **REP. LYLE LARSON, DISTRICT 122**
 Street and Apt. No., or PO Box No.
16607 BLANCO ROAD #1405
 City, State, ZIP+4®
SAN ANTONIO, TX 78232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**

Domestic Mail Only

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

SAN ANTONIO, TX 78216

Certified Mail Fee **\$3.50**
 Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage **\$1.15**

Total Postage and Fees **\$4.65**

Sent To **REP. DIEGO M. BERNAL, DISTRICT 123**
 Street and Apt. No., or PO Box No.
6531 SAN PEDRO VILLAGE PLAZA
 City, State, ZIP+4®
SAN ANTONIO, TX 78216

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 3560 0001 0730 1503

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78227

Certified Mail Fee	\$3.50	LEANDER 0688 11
Extra Services & Fees (check box, add fees as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.15	Postmark Here
Total Postage and Fees	\$4.65	DEC - 2 2019

Sent To
 REP. INA MINJAREZ, DISTRICT 124
 Street and Apt. No., or PO Box No.
 1305 SW LOOP 410, # 218
 City, State, ZIP+4®
 SAN ANTONIO, TX 78227

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 3560 0001 0730 1466

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

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

SAN ANTONIO, TX 78238

Certified Mail Fee	\$3.50	LEANDER 0688 11
Extra Services & Fees (check box, add fees as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$1.15	Postmark Here
Total Postage and Fees	\$4.65	DEC - 2 2019

Sent To
 REP. RAY LOPEZ, DISTRICT 125
 Street and Apt. No., or PO Box No.
 5309 WURZBACH ROAD SUITE 200-9
 City, State, ZIP+4®
 SAN ANTONIO, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Gen. 25 <<7Cs Academy>> Cures for Issues Identified per TEA E-Mail dated February 11, 2020

Representative for District 124, INA MINJAREZ

Representative for District 125, RAY LOPEZ

7016 3560 0001 0730 1503

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78227

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To
REP. INA MINJAREZ, DISTRICT 124
Street and Apt. No., or PO Box No.
1305 SW LOOP 410, # 218
City, State, ZIP+4®
SAN ANTONIO, TX 78227

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7016 3560 0001 0730 1466

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

SAN ANTONIO, TX 78238

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.15

Total Postage and Fees \$4.65

Sent To
REP. RAY LOPEZ, DISTRICT 125
Street and Apt. No., or PO Box No.
5309 WURZBACH ROAD SUITE 200-9
City, State, ZIP+4®
SAN ANTONIO, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Representative for District 45, ERIN ZWIENER

Representative for District 80, TRACY O. KING

7019 1640 0001 5801 3996

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

KYLE, TX 78640

Certified Mail Fee \$3.55

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$4.25

Sent To
REPRESENTATIVE ERIN ZWIENER
Street and Apt. No., or PO Box No.
225 S. MAIN STREET, UNIT 102
City, State, ZIP+4®
KYLE, TX 78640

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 1640 0001 5801 4009

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

LAREDO, TX 78046

Certified Mail Fee \$3.55

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.70

Total Postage and Fees \$4.25

Sent To
REPRESENTATIVE TRACY KING
Street and Apt. No., or PO Box No.
5500 S. ZAPATA Hwy, Bldg. F, Room 130
City, State, ZIP+4®
LAREDO, TX 78046

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7Cs Academy Public Elementary School

Vision: To develop socially responsible citizens

Mission: To inspire every child to think critically, solve problems, and seek to improve their communities

Dr. Nathan Balasubramanian

Founder & Chief Executive Officer

7CsThrive

2629 San Martino Dr

Leander, TX 78641

(512) 879-7141

7CsThrive@GMail.com

President Dr. Carol Harle

Northside Independent School District (ISD)

5900 Evers Rd.

San Antonio, TX 78238

(210) 397-8500

Carol.Harle@NISD.Net

November 29, 2019

Dear President Dr. Carol Harle,

This letter is to inform you that **7CsThrive**, a 501(c)(3) nonprofit organization, intends to apply to the Texas Education Agency (TEA) in response to the Generation Twenty- Five Open-Enrollment charter school application process. Statutory guidelines require that applicants send a copy of the completed *Application Cover Sheet* and the enclosed *Statement of Impact* form to each district that may be affected by the proposed charter school.

You are receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. At the current time, **24 percent** (23 percent last year) of elementary school students in **Northside ISD** can *think critically* and *solve problems in familiar and unfamiliar situations* (per the 2018-19 **TAPR Report**). Texas identifies these students at the "**Masters**" performance level on **STAAR**. On average, **22 percent** of children at elementary school in 36 traditional districts in Bexar county and the seven contiguous counties are at the "Masters" performance level on STAAR. The proposed charter school's designated geographic boundary will include these **36** traditional ISDs:

1. Alamo Heights ISD; 2. Bandera ISD; 3. Boerne ISD; 4. Charlotte ISD; 5. Comal ISD; 6. Devine ISD; 7. D'Hanis ISD; 8. East Central ISD; 9. Edgewood ISD; 10. Floresville ISD; 11. Ft Sam Houston ISD; 12. Harlandale ISD; 13. Hondo ISD; 14. Jourdanton ISD; 15. Judson ISD; 16. La Vernia ISD; 17. Lackland ISD; 18. Lytle ISD; 19. Marion ISD; 20. Medina ISD; 21. Medina Valley ISD; 22. Natalia ISD; 23. North East ISD; 24. Northside ISD; 25. Pleasanton ISD; 26. Poteet ISD; 27. Poth ISD; 28. Randolph Field ISD; 29. San Antonio ISD; 30. Schertz-Cibolo-U City ISD; 31. Seguin ISD; 32. Somerset ISD; 33. South San Antonio ISD; 34. Southside ISD; 35. Southwest ISD; and 36. Stockdale ISD.



The research-based academic program in **7Cs Academy** is proven to achieve two or more years of growth in a year's time for all students (Balasubramanian, Frieler, & Asp, 2008). Children will develop their mastery of "STREAM" through project-based, technology-enhanced learning. "STREAM" stands for Science Technology, Reading, Engineering, Art and Mathematics. For children in **7Cs Academy** who are not yet at the "Masters" performance level, we will offer an extended school day and year. Honoring the **60x30TX** plan, over **60 percent** of children who enter **7Cs Academy** in PreK, fall of 2021 will exit with the ability to think critically and problem solve as our *Class of 2028* in grade five. After many years (up to seven) with us, parents will have the choice of enrolling their child in a traditional school (including your **ISD**) or another school (charter or private) in **grade six**.

The attached *Statement of Impact* form provides the district with an opportunity to inform Commissioner Morath of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than **Friday, February 21, 2020**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact Dr. Balasubramanian in **7CsThrive** at (512) 879-7141.

Sincerely,

Dr. Nathan Balasubramanian
CEO of **7CsThrive**

Enclosures: *Applicant Cover Sheet*
Statement of Impact Form
cc: State Board of Education Member Marisa B. Perez-Diaz
State Board of Education Member Ken Mercer
Senator Pete Flores, Senator Dr. Dawn Buckingham,
Senator Donna Campbell & Senator José Menéndez
Representative Andrew S. Murr, Representative Trey Martinez Fischer,
Representative Dr. Philip Cortez, Representative Lyle Larson,
Representative Diego M. Bernal, Representative Ina Minjarez, &
Representative Ray Lopez

Balasubramanian, N., Frieler, J., & Asp, E. (2008). Designing Learning. *Principal Leadership*, 9(2). Reston, VA: National Association of Secondary School Principals, 34-39.

7Cs Academy Public Elementary School

Vision: To develop socially responsible citizens

Mission: To inspire every child to think critically, solve problems, and seek to improve their communities

Dr. Nathan Balasubramanian

Founder & Chief Executive Officer

7CsThrive

2629 San Martino Dr

Leander, TX 78641

(512) 879-7141

7CsThrive@GMail.com

Superintendent Dr. Brian T. Woods

Northside Independent School District (ISD)

5900 Evers Rd.

San Antonio, TX 78238

(210) 397-8500

Brian.Woods@NISD.Net

November 29, 2019

Dear Superintendent Dr. Brian T. Woods,

This letter is to inform you that **7CsThrive**, a 501(c)(3) nonprofit organization, intends to apply to the Texas Education Agency (TEA) in response to the Generation Twenty- Five Open-Enrollment charter school application process. Statutory guidelines require that applicants send a copy of the completed *Application Cover Sheet* and the enclosed *Statement of Impact* form to each district that may be affected by the proposed charter school.

You are receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. At the current time, **24 percent** (23 percent last year) of elementary school students in **Northside ISD** can *think critically* and *solve problems in familiar and unfamiliar situations* (per the 2018-19 **TAPR Report**). Texas identifies these students at the "**Masters**" performance level on **STAAR**. On average, **22 percent** of children at elementary school in 36 traditional districts in Bexar county and the seven contiguous counties are at the "Masters" performance level on STAAR. The proposed charter school's designated geographic boundary will include these **36** traditional ISDs:

1. Alamo Heights ISD; 2. Bandera ISD; 3. Boerne ISD; 4. Charlotte ISD; 5. Comal ISD; 6. Devine ISD; 7. D'Hanis ISD; 8. East Central ISD; 9. Edgewood ISD; 10. Floresville ISD; 11. Ft Sam Houston ISD; 12. Harlandale ISD; 13. Hondo ISD; 14. Jourdanton ISD; 15. Judson ISD; 16. La Vernia ISD; 17. Lackland ISD; 18. Lytle ISD; 19. Marion ISD; 20. Medina ISD; 21. Medina Valley ISD; 22. Natalia ISD; 23. North East ISD; 24. Northside ISD; 25. Pleasanton ISD; 26. Poteet ISD; 27. Poth ISD; 28. Randolph Field ISD; 29. San Antonio ISD; 30. Schertz-Cibolo-U City ISD; 31. Seguin ISD; 32. Somerset ISD; 33. South San Antonio ISD; 34. Southside ISD; 35. Southwest ISD; and 36. Stockdale ISD.



The research-based academic program in **7Cs Academy** is proven to achieve two or more years of growth in a year's time for all students (Balasubramanian, Frieler, & Asp, 2008). Children will develop their mastery of "STREAM" through project-based, technology-enhanced learning. "STREAM" stands for Science Technology, Reading, Engineering, Art and Mathematics. For children in **7Cs Academy** who are not yet at the "Masters" performance level, we will offer an extended school day and year. Honoring the **60x30TX** plan, over **60 percent** of children who enter **7Cs Academy** in PreK, fall of 2021 will exit with the ability to think critically and problem solve as our *Class of 2028* in grade five. After many years (up to seven) with us, parents will have the choice of enrolling their child in a traditional school (including your **ISD**) or another school (charter or private) in **grade six**.

The attached *Statement of Impact* form provides the district with an opportunity to inform Commissioner Morath of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than **Friday, February 21, 2020**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact Dr. Balasubramanian in **7CsThrive** at (512) 879-7141.

Sincerely,

Dr. Nathan Balasubramanian
CEO of **7CsThrive**

Enclosures: *Applicant Cover Sheet*
Statement of Impact Form
cc: State Board of Education Member Marisa B. Perez-Diaz
State Board of Education Member Ken Mercer
Senator Pete Flores, Senator Dr. Dawn Buckingham,
Senator Donna Campbell & Senator José Menéndez
Representative Andrew S. Murr, Representative Trey Martinez Fischer,
Representative Dr. Philip Cortez, Representative Lyle Larson,
Representative Diego M. Bernal, Representative Ina Minjarez, &
Representative Ray Lopez

Balasubramanian, N., Frieler, J., & Asp, E. (2008). Designing Learning. *Principal Leadership*, 9(2). Reston, VA: National Association of Secondary School Principals, 34-39.

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application must include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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 format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the [Texas State Board of Education](#) (SBOE) and the [Texas state legislature](#) who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

Gen. 25 <<7Cs Academy>> Cures for Issues Identified per TEA E-Mail dated February 11, 2020

[Print](#) | [Close Window](#)**Subject:** Public Notice of 7Cs Academy of 7CsThrive**From:** nathan.drb@7csthive.org**Date:** Wed, Feb 12, 2020 3:23 pm**To:** "District45.Zwiener@House.Texas.gov" <District45.Zwiener@House.Texas.gov>,
"District80.King@House.Texas.gov" <District80.King@House.Texas.gov>, "7CsThrive@GMail.com" <7CsThrive@GMail.com>**Cc:** "charterapplication@tea.texas.gov" <charterapplication@tea.texas.gov>**Attach:** bottom.letterhead

Public_Notice_7Cs_Academy_of_7CsThrive.pdf

Dear Honorable Representative Zwiener and Honorable Representative King:

This e-mail is to inform you that **7CsThrive** submitted an application on January 21, 2020 to the Texas Education Agency in response to the Generation Twenty-Five Open Enrollment charter school request for proposals. The proposed charter school name is **7Cs Academy**.

The Board Members and CEO of **7CsThrive** held public meetings Tuesday, January 7, 2020 at 6:00 PM in the Barrera Room at the Henry Guerra Library and Saturday, January 11, 2020 at 10:30 AM and 1:00 PM in the Community Room at Our Lady of the Lake University. The purpose of the hearing was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from **Prekindergarten through Grade 5** and serve the **Greater San Antonio** community. The school will be in **Bexar County**. Bexar county and the seven contiguous counties in Greater San Antonio serve over 438,000 children.

As a reminder, 7CsThrive has not been awarded a charter. The application for 7Cs Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardees in August 2020.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/.

Sincerely,

Nathan

Dr. Nathan Balasubramanian, Ph.D.

Chief Executive Officer

7CsThrive, a 501(c)(3) Educational Nonprofit Organization

President: Angelina Osteguín

Vice President: Elda Flores

Secretary: Edward Mungia

Treasurer: Doyle Valdez

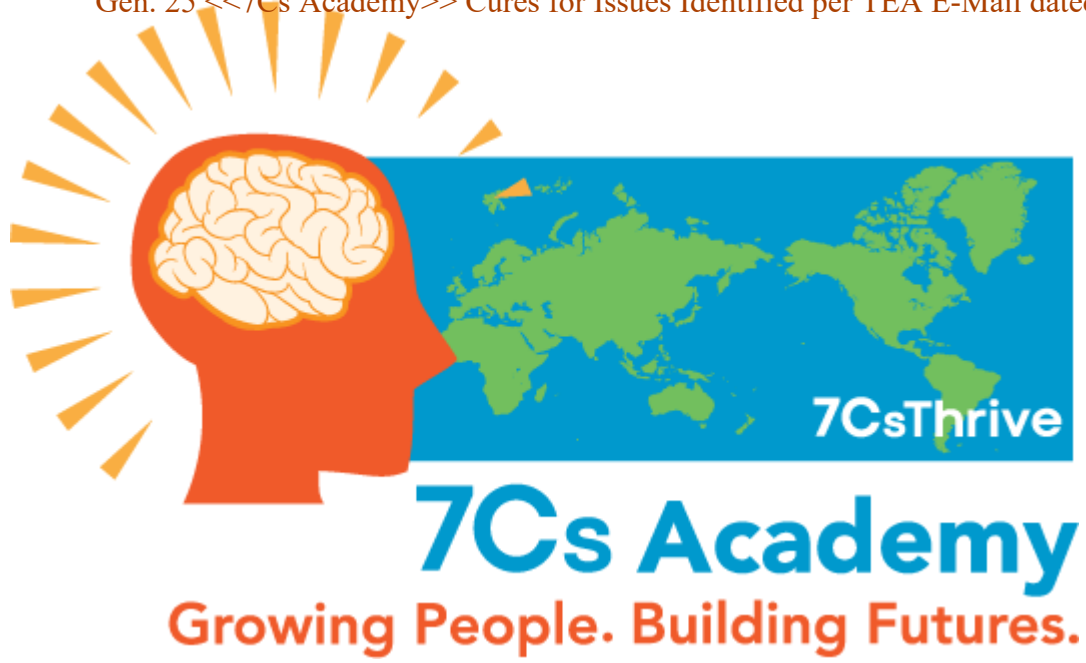
Director: Edward Mayberry

Vision (Visión): To develop socially responsible citizens (Desarrollar ciudadanos socialmente responsables)**Mission (Misión):** To inspire every child to think critically, solve problems, and seek to improve their communities (Inspirar a cada niño a pensar críticamente, resolver problemas y buscar el mejoramiento de sus comunidades)*Growing People (Creciendo personas). Building Futures (Construyendo futuros).*

Cell: (512) 879-7141

E-Mail: Nathan.DrB@7CsThrive.org

Twitter: @7CsAcademy



Copyright © 2003-2020. All rights reserved.

San Antonio Express-News

Sunday, December 29, 2019 | ExpressNews.com and mySA.com | Vol. 155, No. 90 | The voice of South Texas since 1865 | \$4.00

Mostly sunny; High 64, Low 35

San Antonio Express-News | ExpressNews.com and mySA.com | Sunday, December 29, 2019 | C5

BUSINESS

Legal Notices

Legals/Public Notices

7CsTHRIVE

The Governing Board and CEO of our educational nonprofit will hold a series of public meetings to provide information about a proposed, new PreK-5 charter school called 7Cs Academy in San Antonio. Our Mission is to inspire every child to think critically, solve problems, and seek to improve their communities. To learn more, you have three Information Sessions to choose from. The first session starts at 6:00 PM on Tuesday, January 7, 2020 at the Barrera Room in Henry Guerra Library, 7978 W. Military Dr. San Antonio, TX 78227. The second session starts at 10:30 AM on Saturday, January 11, 2020 in the Community Room of the Library at Our Lady of the Lake University, 411 SW 24th Street, San Antonio, TX 78207. The third session will start at 1:00 PM on January 11, 2020. Participants will be introduced to our proposal and have enough time to ask questions. If approved, the school will start with PreK-2 in August of 2021. Members of the school board are Angelina Osteguin, Eida Flores, Edward Mayberry, Edward Mungia, and Doyle Valdez. The CEO is Dr. Nathan Balasubramanian.

Hearst Newspapers, LLC

Order Confirmation

<u>Ad Order Number</u> 0034011704	<u>Customer</u> 7CSTHRIVE	<u>Payor Customer</u> 7CSTHRIVE	<u>PO Number</u>
<u>Sales Rep.</u> 1202-SAE	<u>Customer Account</u> [REDACTED]	<u>Payor Account</u> [REDACTED]	<u>Ordered By</u> nathan b
<u>Order Taker</u> ccastillo	<u>Customer Address</u> 2629 SAN MARTINO DR LEANDER TX 78641 USA	<u>Payor Address</u> 2629 SAN MARTINO DR LEANDER TX 78641 USA	<u>Customer Fax</u>
<u>Order Source</u> Rep	<u>Customer Phone</u> 5128797141	<u>Payor Phone</u> 5128797141	<u>Customer EMail</u>
			<u>Special Pricing</u>

<u>Tear Sheets</u> 0	<u>Proofs</u> 0	<u>Affidavits</u> 1	<u>Blind Box</u>	<u>Promo Type</u>	<u>Materials</u>
-------------------------	--------------------	------------------------	------------------	-------------------	------------------

Invoice Text
TcSthrive

<u>Net Amount</u> \$484.70	<u>Tax Amount</u> \$0.00	<u>Total Amount</u> \$484.70	<u>Payment Method</u> Credit Card	<u>Payment Amount</u> \$0.00	<u>Amount Due</u> \$484.70
-------------------------------	-----------------------------	---------------------------------	--------------------------------------	---------------------------------	-------------------------------

<u>Ad Number</u> 0034011704-01	<u>Ad Type</u> Legal	<u>Ad Size</u> 1 X 29 li	<u>Color</u>
-----------------------------------	-------------------------	-----------------------------	--------------

<u>Run Date</u> 01/01/2020	<u>Product</u> SAE Express-News	<u>Placement</u> Legals	<u>Position</u> Legal Notices	<u>Subtotal</u> \$434.70
-------------------------------	------------------------------------	----------------------------	----------------------------------	-----------------------------

WYSIWYG Content

7CsTHRIVE
The Governing Board and CEO of our educational nonprofit will host a series of public meetings to provide information about a proposed, new PreK-5 charter school called 7Cs Academy in San Antonio. Our mission is to inspire every child to think critically, solve problems, and seek to improve their communities. You have four 90-minute sessions to choose from. The first session starts at 4:30 PM on Thursday, January 9, 2019 at the Legacy Room in Palo Alto College, 1400 W. Villaret Blvd., San Antonio, TX 78224. The second session starts at 7:00 PM on the same day. The third session starts at 10:30 AM on Saturday, January 11, 2019 in the Community Room of the Library at Our Lady of the Lake University, 411 SW 24th Street, San Antonio, TX 78207. The fourth session starts at 1:00 PM on the same day. Participants will be introduced to our proposal and have enough time to ask questions. If approved, the school will start with PreK-2 in August of 2021. Members of the school board are Elda Flores, Edward Mayberry, Edward Mungia, Angelina Osteguín, and Doyle Valdez. The CEO is Dr. Nathan Balasubramanian.

You paid an invoice! (#000077)

1 message

La Prensa Texas <invoicing@messaging.squareup.com>
To: 7csthive@gmail.com

Fri, Jan 3, 2020 at 12:08 PM



La Prensa Texas

Invoice Paid

\$75.00

Paid on January 3, 2020

News Paper Ad

Invoice #000077

January 3, 2020

Bill To

Nathan Balasubramanian

7csthive@gmail.com

512-879-7141

[2629 San Martino Dr Leander, TX 78641](#)

We appreciate your business.

Ad**\$75.00***Thanks for your business*

7CsThrive

y el Director general de nuestra organización educativa sin fines de lucro sostendrán una serie de reuniones para proporcionar información sobre la propuesta de una nueva escuela charter de Pre K-5 llamada 7Cs Academy en San Antonio. Nuestra misión es de inspirar a cada niño a que piensen críticamente, resuelvan problemas y que busquen el mejoramiento de sus comunidades. Pueden asistir a tres sesiones de información. La primera sesión será el martes 7 de enero de 2020, y comienza a las 6:00 p.m. La segunda sesión será el sábado 11 de enero de 2020, y comienza a las 10:30 a.m. y se llevará a cabo en la sala de reuniones Barrera, localizado en la Biblioteca Henry Guerra, 7978 W. Military Drive, Suite 7. La segunda sesión será el sábado 11 de enero de 2020, y comienza a las 10:30 a.m. y se llevará a cabo en la sala de reuniones Barrera, localizado en la Biblioteca Henry Guerra, 7978 W. Military Drive, Suite 7. La tercera sesión será el sábado 11 de enero de 2020 y comenzará a la 1:00 p.m. Todos los que asistan escucharán nuestra presentación y tendrán tiempo para hacer preguntas. Si se aprueba la propuesta, la escuela comenzará en agosto de 2020 con niveles de PreKindergarten – 2 grado. Los miembros de la junta directiva escolar son Angelina Osteguita, Edward Mungia y Doyle Valdez. El Director general es el Dr. Nathan Balasubramanian.

Subject: Invitation to Participate in three Information Sessions about 7Cs Academy, our proposed PreK-5 charter school in San Antonio

From: nathan.drb@7csthive.org

Date: Sun, Dec 29, 2019 4:02 am

To: 7CsThrive@GMail.com

Cc: charterapplication@tea.texas.gov
georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, tom@maynardfortexas.com, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com, [REDACTED]

Bcc: [REDACTED]

Attach: bottom.letterhead
Public_Notice_7Cs_Academy_of_7CsThrive.pdf

Dear Distinguished Members of the Texas State Board of Education, Honorable State Senators and Representatives:

1. **Thank you so much** for everything you do to **support and improve public education** in our state.
2. We have organized three public meetings to provide more information about our proposed PreK-5 charter school called **7Cs Academy** in San Antonio. The sponsoring entity is **7CsThrive**, a 501(c)(3) educational nonprofit organization.
3. We have **consistently heard** over the past six months **huge unmet needs** from **concerned stakeholders** in the community and the **data shows** that too many children are starting way behind and continuing to be **left behind academically** in schools.
4. We have attached the Public Notice from today's San Antonio Express-News and our **Flyer** inviting families to these **three Information Sessions in January 2020**. These notices will also be available online in San Antonio Express-News and La Prensa Texas (in Spanish) until January 11, 2020.
5. The two locations, **Barrera Room**, Henry Guerra Library and **Community Room** at the **Library**, Our Lady of the Lake University are just blocks away from the campuses assigned **unacceptable ratings ("F")** for the past two years in Edgewood ISD.
6. The three information sessions are: **Tuesday, January 7, 2020 at 6:00 PM; Saturday, January 11, 2020 at 10:30 AM; or Saturday, January 11, 2020 at 1:00 PM.**
7. We will be honored and delighted if your schedule might allow you to join us, even it be only for a few minutes, to listen to our **innovative solution** to address these persistent unmet needs of children and families in San Antonio.

Our visionary Governing Board with four wise San Antonio natives (**Angelina Osteguín, Elda Flores, Edward Mayberry, Edward Mungia**, and **Doyle Valdez**) and **I** look forward to meeting some of you soon.

