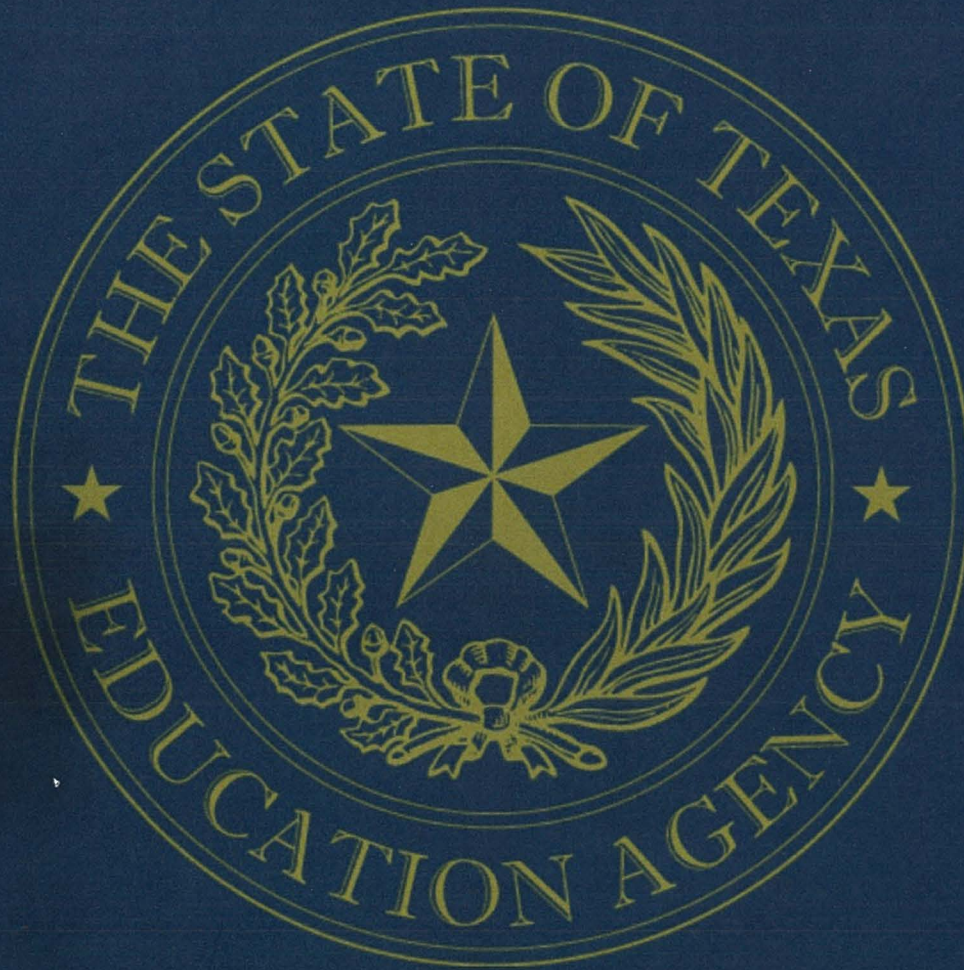


GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Champions Prep Academy

Sponsoring Entity: Champions Prep Academy Inc.

RFA: 701-19-113

SAS: 566-19

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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
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes

Sections	Required Elements	Complete (yes/no)
Attachments	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	N/A
	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
	Attachment 28: Certificate of Occupancy for Facility	N/A
	Attachment 29: Evidence that Facility Has Been Secured	N/A

Sections	Required Elements	Complete (yes/no)
Attachments	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	Yes
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Champions Prep Academy Charter School	
NAME OF SPONSORING ENTITY	
Champions Prep Academy, Inc.	
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	Ana M. Mendoza	Ana M. Mendoza	Florencio Hernandez
Mailing address	P.O. Box 996 San Juan, Texas 78589	P.O. Box 996 San Juan, Texas 78589	25964 N. Bixby Road, La Feria, Texas 78559
Email address	Anammendoza73@gmail.com	Anammendoza73@gmail.com	Pvt149@gmail.com
Phone number	956-534-6820	956-534-6820	956-202-5437

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	EE3-5 th
Number of students served in Year 1	320
Grade levels served at capacity	EE3-8 th Grade
Number of students served at capacity	320
Number of campuses requested	1
Number of districts within geographic boundary	2

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 (<i>if different from above</i>):
901 W. Expressway 83 San Benito, Texas 78586
Physical Address of Each Proposed Campus (<i>please include street address, city, state, zip, and county</i>). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Campus #1 San Benito, Texas 78586 Cameron County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	Six
Chairperson of the Governing Board	Florencio Hernandez
Chief Executive Officer of the Sponsoring Entity	Florencio Hernandez
Superintendent of Proposed Charter School	Ana Mendoza
Board Member Who Attended Applicant Conference	Jaime Loya

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

- 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
Ana Mendoza	Executive Director, Excellence in Leadership Academy	CEO/Founder
Norma Espino	Principal, Excellence in Leadership Academy	Principal
Annette Salazar	Facilitator, Excellence in Leadership Academy	Facilitator
Carolina Perez	Special Education Consultant	Special Education

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?	
Norma Espino	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Annette Salazar	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Carolina Perez	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





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

Executive Summary

School Overview

Champions Prep Academy, Inc. proposes to open a charter school, Champions Prep Academy, that will serve students from Pre-kinder three to 8th grade in the first five years of operations. The purpose of Champions Prep Academy in the community of San Benito is to provide high-quality education programs to build dynamic leaders out of all our students, offering a quality choice for families with high rates of poverty, and fulfill the broad demand for charter school choice in the community.

Cameron County is composed of 89.8% of Hispanics, compared to 39.6% in Texas. The most recent Census Bureau reports 27.9% of the county living in poverty and the nation at 11.8 %. With the median household income of the county is at \$37,132, the state average at \$59,570 and the national average at \$60,293, the community surrounding the school district is low income and falls short economically. Data shows that the median household income is lower in the county compared to the state and nation.

Hidalgo County is composed of 92.4% of Hispanics, compared to 39.6% in Texas. The most recent Census Bureau reports 30% of the county living in poverty and the nation at 11.8 %. With the median household income of the county is at \$38,398, the state average at \$59,570, and the national average at \$60,293, the community surrounding the school district is low income and falls short economically. Data shows that the median household income is lower in the county compared to the state and nation.