Meanwhile, wishing you, your families, and friends a **Very Healthy and Happy New Year!**

Respectfully

Nathan

Dr. Nathan Balasubramanian, Ph.D.
Founder & Chief Executive Officer
7CsThrive, a 501(c)(3) Educational Nonprofit Organization

Vision (Visión): To develop socially responsible citizens (**Desarrollar ciudadanos socialmente responsables**)

Mission (Misión): To inspire every child to think critically, solve problems, and seek to improve their communities (**Inspira a cada niño a pensar críticamente, resolver problemas y buscar el mejoramiento de sus comunidades**)

Subject: Invitation to Participate in three Information Sessions about 7Cs Academy, our proposed PreK-5 charter school in San Antonio
From: nathan.drb@7csthive.org
Date: Sun, Dec 29, 2019 7:22 pm
To: 7CsThrive@GMail.com
Cc: charterapplication@tea.texas.gov
Bcc: District26.Menendez@senate.texas.gov
Attach: [bottom.letterhead](#)
[Public_Notice_7Cs_Academy_of_7CsThrive.pdf](#)

Dear Honorable State Senators:

1. **Thank you so much** for everything you do to **support and improve public education** in our state.
2. We have organized three public meetings to provide more information about our proposed PreK-5 charter school called **7Cs Academy** in San Antonio. The sponsoring entity is **7CsThrive**, a 501(c)(3) educational nonprofit organization.
3. We have **consistently heard** over the past six months **huge unmet needs** from **concerned stakeholders** in the community and the **data shows** that too many children are starting way behind and continuing to be **left behind academically** in schools.
4. We have attached the Public Notice from today's San Antonio Express-News and our **Flyer** inviting families to these **three Information Sessions in January 2020**. These notices will also be available online in San Antonio Express-News and La Prensa Texas (in **Spanish**) until January 11, 2020.
5. The two locations, **Barrera Room**, Henry Guerra Library and **Community Room** at the **Library**, Our Lady of the Lake University are just blocks away from the campuses assigned **unacceptable ratings ("F")** for the past two years in Edgewood ISD.
6. The three information sessions are: **Tuesday, January 7, 2020 at 6:00 PM; Saturday, January 11, 2020 at 10:30 AM; or Saturday, January 11, 2020 at 1:00 PM.**
7. We will be honored and delighted if your schedule might allow you to join us, even it be only for a few minutes, to listen to our **innovative solution** to address these persistent unmet needs of children and families in San Antonio.

Our visionary Governing Board with four wise San Antonio natives (**Angelina Osteguín, Elda Flores, Edward Mayberry, Edward Mungia, and Doyle Valdez**) and **I** look forward to meeting some of you soon.

Meanwhile, wishing you, your families, and friends a **Very Healthy and Happy New Year!**

Respectfully

Nathan

Dr. Nathan Balasubramanian, Ph.D.
Founder & Chief Executive Officer
7CsThrive, a 501(c)(3) Educational Nonprofit Organization

Vision (Visión): To develop socially responsible citizens (Desarrollar ciudadanos socialmente responsables)

Mission (Misión): To inspire every child to think critically, solve problems, and seek to improve their communities (Inspirar a cada niño a pensar críticamente, resolver problemas y buscar el mejoramiento de sus comunidades)

Growing People. Building Futures.

Cell: (512) 879-7141
E-Mail: Nathan.DrB@7CsThrive.org
Twitter: [@7CsAcademy](#)

Subject: Invitation to Participate in three Information Sessions about 7Cs Academy, our proposed PreK-5 charter school in San Antonio

From: nathan.drb@7csthive.org

Date: Sun, Dec 29, 2019 7:15 pm

To: 7CsThrive@GMail.com

Cc: charterapplication@tea.texas.gov
District19.Flores@senate.texas.gov, District21.Zaffirini@senate.texas.gov,
District24.Buckingham@senate.texas.gov, District25.Campbell@senate.texas.gov, District26@senate.texas.gov,
District31.Guillen@house.texas.gov, District44.Kuempel@house.texas.gov, District53.Murr@house.texas.gov,
District73.Biedermann@house.texas.gov, District116.Martinez-Fischer@house.texas.gov,

Bcc: District117.Cortez@house.texas.gov, District118.Pacheco@house.texas.gov,
District119.Gutierrez@house.texas.gov, District120.Gervin-Hawkins@house.texas.gov,
District121.Allison@house.texas.gov, District122.Larson@house.texas.gov,
District123.Bernal@house.texas.gov, District124.Minjarez@house.texas.gov,
District125.Lopez@house.texas.gov

Attach: bottom.letterhead
Public_Notice_7Cs_Academy_of_7CsThrive.pdf

Dear Honorable State Senators and Honorable Representatives:

1. **Thank you so much** for everything you do to **support and improve public education** in our state.
2. We have organized three public meetings to provide more information about our proposed PreK-5 charter school called **7Cs Academy** in San Antonio. The sponsoring entity is **7CsThrive**, a 501(c)(3) educational nonprofit organization.
3. We have **consistently heard** over the past six months **huge unmet needs** from **concerned stakeholders** in the community and the **data shows** that too many children are starting way behind and continuing to be **left behind academically** in schools.
4. We have attached the Public Notice from today's San Antonio Express-News and our **Flyer** inviting families to these **three Information Sessions in January 2020**. These notices will also be available online in San Antonio Express-News and La Prensa Texas (in **Spanish**) until January 11, 2020.
5. The two locations, **Barrera Room**, Henry Guerra Library and **Community Room** at the **Library**, Our Lady of the Lake University are just blocks away from the campuses assigned **unacceptable ratings ("F")** for the past two years in Edgewood ISD.
6. The three information sessions are: **Tuesday, January 7, 2020 at 6:00 PM; Saturday, January 11, 2020 at 10:30 AM; or Saturday, January 11, 2020 at 1:00 PM.**
7. We will be honored and delighted if your schedule might allow you to join us, even it be only for a few minutes, to listen to our **innovative solution** to address these persistent unmet needs of children and families in San Antonio.

Our visionary Governing Board with four wise San Antonio natives (**Angelina Osteguín, Elda Flores, Edward Mayberry, Edward Mungia**, and **Doyle Valdez**) and **I** look forward to meeting some of you soon.

Meanwhile, wishing you, your families, and friends a **Very Healthy and Happy New Year!**

Respectfully

Nathan

Dr. Nathan Balasubramanian, Ph.D.
Founder & Chief Executive Officer
7CsThrive, a 501(c)(3) Educational Nonprofit Organization

Vision (Visión): To develop socially responsible citizens (Desarrollar ciudadanos socialmente responsables)

Mission (Misión): To inspire every child to think critically, solve problems, and seek to improve their communities (Inspirar a cada niño a pensar críticamente, resolver problemas y buscar el mejoramiento de sus comunidades)

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Attachment 7. Sample SCIENCE Scope and Sequence with Anchoring Dilemma Story

As part of a child-centered, needs-based hands-on STREAM learning, science will be taught from the school's first year.

Anchoring Dilemma Story. There were 6.5 billion people in the world in 2005. Five percent of them suffered from a shortage of water. That's 325 million people. That's almost the entire population of the United States. Can you imagine our entire country without water? In December 2019, the population was 7.6 billion (according to the World Population Clock in <https://census.gov>). By 2025, seven years from now, there will be over 8.1 billion people. Over 3 billion of them are likely to suffer from water shortage then, according to some forecasts.

Causes:

Natural – Lack of precipitation, low ground water reserves

Artificial – Ground water pollution, wrong use of land

Facts adapted from the Siemens-Stiftung Media Portal

Grade	Learning Goals, including Time	Assessments of Learning	Prerequisite Essential K/S/A	Instructional Materials	Differentiation Strategies
K	Sci.K.7B Observe and describe physical properties of natural sources of water, including color and clarity. PS.Sci.K.4B* Use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.	1. Implement ongoing formative assessments 2. Incorporate child's interests and preferences 3. Keep track of a) how many children are on grade level on goal? b) how many children are ahead? c) how many children are behind? and d) how far behind are these children?	Observation skills, PS.Sci.K.4B	1. Use multiple Lexile levels of texts 2. Use different kinds of learning materials 3. Let them see and describe a LASER light through clear and dirty water 4. Implement enrichment activities and deploy acceleration interventions 5. Reading acceleration and enrichment – Jump In The Pool (130L)	1. Monitor growth of every child 2. Encourage every child 3. Use flexible grouping and constantly regroup children to achieve learning goals 4. Help them learn, produce, and begin to monitor their own learning

	Time. Five 45-minute lessons				
K	<p>Sci.K.7C Give examples of ways rocks, soil, and water are useful</p> <p>PS.Sci.L.2B* Plan and conduct simple descriptive investigations</p> <p>Time. Four 45-minute lessons</p>	<ol style="list-style-type: none"> Exit ticket Students will talk to their neighbor by discussing guided questions Group interaction where students will independently answer teacher led questions <p>Each student will draw and label rock groups</p>	<p>Observation and data collection skills</p> <p>PS.Sci.L.2B</p>	<ol style="list-style-type: none"> Different soils types Hand lens Water absorption experiment with different rocks and soils Data collection tools and documents Video resource about rocks and minerals <p>Reading acceleration and enrichment – Snowy (140L)</p>	<ol style="list-style-type: none"> Provide stations to allow students to rotate through different activities addressing different learning styles Provide open ended questions <p>Encourage each student to demonstrate the usefulness of water, soil and rocks</p>
K	<p>PS.Sci.K.1B Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal</p> <p>PS.Sci.K.3A Identify and explain a problem such as the impact of</p>	<ol style="list-style-type: none"> Turn and talk about differences between conservation and non-conservation of water Describe how to recycle one or more of the following: paper, plastic, metal Exit tickets 	<p>Understand the meaning of “conservation and conservation methods</p> <p>PS.Sci.K.1B</p> <p>Identify and Explain</p> <p>PS.Sci.K.3A</p> <p>Communicate and Observe</p>	<ol style="list-style-type: none"> Handouts and videos about conservation of water. Pictures and other visuals about problems of littering Examples of littering in the school or community 	<ol style="list-style-type: none"> Individual demonstrations about water conservation Mini talk between students about problems of littering <p>Littering bingo where students have to find pre planted littering items in the classroom</p>

	littering and propose a solution PS.Sci.K.2E* Communicate observations about simple descriptive investigations Time. Five 45-minute lessons	Describe how the classroom can become litter free	PS.Sci.K.2E	Reading acceleration and enrichment – Rainy (150L)	
K	Sci.K.9B* Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and <u>air, water, nutrients, sunlight, and space for plants</u> PS.Sci.K.1A* Identify, discuss, and demonstrate safe and healthy practices as outlined in TEA-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as	<ol style="list-style-type: none"> Exit tickets Formative assessments Observe and report about what makes a plant grow by providing water and without water Students will take turns feeding goldfish and describe why it is important to do so	Observation and reporting skills PS.Sci.K.1A Identify and Explain PS.Sci.K.1A	<ol style="list-style-type: none"> Plants, soil, planter box Goldfish, fish bowl, fish food Goggles, child safe planting tools Activities to promote understanding of basic needs of plants and animals Age appropriate science videos and articles about basic needs for plants and animals Reading acceleration and enrichment – In and Out (130L)	<ol style="list-style-type: none"> Enrichment activities for students Students centers Teams will discuss and draw pictures to show innovative ways that scientists grow plants and provide basic needs for animals

	<p>appropriate, washing hands, and using materials appropriately</p> <p>PS.Sci.K.2E*</p> <p>Communicate observations about simple descriptive investigations</p> <p>Time. Five 45-minute lessons</p>				
K	<p>Sci.K.9B* Examine evidence that living organisms have basic needs such as <u>food, water, and shelter for animals</u> and air, water, nutrients, sunlight, and space for plants</p> <p>PS.Sci.K.3C</p> <p>Explore that scientists investigate different things in the natural world and use tools to help in their investigations</p> <p>Time. Nine 45-minute lessons</p>	<ol style="list-style-type: none"> 1. Name two scientific investigations of plants and animals by scientists 2. Identify tools used by scientist in their investigations 	<p>Explore investigations</p> <p>PS.Sci.K.3C</p>	<ol style="list-style-type: none"> 1. Science investigation videos of the basic needs of plants and animals 2. Documents to show how scientists investigate basic needs of plants and animals <p>Reading acceleration and enrichment – Elephant Calves (120L)</p>	<ol style="list-style-type: none"> 1. Student Centers 2. Student activities to allow demonstration of innovative ways to investigate basic needs of plants and animals <p>Exploration technology to determine ways to monitor basic needs of plants and animals</p>
*Kindergarten Progress Report Standard					

1	<p>Sci.1.7B Identify and describe a variety of natural sources of water, including streams, lakes, and oceans.</p> <p>PS.Sci.1.2A* Ask questions about organisms, objects, and events observed in the natural world.</p> <p>Time. Five 45-minute lessons</p>	<ol style="list-style-type: none"> 1. Use drawings to demonstrate an understanding of natural resources 2. Compare and contrast different natural resources 3. Develop vocabulary to describe natural resources 	<p>Identify and ask questions PS.Sci.1.2A</p>	<ol style="list-style-type: none"> 1. Charts or pictures of natural sources of water 2. Pictures showing different types of natural resources 3. Reading acceleration and enrichment – The Water Cycle (470L) 	<ol style="list-style-type: none"> 1. Use deduction strategies to determine different natural resources 2. Describe using scientific data how natural resources of water are important
1	<p>Sci.1.7C Identify how rocks, soil, and water are used to make products.</p> <p>PS.Sci.1.2B* Collect data and make observations using simple tools.</p> <p>Time. Four 45-minute lessons</p>	<ol style="list-style-type: none"> 1. Label pictures of natural resources 2. Match products with their natural resources 3. Develop vocabulary to identify and describe how products are made by rocks, soil, and water 	<p>Observation and data collection techniques PS.Sci.1.2B</p>	<ol style="list-style-type: none"> 1. Pictures and videos showing products made from how rocks, soil and water 2. Presentation documents and protocols 3. Academic vocabulary relating to soil, water, and rocks relating to making of their products 4. The Rock Cycle (550L) 	<ol style="list-style-type: none"> 1. Presentations using note cards demonstrating how rocks, soil, and water are used to make products 2. Demonstrate innovative ways to use common concepts used in the lesson

*Grade 1 Progress Report Standard

2	<p>Sci.2.7B Identify and compare the properties of natural sources of freshwater and saltwater.</p> <p>PS.Sci.2.2D* Record and organize data using pictures, numbers, and words.</p> <p>Time. Five 45-minute lessons</p>	<ol style="list-style-type: none"> 1. Concept maps to show understanding of the properties between fresh versus saltwater 2. Compare and contrast properties of freshwater and saltwater 3. Exit tickets 	Record and organize data PS.Sci.2.2D	<ol style="list-style-type: none"> 1. Maps with lakes, oceans and major rivers 2. Bingo game to provide clarification between fresh and saltwater 3. Safety goggles 4. Sanitary class rules used in taste tests 5. Taste test between salt and fresh water 6. Salt and fresh water 7. Spoons for taste tests 8. Reading acceleration and enrichment – Jump In The Pool (130L) 9. Reading acceleration and enrichment – Curious Pearl Dives into Weather (530L) 	<ol style="list-style-type: none"> 1. Demonstrate an extended understanding of the properties fresh and saltwater through concept maps 2. Provide a thorough understanding by comparing and contrasting properties of fresh and saltwater 3. Demonstrate how concepts for determining properties between fresh and saltwater can be used to determine differences between other natural resources
2	Sci.2.7A Observe, record, and compare how the physical	<ol style="list-style-type: none"> 1. Label the physical 	Plan and conduct investigations	<ol style="list-style-type: none"> 1. Pictures and videos 	<ol style="list-style-type: none"> 1. Apply the concept of physical

	<p>characteristics of plants help them meet their basic needs such as stems carry water throughout the plant..</p> <p>PS.Sci.2.2B* Plan and conduct simple descriptive investigations</p> <p>Time. Four 45-minute lessons</p>	<p>characteristics of plants</p> <ol style="list-style-type: none"> Describe how the physical characteristics of plants helps them with their basic needs Draw how a plant carries water from its stem to the rest of the plant 	PS.Sci.2.2B	<ol style="list-style-type: none"> Concept maps to label physical plant characteristics Paper and colored pencils Plants, soil, planter pots Reading acceleration and enrichment – Fall Apple Fun (470L) Meat Eating Plants (550L) 	<p>characteristics to different plants</p> <ol style="list-style-type: none"> Synthesize how the process of carrying water throughout the plant is used in other organisms Present using note cards to show a more thorough understanding of physical characteristics
2	<p>Sci.2.1B Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.</p> <p>PS.Sci.2.3A* Identify and explain a problem and propose a task and solution for the problem.</p>	<ol style="list-style-type: none"> Label recycling diagrams to demonstrate steps to follow in a recycling program Compare and contrast expected water conservation outcomes versus non conservation outcomes Discuss the possible outcomes of a successful 	<p>Identify and Explain</p> <p>PS.Sci.2.3A</p>	<ol style="list-style-type: none"> Invite guest speakers such as park rangers and environmental scientists to present about the importance of conservation and recycling water Videos showing effective ways to recycle and conserve water Matching exercise to demonstrate components of a 	<ol style="list-style-type: none"> Present experiments to show innovative ways to conserve water and recycle Discuss and demonstrate why water conservation is important

	Time. Four 45-minute lessons	recycling program		recycling program 4. Maps and videos to show conservation versus non conservation outcomes 5. Reading acceleration and enrichment – Go Green by Reusing (480L)	
*Grade 2 Progress Report Standard					

Attachment 8: Proposed Discipline Policy

To keep it simple for staff, the campus will first use CHAMPS as the schoolwide behavior management plan. We will consistently use CHAMPS throughout the campus – classrooms, hallways, cafeteria, to always remain Safe, Responsible, and Respectful.

Then we will use a form of Restorative Justice (<http://restorativejustice.org/>) to form Restorative Practices to allow part of the Core Principles (Character and Citizenship) to be taught and give every child an internal sense of proper behavior. The goal is to have our students learn that when they engage in behaviors that are harmful to the one person, they are in fact harming the whole group. In other words, if Johnny hits Joey more than just Joey was harmed - the other students who saw the event also were affected by the event. Thus, Johnny needs to make amends to Joey but also the whole group. The group and Joey also must be willing to be healed and forgive the event to restore the group to wholeness.

Within this framework we will use PBIS (<https://www.pbis.org/> - Positive Behavior Interventions and Supports) concepts to provide a framework for promoting positive behaviors in our students and give our staff a system to operationalize the Core Principles of Character and Citizenship. PBIS is a way for schools to encourage good behavior. With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math. The focus of PBIS is prevention, not punishment. The PBIS tier system gives a school of system of how to support all students in a manner that promotes internal behavior control while having research-based method to promote orderly environment where learning can occur.

Our SEL (Social Emotional Learning) systems will support these concepts of Restorative Justice/Practices and PBIS. We will have direct teaching of these concepts along with posters in halls and classrooms that support these concepts. The goal is to use our discipline systems and another way to teach the 7Cs Core Principles to give our students the tools to have life-success.

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.



GEORGE W. BRACKENRIDGE
FOUNDATION

January 13, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Re: Commitment of Start-Up Funds to 7Cs Academy

Dear Commissioner Morath and Dr. Ellis:

The George W. Brackenridge Foundation board of trustees is pleased to pledge a one-time grant of \$50,000.00 to 7Cs Academy to meet the needs of their 2020-21 start-up year, which precedes the opening of their first campus in San Antonio in August 2021.

Relevant grant restrictions are:

- 1) 7CsThrive, dba 7Cs Academy, must maintain its 501c3 status;
- 2) This grant is contingent on securing a Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of 7Cs Academy. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Victoria B. Rico
Chairwoman & Trustee

cc: Randy J. Boatright, Trustee
David H.O. Roth, Trustee



January 16, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Commitment of Start-Up Funds to 7Cs Academy

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start up funds in the amount of \$50,000.00 to 7Cs Academy. These funds will cover costs associated with the 2020-21 planning year as 7Cs works toward opening its first campus in San Antonio in August 2021.

Relevant grant restrictions are:

- 1) 7Cs Academy must maintain its 501c3 status;
- 2) This grant is contingent on securing a Generation 25 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of 7Cs Academy. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Chip Haass, CEO

cc: Steve C. Lewis, Chairman

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

BYLAWS OF 7CsTHRIVE, INC.
(A Texas Nonprofit Corporation)

ARTICLE I
NAME

Section 1.1. Name. The name of the Corporation shall be 7CsThrive, Inc. ("Corporation").

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Certificate of Formation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under Texas law and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (as may be amended.)

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a nonprofit, non-stock corporation, and shall have no corporate membership.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Following the award of a charter by the Texas Education Agency or other relevant governmental entity, the Corporation shall hold public meetings in the school district(s) where any charter school is located (or is to be located.) The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding each charter school's operations. The appointed representative for each school and the Chief Education Officer ("CEO") (or each principal if no CEO exists), or their designee, must be present at each meeting.

Section 4.2. Number of Directors. The number of Directors shall be five (5). The term of each director shall be two years. However, for purposes of creating an every-year distribution of Director elections only, the initial term of Edward Mungia and Edward Mayberry shall be one year (but shall be two years thereafter should either be re-elected as a Director.) These term limits shall begin on the date of the first annual meeting of the Corporation. The number of terms overall that a person may serve as a director is not limited. A director appointed to fill a vacancy shall be appointed for the unexpired term of such director's predecessor in office. Notwithstanding anything contained in this Section 4.2 to the contrary, however, each director shall continue to serve until his or her successor has been duly elected and seated.

Section 4.3. Nomination of Directors. Prior to a regular meeting at which one or more directors shall be elected, a nominating committee consisting of all Board members whose seats are not up for election will compile and submit to the Board a slate of candidates for each directorship to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named. No nominee may be a/an (1) current employee of the Corporation or (2) spouse, parent, child, sibling, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son in-law, daughter-in-law, brother-in-law,

sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister of a current employee of the Corporation. Each non-incumbent nominee must submit biographical information and a letter stating why he or she wishes to serve on the Board.

Section 4.4. Election of Directors. Directors shall be elected by the Board at any annual or regular meeting when there is an expiring term of one or more Directors. Any directorship to be filled by reason of an increase in the number of Directors shall be filled by election at an annual meeting or special meeting of the Board called for that purpose.

Section 4.5. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by appointment by a majority vote of the remaining members of the Board, even if the remaining Directors would not otherwise constitute a quorum. Except for a Director elected due to the natural expiration of his or her predecessor's term, a Director so appointed to fill a vacancy shall hold office of the remainder of his or her predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any Director may be removed at any time, with or without cause, by a two-thirds vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw at the regular July meeting of each year, unless the Board by

resolution provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, with each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall give notice via email or U.S. mail of all regular and annual meetings to each Director at the address or email on file with the Secretary at least five (5) days prior to a meeting indicating the date, place, and time of the meeting.

Section 4.10. Special Meetings. Special meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than twenty-four hours prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.11. Quorum and Action of the Board. A majority of the Directors must be present in person (or by approved videoconference technology in accordance with Texas law) at a meeting to constitute a quorum for the transaction of business at such meeting. Directors present by proxy may not be counted toward a quorum. Except as otherwise provided by law, the Certificate of Formation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present (and which may include votes by proxy) shall be necessary for an action of the Board. Any vote by proxy by a Director must be executed in writing and shall not be valid for more than 30 days. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Notwithstanding the foregoing, a two-thirds vote of the total number of Directors is necessary for the following actions:

1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
2. Adoption of an amendment to the Certificate of Formation or the Bylaws;
3. Organization of a subsidiary or affiliate by the Corporation; and
4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.12. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the President, or his or her designee, as authorized by a vote of the Board.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation may have a President, Vice President, Secretary, and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person except that the President and Secretary offices may not be held by the same person. Officers need not be residents of the State of Texas. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a majority vote of the Board at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the end of their term or their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall be filled by an appointment by the Board for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his or her resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a two-thirds vote of the Board.

Section 5.5. President. The President shall be the chief executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. The President shall preside at all meetings of the Board and act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. The President shall report as directed to the Board at each meeting. The President may sign, along with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6. Vice-President. The Vice-President shall act in the place of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board. If Secretary and Treasurer are not held by the same person, then in the absence or

inability to serve of the Treasurer, the Secretary shall perform the duties of Treasurer.

Section 5.8. Treasurer. The Treasurer shall ensure that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board. If Secretary and Treasurer are not held by the same person, then in the absence or inability to serve of the Secretary, the Treasurer shall perform the duties of Secretary. However, the Treasurer cannot perform the duties of the Secretary if the Treasurer is also the President.

Section 5.9. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10. Election of Officers. Each officer shall be elected at the annual meeting of the Board.

Section 5.11. Salaries. Officers shall not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1. Committees of the Board. The Board may establish standing committees and special committees of the Board. Unless otherwise specified by the Board or these Bylaws, the members and the chairpersons of the committees will be appointed at the annual meeting of the Board or at any other times.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairperson of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the President. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each officer and Director, whether or not then in office (and his or her executor, administrator, and/or heirs), or any person who may have served at the Board's request as a director or officer of another corporation, partnership, joint venture, trust or other enterprise (as well as the executor, administrator and heirs of any of them), against all reasonable expenses (including attorneys' fees, judgments, fines, and amounts paid in settlement) actually and necessarily incurred by such in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which that person is or is threatened to be made a party because he or she is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. Such person shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against and/or incurred by that person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify against such liability under the provisions of this Article VII.

ARTICLE VIII
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer

or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devises.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at

least five (5) years, and shall be subject to inspection during business hours by any Board member.

Section 8.8. Conflict of Interest. All Board members are bound by the conflicts of interest provisions as set forth in the Texas Education Code, as may be amended or superseded.

ARTICLE IX
FISCAL YEAR

Section 9.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30 of each year.

ARTICLE X
NOTICE

Section 10.1. Notice Generally. Whenever, under the provisions of any rule, statute, the Certificate of Formation, or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally, or by sending it by email addressed to such Director or officer at his or her email address as the same appears in the records of the Corporation. Except in the case of emergency, at least seventy-two (72) hours' notice is required for any meeting of the Board of Directors.

Section 10.2. Waiver. Whenever, under the provisions of any rule, statute, the Certificate of Formation, or these Bylaws, notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE XI
AMENDMENTS

Section 11.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by two-thirds of the entire Board.