Region One Education Service Center is composed of 97.15% Hispanic students. The service center reported that 85.46% of students are economically disadvantaged, and 36.92% are limited English proficient. According to the **State of Texas Children 2017: Child Well-Being in the Rio Grande Valley**, the majority of children in the Rio Grande Valley live in high-poverty areas (68%), while statewide 18% of children live in high-poverty areas. High-poverty regions tend to lack public and private resources, which means Rio Grande Valley children are more likely than other Texas children to experience under-resourced schools, and unequal opportunity for job-training programs and more. An estimated 30% of children in Hidalgo and Cameron Counties are food-insecure, meaning they lack consistent access to enough food for a healthy diet. Hungry children have a harder time focusing on school and are more likely to have social and behavioral problems. The U.S. Census reported that the Rio Grande Valley has the five most impoverished counties in Texas. Cameron County and Hidalgo County are among the five most impoverished counties in Texas based on income and family size.

Champions Prep Academy's (C.P.A.) goal is to serve children in Cameron County and Hidalgo County to improve students' academic success by developing their leadership skills through Fine Arts. C.P.A. will also provide all students with an array of evidence-based learning opportunities to prepare them for the pathway to college readiness and success. C.P.A.'s mission is to provide a high-quality education to all students by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment enhanced by character development in partnership with parental support and community collaboration.

T.C.S.A. reported that charter schools send an average of 58% of Hispanic students and 60% economically disadvantaged students to college.

Champions Prep Academy's innovation is to implement a Fine Arts Program that incorporates leadership development that will prepare our students to be successful through their academics and prepare them to be successful and future productive citizens. Fine arts include the study of dance, music, theatre, and visual arts. Each component offers a variety of learning experiences that empower students' abilities to explore life, relationships, and ideas. Texas began promoting the fine arts curriculum as an integral part of Texas Essential Knowledge and Skills. (T.E.K.S.) Each Fine Arts component has its own T.E.K.S. from kinder through twelfth grade in high school. Fine Arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills.

Champions Prep Academy Board and Founding team goals are to serve Hispanic students who have limited experiences and offer them an array of opportunities and experiences that will empower them to develop their artistic abilities as well as rigorous and high order thinking skills through T.E.K.S. Standards, character education, and leadership development. Our academic program incorporates Fine Arts classes with leadership development, academic intervention program to immediately address student's achievement gaps, and optional extended day with an emphasis in Fine Arts classes.

We are aware that students will come to C.P.A. with different levels of academic and behavioral strengths and needs, and as a result, we have built a founding team that understands local community needs. We are confident that with the experience of the Lead Founder, Principal, and Board Members, we will successfully open and operate Champions Prep Academy to be one of the best, high-quality and successful Charter Systems. The Lead Founder and Superintendent brings 22 years of experience in education; she has served at different capacities at two charter organizations. The Superintendent has experience as Reading Coach, Assistant Principal, Elementary Principal, Chief Operating Officer, and Deputy Superintendent. The Principal brings 23 years of experience in education. She has also served at different capacities in two charter organizations. The Principal has served in the capacity as teacher, reading coach, instructional facilitator, and Elementary Principal. The Founding Board experience will be of great benefit to C.P.A. The Board Members bring experience in Charter School Law, Special Education, Curriculum and Instruction, Bilingual Services, Safety, Criminal Justice, Business Management, and Public-School Administration. Mrs. Gloria Cepeda is a retired educator where she served at different capacities with Curriculum and Instruction and retired as an Interim Superintendent. She is currently a Professional Service Provider (PSP) that provides technical assistance and guidance to campuses that require academic improvement. Mrs. Carolina Perez serves presently as a Special Education Diagnostician; she has experience in bilingual teaching and a special education teacher. Mr. Florencio Hernandez serves as an attendance liaison and has extensive experience as a probation officer and volunteer peace officer. Jaime Loya's experience is in leadership coaching, mentoring, successful pastor for 25 years. Champions Prep Academy Team has been intentional in selecting founding members to have the professional capacity and personal commitment to successfully open and operate Pre-Kinder three to 8th grade schools for students and families from Cameron County and Hidalgo County.

Targeted Community and Anticipated Student Population

<p>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?</p> <p>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p>
--	---

Champions Prep Academy proposes to open campuses in Cameron County and Hidalgo County within five years. The goal is to open one campus every other year to serve students in Region One geographic service center. The schools will not have more than 500 students per campus to ensure that we provide a high-quality education to all students. During the Public Meeting, parents and stakeholders shared concerns regarding the quality of education and limited school choice of charter schools that exist in the Rio Grande Valley. Various stakeholders have shown interest in attending C.P.A. charter schools. As per TCSA charter school enrollment versus I.S.D., Hidalgo County has 10% of charter school enrollment, and Cameron County has 9% of Charter school enrollment. Hidalgo County has 220,329 students enrolled in traditional I.S.D.s, and Cameron County has 88,929 students enrolled in traditional I.S.D.

The city of San Benito has one charter school that can serves a limited number of students; our goal is to open Year 1 with two classes for each grade level and sustain classrooms of 20 students per teacher. The small community is our priority to ensure that all our students receive a quality education and build their leadership skills through our Fine Arts Program. Our goal is to provide high-quality education to families with high rates of poverty and to provide school choice to the families of Cameron and Hidalgo County. Our plan is to open one campus every other year within five years, and we plan to open new campuses in various communities of Cameron and Hidalgo County. C.P.A. will serve the students in Pre-Kinder three to 8th grade; all schools will begin with Pre-kinder three to Fifth grade and then grow one grade level per year in Middle School. We plan to build and sustain 40 students per grade level.

San Benito ISD- 10,513 students; 22 Campuses

	Student Population	STAAR Results
African American	.2%	57%
Hispanic	98.9%	73%
White	.7%	79%
Economically Disadvantaged	88.5%	71%
English Language Learners	22%	57%
Special Education	20%	38%
At-Risk Students	58.6%	60%
Data Source: 2018-2019 TAPR		

Champions Prep Academy's goal is to provide a high-quality education to all students by providing small learning communities with a classroom with no more than 20 students per class. Our knowledge of families interested in C.P.A combined with the San Benito district research summarized above allows us to project that Champions Prep Academy's students' demographics will be approximate:

Champions Prep Academy Student Population

African American	.1%
Hispanic	96%
White	.2%
Economically Disadvantaged	80%
English Language Learners	20%
Special Education	9%
At-Risk Students	50%

Champions Prep Academy selected the city of San Benito because IDEA is the only charter school in that city. Our goal is to serve the high rates of economically disadvantaged families of Hispanic students. After speaking to several parents and stakeholders, they expressed the concern for not having a school choice of for their children as opposed to other cities that have more than one charter school in their communities. We will serve Hispanic students and provide academic programs that will be necessary for them to succeed. We will provide intervention during the regular school day schedule, after school tutoring and Saturday tutorials to help students succeed. The following are findings reported in Champions of Change: The Impact of the Arts on Learning (Fiske, 1999) that should be noted by every parent, teacher, and administrator. The study of the fine arts positively impacts the learning of students of lower socioeconomic status as much or more than those of a higher socioeconomic status.