ARTICLE XII
PARLIAMENTARY PROCEDURE

Section 12.1. Parliamentary Procedure. The rules contained in the current edition of *Robert's Rules of Order* shall govern the Board of Directors in all cases to which they are applicable and in which they are not inconsistent with Texas law, these Bylaws, and any special rules of order the Board may adopt.

WHEREFORE, the undersigned have executed these Bylaws on January 4, 2020.



Angelina Osteguín, Director



Doyle Valdez, Director



Elda Flores, Director



Edward Mungia, Director




Edward Mayberry, Director

Board of Directors

7CsThrive, Inc.

IT IS HEREBY ACKNOWLEDGED that on January 4, 2020, the Board of Directors adopted the following resolutions:

1. The Board President and the Board Treasurer shall have exclusive and unlimited access to any and all bank accounts, funds, securities, or other financial instruments of 7CsThrive, Inc.
2. The Board President and Board Secretary shall have the exclusive right to execute contracts, deeds, mortgages, bonds, or other instruments which the Board has authority to execute.
3. The Chief Education Officer is authorized to make purchases of goods or services (so long as they otherwise do not require Board approval) up to an amount of \$15,000 without requiring a vote by the Board.



Edward Mungia 1/7/20
Board Secretary of 7CsThrive, Inc.

Board of Directors

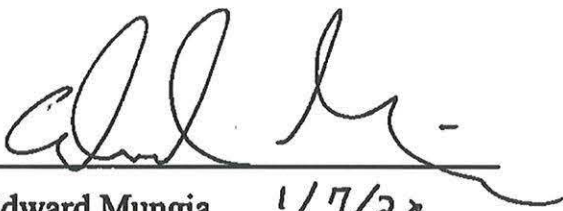
7CsThrive, Inc.

IT IS HEREBY ACKNOWLEDGED that on January 4, 2020, the Board of Directors elected the following persons to serve as officers of the corporation, effective immediately:

- President – Angelina Osteguin
- Vice President – Elda Flores
- Secretary – Edward Mungia
- Treasurer – Doyle Valdez

The Board of Directors also approved the hire of the following persons, effective immediately:

- Chief Education Officer – Nathan Balasubramanian, Ph. D
- Board Attorney – Russell Sloan, Attorney at Law


Edward Mungia 1/7/20
Board Secretary of 7CsThrive, Inc.

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

In addition to the Bylaws, the Governing Board will comply with

Texas Education Code, TEC §12.1054 on Applicability of Laws Relating to Conflict of Interest

Texas Education Code, TEC §12.1055 ~~on~~ Applicability of Nepotism Laws

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the [Subchapter D](#) application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board 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 school 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 her/his own personal response.

Angelina Osteguín

2907 Owasso St ▪ San Antonio, TX 78211
Cell 210- 835-6709 ▪ aosteguín19@gmail.com

Objective

Seeking the opportunity to enter a profession where I can serve the community in the capacity as an Office Administrator and work alongside team players who are like minded thus giving me the opportunity to increase my knowledge in all things and becoming a valued employee.

Education

2008	2008	Academy of Nurses Assistant	Nurse Assistant Graduate	San Antonio	TX
1992		South San High School	Cosmetologist	San Antonio	TX
1992		South San High School	High School Graduate	San Antonio	TX

Certifications

CPR	Certified (BLS- Basic Life Support)	AHA - American Heart Association for the health Care provider and Instructor
CPR	Certified (BLS- Basic Life Support)	ARC American Red Cross for the health Care provider and Instructor
First Aid	Certified	AHA - American Heart Association for the health Care provider
OSHA	Certified (Bloodborne Pathogens / Infection Control Training)	AHA - American Heart Association for the health Care provider

Personal Summary

- Basic knowledge of Microsoft Word
- Basic Knowledge of Quickbooks
- Excellent customer service skills
- Excellent writing skills
- Excellent communication skills
- Strong organizational skills
- Team Player
- Strong Work Ethic
- Quick Learner

Employment History

2014	Present	To Care Enough CPR	Owner	San Antonio	TX
2003	2014	Texas Covenant Education Inc	Owner	San Antonio	TX
2000	2002	Supercuts	Cosmetologist	San Antonio	TX

Community Leadership

2020	Present	7Cs Thrive	President, Board Trustee	Leander	TX
2018	Present	Go Public	Steering Committee	San Antonio	TX
2016	2018	South San Antonio ISD	President, Board Trustee	San Antonio	TX
2014	2016	South San Antonio ISD	Secretary, Board Trustee	San Antonio	TX

References - Upon request

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

BACKGROUND

Full Legal Name: Angelina Tavera Osteguin

Home Mailing Address: 2907 Owasso St, San Antonio, TX 78211

Phone Number: (210) 835-6709

E-mail Address: AOsteguin19@GMail.com

Business Name: To Care Enough CPR

Business Mailing Address: 2203 S Hackberry, San Antonio, TX 78210

Business Phone Number: (210) 236-7710

E-Mail Address: Angelina@TCECPR.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity: South San Antonio ISD

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

To help my community in having a fighting chance to be successful in this world.

2. What is your understanding of the appropriate role of a public charter school board member?

1) Govern by adopting and following Board Policies, Board Operating Procedures, and Bylaws; 2) Comply with the Texas Open Meetings Act and the Texas Public Information Act; 3) Hire a CEO and hold him or her accountable to achieve improved student outcomes; 3) Adopt annual budget by caring about the fiduciary duties to achieve improved outcomes; 4) Follow and be trained on all Texas Education Agency guidelines.

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 the capability to be an effective board member because I served for four years in the South San Antonio Independent School District (ISD).

4. Describe the specific knowledge and experience that you would bring to the board.

Having served for four years on another ISD Board, I have had experience on adopting policies, setting a budget, and hiring a Superintendent/Chief Executive Officer (CEO).

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to inspire every child to think critically, solve problems, and seek to improve their communities. We believe all children can learn and thrive.

2. What is your understanding of the school's proposed educational program?

It is research-based, engaging, and and it can help all children achieve two or more years of growth in a year's time.

3. What do you believe to be the characteristics of a successful school?

- Effective Leadership
- Collaboration from all stakeholders
- Frequent monitoring of student outcome goals and goal progress measures
- Supporting teachers and leaders in curriculum, teaching and learning

4. How will you know that the school is succeeding (or not) in its mission?

Monthly monitoring of progress based on student outcome goals and goal progress measures; and Using the continuous improvement tools of Lone Star Governance to achieve improved student outcomes for all children.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

- Setting policy and making higher level decisions
- Staying out of the weeds

2. How will you know if the school is successful at the end of the first year of operation?

Set initial proposals/markers/goals of where we would want to be at the end of the year and monitor progress, based on data to determine if goals are reached.

3. How will you know at the end of four years if the school is successful?

- Set four-year goals and monitor progress with a four-year monitoring calendar
- Adjust and make changes necessary to reach the goals

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board will need to collaborate with all stakeholders and grow by making changes accordingly.

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 let the Board President be aware of the situation and follow policy and Bylaws at that point.

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.

Served on the same previous ISD Board

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.

To Care Enough CPR - Owner

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 he sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Angelina T. Osteguin, 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

1-11-2020

State of Texas

County of Bexar

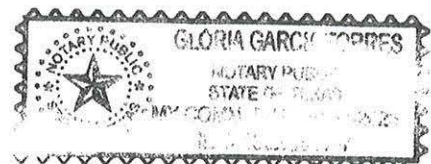
On this day, Angelina T. Osteguin (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 11th day of January, 20 20.

(Notary Public) [Signature]

(Seal)

My commission expires 10.30.23



Page _____

Elda L. Flores

5590 Crystal Valley St., San Antonio, Texas 78242

Cell: 210-416-9072

Email: eflores2896@yahoo.com

Summary:

A retired educator with 38 years of experience in Texas Public Schools.

Education:

Dilley High School Graduate, 1969

Our Lady of the Lake College, Bachelor of Arts Degree, Liberal Arts, 1973

Our Lady of the Lake University, Master of Education Degree, 1980

Work Experience:

Elementary bilingual teacher, 1973-1983 South San Antonio ISD, San Antonio, Tx

- Kindred Elementary and Five Palms Elementary

Elementary teacher, 1983-1988 Northside ISD, San Antonio, Tx

- Dolores B. Linton Elementary and Northwest Crossing Elementary

Elementary G/T Teacher South San Antonio ISD, San Antonio, Tx

- Hutchins Elementary G/T Magnet School

Elementary Vice-Principal, 1988-1995 South San Antonio ISD, San Antonio, Tx

- Neil Armstrong Elementary

Elementary Principal, 1995-1996 South San Antonio ISD, San Antonio, Tx

- Five Palms Elementary

Director of Student Assessment, 1996-2007 South San Antonio ISD, San Antonio, Tx

Executive Director for Pupil Services, 2007-2011 South San Antonio ISD, San Antonio, Tx

Retired in 2011.

Skills/Areas of Expertise:

My skills are teaching reading to elementary school students. I acquired organizational skills in my years as an educator with an emphasis on documentation.

Board Positions:

I currently serve as a member of the Board of Trustees Advisory Council to the Texas Education Agency representing Education Service Center Region 20.

I was elected in November 2016 to serve as a school board trustee for the South San Antonio ISD and served in that capacity through September 2019.

I also served as a trustee of the Library Board representing District 4 for the City of San Antonio for 15 years (1997-2012).

I served as a Director representing the San Antonio area school districts with the Texas Statewide Network of Assessment Professionals (TSNAP) for 5 years from 1999-2004.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: 7 Cs Academy

Name of Sponsoring Entity: 7 Cs Thrive

BACKGROUND

Full Legal Name: Elda L. Flores

Home Mailing Address: 5590 Crystal Valley St. San Antonio, Texas 78242

Phone Number: 210-416-9072

E-mail Address: eflores2896@yahoo.com

Business Name: n/a

Business Mailing Address: n/a

Business Phone Number: n/a

E-Mail Address: n/a

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: South San Antonio ISD

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am motivated to serve on a board who will govern and work collaboratively to ensure all children will enjoy learning to become lifelong learners in the world around them.

I believe every child should have the opportunity to receive and acquire the best education regardless of social economic background.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member collaborates to provide the strategic vision for the charter school. The board member serves in a body that hires the superintendent to run the school and hold him/her accountable for academic success and provide financial oversight.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served in the South San Antonio ISD School Board from November 2016 to September 2019. I was also a member of the San Antonio Public Library Board of Trustees for the city of San Antonio representing City Council District 4 from 1997 to 2012 and worked collaboratively with all members to fulfill the vision for the city.

4. Describe the specific knowledge and experience that you would bring to the board.

I am a retired educator of 38 years with experience as a classroom teacher, campus administrator and central office administrator. I served in a school board where in my first two years as a board member, our board worked within the Lone Star Governance Framework.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I understand that the earlier we start children learning through the 7C's and STREAM curriculum, students will have a strong foundation to become life-long learners, and thus eliminate the opportunity gap and achievement gap in education. As quoted by Dr. Nathan Balasubramanian, "The mission of 7C's Academy is to inspire every child to think critically, solve problems, and seek to improve their communities."

2. What is your understanding of the school's proposed educational program?

I believe the proposed educational program will set this school apart from others because of the guiding beliefs where the focus will be on knowledge, skills, and attitudes which reflect the core principles of what every child should know, should be able to do, and understand why.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school is when all stakeholders believe in the school's vision, mission and guiding beliefs. It is critical that the community become informed of all aspects of the school as well as become active partners in their child's education.

4. How will you know that the school is succeeding (or not) in its mission?

Clear goals must be set and monitored through out the school year by the board of trustees. Success will be measured when clear set goals have been met through clear evaluative measures.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board is to be supportive and ensure that the mission of the school is achieved. The board should also be responsible that the school performs by setting clear measurable goals. The board should also be advocates of a good quality education for all students.

2. How will you know if the school is successful at the end of the first year of operation?

By reviewing and comparing data as well as monitoring to see if every child is achieving growth. At board meetings, by asking questions that are reflective of and related to the mission and goals set for the year.

3. How will you know at the end of four years if the school is successful?

By continuing to review and compare data to determine if every child has achieved success through growth and where there is little or no achievement gap. By looking at data that shows trends in achievement growth in the Mastery Level of the Accountability System, and by the increased enrollment of students and community support.

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 establish a vision for the community's school that reflects a consensus of the board, staff, and community. As a board member my duty is to advocate for good quality education for every child.

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?

Act immediately as per the by-laws and/or policy.

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 served with two other board members previously on another school board.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

none

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

none

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 he sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Elda L. Flores, 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

Elda L. Flores

Date

Jan. 6, 2020

State of Texas

County of Bexar

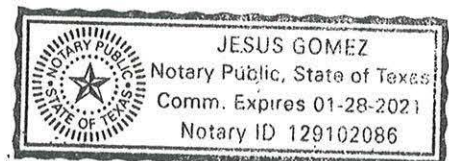
On this day, Elda L. Flores (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 6th day of January, 20 20.

(Notary Public) Jesus Gomez

My commission expires 01-28-2021

(Seal)



Edward Bono Mungia

9303 Conde Dr.
San Antonio, TX 78224
(210) 818-9485
edwardmungia@gmail.com

EDUCATION

Loyola University New Orleans, Louisiana- B.A. Political Science, 2015

EXPERIENCE

Constituent Services & Special Projects Manager, The Office of Councilwoman Adriana Rocha Garcia, Ph.D; San Antonio TX -June 2019-Present

- Manage constituent casework
 - Connect constituents to utility and rental assistance
 - Work with a variety of city departments to connect constituents to resources
 - Work with the community and city departments to address homeless encampments throughout the district
 - Attend and service 4 neighborhood associations
- Manage special projects
 - Staff the Councilwoman on San Antonio Housing Trust, AACOG Committee of Six, San Antonio Housing Commission and SA Chamber of Commerce Aerospace Committee
 - Develop and execute town halls and forums on homelessness, public safety and education
 - Responsible for Infrastructure Management Program budget and projects, with an amount of over \$6 million per fiscal year
 - Responsible for Neighborhood Access and Mobility budget and projects, with an approximate amount of \$200 thousand per fiscal year

Board of Directors, South San Antonio ISD; San Antonio, TX-January 2018-November 2018

- Led committee on outreach and communication
- Led a Tax Ratification Election
- Participated in superintendent search and approved contract
- Led district on outreach initiatives and formatting

Constituent Services & Special Projects Manager, The Office of Councilman Rey Saldaña; San Antonio, TX-January 2016-June 2019

- Manage constituent casework
 - Connect constituents to city staff
 - Create 311 cases based on constituent needs
 - Trained 11 staff members and interns on constituent casework

- Attend and serve four neighborhood associations
- Manage special projects
 - Spearheaded projects to empower constituents in collaboration with city staff
 - Projects have included work with Animal Care Services, the Department of Transportation & Capital Improvements, Development Services, and the Department of Solid Waste Management
 - Responsible for Infrastructure Management Program budget and projects, with an amount of over \$6 million per fiscal year
 - Responsible for Neighborhood Access and Mobility budget and projects, with an approximate amount of \$200 thousand per fiscal year
 - Staff an update Councilman Saldaña on housing initiatives by the city, including the Housing Commission, The Mayor's Housing Policy Task Force, and meetings pertaining to the 2017 Housing Bond
 - Staff the Councilman on the City Council Comprehensive Planning Committee
 - Staff the Councilman on the Alamo Area Metropolitan Planning Organization

Intern, The Office of Councilman Rey Saldaña; San Antonio, TX- October-January 2016

- Managed Constituent casework
 - Intake constituent concerns and addressed them as needed

Data Entry, Docucon Imaging Services, INC.; Plano, TX- Summer 2012, 2013

- Worked the process of turning paper files to digital files
 - This included prepping the paper for scanning, scanning the papers, correcting scan errors, implemented specific features client wanted, and applying digital files to software

Assistant to Loyola University Area Director, Loyola University; New Orleans, LA- 2011-2012

- Assisted the director of residence hall
 - Duties included assisting in time sheets, organizing repairs for the building, intaking student concerns, etc.

Intern, The Office of State Representative Joaquin Castro; San Antonio, TX- Summer 2010

- Assisted in office work
 - Assisted Legislative Director in an attempt to record legislative session on pubic access channel
 - Intake constituent concerns and catalog them online
 - Transferred scores of contact information to an online database

Professional Memberships

Hispanics Inspiring Students' Performance and Achievement (HISPA); San Antonio, TX- October 2015-Present

- Serve as a Hispanic Rolemodel

- In this capacity I give presentations and speak to middle school students. My goal is to encourage them to dream big and accomplish much despite whatever circumstances they face

Bexar County Young Democrats (BCYD); San Antonio, TX- November 2015-Present

- Serve as a member of the BCYD

Board Member, MOVE San Antonio; San Antonio, TX- January 2017-October 2018

- Serve as a board member with MOVE SA
 - In this capacity I sit on the C4 board. We approve yearly budgets, develop public positions the organization will take, approve curriculum for youth leadership class, fundraise, approve events, and expand relationships with the political community among other responsibilities.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

7 Cs Academy

Name of Sponsoring Entity:

7 Cs Thrive

BACKGROUND

Full Legal Name: Edward Bono Mungia IV

Home Mailing Address: 9303 Conde Dr. San Antonio, TX 78224

Phone Number: 210-818-9485

E-mail Address: edwardmungia@gmail.com

Business Name: Councilwoman Adriana Rocha Garcia (Employer)

Business Mailing Address: 5102 Old Pearsall Rd. San Antonio, TX 78242

Business Phone Number: 210-207-0880

E-Mail Address: edward.mungia@sanantonio.gov

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

If Yes, state the name of the entity: South San Antonio Independent School District

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My passion for my community has lead me to serve on this charter school board. I have been working for my community, through one of our local council offices, for over four years. I grew up around the folks I get to serve and do my best to improve the systems around them. Joining a board of a charter school that will serve these folks, especially one as thoughtful and intentional as 7 Cs, is a natural fit.

1. 2. What is your understanding of the appropriate role of a public charter school board member?

My role would be an oversight role. Board members do not micromanage the CEO, but rather check them and ensure they are performing as well as possible. Another aspect of our role on the board, is to tie this school with the local community. We will open a new school in a already established neighborhood. We will guide the school to fit and and compliment the existing neighborhood.

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 previously served on the board of South San ISD for about 10 months. I was an active participating member for those months as well, leading efforts on Lone Star Governance compliance, external relations with the community, the budget, a Tax Ratification Election, etc. I have also worked in a San Antonio city council office, which has helped me understand government and how it works.

4. Describe the specific knowledge and experience that you would bring to the board.

Having previously served as a board member, I know how school budgets operate and get created. I have organized two way public meetings for the community. I know how to ensure people get their voices heard in a constructive manner. I have helped keep administrators accountable for student scores and understand how the new metrics work. I work with the community everyday and help address the issues they face, ranging from stray dogs to broken streets.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

At its core, 7 Cs is comprised of three main principals: skills, attitudes and knowledge. Within those three principals there are seven Cs: communication, collaboration, competencies, critical thinking, citizenship and character. Those are the building blocks for how we educate our future students at 7 Cs. With that strong foundation, they will only achieve going forward.

2. What is your understanding of the school's proposed educational program?

The proposed educational program expands the TEKS into real life examples our students can use outside of the classroom. One such example is a money management system our CEO has used in his classrooms where students are responsible for fake money that can be used for supplies. Throughout the program, there is a heavy emphasis on STREAM- Science, technology, reading, engineering, art and mathematics. Building those six areas into our program is important for long term student success.

3. What do you believe to be the characteristics of a successful school?

A successful school goes beyond the state accountability measures, the TEKS, and state testing. A school needs to teach a student how to be a productive, successful member of our greater society. With that sort of foundation, folks will be successful wherever they choose to go.

1. 4. How will you know that the school is succeeding (or not) in its mission?

One metric will be the state accountability measures. While that is not entirely indicative of success, our school does focus on mastery for all students. Another way we can know if we are succeeding, is student and family growth. Students grow with their grades, but also through their interests. Families could also grow by their attention and participation in our school. All of the board members and our CEO understand the value of family participation within schools.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board keeps track of the budget and ensures students and staff have all the tools needed for success. We will also set up accountability measures for the CEO and the entire board of directors. We will oversee operations, but refrain from micromanaging.

2. How will you know if the school is successful at the end of the first year of operation?

Student enrollment and student scores will be important in determining success in the first year of operation.

3. How will you know at the end of four years if the school is successful?

Student enrollment and student scores will still be valuable at the end of four years. I will also be interested to know how much students, that have been with us for more than a year, are growing. Growth is more important than a single year score.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

One step will be to publicize our school and share our student successes. Everyone employed at the school, in addition to the board of directors, will have to connect to our families to ensure they feel comfortable sending their most precious resource to our 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?

If the board president was not involved, I would contact the board president and school attorney. If I believed the board president was acting unethically, I would go straight to our attorney and report what I knew.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

No, I/we do not know these individuals

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

No, I/we do not know any such employees

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).

No, I/we do not know any such persons

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.

No, I/we do not know any such persons

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.

No, I/we or my family do not anticipate conducting any such business.

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.

Does not apply to me, my spouse, or family.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Does not apply to me.

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 he sponsoring entity or of the governing body of the charter school?

Does not apply to me.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Does not apply to me.

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?

Does not apply to me.

CERTIFICATION

I, Edward Mungia, 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 Edward Mungia

Date 1/15/2020

State of

County of

On this day, Edward Mungia (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 15 day of January, 20 20

(Notary Public) BRA J. KIRCHNER
(Seal) Notary Public, State of Texas
Comm. Expires 04-23-2022
Notary ID 2201334

My commission expires 4-23-22

DOYLE VALDEZ
dvaldez@valcorm.com
512.627.0633

Doyle Valdez was born and raised in Austin, Texas. Upon graduating from Reagan High School, he worked full time while attending St. Edward's University. His strong love for family and community, as well as his deep understanding of the unique diversity in Austin, led him to run for the Austin ISD school board.

In 1998, Mr. Valdez was elected Vice President of the Austin Independent School District Board of Trustees. After serving four years as Vice President, he was elected President in 2002. Serving as President of the Austin ISD Board of Trustees from 2002 to May 2006, he helped evaluate, establish, and institute public education policy while serving as the media and community spokesperson.

Wanting to continue his work in the educational realm, Mr. Valdez created Advancing America, LLC in 2008. Advancing America provides training and resources needed for the academic success of the rising generation, and is currently hosting the ePromotora and Ready,Set,College! programs in neighboring schools.

In 2013, Mr. Valdez created Community Key, Inc., a local organization dedicated to unlocking community engagement through a series of innovative programs and experiences. Community Key hosted the Feria Aprender, the largest Spanish-language education event in Central Texas, in 2014 and 2015.

In 2015, Mr. Valdez started Mobility Blueprint, Inc., an integrated technology platform designed to decrease student mobility, thereby improving student outcomes. The platform utilizes school boundaries and real time apartment rental information that is used to identify, communicate and provide resources to families and schools. The Mobility Map is a new way to find a place to live without disrupting a child's schooling by providing assistance to help families locate housing inside the school boundary. Recently, Mobility Blueprint has established partnerships with Ascension Seton to provide information on local healthcare services as well as CapMetro to provide transit information. Mobility Blueprint is also working with Austin Community College to address the youth and adult-centric needs of the ACC population, which include access to stable housing, childcare service and transportation.

Mr. Valdez has served on the Advisory Board for the Ann Richards School for Young Women, a college preparatory public school focused on educating future women leaders. He has also served on the board of E3 Alliance and is currently on the board of Austin Partners in Education. Doyle was previously a partner in the Governance Consulting Group, which specialized in Policy Governance training for School Districts and Charter Schools in board governance.

Doyle Valdez has also been in the energy industry for 39 years. He is responsible for marketing oil and gas sales and logistics for the Orr Energy Group (OEG). In conjunction with his consulting role with OEG, Doyle is owner and President of Valco Resource Management, Inc., an oil and gas production marketing and consulting firm.

In 2006, the Doyle Valdez Social Justice Award was established by The University of Texas at Austin in his name to recognize and honor an outstanding individual who works everyday to implement the principles of social justice for the good of all.

Doyle holds a B.B.A. with concentration in finance from St. Edward's University.

Doyle A. Valdez
PO Box 26427, Austin, Texas 78755
512-627-0633 (cell)
dvaldez@valcorm.com

PROFESSIONAL SKILLS & EXPERIENCE

Community Leadership

- Oversaw \$700m annual budget as President of Austin Independent School District (AISD) Board of Trustees, responsibilities including 103 campuses, 10,000 employees, and 78,000 students.
- Evaluate, establish, and institute public education policy by reviewing recommendations of the AISD Superintendent.
- Lead and facilitate 9-member, open-to-public School Board meetings. Develop the agenda and make recommendations for issues on the table, from curriculum programs to human resource concerns. Conduct Executive Sessions relating to personnel issues, real estate transactions, grievances, and legal matters.
- Present AISD policy and community concerns on television, radio, podium, and in newsprint as Media and Community Spokesperson.

Educational Services

- Advancing America, LLC: Implement the ePromotora and Ready>Set>College! programs in area schools. ePromotora is a culturally relevant PreK program designed specifically to equip Spanish speaking mothers with the skills and tools necessary to prepare their children for PreK using curriculum developed following the 2009 TEKS standards. Ready>Set>College! seeks to empower parents with the tools necessary to be effective advocates for themselves and their children as they authoritatively navigate the complexities of accessing higher education.
- Community Key, Inc: Direct and produce the Feria Para Aprender, an annual learning fair that has become the largest Spanish-language education event in Central Texas. Use a strategic engagement model that provides Spanish-speaking parents with the resources and tools they need to guide their children through the US education system. Bring together hundreds of nonprofit organizations, school district departments, community programs, colleges and universities to build a complete Educational Pathway from early childhood through college and into a rewarding career.
- Governance Consulting Group: Work with Superintendents and board members to effectively understand the Policy Governance model. Facilitate retreats, board training and strategic planning to implement Policy Governance.

Marketing & Business Development

- Founded Valco Resource Management, Inc., an oil and natural gas consulting firm.

Doyle A. Valdez

Page 2 of 4

- Hedge oil and gas financial transactions for future sales and manage a \$73m portfolio of commodities daily.
- Sell physical gas valued at \$17m to natural gas purchasers on a monthly basis.
- Sell oil and gas commodities to energy marketing companies, in both a consulting and permanent capacity, for natural resource producers.
- Maintain existing client relationships for natural resource service firms, performing periodic audits and implementing appropriate revisions to service offerings. Share industry best practices resulting in six-figure cost savings and increased revenues.
- Oversaw the sale of a privately owned resource management firm and integrated company with buyer's business model. Co-orchestrate purchase and acquisition of \$110m in natural resource assets.
- Advise on administrative and strategic considerations in long-term gas purchase contracts and spot gas sales. Analyze purchase contracts to identify impact on the marketing potential of natural gas.
- Design and implement internal controls to measure a company's current and future sales activities, with special attention to operational, regulatory, and contractual constraints.
- Identify and research promising natural gas technologies, products, and services.

Operations: Managerial & Technical

- Coordinate the work of over 15 field and office staff, ensuring performance and employee satisfaction.
- Responsible for marketing oil and gas production at over 350 wells with specific attention to maximizing daily sales. Manage oil and gas production facilities across four counties with approximately 90 wells.
- Design and manage installation of pipeline facilities for approximately 400 wells.
- Negotiate pipeline taps with pipeline companies and design gas gathering systems to transport natural gas from wellhead to the pipeline.
- Locate and facilitate pipeline networking and resource transportation arrangements for oil and gas producers.
- Maintain equipment and tubular inventory for oil and gas wells, responsibilities including equipment pricing and procurement, institution of an efficient equipment repair regime, and intelligent utilization of used/recycled inventory.

Doyle A. Valdez

Page 3 of 4

WORK HISTORY

Advancing America, LLC	2009-Present
President	2012-Present
Vice President	2009-2011
Community Key, Inc	2013-Present
Executive Director	
Governance Consulting Group, LP	2008-Present
Principal/Secretary	
United Resources, LP	2001-2003
Vice President, Marketing	
Valco Resource Management, Inc.	1987-present
Principal/President	

COMMUNITY SERVICE

Ann Richards School for Young Women Leaders Advisory Board	Sept 2006 - 2013
Board Member	
Austin Independent School District Board of Trustees	2002-May 2006
Elected citywide, Place 8, nominated President by the Board	
Austin Independent School District Board of Trustees	1998-2002
Elected citywide, Vice President	
Austin Partners in Education	2006-Present
Board Member	
Austin Area Research Organization	2006-Present
Member	
Communities in Schools	2009
Board Member	
Council of Great City Schools	March 2005-May 2006
Executive Committee, Board Representative	
E3Alliance	2010-Present
Board Member	
The 100 Club of Central Texas	Jan 2015-Present
Board Member	

AWARDS & RECOGNITION

2007 Doyle Valdez Social Justice Award

University of Texas at Austin Principalship Program

Created in honor of Doyle Valdez to recognize and honor an outstanding individual who works everyday to implement the principles of social justice for the good of all.

2014 Central Texas Father of the Year Award

The Father's Day Council, Inc. developed the Father of the Year awards program for the purpose of recognizing fathers who portray and epitomize family, citizenship, charity, civility and responsibility in their everyday lives.

Doyle A. Valdez

Page 4 of 4

EDUCATION

McCombs School of Business, General Management Certificate Program, 2008

St. Edwards University, B.B.A. concentration in Finance, 1981

Austin Community College, A.A. Sociology and Business, 1977

Obtained both degrees by attending night school while working full time at the Alcoholic Beverage Commission, 1976-1977, and the Comptroller of Public Accounts, 1981-1977.

CONTINUING EDUCATION

Completed The Texas Executive Education Program at The University of Texas at Austin, McCombs School of Business, 2007-2008

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7Cs Thrive

BACKGROUND

Full Legal Name: Doyle Anthony Valdez

Home Mailing Address: 7400 Mesa Dr. Austin Tx 78731

Phone Number: 512 627-0633

E-mail Address: dvaldez@valcorm.com

Business Name: Valco Resource Management, Inc.

Business Mailing Address: P.O. Box 26427 Austin Tx 78731

Business Phone Number: 512 627-0633

E-Mail Address: dvaldez@valcorm.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity: Austin Independent School District

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I have had the opportunity to know Dr. Nathan Balasubramanian for the last three years. I have come to see and understand his vision that every child deserves and should get an excellent education and be supported. I have also served on the Austin ISD Board from 1998-2006 and believe I have the experience that could help 7'Cs Thrive Academy get started and perform in the best interest of the students, parents and community.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a charter school board member is oversight of the legal processes, strategic plan, student achievement and fiduciary responsibility of the school. The key to a well run school and board is the institution of a governance model that the CEO and board members strive to implement every day.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served four years as vice president and four years as president of the Austin ISD Board. Currently serve on the Austin Partners In Education Board, The 100 Club of Central Texas Board and Austin Education Foundation Board.

4. Describe the specific knowledge and experience that you would bring to the board.

The experience I bring to the board from being on the Austin ISD board will be helpful in working with my fellow board members and the CEO and establishing a sound governance model. I have worked with school budgets, personnel, superintendents, governance models and how to advance student achievement for all students. I am also chair of the finance committee for Austin Partners In Education and the The100 Club of Central Texas.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

1. The mission of the school is to "inspire every child to think critically, solve problems, and seek to improve their communities". In addition to that our students will master the 7Cs Curriculum.

2. What is your understanding of the school's proposed educational program?

Our elementary students will master the 7Cs curriculum which include Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship. The school will also master the TEKS, STREAM and follow all TEA requirements.

3. What do you believe to be the characteristics of a successful school?

I believe the success of a successful school is multi faceted. Governance from the board and CEO are key to setting the tone of leadership. From that you develop leadership from board, CEO, principals and teachers. Through the governance model you can monitor student learning and teaching. Parent engagement

is key to working with parents and community members. Communicating and collaborating with all stakeholders is important if we are going to be successful.

4. How will you know that the school is succeeding (or not) in its mission?

I think by developing a good governance model you will be able to monitor student outcomes and focusing on learning and teaching. Through this model you can also establish and maintain a high level of professional development for teachers and all personnel.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board in the school operation is to hire CEO, pass a budget and evaluate the CEO. Through the governance model the board can support the CEO and monitor the finance, student learning and evaluate the CEO.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation you will know if the schools is successful by monitoring the goals of the charter school and student outcomes. CEO will present the student TEA accountability data and update of the students progress on the 7Cs to the board. There are will be other key goals that the board and CEO will agree on and set up for review on set schedule.

3. How will you know at the end of four years if the school is successful?

The board will be able to know if the charter school is successful after four years by monitoring the TEA data for the time period with continued improvement for all students. There are also numerous other criteria that will need to be evaluated by the board and CEO. TEA A-F law rates all schools so this will also be considered every year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to ensure that the governance model is implemented and followed. Through this model we need to make sure that we collaborate and communicate with all stakeholders.

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?

All board members need to be held to the highest ethical standards and should follow the governance model and not micro manage the CEO or other board members. It's important that a policy is in place that the board leadership talk to the board member who has acted in a way that not in the best interest of the school. If that doesn't work then the board will need to schedule a meeting in executive session to discuss the issue.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Valco Resource Management, Inc.
Advancing America LLC
Mobility Blueprint LLC

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 he sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Doyle Anthony Valdez, 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

Doyle Anthony Valdez

Date

1-20-2020

State of

Texas

County of

TRAVIS

On this day, Doyle Anthony Valdez (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

January

, 20 20.

(Notary Public)

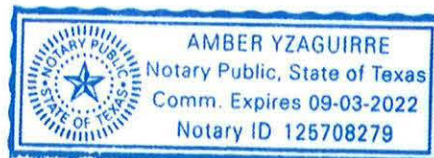
[Signature]

(Seal)

My commission expires

9/3/2022

Page _____



Edward L. Mayberry

San Antonio, Texas 78220 | edwardmayberrysatx@gmail.com | (210) 846-3475

Education

Master of Public Administration, Texas State University, San Marcos, Texas

Bachelor of Arts, Political Science, Texas State University, San Marcos, Texas

Summary of Qualifications

- Over ten years of management and administrative support experience
- Strong interpersonal, analytical, research, customer service, training, report writing, supervisory, verbal and written communication skills
- Experienced at developing relationships with organizations around the community to promote City of San Antonio programs and services to the public
- President, Slick Talkers Toastmasters Club
- Mentor, Gaveliers 4-H Club

Experience

LIBRARY ASSISTANT

01/2014-present

Henry A. Guerra Branch Library

Assist the public in the use of catalog system and by answering reference questions at the library's information desk. Help users find the appropriate books or information to meet their needs. Prepare and present group service programs for young adults that promote the library's services. Serve as volunteer liaison, with responsibility for recruiting, training and supervising volunteers.

- Increased Teen Summer Reading Program registration at the Henry A. Guerra Library by 800% for FY2019
- Administered community outreach to promote San Antonio Public Library programs to over 2600 people in FY 2018
- Increased volunteer hours at the Henry A Guerra Branch by 69% in FY 2017
- Planned and organized the Smarter Fair for the Science and Engineering School at John Jay High School including 35 students and 3 engineer presenters
- Collaborated with Teen Librarians to conduct outreach to promote San Antonio Public library programs throughout the city
- Member of the Summer Reading Teen Program steering committee

Edward L. Mayberry

San Antonio, Texas 78220 | edwardmayberrysatx@gmail.com | (210) 846-3475

INTERIM PLANNING MANAGER

04/2018-08/2018

Neighborhood and Housing Services Department

Temporarily assigned to the Neighborhood and Housing Services Department. Provided lead support of the Mayor's Housing Policy Task Force. Coordinated the activities and created the agenda items for the San Antonio Housing Commission. Facilitated, coordinated and assisted the San Antonio Housing Trust.

- Coordinated and facilitated Mayor's Housing Policy Task Force activities, assist with data research and analysis
- Prepared correspondence between Task Force and City of San Antonio, including the Mayor's Office and the City Manager's Office
- Coordinated meetings and activities of the San Antonio Housing Commission to Protect and Preserve Dynamic and Diverse Neighborhoods
- Created and posted Request for Council Action Memorandums and agendas for the Mayor's Housing Policy Task Force, San Antonio Housing Trust and Housing Commission in Granicus
- Served as the liaison between the Neighborhood and Housing Services Department and the San Antonio Housing Trust Board

COMMUNITY SERVICES SUPERVISOR

07/2012-12/2013

Department of Human Services, Colonel Victor J. Ferrari Community Learning Center

Managed the City of San Antonio's English Literacy Civics program, and Northeast Independent School District's adult education classes at the Ferrari Community Learning Center. Implemented and managed programming that focused on adult literacy services within identified resources: pre-basic and ABE, GED, ESL, EI/Civics and technology services. Directed, trained and supervised assigned staff to ensure program goals and objectives were met.

- Achieved ten of the eleven program performance goals, thereby exceeding federal government contractual requirements under Texas Education Agency
- Conducted and submitted monthly statistical analysis of student enrollment/progress and Center performance goals
- Recommended corrections to program and facility deficiencies based on analysis
- Ensured the maintenance and custodial care of the CLC building and the grounds. Managed building repairs, security, and responded to all center emergencies

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am a lifelong citizen of San Antonio and my career in public service is largely centered on children and teens in the city. There can be many obstacles to their success. I know offering opportunities for support and educational explorations can have a huge impact on the lives of children. This school is an investment in the future of my city through the development of educational and character-building opportunities for its children.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to provide the vision for the school and ensure that it is realized. This is done by the selection and development of school leadership and providing oversight. A board member should be actively engaged and hold the CEO/Superintendent accountable for student success.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although, I do not have previous experience serving on a school board, I have extensive experience with the youth of San Antonio. I have developed programs and provided outreach in area schools. This has given me a unique perspective about the strengths, weaknesses and needs of the area's children and schools. Further, I hold a master's degree in Public Administration and understand that the traditional model of schools is not meeting the needs of our students.

4. Describe the specific knowledge and experience that you would bring to the board.

For the past 16 years I've worked for the City of San Antonio, currently as a Library Assistant at the Henry A. Guerra Jr. Branch where I am responsible for all teen programs. Here, I develop and implement teen programs and outreach. I also participate and promote teen programs city wide. I have extensive experience serving the citizens of San Antonio through help with library resources and referrals to other city departments. Previously, I managed an adult learning center for the city where I was responsible for offering English as a second language and adult basic education classes. Also, I acted as interim Planning Manager for the Neighborhood and Housing Services department during the development and implementation of the Mayor's Housing Policy Task Force and the Task Force's final report. Notably, I have a master's degree in Public Administration which has given me the education and experience to help develop and oversee the vision of our Charter school, in developing socially responsible citizens, and its alignment with local and federal government guidelines.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Have every fifth grader graduate as experts in the 7Cs of Character, Competencies, Communication, Critical thinking, Collaboration, Creativity, and Citizenship. These 7Cs or seven virtues will teach children early what they should know, what they should be able to do, and understand why.

2. What is your understanding of the school's proposed educational program?

When children become experts on virtues grounded in the 7Cs Core Principles, they will become individuals who can think critically and solve problems. By grounding learning in the real-world every day, children will be better prepared to be successful in life because they can apply and test these core principles they learned in school outside the classroom from when they are four years old. With seven years of consistent practice in school and testing their ideas outside of school, I am confident our fifth-grade graduates from 7Cs Academy can do so much better in secondary school and beyond by learning these core principles.

3. What do you believe to be the characteristics of a successful school?

A successful school will give the students the foundation needed to succeed. The school must teach communication, leadership, critical thinking and creativity skills. The students will be empowered to voice their opinion and ask "questions" in order to fully comprehend the lessons being taught. Group and peer learning.

4. How will you know that the school is succeeding (or not) in its mission?

Student observation will be the key in determining success. Observation and monitoring and student progression beyond traditional test scores. Observing how the students interact, communicate and problem solve will help determine if the program is successful.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will set the vision and goals for the school. They will adopt policies and procedures that give the school direction to set priorities and achieve its goals.

2. How will you know if the school is successful at the end of the first year of operation?

Student interactions, communication and their problem-solving skills will help determine if the program is successful. Listening to families and observing their satisfaction because they want to reenroll their children during the following year will be another.

3. How will you know at the end of four years if the school is successful?

Measuring the students' progression and growth in the various assessments (tests) at the 7Cs Academy Edgewood Campus will be the first measure. Parent satisfaction survey results over the four years they enrolled their children at the Edgewood Campus would be my second measure. Student enrollment at the South San Antonio Campus would be my third measure.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Adopt policies and procedures that give the school direction to set priorities and achieve its goals. Ensure that the goals are achievable. Hire staff that dedicated and qualified to achieve the school's goals.

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 talk with the board members and collect as much information as possible. If it is confirmed that the board member is acting unethically or not in the best interest of the school, I would inform the other members and have the entire board discuss and take action.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business. If

yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

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.

NA

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 10.) 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, provide information relating to the matter(s).

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, describe the precise nature of your relationship.

CERTIFICATION

I, Edward Mayberry, 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]
TEXAS

Date

1-3-2020

State of

County of

BEXAR

On this day, Edward L Mayberry JR (name of affiant) appeared before me the undersigned notary public and depose 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 3 day of January, 2020.

(Notary Public) Veronica O'Campo

My commission expires 04/23/2022

(Seal)



Attachment 13: Organizational Charts for Year 1 and Full Capacity

The school's governance, management, and staffing structure for Year 1 is shown in the chart below. This chart delineates the roles and responsibilities of—and lines of authority and reporting among—the governing board and staff. The organizational chart also documents clear lines of authority and reporting within the charter school.

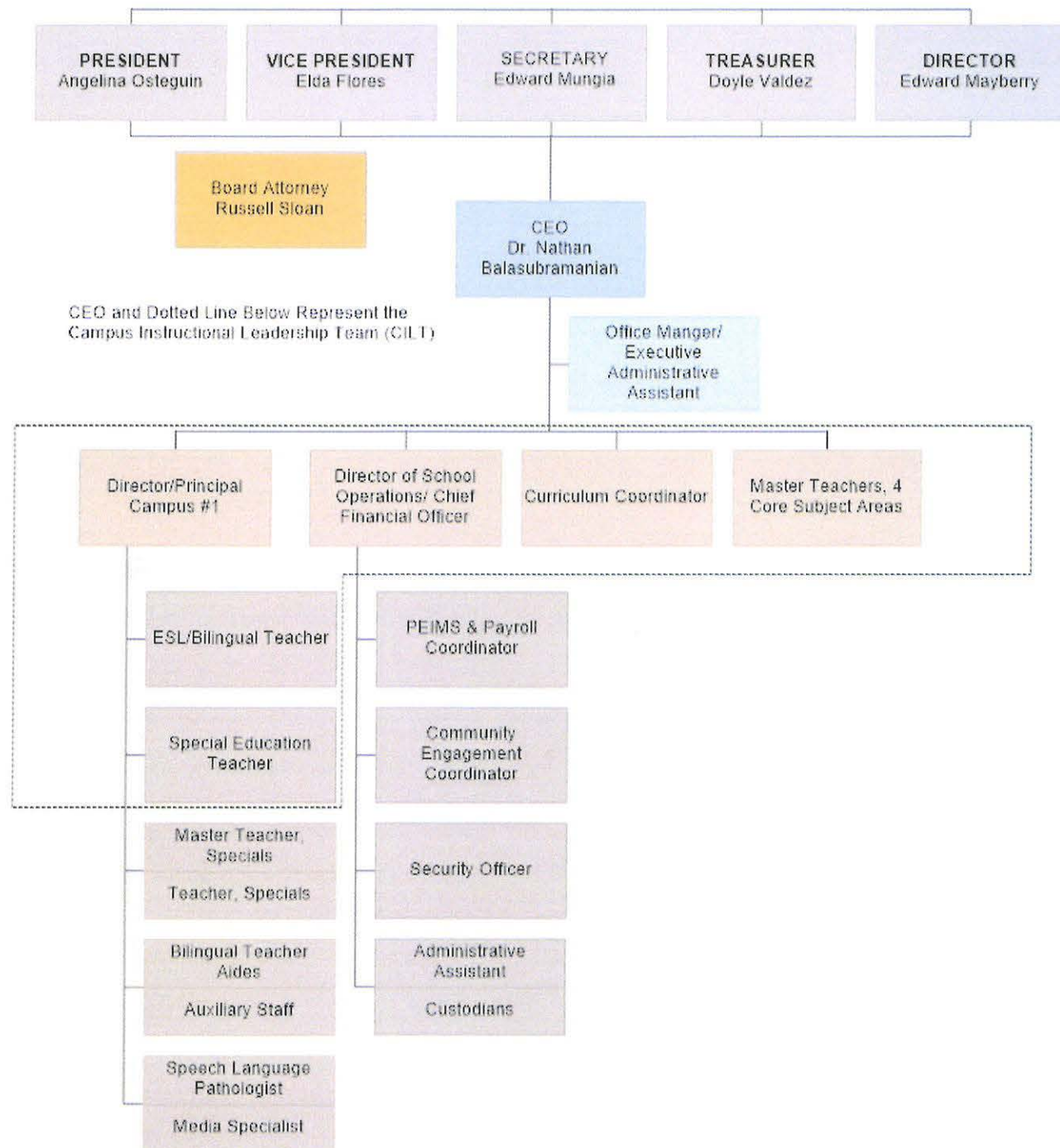


Figure. Year 1 (2021-2022) Organizational Chart of 7Cs Academy

All positions listed on the organizational charts on pages 82 and 84 are noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

The Organizational Chart at full capacity on page 84 illustrates these roles and responsibilities. This chart delineates the roles and responsibilities of—and lines of authority and reporting among—the governing board and staff. The organizational chart also documents clear lines of authority and reporting within the charter school.

As the organizational chart illustrates, the Campus Directors/Principals will focus exclusively on the “**Instructional Leadership**” responsibility of their jobs. The two Directors/Principals will be spending most of their time walking classrooms; monitoring Professional Learning Community (PLC) meetings; coaching and mentoring their teachers and teacher aides as detailed in the **Talent Management Plan** (p. 65); evaluating the evidence on effectiveness of the **7Cs Curriculum Guides 1.0** (pp. 32-33) to continuously improve the Guides.

The CEO and Campus Directors/Principals will actively engage with the broader 7Cs Academy community. The CEO and Campus Directors/Principals will build relationships with key stakeholders and jointly lead:

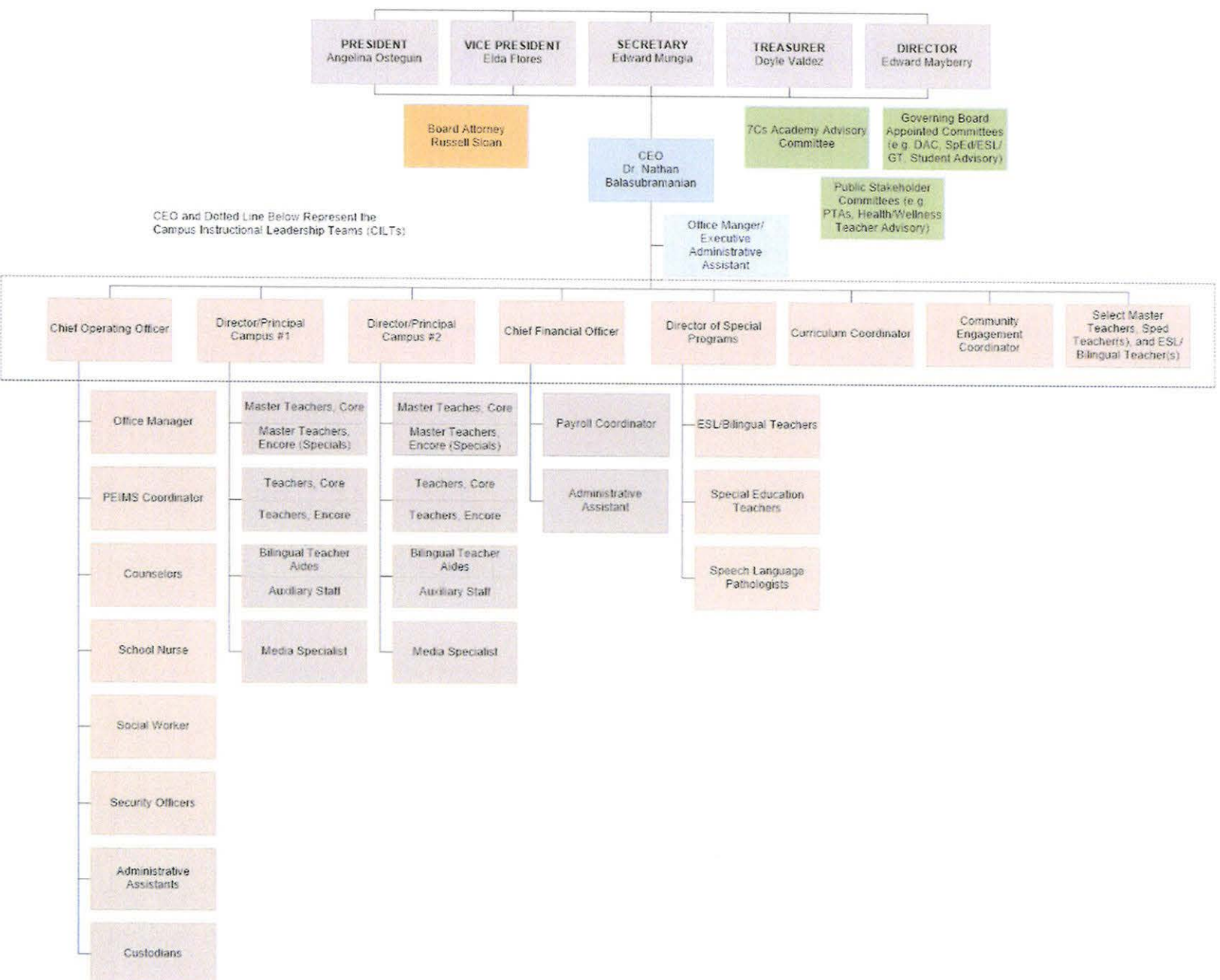
- All the **Public Stakeholder Committees** like the Health/Wellness Committee, Teacher Advisory Committee, PTAs, etc. and
- All the **Governing Board Appointed Committees** like the District Advisory Committee, Special Programs (SpEd, 504, ELL, GT, At-risk) Committee, Teacher Advisory Committee, etc.

The CEO will lead the **7Cs Academy Advisory Committee** and work collaboratively with world renowned scholars to continuously broaden and deepen practices on the **Core Principles** (pp. 32-33) and Executive Function Abilities, Social emotional learning (SEL) competencies and Soft Skills acquisition (pp. 35-36) of the entire 7Cs Academy community of stakeholders (p. 52). The CEO will also be **accountable** for the success of **GT programming and services** in his dual role as the **Chief Academic Officer** of 7Cs Academy. Specifically, the Curriculum Coordinator and Testing Coordinator will be responsible for GT testing and training. These two coordinators will ensure ALL instructional staff will receive the mandatory 30-hour initial training to serve GT students. They will also monitor the annual 6-hour continuing education credits that these instructional staff receive.

The **Chief Operating Officers’ Team** will play a pivotal role in the functioning of 7Cs Academy. They will:

- Keep the world class facilities of 7Cs Academy impeccable for everyday and year-round instruction;
- Be advocates and champions for the needs of children and their families; and
- Be the primary points of contact to provide wraparound services to the entire 7Cs Academy community.