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)
Brownsville ISD, Donna ISD,	San Benito ISD
Edcouch-Elsa ISD, Edinburg CISD,	Harlingen CISD
Harlingen CISD, Hidalgo ISD,	
La Feria ISD, La Joya ISD,	
La Villa ISD, Los Fresnos CISD	
McAllen ISD, Mercedes ISD,	
Mission CISD, Monte-Alto ISD,	
Pharr-San Juan-Alamo ISD, Point Isabel ISD	
Progreso ISD, Rio Hondo CISD,	
San Benito ISD, Santa Maria ISD,	
Santa Rosa ISD, Sharyland ISD,	
South Texas ISD, Valley View ISD, Weslaco ISD	

Number of charter school campuses currently operating within the occupied district:	1
Number of traditional school campuses currently operating within the occupied district:	16
Number of traditional school districts within ten miles of the proposed location:	<u>2</u>

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 type="checkbox"/> No <input checked="" type="checkbox"/>
School Name(s):	

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input type="checkbox"/> No <input 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	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
PK 4	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
K	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
1	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120

2	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
3	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
4	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
5	Campus #1-40	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
6	X	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
7	X	X	Campus #1-40	Campus #1-40 Campus #2 -40	Campus #1-40 Campus #2 -40 Campus # 3- 40	120
8	X	X	X	Campus #1-40	Campus #1-40 Campus #2 -40	80
9	X	X	X	X	X	X

10	X	X	X	X	X	X
11	X	X	X	X	X	X
12	X	X	X	X	X	X
Total enrollment	320	360	760	840	1,280	1,280
For the projections below, specify by campus						
Students per classroom	20	20	20	20	20	20
Number of classrooms	Campus #1-16	Campus #1-18	Campus #1- 20 Campus #2- 18	Campus #1- 22 Campus #2- 21	Campus #1- 22 Campus #2- 22 Campus # 3- 20	Campus #1- 22 Campus #2- 22 Campus #3- 20
	Total: 16	Total: 18	Total: 38	Total: 43	Total: 64	Total: 64

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
Name	Champions Prep Academy-San Benito	San Benito ISD	Harlingen ISD
African- American	0.1%	0.1%	0.4%
Hispanic	96%	99.1%	93.3%
White	0.2%	0.7%	5.4%
American Indian	0%	0%	0.1%
Asian	0.1%	0%	0.4%
Pacific Islander	0%	0%	0.1%
Two or More Races	0.1%	0.1%	0.2%
Economically Disadvantaged	80%	83.6%	78.4%
English Learners	20%	22.5%	13.4%
At-Risk	55%	58%	53.8%
Gifted/Talented	5%	2.9%	6.7%
Special Education	9%	8.6%	9.8%

Community Engagement

Ana M. Mendoza, Lead Founder and proposed Superintendent for Champions Prep Academy and members of the founding team began community outreach in August 2019. The founding team attended events within San Benito and Harlingen on behalf of Champions Prep Academy, sharing information, passing out flyers, and exchanging contact information with community members to gather community input on what changes they would want in public schools. The founding team aimed to spread the word about Champions Prep Academy, gather support, and build connections within the city. Through conversations with stakeholders at multiple events, the community expressed their need and desire for more school choices for their children. Based upon consistent community input, the Founding Team proposed Champions Prep Academy grade span from PK3 to 8th grade.

Outreach Efforts to Promote Our Public Meeting: Several parents from neighboring school districts assisted us in distributing 1,000 flyers to small businesses and gathering spots within Harlingen and San Benito. We posted an advertisement for the public meeting in the Valley Morning Star newspaper and included the meeting information in Cross Church Facebook page.

Strategies that Could have Increased Attendance: The distribution of 1,000 flyers to frequented community stores and restaurants contributed to the attendance numbers. The Founding Team paired the public meeting with pastries and coffee.

Possible Barriers to Engagement for Parents and Families: The Founding Team is aware of the varied living and transportation situations for families in San Benito. We have designed the majority of outreach to take place at Cross Church, which is a central location. We also have set the times of our events to be during the evening in order for working parents to attend. With all of these considerations, we know that some families will still find difficulty attending events due to transportation, weather, and unavoidable circumstances, as well as the long-range calendar for school opening August 2021.

Factors that Could have Limited Attendance: December 18 is in the middle of the holiday rush and that could have caused families not to attend. While we advertised in the Valley Morning Star, families in San Benito may not read that newspaper.

Communications with Texas State Board of Education Representatives and/or Elected Officials: The Founding Team emailed SBOE representative Ruben Cortez and State Senator Eddie Lucio the week of December 7th to introduce our school and invite them to our public meeting.

Public Meeting for Champions Prep Academy: The Founding Team held our public meeting on December 18, 2019 from 7:00-8:00 PM at Cross Church located at 901 W. Expressway 83, San Benito, TX 78586. We chose this location due to its accessibility to and familiarity for the San Benito area families. As attendees arrived, they were greeted by our Founding Team as we introduced ourselves and the proposed school families were given informational flyers and asked to sign in. The families enjoyed sweet Mexican bread, coffee, and water. The meeting was led by the founding team Ana Mendoza, Norma L. Espino, Annette Salazar, & Paul Alvarez. In

addition, Founding Board members Florencio Hernández, Jaime Loya and Carolina Perez were in attendance. The founding team spoke about the following topics:

1. Mission & Vision: Champions Prep Academy is committed to providing high quality education to all students by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment enhanced by character development in partnership with parental support and community collaboration.
2. Vision: Safe & Positive nurturing environment, environment of high expectations for all stakeholders, targeting all diverse populations, rigorous curriculum to enhance & expand all students' academic success, innovative Fine Arts Program, to develop each student's individual talents & leadership abilities, character education with leadership curriculum, technology with blended learning curriculum, highly qualified and passionate staff, small learning communities, teacher to student ratio of 1:20, GT/bilingual & special populations programs, parental & community involvement.
3. Motto: We are Champions of Change
4. Generation 25 application timeline
5. Education plan: Curriculum
6. Fine Arts curriculum: will offer art, music, theater, dance/PE.
7. Admission & Enrollment Policy
8. Hiring of highly qualified staff
9. Academic Calendar
10. School Proposed Schedule
11. Uniforms: Champions Prep Academy will require students to wear uniforms
12. Transportation: Champions Prep Academy will not provide regular transportation to and from school, unless required by a student's individualized Education Plan (IEP) for a student with disabilities.
13. Child Nutrition Program.

Following the presentation, the public meeting concluded with a survey and an opportunity for a Q & A.