Figure. Year 5 (2025-2026) Organizational Chart of 7Cs Academy



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

SUPERINTENDENT EVALUATION TOOL: In the first paragraph describing the Board's Role and Responsibilities (*p. 50*), the Governing Board stated that they will hold the CEO/Superintendent accountable with clearly defined PreK-5 annual, 5-year literacy and math student outcome goals as outlined in HB 3 using the LSG Superintendent Evaluation Instrument. The LSG instrument has definite expectations as outlined below:

- a) **Three-Four SMART goals.** We are familiar with SMART goals. For example, a SMART goal might be "The percent of first through third grade students that score 'Developed' on TPRI/Tejas Lee diagnostic test will increase from 22 percent in Fall 2021 to 67 percent by Fall 2023." Our instrument will require the CEO/Superintendent to develop SMARTER Goals. That is goals, which are Specific, Measurable, Achievable, Relevant, Time-bound, Engaging, and Resourced. Here is a sample Engaging goal. In our cover letter to mail the Statement of Impact to stakeholders (see Attachment 5 on the 100 Certified Mail Receipt Cards), we made our goal intentional and Engaging by honoring the **60x30TX** plan. We stated clearly that over 60 percent of children who enter **7Cs Academy** in PreK, fall 2021 will exit after having mastered grade level content in grade five as our *Class of 2028*. Here is a sample Resourced goal. Adding bilingual paraprofessionals as a second adult in every classroom to identify and eliminate the *Literacy Gaps and Numeracy Gaps* in our model is going to require additional resources, as described on *page 24*, because it identifies and shows an increase in our investment from \$0.75M during the first year to \$4M by the fifth year.
- b) **Goal Progress Measures (GPMs)** for each goal with Target and Actual student outcomes
- c) Percentage of GPMs that Met Target
- d) Overall Performance on All GPMs that Met Target
- e) Three-Four Constraints
- f) Constraint Progress Measures (CPMs) with Target/Actual constraints
- g) Percentage of CPMs that Met Target and
- h) Overall Performance on All CPMs that Met Target

Going above and beyond in our instrument, the Governing Board has decided to evaluate the CEO/Superintendent on five additional criteria.

- i) **Governance and board relations** – using survey/perception data
- j) **Community relations** – using survey/perception data
- k) **Finance and operations** – using TEA FIRST Rating and Accountability Data
- l) **Staff management** and – using survey/perception data and complaints to Board
- m) **Instructional leadership** – using scores on Curriculum Management Audit Rubric ratings

The Board will conduct their annual evaluation of their CEO/Superintendent in Spring of every successive year (with longitudinal metrics from the prior and current year). The Governing Board will help us evaluate how well the CEO/Superintendent inspired every child to think critically, solve problems, and seek to improve their communities (**Our Mission**, *p. 22*).

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Résumé of Superintendent/CEO hired after the Organizational Meeting of the 7CsThrive Governing Board on January 4, 2020 and Generation 25 Supplemental HR Form for Superintendent/CEO are attached.



NATHAN BALASUBRAMANIAN, Ph. D.

EDUCATION

University of Colorado
Doctor of Philosophy in
Educational Leadership &
Innovation
(2007)

University of Sheffield
(United Kingdom)
Master of Education in
Educational Management
(2003)

Loyola College
(Madras, India)
Master of Science in Physics
(1988)

University of Madras
Bachelor of Science in
Physics
(1986)

CERTIFICATIONS

- Superintendent
- Principal
- Physical Science (Grades 6-12)
- Science (Grades 4-8)
- T-PESS
- T-TESS
- Advancing Educational Leadership (AEL)
- Licensed Curriculum Auditor
- Governance for Improved Student Learning – TEA Authorized Provider to train school board members in school districts and charters

ABOUT ME: I am an innovative, impactful, and influential instructional leader with over **29 years** of experience in PreK-20 education, who came from **humble beginnings** in India.

Thriving in the fields of a) IB® and AP® physics, engineering, and technology education; b) instructional design; and c) measurement research, I utilize my extensive experience and expertise to lead and create a **performance-driven culture** in organizations by helping schools and communities first **establish common ground**. Strategy creation and execution is my forte.

I served in the rank of an Assistant Superintendent at Broward County Public Schools (Florida) as their Founding Executive Director of Strategy and Continuous Improvement for five years. Considered the sixth largest school district in the nation with over 270,000 students, I successfully spearheaded efforts to **increase student success every year**. Additionally, I connected families with the educational process; guided improvement planning for the District and 234 traditional schools with actionable data to align their strategic, academic and budgetary decisions to increase student learning.

Using **values-based accountability**, I motivate, lead, and educate communities to inspire **hope** and **opportunity** in students and their families to create their own, great American stories.

Personal Note:** Having recently relocated to Texas, the state where I met and married my wife, Gita, 18 years ago, I served as the Executive Director of School Improvement & Accountability at Manor ISD. I led the charge on continuous improvement to move the letter grade of the District from an **F to a B in just 18 months!

PROFESSIONAL HIGHLIGHTS

- Thought leader in official committees at the state and national levels since 2005
- Institutionalized ownership of **student-level growth** and **mastery** in English Language Arts and Mathematics with consistent School Board presentations in Colorado, Florida and Texas
- Ensured the percentage of Broward's students scoring at or above acceptable **achievement** levels (Level 3 in Florida) **increased every year** in most tested areas
- Level 3 achievement was 64% in 2015-16 and 77% (17 out of the 22 tested areas) in 2016-17
- SAT® participation increased from 50% of juniors in 2015 to 87% of juniors in 2016-17
- AP® passing rate increased from 50.7% in 2014-15 to 54.5% in 2016-17 while participation increased to 25% in 2016-17 (18,084 students taking 33,059 exams)
- Federal graduation rate grew from 74% in 2013-14 to **District's highest 81% in 2016-17**

SUMMARY OF WORK HISTORY (2008 – Present)

Exec. Dir., School Improvement and Accountability
Exec. Dir., Strategy and Continuous Improvement
Director, School Accountability/Accreditation
Director, Analysis/Assessment

Manor Independent School District (TX)	2017 – 2019
Broward County Public Schools (FL)	2012 – 2017
Thompson Public Schools (CO)	2011 – 2012
Centennial Board of Coop. Educ. Services (CO)	2008 – 2010

OTHER RELEVANT POSITIONS

Founder & CEO
Associate Graduate Faculty
Associate Director of Analysis & Evaluation

7CsThrive, a 501(c)(3) nonprofit (TX)	2019 – Present
Florida Atlantic University (FL)	2014 – 2017
the STEM Academy (AZ)	2010 – 2011

CONTACT INFORMATION: 2629 San Martino Drive, Leander, TX 78641 | Cell: (512) 879-7141 | Email: 7CsThrive@GMail.com

DETAILED SUMMARY OF PROFESSIONAL WORK HISTORY (chronological order)

MANOR INDEPENDENT SCHOOL DISTRICT

11/2017-11/2019

Manor, Texas

Executive Director, School Improvement & Accountability

Summary: I was the Chief Architect to catalyze the “**Manor Miracle**” to prove that **poverty was not destiny**. I led continuous improvement at Manor ISD (over 9,445 student) to move it from an **F to a B in 18 months!** I was a key member of the district’s executive leadership team. I established and maximized the **growth** and **achievement** of every student in the PreK-12 continuum. I provided leadership and support to my peer group, District staff, and principals on: a) **strategy alignment and execution**; b) educational programming (including **IB®**, **New Tech Network**, **Fine Arts** and **GT**); c) improvement planning; d) increasing assessment and data literacy; e) **audit** of the written, taught and tested curriculum; f) **accountability** audit of student learning; g) Lead Instructor, **AP Institute and Aspiring Principals Academy**; h) **goal setting** for Coordinators and above in central office; i) increasing **family** and **community engagement** with the District Advisory Team; and j) **benchmarking campuses** to create a tiered support model to achieve equity and excellence in Manor.

BROWARD COUNTY PUBLIC SCHOOLS

10/2012 – 10/2017

Ft. Lauderdale, Florida

Executive Director, Strategy and Continuous Improvement

Summary: I was a key member of Executive Team at the sixth largest school district in the nation (over 270,000 students). My job directly influenced and improved the areas of **performance management**, student assessment and research, program evaluation, grants administration, Broward Education Foundation, Partners in Education, and strategic initiative management. I served as the **Chief Data Evangelist** and Coach to improve processes and practices on both the academic and business management areas that positively impacted the District’s **\$3.7 billion annual expenditure** to achieve maximum organizational impact.

Key Accomplishments:

- I institutionalized a **student growth and mastery** lens in English Language Arts and Mathematics at School Board presentations. This ensured the percentage of Broward’s students scoring at or above acceptable achievement levels (Level 3 in Florida) consistently increased every year in most tested areas. For instance, it was 64% in 2015-2016 and 77% (17 out of the 22) in 2016-17.
- I maintained a relentless focus on postsecondary readiness. SAT® participation increased from 50% of juniors in 2015 to 87% in 2017. Performance also increased. AP® passing rates increased from 50.7% in 2015 to 54.5% in 2017. Participation increased to 25%. The **4-year Federal graduation rate** increased from 74% in 2013-14 to the **District’s highest at 81% in 2016-2017**.
- I successfully nominated Mr. Robert Runcie to become Florida’s 2016 Superintendent of the Year.
- I effectively supported Superintendent Runcie and the School Board to rebuild trust and confidence in the District with data and transparency. This resulted in the Broward community, for the **first time since 1987**, overwhelmingly approve an **\$800 million General Obligation SMART Bond** in 2014 with 74% voter approval. Prior bond proposals failed from 1987 to 2014!
- I earned & maintained the **trust** of Board members, Superintendent, labor groups, and businesses.

Florida Atlantic University

6/2014 – 11/2017

Department of Educational Leadership and Research Methodology, College of Education, Florida

Associate Graduate Faculty

Summary: I was the first instructor to make 'Data and Statistics' relevant and accessible to teachers, counselors, and leaders in the *Principal Rapid Orientation and Preparation in Educational Leadership* (PROPEL) Program.

NATHAN

BALASUBRAMANIAN, Ph. D.

Page 2 | 6

THOMPSON SCHOOL DISTRICT

4/2011 – 10/2012

Loveland, Colorado

Director, School Accountability/Accreditation

Summary: I served the 16th largest school district in Colorado with over 15,300 students. I was their **Chief Architect** to maximize the **growth and achievement** of all students in the PK-12 continuum and was a key member of the district leadership team. I provided leadership and support to the District and schools for improvement planning, assessment, research development, and evaluation using student data from state and district assessments. I served as a thought leader in official committees at the state and national levels.

Key Accomplishments:

- I developed deeper understanding among Board members; District Accountability Committee members; and District and School Leadership to distinguish between real (statistically significant) changes and noise in both student achievement and survey results.
- I coached Superintendents, Directors, and Principals to build capacity on assessment literacy and instructional effectiveness for organizational success.
- I was **recognized by examiners** of onsite visit of the Foothills Award for my **deep understanding of systems and processes** that helped the District win the Award in 2011.

ILEARN, LLC

8/2010 - Present

Boulder, Colorado

President & CEO

Summary: My job every day is to understand and maximize human capital. I eliminate “DRIP” – being “Data Rich and Information Poor” to transform public education. At iLearn, LLC. we design and employ powerful, custom outcome analytics to drive continuous instructional improvement in PreK-12 systems. I routinely share my thoughts in <https://HarnessData.com> to disseminate information on how we can strengthen public schools and communities in the United States. For example, I share tools and resources to help stakeholders become good stewards of the **annual \$700 billion tax spending in PreK-12 education**. To improve student learning outcomes across the country, iLearn, LLC. harnesses data from student attendance; behavior; classroom grades; student, teacher and family engagement; and local, district and state assessments.

Facet Innovations, LLC

8/2010 – 8/2011

Seattle, Washington

Consultant

Summary: FACET Innovations is an educational research and development company dedicated to the improvement of learning and teaching in K-20 science. At FACET Innovations, I created Facet Maps for **Energy** and all its associated resources; I ran **Hierarchical Linear Models** (HLMs) with coaching and student outcome data. FACET is committed to connecting educational research to the realities of the classroom. FACET provides tools and services in support of educators, schools and educational programs to improve instruction through fostering and attending to deep learning.

The STEM Academy

8/2010 – 4/2011

Peoria, Arizona

Associate Director of Analysis & Evaluation

Summary: The STEM Academy Inc. is a national non-profit organization dedicated to advancing the economic development in communities by improving STEM literacy for all students. I advised and helped the leadership team use the curricular resources to improve student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, and improve **teacher and principal effectiveness** on campuses to provide access to a large number of under-represented minority and low-income students in STEM.

Director, Analysis/Assessment

Summary: CBOCES is a political subdivision of the state of Colorado with over 57,600 students and 15-member school districts. I provided leadership for **planning, assessment, research development, and evaluation** of student data in state and district assessments. I led the training of district and school administrators across the state to advance **highly effective instruction** (teaching and learning) in school districts across the state. I designed training resources for easy access and provided actionable information with compelling visual representations to help administrators understand the psychometrics behind state and district assessments based on classical and modern test theory. I served as a thought leader in official committees and statewide grant applications (like the Race to the Top) for highly effective teachers and leaders. I submitted grants to obtain resources and funding for educational improvements.

Key Accomplishments:

- I championed successful grant applications with the Colorado Department of Education to obtain \$192,218 for “*Developing 21st Century Learners*” (Administrators, Teachers, and Students) using my innovative instructional model: **Designing Learning** and “*Leveraging Innovation: Teacher and Leader Effectiveness Initiative*” using powerful outcome analytics to drive continuous improvement in PreK-12 systems.
- I authored a successful *Technology Literacy Initiative* grant application for \$312,250 to develop Stage 1 of the Pilot (Proof of Concept) *Technology Literacy Assessment* for students in grade eight.
- I published the **Designing Learning Model** in *Principal Leadership*—an assessment-driven, technology-infused, and activity- and project-based instructional model that incorporates higher-level thinking to boost student achievement and prepare students for long-term success.

OTHER RELEVANT EMPLOYMENT HISTORY:

- ❖ My past job history includes teaching STEM at Title I public schools in the United States: I taught Advanced Placement AP® Physics and Physics Engineering Technology & was Director of Designing Learning at Overland High School (Title I school) in Aurora, Colorado for two years.
 - I **increased student achievement with 100% of subgroups**; my students posted scores in the 90th percentile and above in physics assessments
 - As Director, I secured funding and delivered results to **train teachers across subject areas** with activity- and project-based instructional model to deliver High Quality Tier 1 Instruction in English Language Arts, Math, Science, and Social Studies (I also published this study in *Principal Leadership* in 2008)
 - I was a thought leader for legislative bodies, official agencies and educational organizations charged with setting scientific standards and creating effective instructional models
- ❖ I taught Science and Pre-engineering at Angevine Middle School (Title I school) in the East Boulder area of Colorado for three years.
- ❖ I was nominated by my peers to serve a 3-year term (pro bono) as **President** of the Colorado Technology Education Association (CTEA).
- ❖ I taught IB® Physics and was the **GCSE Coordinator** at Emirates International School in Dubai, United Arab Emirates for eight years.
- ❖ I taught Physics and was the **Textbook Coordinator** at The School of the Krishnamurti Foundation India in Madras for five years. Textbooks, as we know, have tended to be the default, taught curriculum in classrooms. I led a team of teachers to help with a rigorous vetting of textbooks to ensure that the **written, taught and tested curriculum** were **aligned** for student success.

LIST OF PROFESSIONAL AFFILIATIONS

- American Association of School Administrators (AASA)
- American Evaluation Association (AEA)
- Association for Moral Education (AME)
- American Statistical Association (ASA)

SELECTED SPEAKING ENGAGEMENTS & PRESENTATIONS

- I presented "Maximize Impact: Improving our Service to Schools" at the **2019 Destination High Performance Conference** in San Antonio
- I presented "Transforming Public Education: Let's Do Something, Together" at the **American Productivity & Quality Center (APQC)** 2018 Process and Performance Management Conference
- I presented "Common Core and HR Implications" at the **Council of Great City Schools (CGCS)** 2015 Chief Human Resource Directors Conference
- I presented "Robust Learning: Personalized and Prioritized" at **Council of Chief State School Officers (CCSSO)** 2012 National Conference on Student Assessment
- I presented Think Tank Session "Teacher Effectiveness and Teacher Quality: What's the Difference" at the 2010 Annual Meeting of the **American Evaluation Association (AEA)**
- I presented "Instructional and Program Effectiveness: From Data to Action" at 2010 **American Educational Research Association (AERA)**
- I presented "Administrative and Teacher Leadership: Modeling 21st Century Learning" at the 2010 **International Society for Technology in Education (ISTE)** Annual Conference
- I testified at the Joint Senate and House Education Committee of the **Colorado General Assembly** in February 2007 to secure funding for STEM teaching and learning
- I presented "Increasing Student Achievement by Meaningful, Authentic Assessment" in Orlando, Florida in March 2006 at the **Society for Information Technology and Teacher Education**

SELECTED ACCOMPLISHMENTS

- I successfully completed the 2016-2017 **Region 4 ESC** Superintendent Certification Program
- I was recognized by the National Archives and Records Administration as the **75th American** who has completed the Presidential Libraries Passport Program upon visiting *all* 13 Presidential Museums on **April 9, 2017**. I learned in the process, key leadership lessons focused on strategic vision, consensus building and collaborative decision making
- I successfully completed **TASA's 25th First-time Superintendents' Academy** in 2017
- I was selected by Commissioner of Education in Florida to serve on a 16-member **Reactor Panel** to review and recommend reasonable cut scores on what students should know and are able to do on the new education standards in 2015
- I successfully supervised a Cohort 6 *Agency Fellow* of the **Strategic Data Project (SDP)** at the Center for Education Policy Research at **Harvard University**, 2014-2016
- I was recognized by the Dean and peers in the College of Education Graduate Programs Committee at Florida Atlantic University, Boca Raton, Florida to be nominated as an **Associate Graduate Faculty** until 08/26/2019
- I am the **Chair** of the ITE TIG at the American Evaluation Association, 2013 - Present
- I was on the **Planning Committee** of CCSSO's National Conf. on Student Assessment, 2010-2016
- I was adjunct Member of the Gifted Education **State Advisory Committee** in Colorado, 2010-2013
- I was selected by peers at the American Evaluation Association to be the **Program Chair** for Integrating Technology into Evaluation (ITE) Topical Interest Group (TIG), 2009 – 2012

- I was selected by the Colorado Department of Education to participate in the 2006 and 2008 CSAP, and 2012 TCAP Content Validity & Alignment Review and Science **Standard Setting** meetings
- I **helped pass bill** and secured funding to support after-school STEM programs
- The paper I presented was selected as the **best paper** in Education of Science and Engineering at Education and Information Systems, Technologies and Applications (EISTA) Conference in 2005

SELECTED SCHOLARLY PUBLICATIONS

- **Designing Learning** (2008) Article published in Principal Leadership. Reston, VA: National Association of Secondary School Principals. The *Designing Learning* article describes how an assessment-driven, technology-infused, and activity- and project-based instructional model incorporated higher-level thinking skills to boost student achievement and prepare students for long-term success in a comprehensive Title I public, suburban, college-oriented high school across all subject areas, including: English Language Arts, Mathematics, Social Studies, and Science.
- Learning by Design: **Teachers and Students as Co-creators of Knowledge** (2007) Book chapter published in Educational Technology: Opportunities and Challenges. Edited by Kari Kumpulainen, University of Oulu, Finland
- **Innovative Methods of Teaching Science and Engineering in Secondary Schools** (2006) Paper published in Journal of Systemics, Cybernetics and Informatics (JSCI), Vol. 4 (No. 6)
- **Increasing Student Achievement through Meaningful, Authentic Assessment** (2006) Paper presented at Society for Information Technology & Teacher Education (SITE) 2006 Conference
- **Games and Simulations** (2006) Invited ForeSITE article for SITE's interest group at the 17th International Conference of the Society for Information Technology & Teacher Education (SITE)

SELECTED HONORS & AWARDS

- I was nominated and selected by my peers to win the **Most Engaged Executive Award** at the 2016 Executive Leadership Orientation (ELO) Program of the Greater Fort Lauderdale Chamber of Commerce and Leadership Broward Foundation
- I received the prestigious **Order of the Filament Award** in 2007 from the Colorado Technology Education Association for Technology Innovation Design and Engineering (TIDE) educators. This is the highest honor bestowed to a single educator, each year, from the PK-20 continuum
- I received a **Commendation Letter** from the Dean of Admissions at **Massachusetts Institute of Technology (MIT)** in 2000 for being named by my former student as a teacher “who has been especially influential in their development.” The Dean in her letter officially recognized and thanked me “for the time, patience, expertise, love, discipline and all the other qualities which have had such an important impact on my students. She congratulated me on my excellent work and expressed her gratitude and underscored “you do the work from which all of society benefits”

Attachment 16: Job Description or Qualifications for Superintendent

N/A

Complete either Attachment 15 or Attachment 16 depending on whether the superintendent has been selected.

Write "N/A" on the cover Narrative of the attachment that is not completed.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: CEO/Superintendent

Reports to: 7CsThrive Governing Board

Salary Range: \$90,000 - \$180,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: Masters

Experience Required: A minimum of 5 years of classroom teaching experience and a minimum of 5 years of administrative experience

Certification Required: Superintendent, Principal, Subject Area(s) Teaching, T-PESS, T-TESS, & Advancing Educational Leadership (AEL) Certifications from Texas

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$110,000
Charlotte ISD	007901	Charlotte	471	\$122,000
D'Hanis ISD	163902	D'Hanis	368	\$121,296

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Superintendent/CEO

Reports to: 7CsThrive Governing Board

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide visionary leadership to improve outcomes for all students using the Effective Schools Framework (ESF)
2. Align budget and resources to achieve improved student outcomes using S.M.A.R.T.E.R. goals
3. Establish procedures to guide 7Cs curriculum design, development, delivery and evaluation
4. Maintain healthy relationships with all stakeholder groups
5. Establish administrative regulations, rules and procedures for the efficient operation of 7Cs Academy schools
6. Provide support to all district-level staff, campus-level staff & the community to improve student outcomes
7. Present student outcome goals and goal progress measures on a regular basis to the 7CsThrive Governing Board
8. Provide coaching and mentoring of campus and district staff for leadership development & succession planning
9. Monitor implementation of 7Cs Curriculum and 7Cs Curriculum Guides using T-PESS & T-TESS instruments
10. Develop strategic public-private partnerships for the sustainable growth of 7Cs Academy elementary schools

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.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

N/A

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

After submitting our 7Cs Academy Generation 25 Charter Application, the CEO/Superintendent will continue to meet with administrators and teacher-leaders of **Charter Schools/ISDs** from across the state to build a more customized Job Description unique to 7Cs Academy. For example, he will meet with CFOs of charter schools to help him complete a **Position Description Questionnaire (PDQ)** of the Chief Financial Officer. He has used PDQs to create and hire positions as a District Administrator in multiple organizations in the past. A PDQ typically asks basic questions, such as:

12. Summarize the primary functions of your position
13. List your major duties, in order of importance. Please tell us what you do rather than how you do it. Begin each duty with an action verb, e.g., "operates," "supervises." Estimate the percentage of your total work time spent on each activity on an annual basis.
14. In addition to your major duties, please list what other tasks you perform on a periodic basis. Please tell us what you do rather than how you do it. Begin each duty with an action verb, e.g., "operates," "supervises." Estimate the percentage of your total work time spent on each activity on an annual basis.
15. Provide specific examples of the types of decisions you make and/or problems you solve in your position.
 - a. On your own authority
 - b. That require the support of other employees
 - c. That require approval by higher authority
16. Check the extent of supervision you regularly receive
 - ☐ Supervisor gives step-by-step instructions and continuously reviews the work
 - ☐ Supervisor gives specific work assignments and checks work at least once a day
 - ☐ Supervisor gives work assignments and checks work upon its completion.
 - ☐ Employee determines work priorities and methods of accomplishment.
 - ☐ Other (describe)
17. Describe the nature of the interaction that you have with others.
 - a. Within your immediate department
 - b. Within the larger organization (i.e. other staff, excluding executives)
 - c. Leadership of your organization (e.g. Board members, and/or administrative staff)
 - d. Stakeholders/Constituents within the organization (e.g. students, teachers)

e. Stakeholders outside the organization (other charter schools, vendors, etc.)

18. Please check the statement which most applies to the supervisory responsibility assigned to your position [Check only one]

- ☐ No supervisory responsibility
- ☐ Guide/Train others and check their work for accuracy
- ☐ Project/Team Leader
- ☐ Normally evaluate performance of subordinates
- ☐ Recommend personnel actions to leadership

If applicable, list the total number of employees supervised (directly or indirectly) and the approximate percentage of time actually spent supervising other employees

Employees Supervised	Total	Percent of Time (annually)
Directly		
Indirectly		
Total		

19. What are the minimum education requirements and experience needed to perform your position/duties (e.g. high school education or less, trade and/or business school, college, graduate school)?

- a. Education: _____
- b. What types of education/professional experiences are a prerequisite for your position?
- c. Experience: _____ Years: _____

20. Is there any professional certification required for your position ____ Yes ____ No

If yes, please specify _____

21. List any special skills, knowledge and/or abilities required to perform your position

22. Is there any other information about your job that you feel I should have?

In the meantime, the **Job Descriptions** provided here are the Generation 25 Supplemental HR Form is provided for the respective positions.

For example, the **Instructional Leadership Team in Year 1** will be comprised of: CEO/Superintendent, Director/Principal, Master Teachers of Four Core Subject Areas, Director of School Operations/CFO, Curriculum Coordinator, ESL Bilingual Teacher, and Special Education Teacher.