The families filled out a community survey that included the following questions: Are you the parent or guardian of a school-aged child? If yes, how old is your child (ren)? Are you satisfied with the educational options for children in your community? Why or why not? What kind of an elementary school do you want for your child(ren)? What are major challenges at schools in the community that stand in the way of student success? What do children need to be prepared for college and life success? Would you like to help us speak to members in the community about Champions Prep Academy? If so, please list the best times and ways to contact you., Do you live within 5 miles, 10 miles, or more from our proposed location?

Summary of Audience Q & A

Q: What funding does a charter school receive?

A: CPA team responded that Charter schools receive state and federal funding.

Q: My child is autistic. Will you be accepting students with special needs?

A: CPA team responded that they do not discriminate on the basis of a disability; therefore, an autistic child will be accepted.

Q: What kind of bilingual program will your charter follow?

A: CPA responded that they will follow the early exit transitional bilingual program.

Q: What classes will be offered in the after-school program?

A: The team responded that they want to offer arts & crafts, chess, sports, & robotics.

Q: Will the PK & Kinder teachers have an instructional aide?

A: CPA team responded that PK, Kinder, and special education teachers will have an instructional aide.

Q: Will the school have a library and computers to AR test?

A: The team responded that a library is definitely in the plans; however, it may not be available at the beginning of the school year. The goal is to have several computers in the library and in the classrooms so that students may AR test.

Q: What safety precautions will the school have in place?

A: The team responded that the doors will be magnetized, visitors must report to the front office for a visitor's pass, visitors must present an ID to run it through the raptor system.

Overall, we were pleased with the turnout and had an overwhelmingly positive response and reception by the community members who attended. Our combination of social media outreach and advertising, print advertising, flyer distribution, and word-of-mouth sharing has successfully developed community awareness. We had about 75 community members who attended our Public Meeting.

Change on Sponsoring Entity: On January 17, we needed to make changes on the sponsoring entity of Cross Cares International since they were not able to provide the State of Texas Article Incorporation and Certificate of Formation for the Nonprofit Corporation. The sponsoring entity changes from Cross Cares International to Champions Prep Academy Inc.

School Design

Mission, Vision, and Overview of School Design

Champions Prep Academy will implement the Texas Education Agency's Effective School Framework Lever 3 Action 1. C.P. A's goals are to provide a positive school culture with a compelling and aligned mission, vision, goals, and values, with explicit behavioral expectations management system, proactive and responsive students support services, and parental involvement and community engagement. Our number one priority is to provide a safe environment with high expectations for all stakeholders.

MISSION

Champions Prep Academy is committed to providing high-quality education to all students by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment enhanced by character development in partnership with parental support and community collaboration.

VISION

- Targeting ALL Diverse Populations-We envision our teachers, students, and the community respecting, appreciating, and understanding the varying characteristics of all individuals.
- Rigorous Curriculum to Enhance & Expand ALL Students Academic Success-We envision us teaching the required standards to effectively, differentiate instructional practices, use formative assessments, and analyze corresponding data.
- Innovative Fine Arts Program to Develop each Student's Talents & Leadership Abilities: The following are findings reported in Champions of Change: The Impact of the Arts on Learning (Fiske, 1999) that should be noted by every parent, teacher, and administrator:
 - The arts reach students not usually reached in ways and methods not commonly used. (This leads to better student attendance and lower dropout rates.)
 - It changes the learning environment to one of discovery. (This often re-ignites the love of learning in students tired of just being fed facts.)
 - Students make better connections with others. (This often results in fewer fights, greater understanding of diversity, and greater peer support.)
 - The arts provide challenges to students of all levels. (Each student can find his/her level from basic to gifted.)
 - Students learn to become sustained, self-directed learners. (The student does not just become an outlet for stored facts from direct instruction but seeks to extend instruction to higher levels of proficiency.)
 - The study of the fine arts positively impacts the learning of students of lower socioeconomic status as much or more than those of a higher socioeconomic status. (Twenty-one percent of students of low socioeconomic status who had

studied music scored higher in math versus just eleven percent of those who had not. By the senior year, these figures grew to 33 percent and 16 percent, respectively, suggesting a cumulative value to music education.)

- Character Education with Leadership Curriculum: We envision all educators to teach students about positive character traits in order to help prepare the students to face the many opportunities and challenges that are in today's society.
- Technology with Blended Learning Curriculum: We envision our education program to combine Internet-based media with traditional classroom methods.
- Highly qualified teachers and passionate staff: We envision our teachers & staff to be fully state certified and have the ability to develop positive & nurturing relationships with their students by actively engaging them with the required state standards.
- GT/Bilingual & Special Population Programs: We envision our special population programs to support our students linguistically, academically, socially, & culturally.
- Parental & Community Involvement: We envision a strong parental support between home and school. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and tobacco, alcohol, and drug use.
- Continuing Education Programs for Parents: We envision a continuing education program for our parents in order to allow them to develop new skills or knowledge in order to support their children academically.
- Fine Arts After-School Program-We envision a program that not only helps strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills, but arts education can also promote learning in core subjects such as reading, writing, and math.

The mission and vision were established based on the Board members and the Founding Team's knowledge and experience in working with economically disadvantaged families. The Founding Team members have worked at various capacities in public ISDs and public charter schools. Through the experience of our children and students that we have served, success has been evident in high academics, leadership development, and fine arts.

Champions Prep Academy will differentiate from existing public schools by serving Hispanic students who have limited experiences. We envision C.P.A. providing them an array of opportunities and experiences that will empower them to develop their artistic abilities as well as rigorous and high order thinking skills through TEKS Standards, character education, and leadership development. Our academic program incorporates Fine Arts classes with leadership development, academic intervention program to immediately address student's achievement gaps and optional extended day with an emphasis in Fine Arts classes.

Curriculum and Instruction

Champions Prep Academy will ensure that the following state requirements adhere to fidelity. Texas Essential Knowledge and Skills or TEKS are the state standards for Texas public schools from kindergarten to year 12. They detail the curriculum requirements for every course. The TEKS curriculum will be used at Champions Prep Academy for instructional purposes from Kinder-8th grade. Sec. 12.111. CONTENT. (a) Each charter granted under this subchapter must: (1) describe the educational program to be offered, which must include the required curriculum as provided by Section 28.002;

TEC, §28.002. REQUIRED CURRICULUM & §74.1. Essential Knowledge and Skills.

1. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 1. (1) a foundation curriculum that includes:
 1. (A) English language arts;
 2. (B) mathematics;
 3. (C) science; and
 4. (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
 2. (2) an enrichment curriculum that includes:
 1. (A) to the extent possible, languages other than English;
 2. (B) health, with emphasis on the importance of proper nutrition and exercise
 3. (C) physical education;
 4. (D) fine arts;
 5. (E) career and technology education;
 6. (F) technology applications;
 7. (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 8. (H) personal financial literacy.

Champions Prep Academy will implement the English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum. The purpose of implementing these standards is to ensure a well-rounded education program for or English Learners.

Furthermore, Champions Prep Academy will follow the House Bill (HB) 3, which was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. The following areas within HB 3 specifically relate to reading practices:

- The Science of Teaching Reading (STR) exam (TEC Sec. 21048 (a-2))

- Reading Standards for Kindergarten Through Third Grade (TEC Sec. 28.0062(a))
- Literacy Academies
- Certified Practices
- Phonics curriculum
- Placement of highly effective teachers
- Integrated reading instruments
- Reading Advisory Board

The Prekindergarten curriculum guidelines will be used at Champions Prep Academy for instructional purposes for PK3 and PK4. Per statute (TEC §29.164 - 29.172) and Commissioner's Rule (TAC §102.1003), the following high-quality prekindergarten components are required for a full-day prekindergarten program serving eligible 4-year-olds students:

A. Curriculum

Per TEC §29.167 (a) and TAC §102.1003 (c), LEAs are required to implement a curriculum in their prekindergarten programs that addressed all ten developmental domains in the 2015 Texas Prekindergarten Guidelines.

B. Student Progress Monitoring

Per TEC §29.167 (a) (2), §29.169 (a) (1), §29.169 (c) and TAC §102.1003 (d), LEAs are required to monitor the progress that their prekindergarten students made using an assessment tool on the Commissioner's List of Approved Prekindergarten Assessment Instruments. Students are to be assessed in the five primary domains of development:

- Emergent Literacy – Reading
- Emergent Literacy – Writing
- Language and Communication
- Mathematics
- Health and Wellness

C. Teacher Qualifications

Per TEC §29.167 (b) and TAC §102.1003 (e), LEAs are required to employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. Champions Prep Academy will hire certified teachers who are highly qualified for all grade levels and certified Bilingual teachers and Special Education teachers.

D. Family Engagement Plan

Per TEC §29.168 and TAC §102.1003 (f), LEAs are required to develop, implement and make available on the web a Family Engagement Plan with the following six components:

- Facilitating family-to-family support

- Establishing a network of community resources
- Increasing family participation in decision-making
- Equipping families with tools to enhance and extend learning
- Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- Evaluating family engagement efforts and using evaluations for continuous improvement

E. Teacher to Student Ratio

Per TEC §29.167 (d) and TAC §102.1003 (i), LEAs are to attempt to maintain an average ratio in any prekindergarten class of not less than one certified teacher or teacher's aide for every 11 students. Champions Prep Academy student to teacher ratio will be 20 students to 1 teacher. In Pre-Kinder each class will have a full-time teacher-aide to assist the teacher.

F. Data Reporting

Per TAC §102.1003 (k), LEAs are required to upload the following data into ECDS/PEIMS annually:

- Demographic data
- Enrollment in half-day and/or full-day prekindergarten
- Sources of funding for prekindergarten classrooms
- Class size
- Instructional staff to student ratio
- Type of curriculum
- Student progress monitoring tool and results
- Kindergarten readiness data
- Teacher qualifications
- Family engagement plan

G. Program Evaluation

Per TEC §29.169 and TAC §102.1003 (h), LEAs are required to select and implement appropriate methods for evaluating their prekindergarten program by measuring student progress and making the results of the program evaluation available to parents.

In addition, Champions Prep Academy will implement the Effective Schools Framework in order to offer a high-quality education to all students.

The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students. The ESF supports school and district continuous improvement efforts by providing the basis for the ESF diagnostic process and the foundation for the alignment of resources and supports to the needs of each school. At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and

positive school culture. Strong school leadership and careful planning encompass and ensure each of these prioritized levers (TexasESF.org).

Champions Prep Academy will emphasize on the following Effective Schools Framework Levers to maximize its instruction.

Prioritized Lever 5: Effective Instruction

All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective-driven daily lesson plans with formative assessments

- All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.
- Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Effective classroom routines and instructional strategies

- Three to five instructional strategies (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.
- Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups.
- Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments).
- Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

Champions Prep Academy wants to equip all pre-kindergarten through 8th grade students with the academic knowledge and the character development necessary to be college ready.

Champions Prep Academy understands that all students need a strong academic foundation to prepare for middle school, high school, college, and beyond.

Champions Prep Academy will adhere to the required TEC Chapter 29, Subchapter B in order to ensure that every child who is identified as English Learner (EL), with a home language other than English are able to participate in a bilingual or English as a second language program (ESL). Therefore, C.P.A will hire Bilingual certified teachers from PK3-5th grade, and ESL certified teachers from 6th-8th grade to instruct our English learners. CPA will adhere to the required §74.4. English Language Proficiency Standards (ELPS) and implement the following:

1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- (F) use accessible language and learn new and essential language in the process;
- (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

The above strategies will ensure that our English learners receive evidence and research-based best practices. C.P.A.'s ultimate goal for our ESL/Bilingual programs is to assist English Learners in becoming proficient in reading, speaking, listening, and writing in English.

Also, Champions Prep Academy will hire a certified Special Education teacher in order to serve our students with special needs adequately. C.P.A. recognizes the unique educational challenges that students with special needs encounter; therefore, we are committed to providing a high-quality program and services to the 9% of our student body that may require individualized instruction based on their disability. Champions Prep Academy will ensure that all students with disabilities who have an educational need receive a free and appropriate public education (FAPE). Therefore, C.P.A. will provide special education services to all eligible students in the least restrictive environment and fully meet the requirements of each student's individualized education plan (I.E.P.).

Grades	Literacy	Math	Science	Social Studies
PK3	Frog Street Threes Curriculum	Frog Street Threes Curriculum	Frog Street Threes Curriculum	Frog Street Threes Curriculum
PK4	Frog Street Pre-K Bilingual Curriculum	Frog Street Pre-K Bilingual Curriculum	Frog Street Pre-K Bilingual Curriculum	Frog Street Pre-K Bilingual Curriculum
Kinder & 1 st	Pearson myView Literacy & TEKS Resource	Pearlized Math Curriculum & TEKS Resource	Stem Scopes & TEKS Resource	Pearson myWorld Interactive Social Studies Program & TEKS Resource
2 nd -5 th	Pearson my View Literacy & TEKS Resource	Sharon Wells Math & TEKS Resource	Stem Scopes & TEKS Resource	Pearson myWorld Interactive Social Studies Program and TEKS Resource
6 th -8 th	<i>myPerspectives</i> ELA Program & TEKS Resource	TEKSING Towards Math & TEKS Resource	Stem Scopes & TEKS Resource	Pearson <i>myWorld Interactive</i> American History Program & TEKS Resource

Literacy:

Frog Street Threes - Bilingual

Frog Street Threes Curriculum provides intentional instruction in key areas of development for children ages 36-48 months to effectively continue on the path to kindergarten readiness. Frog Street Threes enhances literacy development by offering a formal introduction to the alphabet. It also creates a “social bridge” as three-year-old begin to join in play with others; and it lays the bases for understanding foundational math concepts.