For example, the **Instructional Leadership Team at Full Capacity** will be comprised of: CEO/Superintendent, Chief Operating Officer, Directors/Principals of Both Campuses, Chief Financial Officer, Director of Special Programs, Curriculum Coordinator, Community Engagement Coordinator, Select Master Teachers, Special Education Teacher(s), and ESL Bilingual Teacher(s)

Attachment 19: Leadership Evaluation Tool(s)

Our CEO, Dr. Nathan Balasubramanian, is a **Certified Texas Principal Evaluation and Support System (T-PESS) Appraiser**. He is Certified to evaluate principals (see Certificate of Achievement below) and other administrators. He successfully completed 16 hours of T-PESS training and met all requirements for certification. The Governing Board and CEO believe in growing principals and leaders we hire, starting in the fall of 2020 (upon approval of Charter by TEA and SBOE in September 2020). As part of the Comprehensive Talent Management Plan, the CEO will recruit, hire, and evaluate a founding principal after he shares the Governing Board's expectation and provides an orientation for the new leader in November 2020. At 7Cs academy, we believe T-PESS, like T-TESS, is part of the continuous improvement process for **educational innovation**. The CEO will collaboratively establish the growth mindset in every Principal/Leader from **Year 0**.

Certificate of Achievement

This certifies that

Swaminathan Balasubramanian

has successfully completed 16 hours of
**Texas Principal Evaluation and Support System
(T-PESS)**

training and met all requirements for certification.



Date Issued:

8/13/2017



Evaluation will start in earnest from December 2020 as the founding Director/Principal begins to co-lead (with the CEO) the development of 7Cs Curriculum Guides 1.0 in all four core subject areas: English Language Arts Reading (ELAR), Mathematics, Science, and Social Studies.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Finance Team

N/A

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

N/A

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
CEO/Superintendent	1	1	1	1	1	1
Director of School Operations/ Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	0	0	0	0	1	1
Director of Special Programs	0	0	1	1	1	1
Curriculum Coordinator	1	1	1	1	2	2
Total central office FTEs	3	3	4	4	6	6
Elementary School Campus Staff						
Director/Principal	1	1	1	1	2	2
Teacher, Core Subject Area	0	1	2	3	8	8
Lead Teacher, Core Subject Area	4	5	6	7	8	8
Teacher, Encore (Specials)	1	2	3	4	6	6
Lead Teacher, Encore (Specials)	1	2	3	4	8	8
ESL/Bilingual Teacher	1	2	3	4	8	8
Bilingual Teacher Aides*	30	32	32	34	54	54
Auxiliary Staff	2	3	4	4	8	8
Special Education Teacher	1	2	3	4	8	8
Speech Language Pathologist	0.5	0.5	1	1	2	2
PEIMS & Payroll Coordinator	1	1	1	1	2	2
Testing Coordinator	0	0.5	1	1	2	2
Community Engagement Coordinator	0.5	0.5	1	1	1	1
Counselor	0	1	1	1	2	2

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Media Specialist	0.5	0.5	0.5	1	2	2
Office Manager	1	1	1	1	2	2
Social Worker	0	1	1	1	1	1
Security Officer	1	1	1	1	2	2
School Nurse	0	0.5	1	1	2	2
Administrative Assistant	1	2	3	4	6	6
Custodian	2	3	4	6	8	8
Total elementary FTEs	48.5	62.5	73.5	85.0	142.0	142.0
Middle School Campus Staff (N/A)						
High School Campus Staff (N/A)						
Total charter school staff	51.5	65.5	77.5	89.0	148.0	148.0
Elementary FTE-Student ratio	1:10	1:10	1:10	1:10	1:10	1:10
Students per classroom (includes PreK with 15 children and K and above with 22 children per class)	1:20	1:21	1:21	1:21	1:21	1:21
Teacher-student ratio	1:12	1:13	1:14	1:14	1:14	1:14

*At 7Cs Academy, we are committed to “growing our own talent.” We will support, mentor, coach, and make **every opportunity** available to **every employee** in **every position** to move them up our **leadership pipeline**. Notably, every **Bilingual Teacher Aide** will be afforded multiple opportunities to become certified through an **alternative teacher certification** route with an organization like **teachworthy**, whose values align with the mission and vision of **7Cs Academy**. The Applicant Team knows that the quality of the educational system cannot be greater than the quality of its teachers. Our CEO was a teacher for 18 years. He knows what it takes to facilitate the learning and development of children’s social collaborative skills and 7Cs in classrooms. Navigating these challenges within the classroom context can become overwhelming for teachers during hands-on STREAM learning if the learning experiences are not well designed (Balasubramanian, Wilson, & Cios, 2006). Our **Talent Management Plan** provides specifics on the process that we will use at **7Cs Academy** to attract, recruit, hire, and place high-quality staff who will effectively serve all students (*p. 65*). On page 29, our Founder-CEO shared the story of how he discovered the power of these “**Bilingual Teacher Aides**” using his data analytics at the sixth largest school district in the nation.

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the [Subchapter D](#) application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Teacher - Core/Encore

Reports to: Director/Principal

Salary Range: \$50,000 - \$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): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: A minimum of 2 years of classroom teaching experience in elementary school settings

Certification Required: Appropriate State of Texas professional certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$52,710 - \$54,410
Charlotte ISD	007901	Charlotte	471	\$43,600 - \$45,400
D'Hanis ISD	163902	D'Hanis	368	\$33,790 - \$35,560

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Teacher - Core/Encore

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Inspire and motivate learning in all children using the 7Cs Curriculum and 7Cs Curriculum Guides
2. Under the direction and mentoring of the Master Teacher, use appropriate instructional strategies to personalize learning for all children
3. Plan, implement and evaluate instructional practices continuously, to promote learning for all children
4. Provide a positive classroom environment that supports the intellectual, and social development of all children
5. Integrate technology using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model
6. Communicate effectively with children, parents and other stakeholder groups
7. Complete training and obtain state endorsements for teaching special populations
8. Keep school records and prepare and submit reports as required by law and administrative regulations
9. Perform other duties as assigned by the Director/Principal
- 10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Testing Coordinator

Reports to: Director/Principal

Salary Range: \$54,000 - \$64,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited four-year college or university

Experience Required: A minimum of 3 years teaching experience

Certification Required: Valid Texas Teacher certification; satisfactory outcome of fingerprinting background check

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Testing Coordinator

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinate and implement all state and federal mandated assessments and program testing
2. Organize, implement, verify, collect and distribute materials for all assessments
3. Demonstrate compliance with testing procedures and stated deadlines
4. Maintain a repository of information pertaining to testing
5. Investigate and prepare reports to document test irregularities
6. Act as a resource professional to principal and teachers to meet the instructional needs of students
7. Clearly describe the testing procedures and regulations for the principal and teachers
8. Ensure timely implementation of assessment guidelines and criteria
9. Disseminate testing program requirements to SPED, LPAC, 504 and RTI committees
10. Perform other duties as assigned by the Director/Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: School Nurse

Reports to: Director/Principal

Salary Range: \$50,000 - \$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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: BSN (from an accredited professional nursing education program)

Experience Required: A minimum of 2 years nursing experience in community health

Certification Required: Valid registered nurse license to practice professional nursing in Texas from the State Board of Nurse Examiners; Certified by Texas Department of Health to conduct vision and hearing screening; CPR certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: School Nurse

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Serve as an advocate for being healthy to all children in 7Cs Academy
2. Create and implement processes and procedures for mandatory screening programs
3. Notify parents on accident or illness in children and provide medical care for children in emergency situations
4. Administer medications to students based on 7Cs Academy's policies and procedures
5. Report any health and safety hazards in children of 7Cs Academy to the Principal
6. Act as a liaison between 7Cs Academy, parents, community and the physicians
7. Participate in assessing and reporting of suspected child abuse
8. With the permission of the Principal, conduct home visits to monitor children as necessary
9. Maintain confidentiality in all health records for children in 7Cs Academy
10. Compliance with 7Cs Academy's policies and state regulations

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Security Officer

Reports to: Director of School Operations

Salary Range: \$40,000 - \$50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: High school diploma or GED

Experience Required: A minimum of 2-3 years of security experience

Certification Required: A valid Texas Driver's license & auto insurance; CPR and first aid certification and firearms license

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Security Officer

Reports to: Director of School Operations

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Promote the welfare of students, teachers and staff in 7Cs Academy through a uniformed presence on campus
2. Performs patrols on foot and vehicle in the campus of 7Cs Academy
3. Monitor and ensure physical safety of 7Cs Academy campus using cameras and report any suspicious behavior
4. In case of an emergency on 7Cs Academy campus, respond to the scene and alert law enforcement agencies
5. Write and submit incident reports to law enforcement agencies as appropriate
6. Train and mentor additional security officers as needed
7. Serve to maintain crowd control at special events in 7Cs Academy
8. Develop documented protocol for emergency situations and conduct periodic drills on 7Cs Academy campus
9. Other duties as assigned by the Director of School Operations
- 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Social Worker

Reports to: Chief Operating Officer (COO)

Salary Range: \$48,000 - \$54,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's degree in Social Work

Experience Required: A minimum of 3 years of experience in a school setting

Certification Required: State of Texas License on Children, Youth & Family 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Social Worker

Reports to: Chief Operating Officer (COO)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be an advocate for students and their well being
2. Perform bio-psycho social assessments
3. Assess students for substance use, support systems, physical and emotional functioning
4. Develop and implement treatment plans that support student self-determination
5. Offer direct therapeutic services such as individual, family or group therapy on specific issues
6. Provide crisis management services
7. Conduct workshops for teachers, school staff and parents
8. Develop and lead a multi-disciplinary treatment team
9. Perform other duties as assigned by the COO
- 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Special Education Teacher

Reports to: Director/Principal

Salary Range: \$54,000 - \$64,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited four-year college or university

Experience Required: A minimum of two years teaching experience at an elementary school setting

Certification Required: Valid Texas teaching certificate with required special education endorsements

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$52,710 - \$54,410
Charlotte ISD	007901	Charlotte	471	\$43,600 - \$45,400
D'Hanis ISD	163902	D'Hanis	368	\$33,790 - \$35,560

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Special Education Teacher

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Collaborate with students, parents and other stakeholders to develop IEP through the ARD Committee process
2. Implement and instructional program for assigned students and show documented evidence of preparation
3. Plan and develop appropriate instructional strategies and materials for assigned students
4. Work with classroom teachers to modify regular curricula as needed for special education students
5. Participate in ARD committee meetings regularly
6. Conduct assessments of student learning styles and use results to plan for instructional activities
7. Present subject matter according to guidelines established by IEP
8. Employ instructional techniques and media to meet the learning needs and capabilities of each assigned student
9. Comply with federal, state regulations and 7Cs Academy's policies for special education teachers
10. Perform other duties as assigned by the Director/Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Speech Language Pathologist

Reports to: Director/Principal

Salary Range: \$55,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Master's degree in Speech-language pathology/Communications Services and Disorders or equivalent.

Experience Required: A minimum of 3 years experience working in an elementary school environment

Certification Required: Licensed as a Speech Language Pathologist by the Texas Department of Licensing Regulation (TDLR); American Speech-Language Hearing Association (ASHA) and Certificate of Clinical Competency (CCC) as applicable

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Speech Language Pathologist

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide speech-language pathology services to students with articulation, voice, and language disorders
2. Understand and use the Code of Ethics by ASHA and TDLR in making decisions for students in 7Cs Academy
3. Assess students and provide intervention to reduce impairments that will help them with their education
4. Participate and set goals for students with communication impairments in ARD Committee meetings
5. Plan and provide appropriate individual and group therapy to students consistent with speech and language goals
6. Deliver high quality therapy services to support students academically through evidence-based practices
7. Collaborate with teachers to plan and implement activities to improve communication skills of students
8. Provide professional learning in 7Cs Academy to help teachers identify communication impairment in students
9. Collect data for IEPs, session notes and quarterly progress reports with recommendations and evaluations
10. Perform other tasks as assigned by the Director/Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Curriculum Coordinator

Reports to: CEO

Salary Range: \$52,000 - \$72,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree in early childhood education

Experience Required: A minimum of 3 years experience as an early childhood educator/coach

Certification Required: Texas Professional Educator License

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Curriculum Coordinator

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure that the 7Cs Academy's core curriculum aligns with Texas Early Learning Standards
2. Coordinate and collaborate with teachers in the development and implementation of 7Cs Academy's curriculum
3. Design and deliver customized teacher training and professional development on select topics
4. Schedule observations in all classrooms and document reflections
5. Provide support for creating lesson plans and deliver appropriate and timely feedback to teachers
6. Identify and attend professional development conferences/workshops to incorporate best practices
7. Evaluate and recommend purchase of quality instructional materials into 7Cs core curriculum
8. Implement and/or maintain Texas Rising Star (TRS) & NAEYC accreditation with high ranking
9. Design and organize school wide events for parents and community stakeholders
10. Perform other duties as assigned by the CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Director of Special Programs

Reports to: CEO

Salary Range: \$58,000 - \$78,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Master's degree from an accredited four-year university

Experience Required: A minimum of two years experience in public schools

Certification Required: Texas Administrative Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Director of Special Programs

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Evaluate federal legislation, projects and programs for grant, entitlement and allocation opportunities
2. Inform the CEO and other stakeholders on the effects of any current and impending legislation
3. Actively participate in draft of project proposals and reports for federal and other special funding programs
4. Prepare and submit standard applications for federal funds to TEA
5. Evaluate all requests for projects and programs requiring federal or special funding
6. Develop and revise bilingual and GT curriculum as needed; Assist teachers to develop alternative coursework
7. Consult with parents, administrators, teachers and other stakeholders regarding federal/special programs
8. Plan and conduct parent meetings, including parent advisory committee meetings
9. Comply with policies established by federal and state law, State Board of Education rule and local Board policy
10. Perform other duties as assigned by the CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Director/Principal

Reports to: CEO

Salary Range: \$75,000 - \$105,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Master's degree in educational administration or equivalent

Experience Required: Three years experience as a classroom teacher with additional experience in instructional technology role

Certification Required: Texas principal certificate
Certified professional Development and Appraisal System (PDAS) appraiser

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$81,060 - \$117,864
Charlotte ISD	007901	Charlotte	471	\$60,130 - \$76,707
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Director/Principal

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide leadership to students in 7Cs Academy to ensure the highest standards of instructional service
2. Oversee compliance with school policies, success of instructional programs and operation of school activities
3. Direct and manage instructional program and supervise operations and personnel at school level
4. Monitor instructional processes to ensure that program activities are related to program outcomes
5. Provide instructional materials and resources to support teaching staff in accomplishing instructional goals
6. Regularly consult with all campus-level committees about planning, operation, and evaluation of programs
7. Identify, analyze, and apply research findings to promote school improvement
8. Use information systems to show campus programs on performance objectives addressing academic excellence
9. Define expectations for staff performance with regard to instructional strategies and classroom management
10. Make recommendations to the CEO on termination, suspension or non-renewal of employees

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: ESL-Bilingual Teacher

Reports to: Director/Principal

Salary Range: \$54,000 - \$64,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited four-year college or university

Experience Required: A minimum of 3 years teaching experience

Certification Required: Valid Texas teaching certificate with required endorsements; English as a Second Language Certification preferred; Gifted and Talented 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$52,710 - \$54,410
Charlotte ISD	007901	Charlotte	471	\$43,600 - \$45,400
D'Hanis ISD	163902	D'Hanis	368	\$33,790 - \$35,560

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: ESL-Bilingual Teacher

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plans the fulfill the requirements of 7Cs Academy curriculum
2. Prepare lessons that reflect accommodations for differences in student learning styles
3. Present subject matter according to TEA guidelines, 7Cs Academy's Board policies and regulations
4. Conduct assessment of student learning styles and use results to plan instructional activities
5. Plan and utilize appropriate instructional strategies that reflect learning styles and needs of assigned students
6. Conduct ongoing assessment of student achievement through formal and informal testing
7. Help students analyze and improve study materials and habits
8. Create classroom environment conducive to learning and appropriate for students
9. Conduct testing to place students in the appropriate program
10. Perform other duties as assigned by the Director/Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Master Teacher - Core/Encore

Reports to: CEO & Director/Principal

Salary Range: \$54,000 - \$64,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited four-year university

Experience Required: A minimum of 3 years of classroom teaching experience in elementary school settings

Certification Required: Appropriate State of Texas professional certifications

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	\$52,710 - \$54,410
Charlotte ISD	007901	Charlotte	471	\$41,500 - \$51,500
D'Hanis ISD	163902	D'Hanis	368	\$43,500 - \$53,500

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Master Teacher - Core/Encore

Reports to: CEO & Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Inspire and motivate learning in all children using the 7Cs Curriculum and 7Cs Curriculum Guides
2. Use appropriate instructional strategies and materials to personalize learning for all children
3. Deploy assessments, both formative assessments and formatively use summative/benchmark assessments
4. Plan, implement, and evaluate student outcomes to continuously improve instructional practices
5. Provide a positive classroom environment that supports the intellectual and social development of all children
6. Communicate effectively with children, parents and other stakeholder groups
7. Integrate technology using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model
8. Complete training and obtain state endorsements for teaching special populations
9. Keep school records and prepare and submit reports as required by law and administrative regulations
10. Perform other duties as assigned by the Director/Principal & CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Media Specialist

Reports to: Director/Principal

Salary Range: \$54,000 - \$64,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited College or University

Experience Required: A minimum of two years experience teaching educational technology for both staff and students in an elementary school setting

Certification Required: Valid Texas Teaching Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Media Specialist

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide leadership in the use of information technology through training and coaching teachers and staff
2. Lead the selection, organization and utilization of curriculum resources to augment academic performance
3. Develop engaging learning modules to promote problem solving and critical thinking among students
4. Maintenance of 7Cs Academy's web presence on Media Resources
5. Provide instruction on how students can make effective presentations using digital media
6. Create an innovative space to promote intellectual and physical access to library media materials
7. Encourage and model to the students, a love for learning using print and digital media
8. Comply with federal, state laws, the State Board of Education and 7Cs Academy Board on library services
9. Perform other duties as assigned by the Director/Principal
- 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Office Manager

Reports to: CEO

Salary Range: \$50,000 - \$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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelors degree

Experience Required: A minimum of 5 year of experience working in an office environment with frequent disruptions

Certification Required: Microsoft Office, Office equipment (computer, copier, printer)

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Office Manager

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a motivated and energetic individual who will commit to adding value to 7Cs Academy's mission
2. Coordinate with CEO on 7Cs Academy's priorities as it relates to instructional and non-instructional practices
3. A professional who will work with minimum supervision on crucial and time sensitive tasks
4. Follow policies and procedures of 7Cs Academy in all professional matters
5. Collaborate with other staff as needed on mission critical issues that need consensus
6. Act as a liaison between building staff and external stakeholders including parents
7. Develops documentation and reports including those that will be deemed confidential
8. Build a repository of information, easily retrievable, for the efficient organization of 7Cs Academy
9. Be a mentor to other administrative assistants and help them to excel in their positions
10. Perform other duties as assigned by the CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: PEIMS & Payroll Coordinator

Reports to: Director of School Operations/CFO

Salary Range: \$50,000 - \$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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited four-year college or university

Experience Required: A minimum of 3 years experience collecting and entering data in a school district administrative support position; Preferred experience with the Texas Student Data System (TSDS) and PEIMS data in school district support position

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: PEIMS & Payroll Coordinator

Reports to: Director of School Operations/CFO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinate the collection and formatting of all data required for PEIMS submission per PEIMS Data Standards
2. Collaborate with key stakeholders to submit 7Cs Academy PEIMS data per prescribed state deadlines
3. Run verification checks on data to ensure accuracy of information
4. Complete and submit verified PEIMS data in TEA prescribed format to ESC electronically for processing
5. Collate and submit TEA required PET data every week and review PET reports
6. Review and report PID error percentage standards per PEIMS data standards
7. Assign Texas State service IDs for all state approved courses per PEIMS data standards
8. Check data quality in compliance with Performance Based Monitoring
9. Coordinate all TEA mandated reports
10. Participate in the evaluation of SIS PEIMS modules for accuracy; Perform other tasks 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Custodian

Reports to: Chief Operating Officer (COO)

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: High School Diploma/GED

Experience Required: A minimum of 3 years experience, working in an environment with frequent interruptions

Certification Required: A valid Texas State Driver's license and a safe driving record
First Aid, CPR and defibrillator training 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).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Custodian

Reports to: Chief Operating Officer (COO)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain the building and physical plant in pristine condition to promote the well-being of children
2. Support Master Teachers, Teachers and Teacher Aides in setup of furniture and equipment as needed
3. Cleaning functions include maintaining a building in a clean, sanitary and orderly condition per school standards
4. Keep all equipment clean and in working condition. Secure equipment and supplies under lock and key
5. Administrative functions include following district protocol for initiating maintenance service requests
6. Be aware of energy conservation in the building and physical plant
7. Safety and security responsibilities include inspecting the facility, securing the building at all times
8. Verify emergency equipment is in good order and assist with emergency planning and response
9. Follow Board policies and stay informed of changes
10. Perform other duties as assigned by the COO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Administrative Assistant

Reports to: Chief Operating Officer (COO)

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: A minimum of 1 year of experience working in an office environment with frequent disruptions

Certification Required: Microsoft Office, Office equipment (computer, copier, printer)

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Administrative Assistant

Reports to: Chief Operating Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Be a motivated and energetic individual, who will commit to adding value to the work of 7Cs Academy
2. Under direct supervision, deliver a high quality of administrative support to staff and managers
3. Prepare correspondence for 7Cs Academy
4. Organize reports, files and other correspondence in a specified repository for easy retrieval
5. Be the voice of 7Cs Academy while answering phone calls or emails
6. Maintain a building calendar with key dates highlighted for key school events
7. Take notes during meetings and provide a concise summary to key stakeholders
8. Review, order and maintain office supplies
9. Utilize MS Office and other technology tools on a daily basis
10. Perform other duties as assigned by the Office Manager and the COO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Auxiliary Staff

Reports to: Director/Principal

Salary Range: \$25,000 - \$30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: Associate's degree or two years of study (60 college hours) at an accredited institution of higher learning

Experience Required: A minimum of one year's experience working with children who exhibit behavior problems

Certification Required: Para Professional Institute Certificate or Valid Texas educational aide certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Auxiliary Staff

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist in the intervention and management of student behavior under direct supervision of teacher
2. Assist in the instruction of students under direct supervision of teacher
3. Diffuse disruptive behaviors, refocus and transition the student into classroom activities
4. Assist teacher in the preparation of instruction
5. Help maintain an orderly classroom
6. Help teacher keep administrative records
7. Provide assistance to substitute teachers
8. Keep teacher informed of special needs or problems of individual students
9. Participate in staff development training, faculty meetings and special events as assigned
10. Perform other duties as assigned by the Director/Principal

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Bilingual Teacher Aide

Reports to: Director/Principal

Salary Range: \$25,000 - \$30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Associate's degree

Experience Required: A minimum of 1 year of classroom experience, as a teacher aide in a bilingual elementary classroom

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Bilingual Teacher Aide

Reports to: Director/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Under the direction and mentoring of the Master Teacher and Core/Encore Teacher, use appropriate instructional strategies to personalize learning for all children
2. Review and reinforce instructional materials presented by teachers with children one-on-one or in small groups
3. Model and reinforce classroom behavior for children
4. Assist Core/Encore Teachers in keeping records
5. Communicate effectively with children, parents and other stakeholder groups
6. Complete training and obtain appropriate state of Texas professional certification
7. Perform other duties as assigned by the Core/Encore Teacher
- 8.
- 9.
- 10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Chief Financial Officer (CFO)

Reports to: CEO

Salary Range: \$75,000 - \$105,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486

In year five: 1,470

Minimum Qualifications Required:

Education Required: Master s Degree in Business Administration or related field of study

Experience Required: A minimum of at least 5 years experience in accounting and financial management

Certification Required: Certified public accountant (CPA)

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Chief Financial Officer (CFO)

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide strategic consultation and serve as the chief financial advisor to the CEO and Board of Trustees
2. Assist the CEO and executive staff to formulate a sound financial plan to promote the mission of 7Cs Academy
3. Develop and implement financial strategies compliant with law, regulation, policy, and funding priorities
4. Develop a budget planning process and timeline that supports the CEO's priorities for 7Cs Academy
5. Provide financial, legislative and business information to improve public awareness of 7Cs Academy's position
6. Direct the entire accounting and financial operations of 7Cs Academy
7. Develop and implement internal controls to assess and manage financial risk of 7Cs Academy
8. Oversee the maintenance of all reports relating to operating and financial matters of 7Cs Academy
9. Work collaboratively with the CEO and executive staff on cost estimates based upon program needs
10. Perform other duties as assigned by the CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Community Engagement Coordinator

Reports to: CEO

Salary Range: \$53,000 - \$63,000

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Bachelor's degree in public relations, government, political science, communications or a related field from an accredited college or university

Experience Required: A minimum of 3 years experience in community engagement

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Community Engagement Coordinator

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. In collaboration with key stakeholders, develop a community engagement plan for 7Cs Academy, with metrics
2. Develop strong relationships with the community, media among other stakeholders
3. Prepare and disseminate marketing materials at key meetings
4. Be the principal point person for logistics and support for community engagement meetings at 7Cs Academy
5. Provide status updates on key projects to principle stakeholders including funding agencies
6. Follow-through with stakeholders in the community to ensure consistent messaging
7. Coordinate and manage both the website and social media presence on community engagement activities
8. Ensure accuracy, coherence and timeliness in all status updates
9. Perform other duties as assigned by the CEO
- 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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Chief Operating Officer (COO)

Reports to: CEO

Salary Range: \$81,296 - \$121,296

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): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Master's degree from an accredited four-year university, preferably in business related field or educational administration

Experience Required: A minimum of 5 years experience in operations management; experience in educational support programs preferred

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Chief Operating Officer (COO)

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure the attainment of 7Cs Academy's academic excellence indicators
2. Develop objectives and goals for exemplary support operations of 7Cs Academy
3. Plan and conduct needs assessments for growth and improvement of 7Cs Academy support operations
4. Evaluate job performance of all employees of 7Cs Academy to ensure effectiveness
5. Direct and manage all critical support operations of 7Cs Academy including risk management and tech support
6. Provide leadership to achieve cost-effective practices at 7Cs Academy
7. Ensure that preventive and proactive processes and systems at 7Cs Academy are in place for support operations
8. Implement the policies established by federal and state law, State Board of Education and local Board policy
9. Demonstrate support for 7Cs Academy's student management policies related to operations
10. Perform other duties as assigned by the CEO

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.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Counselor

Reports to: Chief Operating Officer (COO)

Salary Range: \$55,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Antonio, Bexar County

Number of Students anticipated in year one: 486 In year five: 1,470

Minimum Qualifications Required:

Education Required: Master's Degree from an accredited college or university in Counseling and Guidance

Experience Required: A minimum of two years of teaching experience in an elementary school setting

Certification Required: National Certified Counselor (NCC)

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Medina ISD	010901	Medina	306	
Charlotte ISD	007901	Charlotte	471	
D'Hanis ISD	163902	D'Hanis	368	

Name of Proposed Charter School: 7Cs Academy

Name of Sponsoring Entity: 7CsThrive

Position Title: Counselor

Reports to: Chief Operating Officer (COO)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop a comprehensive counseling and guidance program for 7Cs Academy
2. Present 7Cs Academy's teachers and staff with a comprehensive guidance curriculum
3. Conduct training for teachers in teaching the comprehensive guidance curriculum
4. Promote the importance of educational planning among students
5. Provide counseling to an individual or small groups of students with immediate concerns
6. Coordinate with the Testing Coordinator in evaluating the standardized testing program
7. Perform other counseling and guidance related duties as assigned by the COO
- 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.