Key components include:

- Easy-to-use activities developed around early brain development research.
- Well-rounded scope of activities that address all developmental domains.
- Intentional instruction that optimizes key windows of opportunity for growth and development.
- Social and emotional emphasis featuring Dr. Becky Bailey’s Conscious Discipline®.

Frog Street Pre-K Bilingual Curriculum for PK4:

Frog Street Pre-K is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children and is easy to implement. The cornerstones of the program are an extensive integration of theme, disciplines, and domains; special attention to social-emotional development; many levels and support of differentiated instruction; and a joyful approach to learning. National programs are aligned to national Pre-K standards and the Head Start Early Learning Framework.

Pearson *myView Literacy*: K-5 ELA/Literacy Curriculum:

myView Literacy is a comprehensive English Language Arts (ELA) curriculum for students in Grades K-5. It provides a balanced approach to teaching reading, writing, speaking, listening, and thinking through Reading and Writing Workshops. The all-new, print and digital curriculum includes authentic texts and minilessons, flexible resources, and meaningful differentiation. Inspire every student to see the world with fresh eyes, to share their ideas and shape their stories.

Pearson *myPerspectives* ELA Program for Grades 6–12: Open a World of Ideas:

myPerspectives is a brand-new English language arts curriculum for Grades 6–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Pearson program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. *myPerspectives* encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection. Cultivate students' voices and perspectives. Open a world of ideas using literary and informational texts to prepare students for college and careers.

Science: STEM scopes K-8th

REAL SCIENCE MEANS INQUIRY-BASED, HANDS-ON INVESTIGATION

Born in teacher professional development labs at Rice University, STEM scopes Texas is no stranger to teachers' needs. STEM scopes Texas creates a student-centric blended STEM learning environment where teachers are able to teach, intervene, and accelerate their diverse students. Combining digital resources, supplemental print, and hands-on kits, STEM scopes Texas adapts to your teaching style while increasing engagement, rigor, and student achievement. With a vast research backbone, extensive and continuous teacher input, and a 24/7 professional development portal, STEM scopes Texas sets itself apart from other publishers—it is truly a product made by teachers, for teachers.

Social Studies:

Pearson *my World Interactive* Social Studies Program for Grades K-5

Inspire all students! *My World Interactive* is a K-5 social studies curriculum that encourages active inquiry while introducing civics, economics, geography, and history concepts. Students develop critical thinking, problem solving, and communicating skills for engaged civic life. The program includes strong ELA instruction to support social studies inquiry and new literacy standards. *My World Interactive* is both comprehensive and adaptable, so it fits a wide range of classrooms and schedules. It's the student-centered social studies curriculum that helps teachers achieve their instructional goals.

Pearson *my World Interactive* American History Program for Grades 6-8: Inspire students to become skilled citizens. *My World Interactive* emphasizes active inquiry, strong literacy connections, and a wide range of teaching options. The program is available as American History survey or Beginnings to 1877 edition. *My World Interactive* promotes critical thinking, problem solving, evidence-based reasoning, and communications skills. It's the student-centered American history curriculum that helps you implement your state's standards and the College, Career, and Civic Life (C3) Framework for Social Studies.

Math: Pearlized Math Grades K & 1st: The purpose of the Pearlized Mathematics Curriculum is to provide strong, well rounded, language-enriched mathematics foundations in Kindergarten & grade 1, as set forth in the Texas Essential Knowledge and Skills (TEKS). Emphasis throughout the curriculum consists of thorough, conceptual development of mathematics skills,

A hands-on approach to problem solving, as mandated by the State of Texas criteria. Vertical alignment to the State of Texas Assessment of Academic Readiness (STAAR) is clearly noted in the components addressed per grade level: Kindergarten: Number & Operation Applications, Concepts, Enrichment, and Skills; 1st grade: Facts & Applications, Concepts, and Enrichment.

The Pearlized Mathematics Curriculum is a structured, comprehensive program which provides daily lessons in English, and black-line masters available in Spanish, with a variety of tools to explicitly develop foundations in mathematics. Children will be actively involved in:

- Communicating
- Researching
- Constructing
- Illustrating
- Acting out problem situations.

It is evident; however, that understanding takes time. Children need that time utilized through multiple opportunities and experiences in a wide variety of contexts to construct the most effective means in acquiring that knowledge and understanding. The components set forth in the Pearlized Mathematics Curriculum will, undoubtedly, provide that "*prime--ary*" foundation for our children.

Sharon Wells Grades 2-5: The Sharon Wells Mathematics Program focuses on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons.

The teachers are provided a sequential guide for each six weeks which includes a scope and sequence that covers spiraled tested curriculum, detailed teacher instructions with a materials list, all necessary lessons, student skills that focus on readiness standards and comprehensive student assessments.

TEKSING TOWARD STAAR Grades 6-8: TEKSING TOWARD STAAR has offered quality lessons, instructional materials, reteach materials, assessment materials and staff development for Mathematics in Texas for over 14 years. Brenda De Borde and Juanita Thompson are the authors and consultants for TEKSING TOWARD STAAR and are very committed to the continued development of quality instructional materials and staff development for mathematics to support mastery of the Revised TEKS (Texas Essential Knowledge and Skills) and student success on the State of Texas Assessments of Academic Readiness (STAAR).

Champions Prep Academy is committed to providing a high-quality education to all students by empowering them to become lifelong learners and leaders with academic excellence. "High-

quality instruction refers to the utilization of both research-validated instructional practices *and* core reading programs. Implementing high-quality instruction allows teachers to rule out inadequate instruction as a reason for poor reading performance” (McLeskey and Waldron (2011) found that the components of “high-quality, intensive instruction” provide

- small group instruction based on similar instructional needs,
- well-structured and explicit instruction with clearly defined skills or concepts,
- appropriate delivery pace,
- time for student mastery through practice, and
- progress monitoring

Differentiated instruction for the special population students will include general education teachers following the students’ IEP accommodations/modifications. Differentiated instruction will also include hands-on activities which may be targeted to different learner needs while being sensitive to each students’ disabilities. In addition, the Fine Arts teachers will differentiate instruction as well in order to meet the IEP goals by incorporating music, theater, dance, and art.

Champions Prep Academy will use the Effective Schools Framework in order to address the students’ mental, emotional, and social development. In particular, we will reference and implement the following lever:

Prioritized Lever 3: Positive School Culture

Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.

- The school has a campus-wide program to proactively teach mental health and wellness skills to students.
- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.
- Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.

Champions Prep Academy will use the Effective Schools Framework to evaluate the proposed curriculum and instructional strategies to determine if the educational program is effective. Board members and school leaders will make their decisions based on the school’s state accountability rating, teacher turn over, school culture survey, and family feedback.