Attachment 24: Teacher Evaluation Tool(s)

Our CEO, Dr. Nathan Balasubramanian, is a **Certified Texas Teacher Evaluation and Support System (T-TESS) Appraiser**. He is Certified to evaluate teachers until 2022 (see Certificates of Achievement below). The Governing Board and CEO believe in growing the teachers we hire, starting in the fall of 2020 (upon approval of Charter by TEA and SBOE in September 2020). As part of the Comprehensive Talent Management Plan, the CEO will evaluate teachers after he provides them their orientation in November 2020. At 7Cs academy, we believe T-TESS is part of the continuous improvement process for **educational innovation**. The CEO and Director/Principal will collaboratively establish the growth mindset in every educator from **Year 0**.



Evaluation will start in earnest from December as teachers begin to develop 7Cs Curriculum Guides 1.0 in all four core subject areas: English Language Arts Reading (ELAR), Mathematics, Science, and Social Studies.

Attachment 25: Proposed School Calendar (Annual)



7Cs Academy - Public Elementary School
PROPOSED 2021-2022 SCHOOL CALENDAR
Teachers and Student with Breaks
Every 6-weeks

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DATES TO REMEMBER	
2-3 Aug	New Teacher Orientation
6-Aug	First Day for Teachers
12-Aug	First Day for Students
23-Jun	Last Day for Students
24-Jun	Last Day for Teachers

SCHOOL START/DISMISSAL TIMES	
7:30 AM - 3:30 PM	
7:30 AM - 11:30 AM (Early Release)	

HOLIDAYS	
6-Sep	Labor Day
11-Oct	Columbus Day
25-Nov	Thanksgiving
25-Dec	Christmas
17-Jan	Martin Luther King Jr. Day
15-Apr	Good Friday
30-May	Memorial Day

ASSESSMENT OF LEARNING CYCLES	
Week of 20-Sep	1st 6-week Assessments
Week of 1-Nov	2nd 6-week Assessments
Week of 20-Dec	3rd 6-week Assessments
Week of 14-Feb	4th 6-week Assessments
Week of 11-Apr	5th 6-week Assessments
Week of 23-May	6th 6-week Assessments
Week of 20-Jun	End-of-Year Assessments

SYMBOLS	
	6-week cycle Begins
	Holiday for Students & Staff
	6-week cycle Ends
	Staff Development/Teacher Workday
	Early Release Day for Students & Staff

WORKING/INSTRUCTIONAL DAYS	
204 days	for Teachers
191 days	for Students
Total # of minutes of instruction = 91,680	

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

The 91,680 instructional minutes are reflected in the "Total School Year Minutes" on Row 14 of the School Info Tab in the Financial Plan Workbook. One extra additional hour per day and 11 additional days (two are early release days before the Winter Break and Memorial Day). This **21 percent increase** from the statutory minimum 75,600 minutes will help address summer slide issues and honor the intent of **HB 3**.

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Pages 74 through 80 illustrate the schedule for a sample day and week for a student and a teacher

Cured during Remedy Period

STUDENT VERSION OF SCHOOL SCHEDULE						
Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	
7:00 AM	30 Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
7:30 AM	30 Attitude Formation & SECD: 7Cs TT*	Attitude Formation & SECD	Attitude Formation & SECD	Attitude Formation & SECD	Attitude Formation & SECD	
8:00 AM	90 ELAR/Science Block	Core Block	Core Block	Core Block	Core Block	
9:30 AM	30 Recess & Structured PE	Recess & Structured PE	Recess & Structured PE	Recess & Structured PE	Recess & Structured PE	
10:00 AM	90 Math/SS Block	Core Block	Core Block	Core Block	Core Block	
11:30 AM	90 Fine Arts/Technology Block & Lunch	Encore/Genius Block & Lunch	Encore/Genius Block & Lunch	Encore/Genius Block & Lunch	Encore/Genius Block & Lunch	
1:30 PM	15 SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	
1:45 PM	90 Structured PE & Health Block	Encore/Genius Block	Encore/Genius Block	Encore/Genius Block	Encore/Genius Block	
3:15 PM	15 Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	
3:30 PM	90 School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	
450	Core = ELAR, Mathematics, Science, & Social Studies		Prepare children for the tests of life AND a life of tests by starting with 10 Talking Treasure (2012) Stories	Student Schedule to academically grow every child, everyday. Encore/Genius Project Blocks are designed to help every child apply their integrated STREAM learning everyday (p. 79)		
	Encore = Fine Arts, Health, PE, & Technology					
	7Cs TT* = Time and space to create 7Cs Academy's Talking Treasure Stories					
	Clubs = After School Clubs with STREAM-focus, including Arts & Crafts, Chess, Coding, Creative Writing, Debate, Lego Robotics, Math Olympiads, Spanish, etc.					
TEACHER VERSION OF SCHOOL SCHEDULE						
Minutes	Monday	Tuesday	Wednesday	Thursday	Friday	
7:00 AM	30 Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
7:30 AM	30 Attitude Formation & SECD	Attitude Formation & SECD	Attitude Formation & SECD	Attitude Formation & SECD	Attitude Formation & SECD	
8:00 AM	90 Encore Planning	Encore Planning	Encore Planning	Encore Planning	Encore Planning	
9:30 AM	Recess & Structured PE	PE Break 1	PE Break 1	PE Break 1	PE Break 1	
10:00 AM	90 Encore Planning	Encore Planning	Encore Planning	Encore Planning	Encore Planning	
11:30 AM	Core Planning	Core Planning	Core Planning	Core Planning	Core Planning	
1:30 PM	15 SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	SECD Reflection & Planning	
1:45 PM	Core Planning	Core Planning	Core Planning	Core Planning	Core Planning	
3:15 PM	15 Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	Learning, Change, and SECD	
3:30 PM	90 School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	School Dismissal & Clubs	
240	Core = English Language Arts & Reading (ELAR), Mathematics, Science, & Social Studies (SS)			Teacher Schedule to maximize collaboration opportunities between Core & Encore Teachers and Bilingual Teacher Aides, to best serve the individualized needs of every child, everyday.		
	Encore = Fine Arts, Health, PE, & Technology					
	SECD = Social-Emotional Learning (SEL) and Character Development (CD)					
	Genius = Core + Encore, to ensure mastery of 7Cs Core Principles using real-world investigations, interventions, and problem solving					

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and 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.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Proposed Admissions and Enrollment Policy

7CsAcademy will use its website to announce when we are taking enrollment applications. We will have a paper application forms available and provide a call-in method of taking student information during normal business hours. We will run advertisements further announcing that we are opening our enrollment process to allow for greater notification to the community. The students who provide enrollment paperwork, if needed, will be placed into a lottery. This will only be done if on the date initial enrollment is to close if there are more students than we have slots. From this lottery the initial 486 students will be selected. We will have reserved slots for staff of 7Cs Academy. These 'staff students' will be the only students that could come from beyond the attendance zone. These students will have preference for enrollment because their family member will be filling a need at 7Cs Academy. We will consider extend family members for this preference if the extend family member provides childcare to the parents.

Student who applied to 7Cs Academy after the lottery date will be admitted on first come first served basis. If more students apply to 7Cs Academy, then we can initially accept they will be placed on waiting list that will be used to select students on first come first served basis if any of the initial students leave our school.

All students from the attendance zone will be considered for admission. Students with criminal history will be considered on case by case basis with administration, instructional staff, and parents being the members of the admitting team who will determine if the offence would be of such nature that the student would present a danger to other students. Special Education students will be admitted using their IEPs and other ARD notes to set any special services required to have a sound academic and social emotional learning (SEL) experience. Students without any current special needs determined by other school districts will be screened by 7Cs Academy staff for their individual needs to allow our concepts of accelerated education and SEL to be done in the manner described in this narrative.

7Cs Academy will be open enrollment PreK-2 (growing a grade per year until we have PreK-5 grades) who will accept all students who live within our defined attendance zone. We will also accept students of staff members regardless of where they live on preferred basis. We will maintain a waiting list if we have more student wishing to enroll than we can accommodate. Students will be enrolled throughout the school year. A preference will be given to siblings of students enrolled at 7Cs Academy so that all children of a family can attend 7Cs Academy.

Attachment 28: Certificate of Occupancy for Facility

“Not Applicable”

Please see “Facilities Not Identified” section (*p. 102*).

Attachment 29: Evidence that Facility has been Secured

“Not Applicable”

Please see “Facilities Not Identified” section (*p. 102*).

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

The Project Schedules on pages 88 and 89 provide a detailed start-up plan

Attachment 31: Financial Plan Workbook

Using the template provided on the [Subchapter D](#) application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy: print a hard copy of **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 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 school is projecting.

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 the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, 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.

7Cs Academy

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

	\$ 3,589,829	\$ 4,810,371	\$ 6,109,171	\$ 7,453,189	\$ 12,744,953
	\$ 392,427	\$ 525,852	\$ 667,832	\$ 814,755	\$ 1,393,232
\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
\$ 500,000	\$ 4,482,256	\$ 5,836,223	\$ 7,277,004	\$ 8,767,944	\$ 14,638,185

TOTAL REVENUE**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

\$ 213,000	\$ 517,000	\$ 563,410	\$ 684,281	\$ 737,591	\$ 1,236,142
\$ 110,000	\$ 1,378,000	\$ 2,006,440	\$ 2,526,003	\$ 3,039,967	\$ 5,372,054
\$ -	\$ 153,500	\$ 212,180	\$ 305,009	\$ 401,031	\$ 648,293
\$ 52,165	\$ 330,833	\$ 449,298	\$ 567,720	\$ 674,842	\$ 1,171,923
\$ 375,165	\$ 2,379,333	\$ 3,231,328	\$ 4,083,012	\$ 4,853,430	\$ 8,428,411

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 70,000	\$ 426,896	\$ 602,550	\$ 772,295	\$ 1,201,659	\$ 1,470,870
\$ -	\$ 369,580	\$ 456,376	\$ 546,251	\$ 653,534	\$ 805,687
\$ 20,334	\$ 690,110	\$ 1,201,473	\$ 1,410,231	\$ 1,434,573	\$ 1,496,651
\$ -	\$ 44,823	\$ 89,646	\$ 179,292	\$ 358,584	\$ 717,168
\$ 90,334	\$ 1,531,409	\$ 2,350,045	\$ 2,908,069	\$ 3,648,349	\$ 4,490,376

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 465,499	\$ 3,910,742	\$ 5,581,373	\$ 6,991,081	\$ 8,501,779	\$ 12,918,787
-------------------	---------------------	---------------------	---------------------	---------------------	----------------------

NET OPERATING INCOME (before depreciation)

\$ 34,502	\$ 571,514	\$ 254,850	\$ 285,922	\$ 266,165	\$ 1,719,398
------------------	-------------------	-------------------	-------------------	-------------------	---------------------

STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	441	573	705	837	1,395
	\$ 10,164	\$ 10,185	\$ 10,322	\$ 10,475	\$ 10,493
	\$ 8,868	\$ 9,741	\$ 9,916	\$ 10,157	\$ 9,261

New Charter School Application Financial Plan Workbook

Instructions

General Instructions and Notes

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

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

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

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
****PLEASE NOTE** - Before selecting a category, be sure to review the *Budget tab* to see where each category falls in terms of the Personnel section.**
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

7Cs Academy

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Dr. Nathan Balasubramanian	
Contact Email:	Nathan.DrB@7CsThrive.org	
Contact Phone:	(512) 879-7141	
Start-Up (Year 0) Fiscal Year End:	2021	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2022	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	91,680	Enter the number of minutes (e.g., 75,600)

7Cs Academy

ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	45.00	45.00	45.00	45.00	75.00
Kindergarten	132.00	132.00	132.00	132.00	220.00
1st Grade	132.00	132.00	132.00	132.00	220.00
2nd Grade	132.00	132.00	132.00	132.00	220.00
3rd Grade		132.00	132.00	132.00	220.00
4th Grade			132.00	132.00	220.00
5th Grade				132.00	220.00
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	441.00	573.00	705.00	837.00	1,395.00
Total Number of High School Students Enrolled	-	-	-	-	-
Average Daily Attendance (ADA) %	80%	83%	85%	88%	90%
Average Daily Attendance (ADA)	352.80	472.73	599.25	732.38	1,255.50
Percent change YOY		34%	27%	22%	71%

STUDENT POPULATION

	Data for the following fiscal years must be based on reasonable estimates and projections.									
Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	10.00	2.00	13.00	3.00	15.00	3.00	18.00	4.00	20.00	4.00
Number Enrolled in Resource Room	4.00	1.00	5.00	1.00	6.00	1.00	7.00	1.00	7.00	1.00
Number Enrolled in Self-Contained Mild/Mod/Sev	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	35.00	18.00	54.00	27.00	72.00	36.00	124.00	62.00	258.00	129.00
Special Education Student Count (SPED)	50.00	22.00	73.00	32.00	95.00	41.00	151.00	68.00	287.00	135.00
Special Education Student Count %	11.34%	4.99%	12.74%	5.58%	13.48%	5.82%	18.04%	8.12%	20.57%	9.68%
Percent change YOY			46%	45%	30%	28%	59%	66%	90%	99%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-								
Number Enrolled in Two-hour Class		-								
Number Enrolled in Three-hour Class		-								
Number Enrolled in Four-hour Class		-								
Number Enrolled in Five-hour Class		-								
Number Enrolled in Six-hour Class		-								
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled	34.00	44.00	60.00	80.00	150.00
% of Gifted and Talented Students Enrolled	7.71%	7.68%	8.51%	9.56%	10.75%
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	94.00	120.00	146.00	172.00	290.00
% of Students Enrolled in Bilingual/ESL	21.32%	20.94%	20.71%	20.55%	20.79%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	402.90	512.40	621.80	731.20	1,219.00
-----------------------------------	--------	--------	--------	--------	----------

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	5	6	8	9	10
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	5	6	8	9	10
Percent change YOY		20%	33%	13%	11%

7Cs Academy
PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)		Number of FTEs						Notes	Total of Salaries					
		Year Count	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs			Yearly Raise %				
		0.0000%	0.0000%	3.0000%	3.0000%	3.0000%	3.0000%								
CEO	Executive Management	\$ 135,000	1.0	1.0	1.0	1.0	1.0	1.0	CEO/Superintendent	\$ 135,000	\$ 135,000	\$ 139,050	\$ 143,222	\$ 147,518	\$ 151,944
Director of School Operations	CFO / Director of Finance	\$ 90,000	0.2	1.0	1.0	1.0	1.0	1.0	Contract Backoffice Accounting	\$ 18,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 101,296
Chief Operating Officer	Operation / Business Manager	\$ 101,296	0.0	0.0	0.0	0.0	0.0	1.0	COO in Year 5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,010
Director of Special Programs	Instructional Management	\$ 68,000	0.0	0.0	0.0	1.0	1.0	1.0	for SpEd, 504 & Bilingual/ESL	\$ -	\$ -	\$ -	\$ 72,141	\$ 74,305	\$ 76,535
Curriculum Coordinator	Deans, Directors & Coordinators	\$ 62,000	0.0	1.0	1.0	1.0	1.0	2.0	Literacy & Numeracy Leads	\$ -	\$ 62,000	\$ 63,860	\$ 65,776	\$ 67,749	\$ 139,563
Director/Principal	Instructional Management	\$ 90,000	0.5	1.0	1.0	1.0	1.0	2.0	Founding Principal	\$ 45,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 202,592
Teacher, Core Subject Area	Teachers - Regular	\$ 55,000	1.0	0.0	1.0	2.0	3.0	8.0	Teachers of Core Subjects	\$ 55,000	\$ -	\$ 56,650	\$ 116,699	\$ 180,300	\$ 495,224
Master Teacher, Core Subject Area	Teachers - Regular	\$ 59,000	0.0	4.0	5.0	6.0	7.0	8.0	Teacher Coaches, Core Subjects	\$ -	\$ 236,000	\$ 303,850	\$ 375,559	\$ 451,296	\$ 531,240
Teacher, Encore (Specials)	Teachers - Regular	\$ 55,000	0.0	1.0	2.0	3.0	4.0	6.0	FA/Health/PE/Tech Teachers	\$ -	\$ 55,000	\$ 113,300	\$ 175,049	\$ 240,400	\$ 371,418
Master Teacher, Encore (Specials)	Teachers - Regular	\$ 59,000	0.0	1.0	2.0	3.0	4.0	8.0	Teacher Coaches, Specials	\$ -	\$ 59,000	\$ 121,540	\$ 187,779	\$ 257,884	\$ 531,240
Bilingual Teacher Aides	Teaching Assistants	\$ 27,500	2.0	30.0	32.0	32.0	34.0	54.0	Paraprofessionals	\$ 55,000	\$ 825,000	\$ 906,400	\$ 933,592	\$ 1,021,700	\$ 1,671,381
ESL Bilingual Teacher	Specialty Teachers	\$ 59,000	0.0	1.0	2.0	3.0	4.0	8.0	ELL Teachers	\$ -	\$ 59,000	\$ 121,540	\$ 187,779	\$ 257,884	\$ 531,240
Auxiliary Staff	Aides	\$ 27,500	0.0	2.0	3.0	4.0	4.0	8.0	Supporting Special Programs	\$ -	\$ 55,000	\$ 84,975	\$ 116,699	\$ 120,200	\$ 247,612
Teacher, Special Education	Teachers - SPED	\$ 59,000	0.0	1.0	2.0	3.0	4.0	8.0	SpEd Teachers	\$ -	\$ 59,000	\$ 121,540	\$ 187,779	\$ 257,884	\$ 531,240
Speech Language Pathologist	Specialty Teachers	\$ 60,000	0.0	0.5	0.5	1.0	1.0	2.0	Speech Therapists	\$ -	\$ 30,000	\$ 30,900	\$ 63,654	\$ 65,564	\$ 135,061
PEIMS & Payroll Coordinator	Other - Administrative	\$ 55,000	0.0	1.0	1.0	1.0	1.0	2.0	PIEMS Coordinator	\$ -	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 123,806
Testing Coordinator	Other - Instructional	\$ 59,000	0.0	0.0	0.5	1.0	1.0	2.0	Rtl and Testing Coordinator	\$ -	\$ -	\$ 30,385	\$ 62,593	\$ 64,471	\$ 132,810
Community Engagement Coordinator	Other - Non-Instructional	\$ 58,000	0.0	0.5	0.5	1.0	1.0	1.0	Testing Coordinator	\$ -	\$ 29,000	\$ 29,870	\$ 61,532	\$ 63,378	\$ 65,280
Counselor	Therapists & Counselors	\$ 60,000	0.0	0.0	1.0	1.0	1.0	2.0	Counselors	\$ -	\$ -	\$ 61,800	\$ 63,654	\$ 65,564	\$ 135,061
Media Specialist	Librarian	\$ 59,000	0.0	0.5	0.5	0.5	1.0	2.0	Librarian	\$ -	\$ 29,500	\$ 30,385	\$ 31,297	\$ 64,471	\$ 132,810
Office Manager	Administrative Staff	\$ 55,000	0.0	1.0	1.0	1.0	1.0	2.0	Office Manager	\$ -	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 123,806
Social Worker	Therapists & Counselors	\$ 52,000	0.0	0.0	1.0	1.0	1.0	1.0	Social Worker	\$ -	\$ -	\$ 53,560	\$ 55,167	\$ 56,822	\$ 58,526
Security Officer	Security	\$ 45,000	0.0	1.0	1.0	1.0	1.0	2.0	School Resource Officer	\$ -	\$ 45,000	\$ 46,350	\$ 47,741	\$ 49,173	\$ 101,296
School Nurse	Nurse	\$ 55,000	0.0	0.0	0.5	1.0	1.0	2.0	Nurse	\$ -	\$ -	\$ 28,325	\$ 58,350	\$ 60,100	\$ 123,806
Administrative Assistant	Administrative Staff	\$ 30,000	0.5	1.0	2.0	3.0	4.0	6.0	Director of First Impressions	\$ 15,000	\$ 30,000	\$ 61,800	\$ 95,481	\$ 131,127	\$ 202,592
Custodian	Custodian	\$ 25,000	0.0	2.0	3.0	4.0	6.0	8.0	Custodians	\$ -	\$ 50,000	\$ 77,250	\$ 106,090	\$ 163,909	\$ 225,102
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$				

7Cs Academy
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0 2021	Year 1 2022	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
REVENUE										
TOTAL STATE REVENUES		3,589,829			34.00%	27.00%	22.00%	71.00%		State revenue assumptions are based on student
TOTAL FEDERAL REVENUES		392,427			34.00%	27.00%	22.00%	71.00%		Used conservative 80% in Year 1 and increased it 2.5% each year. We could have used the average of Edgewood, South San federal program funding per student.
TOTAL LOCAL & OTHER REVENUES	500,000	500,000			0.00%	0.00%	0.00%	0.00%		
TOTAL REVENUE	\$ 500,000	\$ 4,482,256								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	135,000	135,000								
Instructional Management	45,000	90,000								
Deans, Directors & Coordinators	-	62,000								
CFO / Director of Finance	18,000	90,000								
Operation / Business Manager	-	-								
Administrative Staff	15,000	85,000								
Other - Administrative	-	55,000								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 213,000	\$ 517,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	55,000	350,000							Hiring 4 Teachers of Core Subjects in Year 0 and grooming them into Master Teachers in 6 months by beginning of Year 1	Included conservative estimates of the Master Teachers acting as "Coaches" to inspire Aides to become skilled teachers (Cognitive Apprenticeship)
Teachers - SPED	-	59,000								
Substitute Teachers	-	-								
Teaching Assistants	55,000	825,000								
Specialty Teachers	-	89,000								
Aides	-	55,000								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 110,000	\$ 1,378,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	29,500								
Custodian	-	50,000								
Security	-	45,000								
Other - Non-Instructional	-	29,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 153,500								
TOTAL PERSONNEL EXPENSES	\$ 323,000	\$ 2,048,500								
PAYROLL TAXES AND BENEFITS										
Social Security	-	-			0.00%	0.00%	0.00%	0.00%		
Medicare	4,684	29,703			1.45%	1.45%	1.45%	1.45%		
State Unemployment	1,938	12,291			0.60%	0.60%	0.60%	0.60%		
Worker's Compensation Insurance	6,460	40,970			2.00%	2.00%	2.00%	2.00%		
TRS School Contribution	4,845	30,728			1.50%	1.50%	1.50%	1.50%		
TRS Statutory Minimum	4,845	30,728			1.50%	1.50%	1.50%	1.50%		
Health Insurance	17,765	112,668			5.50%	5.50%	5.50%	5.50%		
Dental Insurance	6,460	40,970			2.00%	2.00%	2.00%	2.00%		
Vision Insurance	-	-			0.00%	0.00%	0.00%	0.00%		
Life Insurance	323	2,049			0.10%	0.10%	0.10%	0.10%		
Retirement Contribution	4,845	30,728			1.50%	1.50%	1.50%	1.50%		
Custom Fringe #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 52,165	\$ 330,833								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 375,165	\$ 2,379,333								

7Cs Academy

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
CONTRACTED SERVICES			Enter the % change below for which the amount entered in column F should change each year.							
Accounting / Audit	25,000	44,823			7.00%	7.00%	7.00%	7.00%		Full back office support includes AP, AR and CFO functions. This is based on 2.5% of budgeted revenue.
Legal	20,000	40,000			7.00%	7.00%	7.00%	7.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	25,000			0.00%	0.00%	0.00%	0.00%		pure estimate for these services until we can hire our own.
Food Service / School Lunch	-	206,064			61.00%	36.00%	70.00%	25.00%		\$3 per student per day. Based on average Food Serice funding for SSAISD, EISD, NISD
Payroll Services	-	15,229			61.00%	36.00%	70.00%	25.00%		5% of total Payroll \$
Special Ed Services	-	25,000			61.00%	36.00%	70.00%	25.00%		
Titlment Services (i.e. Title I)	-	6,480			61.00%	36.00%	70.00%	25.00%		Usually provided by ESC. This figure is \$25 per FRL student.
ESC 20 Accounting Suite of Services	-	24,300			25.00%	25.00%	25.00%	25.00%		\$75 per student
Management Consultants	25,000	25,000			0.00%	0.00%	0.00%	0.00%		Leadership4School services. Initial cost = \$1000 per month.
Contracted Substitute Teacher Services	-	15,000			63.00%	38.00%	76.00%	25.00%		
TOTAL	\$ 70,000	\$ 426,896								
SCHOOL OPERATIONS										
Board Expenses	-	10,000			7.00%	7.00%	7.00%	7.00%		
Classroom / Teaching Supplies & Materials	-	50,000			28.50%	22.50%	22.50%	22.50%		\$2500 per teacher.
Special Ed Supplies & Materials	-	10,000			28.50%	22.50%	22.50%	22.50%		25% of total teaher supplies funding
Textbooks / Workbooks	-	16,200			28.50%	22.50%	22.50%	22.50%		\$50 per student. This is in addition to state provided Textbook funding nit included in the workbook.
Supplies & Materials other	-	6,480			28.50%	22.50%	22.50%	22.50%		\$20 per student
Equipment / Furniture	-	50,000			28.50%	22.50%	22.50%	22.50%		\$2500 per teacher/classroom.
Telephone	-	18,000			7.00%	7.00%	7.00%	7.00%		\$1500 per month
Technology	-	48,600			28.50%	22.50%	22.50%	22.50%		\$150 per student estimate
Student Testing & Assessment	-	5,000			28.50%	22.50%	22.50%	22.50%		
Field Trips	-	5,000			7.00%	30.00%	30.00%	30.00%		
Transportation (student)	-	25,000			10.00%	10.00%	10.00%	10.00%		
Student Services - other	-	5,000			28.50%	22.50%	22.50%	22.50%		
Office Expense	-	10,000			7.00%	7.00%	7.00%	7.00%		
Staff Development	-	25,000			28.50%	22.50%	22.50%	22.50%		Total staff x \$50
Staff Recruitment	-	10,000			28.50%	22.50%	22.50%	22.50%		
Student Recruitment / Marketing	-	20,000			7.00%	7.00%	7.00%	7.00%		
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	25,000			28.50%	22.50%	22.50%	22.50%		
Fundraising	-	6,000			28.50%	22.50%	22.50%	22.50%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Assessments	-	24,300			27.00%	22.00%	17.00%	67.00%		
TOTAL SCHOOL OPERATIONS	\$ -	\$ 369,580			0.00%	0.00%	0.00%	0.00%		
FACILITY OPERATION & MAINTENANCE										
Insurance	20,334	49,822			14.00%	12.50%	9.50%	60.00%		
Janitorial Services	-	5,000			10.00%	10.00%	10.00%	10.00%		Placeholder. Plan to hire own janitorial staff.
Building and Land Rent / Lease	-	489,288			100.00%	18.91%	0.00%	0.00%	30-year, fixed rate \$12M bond issue pays for all of its own costs, so no equity required from Borrower	No payment due Year 1. No principal payment in Year 2. Fully amortizes from Years 3-30.
Repairs & Maintenance	-	36,000			10.00%	10.00%	10.00%	10.00%		10% of lease cost. Increases are capped at 10% until new facility added in year 4.
Security Services	-	5,000			10.00%	10.00%	10.00%	10.00%		
Utilities	-	75,000			10.00%	10.00%	10.00%	10.00%		\$2.50 per sq ft.
Internet	-	30,000			10.00%	10.00%	10.00%	10.00%		\$2500 per month
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 20,334	\$ 690,110			0.00%	0.00%	0.00%	0.00%		
RESERVES / CONTINGENCIES	-	44,823			100.00%	100.00%	100.00%	100.00%		
TOTAL EXPENSES	\$ 465,499	\$ 3,910,742								

7Cs Academy

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
NET OPERATING INCOME (before Depreciation)	\$ 34,502	\$ 571,514								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 34,502	\$ 571,514								

7Cs Academy

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026
500,000	4,482,256	5,836,223	7,277,004	8,767,944	14,638,185
465,499	3,910,742	5,581,373	6,991,081	8,501,779	12,918,787
34,502	571,514	254,850	285,922	266,165	1,719,398
	10,163.85	10,185.38	10,321.99	10,475.44	10,493.32
	8,867.90	9,740.62	9,916.43	10,157.44	9,260.78

REVENUE

TOTAL STATE REVENUES
TOTAL FEDERAL REVENUES
TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

	3,589,829	4,810,371	6,109,171	7,453,189	12,744,953
	392,427	525,852	667,832	814,755	1,393,232
\$ 500,000	500,000	500,000	500,000	500,000	500,000

\$ 500,000	\$ 4,482,256	\$ 5,836,223	\$ 7,277,004	\$ 8,767,944	\$ 14,638,185
------------	--------------	--------------	--------------	--------------	---------------

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

135,000	135,000	139,050	143,222	147,518	151,944
45,000	90,000	92,700	167,622	172,651	279,126
-	62,000	63,860	65,776	67,749	139,563
18,000	90,000	92,700	95,481	98,345	101,296
-	-	-	-	-	114,010
15,000	85,000	118,450	153,831	191,227	326,398
-	55,000	56,650	58,350	60,100	123,806
\$ 213,000	\$ 517,000	\$ 563,410	\$ 684,281	\$ 737,591	\$ 1,236,142

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

55,000	350,000	595,340	855,085	1,129,880	1,929,122
-	59,000	121,540	187,779	257,884	531,240
-	-	-	-	-	-
55,000	825,000	906,400	933,592	1,021,700	1,671,381
-	89,000	152,440	251,433	323,447	666,301
-	55,000	84,975	116,699	120,200	247,612
-	-	115,360	118,821	122,385	193,588
-	-	30,385	62,593	64,471	132,810
\$ 110,000	\$ 1,378,000	\$ 2,006,440	\$ 2,526,003	\$ 3,039,967	\$ 5,372,054

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse
Librarian
Custodian
Security
Other - Non-Instructional

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

-	-	28,325	58,350	60,100	123,806
-	29,500	30,385	31,297	64,471	132,810
-	50,000	77,250	106,090	163,909	225,102
-	45,000	46,350	47,741	49,173	101,296
-	29,000	29,870	61,532	63,378	65,280
\$ -	\$ 153,500	\$ 212,180	\$ 305,009	\$ 401,031	\$ 648,293

TOTAL PERSONNEL EXPENSES

\$ 323,000	\$ 2,048,500	\$ 2,782,030	\$ 3,515,292	\$ 4,178,588	\$ 7,256,488
------------	--------------	--------------	--------------	--------------	--------------

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	4,684	29,703	40,339	50,972	60,590	105,219
State Unemployment	1,938	12,291	16,692	21,092	25,072	43,539
Worker's Compensation Insurance	6,460	40,970	55,641	70,306	83,572	145,130
TRS School Contribution	4,845	30,728	41,730	52,729	62,679	108,847
TRS Statutory Minimum	4,845	30,728	41,730	52,729	62,679	108,847
Health Insurance	17,765	112,668	153,012	193,341	229,822	399,107
Dental Insurance	6,460	40,970	55,641	70,306	83,572	145,130
Vision Insurance	-	-	-	-	-	-
Life Insurance	323	2,049	2,782	3,515	4,179	7,256
Retirement Contribution	4,845	30,728	41,730	52,729	62,679	108,847
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 52,165	\$ 330,833	\$ 449,298	\$ 567,720	\$ 674,842	\$ 1,171,923
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 375,165	\$ 2,379,333	\$ 3,231,328	\$ 4,083,012	\$ 4,853,430	\$ 8,428,411
CONTRACTED SERVICES						
Accounting / Audit	25,000	44,823	47,961	51,318	54,910	58,754
Legal	20,000	40,000	42,800	45,796	49,002	52,432
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	25,000	25,000	25,000	25,000	25,000
Food Service / School Lunch	-	206,064	331,763	451,198	767,036	958,795
Payroll Services	-	15,229	24,519	33,345	56,687	70,859
Special Ed Services	-	25,000	40,250	54,740	93,058	116,323
Titlement Services (i.e. Title I)	-	6,480	10,433	14,189	24,121	30,151
ESC 20 Accounting Suite of Services	-	24,300	30,375	37,969	47,461	59,326
Management Consultants	25,000	25,000	25,000	25,000	25,000	25,000
Contracted Substitute Teacher Services	-	15,000	24,450	33,741	59,384	74,230
TOTAL	\$ 70,000	\$ 426,896	\$ 602,550	\$ 772,295	\$ 1,201,659	\$ 1,470,870

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
SCHOOL OPERATIONS						
Board Expenses	-	10,000	10,700	11,449	12,250	13,108
Classroom / Teaching Supplies & Materials	-	50,000	64,250	78,706	96,415	118,109
Special Ed Supplies & Materials	-	10,000	12,850	15,741	19,283	23,622
Textbooks / Workbooks	-	16,200	20,817	25,501	31,239	38,267
Supplies & Materials other	-	6,480	8,327	10,200	12,495	15,307
Equipment / Furniture	-	50,000	64,250	78,706	96,415	118,109
Telephone	-	18,000	19,260	20,608	22,051	23,594
Technology	-	48,600	62,451	76,502	93,716	114,802
Student Testing & Assessment	-	5,000	6,425	7,871	9,642	11,811
Field Trips	-	5,000	5,350	6,955	9,042	11,754
Transportation (student)	-	25,000	27,500	30,250	33,275	36,603
Student Services - other	-	5,000	6,425	7,871	9,642	11,811
Office Expense	-	10,000	10,700	11,449	12,250	13,108
Staff Development	-	25,000	32,125	39,353	48,208	59,054
Staff Recruitment	-	10,000	12,850	15,741	19,283	23,622
Student Recruitment / Marketing	-	20,000	21,400	22,898	24,501	26,216
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	25,000	32,125	39,353	48,208	59,054
Fundraising	-	6,000	7,710	9,445	11,570	14,173
After School Program	-	-	-	-	-	-
Assessments	-	24,300	30,861	37,650	44,051	73,565
	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ -	\$ 369,580	\$ 456,376	\$ 546,251	\$ 653,534	\$ 805,687
FACILITY OPERATION & MAINTENANCE						
Insurance	20,334	49,822	56,797	63,897	69,967	111,947
Janitorial Services	-	5,000	5,500	6,050	6,655	7,321
Building and Land Rent / Lease	-	489,288	978,576	1,163,625	1,163,625	1,163,625
Repairs & Maintenance	-	36,000	39,600	43,560	47,916	52,708
Security Services	-	5,000	5,500	6,050	6,655	7,321
Utilities	-	75,000	82,500	90,750	99,825	109,808
Internet	-	30,000	33,000	36,300	39,930	43,923
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 20,334	\$ 690,110	\$ 1,201,473	\$ 1,410,231	\$ 1,434,573	\$ 1,496,651
RESERVES / CONTINGENCIES	-	44,823	89,646	179,292	358,584	717,168
TOTAL EXPENSES	\$ 465,499	\$ 3,910,742	\$ 5,581,373	\$ 6,991,081	\$ 8,501,779	\$ 12,918,787
NET OPERATING INCOME (before Depreciation)	\$ 34,502	\$ 571,514	\$ 254,850	\$ 285,922	\$ 266,165	\$ 1,719,398
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 34,502	\$ 571,514	\$ 254,850	\$ 285,922	\$ 266,165	\$ 1,719,398

7Cs Academy

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

TOTAL REVENUE

	\$ 3,589,829	\$ 4,810,371	\$ 6,109,171	\$ 7,453,189	\$ 12,744,953
	\$ 392,427	\$ 525,852	\$ 667,832	\$ 814,755	\$ 1,393,232
\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
\$ 500,000	\$ 4,482,256	\$ 5,836,223	\$ 7,277,004	\$ 8,767,944	\$ 14,638,185

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES

\$ 213,000	\$ 517,000	\$ 563,410	\$ 684,281	\$ 737,591	\$ 1,236,142
\$ 110,000	\$ 1,378,000	\$ 2,006,440	\$ 2,526,003	\$ 3,039,967	\$ 5,372,054
\$ -	\$ 153,500	\$ 212,180	\$ 305,009	\$ 401,031	\$ 648,293
\$ 52,165	\$ 330,833	\$ 449,298	\$ 567,720	\$ 674,842	\$ 1,171,923
\$ 375,165	\$ 2,379,333	\$ 3,231,328	\$ 4,083,012	\$ 4,853,430	\$ 8,428,411

NON-PAYROLL RELATED EXPENSES

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

TOTAL NON-PAYROLL RELATED EXPENSES

\$ 70,000	\$ 426,896	\$ 602,550	\$ 772,295	\$ 1,201,659	\$ 1,470,870
\$ -	\$ 369,580	\$ 456,376	\$ 546,251	\$ 653,534	\$ 805,687
\$ 20,334	\$ 690,110	\$ 1,201,473	\$ 1,410,231	\$ 1,434,573	\$ 1,496,651
\$ -	\$ 44,823	\$ 89,646	\$ 179,292	\$ 358,584	\$ 717,168
\$ 90,334	\$ 1,531,409	\$ 2,350,045	\$ 2,908,069	\$ 3,648,349	\$ 4,490,376

TOTAL EXPENSES

\$ 465,499	\$ 3,910,742	\$ 5,581,373	\$ 6,991,081	\$ 8,501,779	\$ 12,918,787
-------------------	---------------------	---------------------	---------------------	---------------------	----------------------

NET OPERATING INCOME (before depreciation)

\$ 34,502	\$ 571,514	\$ 254,850	\$ 285,922	\$ 266,165	\$ 1,719,398
------------------	-------------------	-------------------	-------------------	-------------------	---------------------

STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	441	573	705	837	1,395
	\$ 10,164	\$ 10,185	\$ 10,322	\$ 10,475	\$ 10,493
	\$ 8,868	\$ 9,741	\$ 9,916	\$ 10,157	\$ 9,261

7Cs Academy ESTIMATE OF STATE AID ENTITLEMENT		
Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		352.800
High School ADA	\$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.333
Resource Room (Code 41& 42)	3.0	1.525
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.381
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		2.239
Total Special Education Weighted FTE		7.385
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.011
Resource Room (Code 41& 42)	3.0	0.064
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.064
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.138
Total ESY Special Education Weighted FTE		0.437
Mainstream ADA	1.10	28.000
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		350.561
Gifted & Talented Enrollment	0.12	17.640
State Compensatory Education Enrollment	0.20	402.900
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	75.200
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	597.507
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	\$ 447.180
District Basic Allotment (DBA)	7	\$ 5,102.00
Adjusted Basic Allotment (ABA)	7	\$ 5,390.00
Adjusted Allotment	7	\$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	\$ 0.057339

District Tax Rate Level 2 (DTR2)	12	\$	0.049003
2018-2019 State Average I&S Rate that limits spending to \$60 million	16	\$	0.060035
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement	12	\$	106.28
Level 2 Entitlement	12	\$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	\$	2,290,914
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	13,833
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	49,143
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	48,259
Mainstream	10	\$	201,278
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	2,141
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	251,677
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	\$	-
Advanced CTE Allotment	10	\$	-
22-Career and Technology Allotment (spend 58% of amount)	2	\$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	\$	526,590
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	526,590
Transportation Detail:	SOF pg		
Regular	9	\$	-
Special Education	9	\$	-
Career & Technology Education	9	\$	-
99-Transportation Allotment	2	\$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	\$	3,132,158
TIER II	SOF pg		
Tier II Level 1	12	\$	364,123
Tier II Level 2	12	\$	93,548
TOTAL TIER II	3	\$	457,671
OTHER PROGRAMS			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilities Allotment	16	\$	-
TOTAL OTHER PROGRAMS	3	\$	-
	SOF pg		
TOTAL STATE AID	3	\$	3,589,829
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	3,589,829

7Cs Academy

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 3,589,829
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 3,589,829

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 297,956
October	11	9.1%	\$ 299,560
November	10	10.1%	\$ 302,224
December	9	11.1%	\$ 298,600
January	8	12.4%	\$ 296,545
February	7	14.4%	\$ 301,672
March	6	16.6%	\$ 297,683
April	5	19.9%	\$ 297,622
May	4	25.1%	\$ 300,690
June	3	33.2%	\$ 297,896
July	2	49.7%	\$ 297,892
August	1	100.0%	\$ 301,489
Total Payments			\$ 3,589,829

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

We integrated the detailed Budget Narrative throughout the body of the Application

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."

AMERICAN CHARTER DEVELOPMENT

January 16, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Subject: Letter of Support and Commitment of Start-Up Funds for 7Cs Academy

Dear Commissioner Morath and Dr. Ellis:

American Charter Development (“ACD”) is pleased to provide this letter of support to 7CsThrive, Inc., a 501(c)(3) educational nonprofit organization (“Corporation”) to start their first 7Cs Academy Open-Enrollment, Public Elementary Charter School in Fall 2021. There are two primary reasons for our support. First, it our belief in the Corporation’s CEO, Dr. Nathan Balasubramanian, who has a deep and well-informed background in education. We know Dr. Balasubramanian has accomplished much in his professional career by delivering high quality educational outcomes to students in Colorado, Florida, and now in Texas. Second, we are impressed with the *Governing Board* of the Corporation who are all determined professionals who will provide their holistic 7Cs model of education to the neediest children of San Antonio. The Board’s diverse set of skills, capacities, passion for improved student outcomes, and education is evident in their presentations we observed at <https://twitter.com/7CsAcademy>.

ACD is a national charter school real estate development and financing organization with a track record of developing and funding Charter Schools in Texas. Again, we are impressed with the fundraising that the Founder-CEO of 7Cs Academy, Dr. Balasubramanian has already demonstrated - over \$12 million from RBC Capital alone

at a conservative interest rate of 6.5 percent on a 30-year fixed rate bond. Additionally, we know Dr. Balasubramanian has secured \$100,000 with two one-time, \$50,000 start-up grants at the current time from the George W. Brackenridge Foundation and Choose to Succeed in San Antonio. ACD can provide, if necessary, additional start-up zero-year funding, to add to this capital stack of the Corporation. We see that the CEO and the Board have conservatively developed their budget to include annual payments of \$978,576 in Year 2, and \$1,160,591 and more, amortized from Year 3 and beyond to own the land and schools. ACD can serve as a bridge to provide additional funding, if requested, until state aid begins upon award of the Generation 25 open-enrollment Charter for 7Cs Academy by the Texas Education Agency and the State Board of Education in September 2020. ACD will provide its services with no upfront costs to the Corporation. We are committed to helping 7CsThrive meet the budgetary and financial obligations required to deliver a fully functional, customized charter facility to start 7Cs Academy in fall 2021.

For over a decade now, ACD 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. Due to our recent work in Texas, we are familiar with the Texas Charter School District facility and budget requirements.

Our campuses, whether they are design-builds or retrofitted buildings are attractive, affordable, functional, built to withstand the years of use ahead of them, and will be developed to suit the needs of each individual 7Cs Academy portfolio of schools. ACD is a strong, well-seasoned organization whose senior leaders have been involved in the charter school movement nationally for over 20 years. Our involvement has ranged from: starting, managing, sitting on charter school boards, finding, building and funding schools. We are a reputable organization with the highest integrity, transparency, values which include an arm's length negotiation over each agreement. Please feel free to call on us directly at (518) 852-6413 should you have any questions.

Sincerely yours,

ROBERT GIORDANO

Robert Giordano

Senior Vice President of Business Development

American Charter Development

Cell: (518) 852-6413

Email: Robert@ameracd.com

Website: <http://ameracd.com>

Attachment 34: Audit Report

“No documents are being provided because it is less than one year since the IRS Determination Letter for 7CsThrive 501(c)(3) was received by our Founder-CEO. The Director for Exempt Organizations at the Department of the Treasury at the Internal Revenue Service (IRS) had the Determination Letter stamped April 05, 2019.

PROPRIETARY MATERIAL

15 pages have been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Attachment 35: Credit Report

“No documents are being provided because the sponsoring entity was incorporated after January 1, 2018.”

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide 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.

Form 990-N (e-Postcard) ⓘ

Organizations who have filed a 990-N (e-Postcard) annual electronic notice. Most small organizations that receive less than \$50,000 fall into this category.

> Tax Year 2018 Form 990-N (e-Postcard)		
Tax Period: 2018 (01/01/2018 - 12/31/2018)	Mailing Address: 2629 San Martino Drive Leander, TX 78641 United States	Gross receipts not greater than: \$50,000
EIN: 83-2135295	Principal Officer's Name and Address: Swaminathan Balasubramanian 2629 San Martino Drive Leander, TX 78641 United States	Organization has terminated: No
Legal Name (Doing Business as): 7csthive		Website URL:

Page Last Reviewed or Updated: 6-Sept-2019

[Share](#) [Print](#)

Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Edgewood Partners Insurance Center

7Cs Academy

Estimated Insurance Program Cost

Coverage	Y2021	Y2022	Y2023	Y2024	Y2025	Y2026
Commercial Property	TBD	TBD	TBD	TBD	TBD	TBD
Building	\$5,000,000 Builders Risk	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$10,000,000
Business Personal Property	\$0	\$500,000	\$500,000	\$500,000	\$500,000	\$750,000
Business Income Incl Extra Exp	\$0	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Insured Values	\$5,000,000	\$6,500,000	\$6,500,000	\$6,500,000	\$6,500,000	\$11,750,000
Deductible Structure:						
All Other Perils	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Flood	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Earth Movement	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Wind/Hail	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Named Storm	N/A	N/A	N/A	N/A	N/A	N/A
BI Incl EE	N/A	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period	72 Hrs Waiting Period
Rate per \$100 Values	\$0.20	\$0.25	\$0.25	\$0.25	\$0.25	\$0.25
Total Est. Annual Premium	\$10,000.00	\$16,250.00	\$16,250.00	\$16,250.00	\$16,250.00	\$29,375.00
General Liability	TBD	TBD	TBD	TBD	TBD	TBD
General Aggregate	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Each Occurrence	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Medical Expense (Excludes Students)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Employee Benefits Liab. - Aggregate	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Employee Benefits Liab. - Ea Claim	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Self Insured Retention	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Abuse/Molestation - Aggregate	N/A	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Abuse/Molestation - Ea Conduct	N/A	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Est. # of Students	Office Exposure Only	441	573	705	837	1,395
Rate per Student	N/A	12.00	12.00	10.50	10.50	10.50
Total Est. Annual Premium	\$750.00	\$5,292.00	\$6,876.00	\$7,402.50	\$8,788.50	\$14,647.50

7Cs Academy

Estimated Insurance Program Cost

Coverage	Y2021	Y2022	Y2023	Y2024	Y2025	Y2026
Workers Compensation	TBD	TBD	TBD	TBD	TBD	TBD
Workers Compensation	State Statutory	State Statutory	State Statutory	State Statutory	State Statutory	State Statutory
Employers Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Total Est. Payroll	\$323,000.00	\$2,048,500.00	\$2,782,030.00	\$3,515,292.00	\$4,178,588.00	\$7,256,488.00
Est. Rate per \$100 Payroll	\$0.80	\$0.80	\$0.75	\$0.75	\$0.70	\$0.65
Total Est. Annual Premium	\$2,584.00	\$16,388.00	\$20,865.00	\$26,365.00	\$29,250.00	\$47,167.00
Management Liability	TBD	TBD	TBD	TBD	TBD	TBD
Aggregate - All Lines	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Educators Legal Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Employment Practices Liability	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
Fiduciary Liability	N/A	N/A	N/A	N/A	N/A	N/A
Est. Revenue	\$500,000	\$4,855,542	\$6,177,205	\$7,484,662	\$8,813,121	\$14,365,927
Est. # of Employees	6	52	73	92	153	178
Self Insured Retention Structure:						
ELL	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
EPL	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Fiduciary	N/A	N/A	N/A	N/A	N/A	N/A
Total Est. Annual Premium	\$7,000.00	\$7,000.00	\$7,000.00	\$7,500.00	\$9,000.00	\$11,000.00
Student Accident - Base	TBD	TBD	TBD	TBD	TBD	TBD
Accident Medical	N/A	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Self Insured Retention	N/A	\$0	\$0	\$0	\$0	\$0
Rate per Student	N/A	\$7.00	\$7.00	\$6.50	\$6.00	\$6.00
Total Est. Annual Premium	\$0.00	\$3,087.00	\$4,011.00	\$4,582.50	\$5,022.00	\$8,370.00
Student Accident - CAT	TBD	TBD	TBD	TBD	TBD	TBD
Accident Medical	N/A	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000	\$6,000,000
Self Insured Retention	N/A	BASE Limit	BASE Limit	BASE Limit	BASE Limit	BASE Limit
Rate per Student	N/A	Minimum Premium	Minimum Premium	Minimum Premium	\$1.00	\$1.00
Total Est. Annual Premium	\$0.00	\$950.00	\$950.00	\$950.00	\$837.00	\$1,395.00
TOTAL EST. PROGRAM PREMIUM	\$20,334.00	\$48,967.00	\$55,952.00	\$63,050.00	\$69,147.50	\$111,954.50

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**Generation Twenty-Five
Special Assurances Document**Sponsoring Entity: 7CsThriveProposed Charter School Name: 7Cs Academy

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

JO 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.

JO 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

JO 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

JO 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 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

JO 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

JO 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

JO The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: 7CsThrive

Proposed Charter School Name: 7Cs Academy

VII. Admission and Enrollment

do 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.

do 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.

do 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.

do 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.

do 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)

do The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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

do 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.

do 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.

Page