Prioritized Lever 4: High-Quality Curriculum

All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor. Curriculum and assessments aligned to TEKS with a year-long scope and sequence

- The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.
- Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.

- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for early childhood through grade 12, in all core subjects.

REFERENCES

McLeskey, J., & Waldron, N. L. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research and Practice*, 26(1), 48-57.

Strategies for Assessment of Learning and Data-Driven Instruction

Our mission is to provide high-quality education to all students by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment enhanced by character development in partnership with parental support and community contribution. Our highly qualified teachers and staff will implement a rigorous curriculum to enhance and develop all students' academic success through **School-Wide Teaching Taxonomies**. Critical to our instruction is the teaching taxonomies outlined in Bloom's Taxonomy. The **goal** of our teachers implementing **Bloom's taxonomy** is to encourage higher-order thought in all students by building up from lower-level cognitive skills. Behavioral and cognitive learning objectives are to highlight how **Bloom's taxonomy** incorporates larger-scale educational goals or guidelines. We believe in educating the child as a whole by providing a variety of Instructional methods: **I do/ We do/ You do**. Our teachers will utilize this model to capture the essence of explicit teaching, with the gradual release of responsibility to all students. **I Do** phase of a lesson involves the teacher telling students what they need to know and showing them how to do the things that they need to be able to do. **WE Do** involve doing tasks together during the lesson. It is at this stage where the teacher starts to release responsibility to all students gradually. **The You Do** phase of a lesson involves students practicing (procedural knowledge) and retrieving (declarative knowledge) of what is taught to them. Such practice and retrieval help students retain what they have learned and to become fluent with what they must know and be able to do. Students will be able to apply the knowledge learned across curriculums.

Individualized Supports (Small Group and Tutoring): We will provide daily small group intervention to target and enhance skills and concepts lacking mastery. Assessment data informs tutoring groups. Data is collected weekly and deconstructed monthly through **Professional Learning Communities (PLC)** to monitor the progress of all students within the group to ensure they are making adequate progress. **PLC** is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students (<https://www.edglossary.org>). The term applies to schools or teaching faculties that use small-group collaboration as a form of professional development. Our teachers start the year by meeting with the principal, facilitator, and data specialist at the beginning of the school year to look over data and plan individualized lesson plans to meet the needs of all students. Administration and teachers meet and plan together with the data specialist every three weeks to desegregate data and evolve any instructional needs.

Blended Learning: Blended learning combines face to face instruction with online learning to help teachers effectively differentiate instruction for all students (<https://www.tea.texas.gov>). During rotating literacy and math centers, students use TEKS-aligned adaptive computer programs such as IStation, Accelerated Reader (AR), Reading A-Z, Education Galaxy, Wowzers, and Lexia to get intentional practice on targeted skills. Our highly qualified teachers will also implement effective instruction to target all types of learners through **Differentiated Instruction**. Instruction and activities are tailored to meet all the types of learning styles such as, visual, auditory, reading/writing, and kinesthetic through the use of multiple strategies to

make sure that all students can master the information being taught, share what they have learned, and meet long- and short-term goals.

Assessment: Champion Prep Academy will provide all pre-kindergarten three through fifth-grade students with the academic knowledge and character development necessary to set forth a concrete education. CPA's academic leadership team will follow a multi-step process to ensure that its curriculum is rigorous and aligned to the Texas standards. Our students will continuously be assessed to analyze current data and develop effective instruction to target undeveloped skills and ensure on-time mastery for every student, particularly in literacy and mathematics. With the help of our Data Specialist, our highly qualified teachers will have the skills to deconstruct data to see which students need individualized supports and also allow them to meet each student's needs and guide them to where they need to be. This data will also allow us to evaluate the curriculum for effectiveness and implement changes as needed. Also, it will also help us have measurable windows into teacher effectiveness. Student data will also be incorporated into teacher evaluations to measure effectiveness and use it to drive teacher growth in areas that will directly increase student outcomes. The administrators and classroom teachers will collect assessment data. This data will be disaggregated by the Data Specialist, Administrators, and Grade Level teams. All parties responsible for assessment data analysis must have sufficient experience in following data analysis protocols or receive training before the analysis from the administration team or other contracted parties.

The first Data Day of each year will be conducted at the beginning of August, which will include a whole day of training for all instructional staff. Assessment data will be used to form small groups, inform teacher planning, and communicate student performance and progress to parents and the Board of Directors. Data is continuously changing, so we will collect data on a daily, weekly, monthly, quarterly, and annual basis and consistently use this data to actively drive student success for all. Specifically, data from major assessments (STAAR, TELPAS, CLI, TPRI, Istation) will be reviewed intermittently (by campus test administration) and annually to identify persistent gap trends for whole groups of students so that we can spiral prior skills and contents with new standards; for sub-groups of students, we will provide this spiraling along with practice and targeted coaching during daily literacy centers and built-in intervention for small group literacy work. Champions Prep Academy will begin using data to drive instruction and plan prior to the first day of school. The administration will continuously work with teachers to develop daily TEKS- aligned instruction and assessments that directly align to lesson objectives. By assessing our students regularly, we will continuously know their strengths and their gaps and be able to quickly and strategically plan to close the gaps.

Multi-faceted TEKS-Based Assessment Plan: Champions Prep Academy believes in success for all students, so in order to provide the truest and most accurate reflective picture of student progress and TEKS mastery, we will implement a range of assessments that vary in nature and scope, from oral checks for understanding, to one-to-one oral assessments to formal quizzes, exit tickets, tests, and summative exams. Assessments must also exhibit an appropriate variation in the mode of response, from fill-in-the blank items to pictorial graphs, to short response and

extended narrative response items depending on the age and ability of each child and the nature of the subject material covered. Weekly quizzes will be analyzed to identify skills that need to be retaught and students that need additional support through intervention and tutoring. Teachers will use performance data to plan for reteaching and intervention. Weekly quiz data will also be graphed in their individualized student portfolio for self-reflection and communicated to families to keep them up to date on their students' academic progress.

Collecting and Analyzing Data – Roles and Responsibilities: The Administration Team, assisted by the Data Specialist, will be responsible for collecting all data from major assessments; teachers will collect all data from all other assessments. The Administration Team, with the support of the Data Specialist, will lead the analysis of all data. All roles bring the requisite professional background and experiences to conduct their responsibilities.

Communicating Data: Champions Prep Academy will have a culture of transparency when it comes to data. We will proudly post grade-level literacy data in our library, computer lab, and classrooms. Students will feel ownership over their academic growth by moving and updating their data trackers as they master skills and knowledge. We will communicate with students' progress often with their families. Homework binders will have a pocket where graded work and performance data will be sent home for parent review and signature. In addition, every family will be expected to attend a parent teacher conference at the end of each six weeks, where they will work as a team to ensure student success. Teachers will update data trackers weekly through various informal and formal assessments, such as, exit ticket data, weekly quiz data, reading level data, and unit test data. Academic performance data will always be up to date and easily accessible for teachers, school leaders, and families. The administration team will prepare monthly data dashboards for the Board highlighting all important data including; attendance, enrollment, academics, and behavior. Also, school wide performance on all state and nationally normed assessments will be posted on our website.

Academic Progress Monitoring: Champions Prep Academy will equip all Pre-Kindergarten through fifth-grade scholars with the academic foundation necessary to set forth confidently on the path to higher education. In order to ensure that our students are effectively building this academic foundation, we have set measurable goals that will hold us accountable to the mission we have set out to accomplish. Our goals will allow us to monitor their progress at different points in the year and make necessary adjustments and ensure they are making substantial academic gains. Monitoring each student's academic progress through measurable goals will create systemic transparency around how well we are equipping our scholars with the academic foundation necessary for a concrete academic path to pursue a higher education.

Our academic goals align to our mission and help ensure we are preparing our students to be successful in every step of their academic career. We strongly believe that continuous effective base data drives student achievement success. Standardized assessments give us valuable data, but additional data will be gathered as well. Formal trimester-based interim assessments will be administered to track academic progress and progress towards these goals throughout the school

year. We have a culture of high expectations and high standards and therefore set ambitious goals for our students.

Supports for Special Populations

Champions Prep Academy will offer and promote a free appropriate public education (FAPE) for learners regardless of race, socio-economic status, learner need, and/or disability. Each student will be treated with respect and offered a high-quality education that will foster success and well-being. Champions Prep Academy will provide the educational tools and experiences that will prepare them for graduation, college-readiness, and future success. The individuality and uniqueness of each student will be celebrated and promoted. Differentiation and appropriate evidence-based interventions will be an integral part of developing student strengths and addressing student's areas of weaknesses. The following proper supports and programs will be available to ensure student success:

Champions Prep Academy will inform the community and the public of the services offered to the population of the individual need of students via the district website as well as the student/parent handbook given at the beginning of the school year. This will assist the district in complying with *Child Find* 34 Code of Federal Regulations § 300.111 to include the identification, location, and evaluation of children needing special education services.

Staff Development in Special Education Topics: To comply with state and federal regulations, Champions Prep Academy will strive to maintain a high level of education among administrative and staff members. Special education topics such as pre-referral interventions, evaluation procedures, learning disabilities, accommodations/modifications, special education legal implications, and appropriate student differentiation practices will be discussed during district staff development training. Also, teachers will be encouraged to attend training offered through Region One. Special education teachers will participate in mandatory training that is related to STAAR assessments and updated allowable accommodations.

Progress Monitoring in the General Education Classrooms: To effectively meet the needs of all students, Champions Prep Academy will have systems in place to collect and analyze student academic data regularly. This will assist teachers in identifying learners who are having academic difficulties. Teacher observations, district benchmarks, and weekly assessments will be utilized to monitor student progress in each grade level closely. Also, programs such as I-station and Accelerated Reader will allow teachers to monitor student Lexile, reading proficiency, and comprehension. This progress monitoring will be shared during grade-level meetings with administrative staff, such as principals and facilitators, who will provide support.

Response to Intervention: According to the Texas Education Agency, the Response to Intervention (RTI) approach allows students to learn and work at their grade level. Response to Intervention is a three-tier system that closely monitors students identified by parents and staff as having educational and behavioral difficulties. Champions Prep Academy will provide continually screen students to identify struggling learners. Those students identified will be closely monitored and offered various interventions to effectively meet their goals. One of the primary purposes of RTI will be to effectively carry out learner-based interventions in the general education classroom so that every student receives a high level of education through differentiated instruction. For those students who continue to show academic need despite Tier 1 interventions, they will be placed on Tier 2 in which goals will be placed by the school's RTI

Committee members who gather data and make decisions for early intervention practices. Tier 3 will be for those students who will receive additional interventions and consideration for referral to Special Education evaluations. It is important to note that Champions Prep Academy will not utilize RTI to delay the evaluation process. Since students who struggle academically will often display behavior concerns, the RTI is to include those students needing behavior support and interventions. Champions Prep Academy will be committed to the success of each, and every student and Response to Intervention (RTI) will be present throughout each school in the district. RTI training will be offered to the administration and staff to provide aligned and uniform practices. Each school's RTI Committee will include general education teachers from different grade levels and an administrator. RTI meetings will be held every six weeks in which student data will be reviewed. Parents of those students receiving RTI interventions will be part of a collaborative effort to assist students in reaching their goals.

Tutoring/Intervention: Champions Prep Academy will offer after-school tutoring free of charge to students of the district who are failing or showing academic needs. Saturday tutoring will be considered as the need arises. Tutoring will allow general education teachers to assist students on a one-to-one basis and offer hands-on activities tailored to student need. Also, intervention time will be part of the daily schedule for each grade level. No more than five students will be held for Intervention at a particular time. This will allow teachers to assess student needs and progress effectively. As soon as students show appropriate progress and grade-level expectations, they will be removed from after-school tutoring and intervention time. Parents of students receiving tutoring/intervention will be informed throughout the process.

Counseling Program: Champions Prep Academy's mission is to include appropriate supports for *all* students to include guidance and counseling. Proper education goes hand in hand with building student confidence and self-esteem while decreasing anxiety and stress. According to the Texas Model for Comprehensive School Counseling Programs, the following components are an integral part of a school: Guidance Curriculum, Responsive Services, System Support, Character Education, and Individual Planning. Champions Prep Academy will strive to provide a robust counseling program that includes all these components. A certified school counselor will offer weekly guidance lessons to each grade level and expose students to important topics such as bullying, drug awareness, safety, and acceptance of student differences. Counseling will also be available for conflict resolution for students and be available for staff. In addition, counselors play an essential role in providing students with feedback regarding career and future planning. A counselor will also offer support to students identified with disabilities needing counseling services and will have responsibilities for communicating with parents. Those students who require counseling services according to their Individual Education Plan (IEP) will be appropriately serviced. Counselors will also serve as a bridge between members of the community, agencies, parents, and the school. This is crucial to maintain a high level of engagement between all stakeholders in a student's education.

Section 504: Section 504 of the Rehabilitation and Disabilities Act was created to guarantee equal rights to students with disabilities. Champions Prep Academy will have counselors manage the 504 programs in each of our schools. Those students who have a physical or mental impairment that limits one or more life activities will be part of this program. Appropriate

accommodations will be available to increase student success. Yearly meetings will be conducted where 504 plans for students will be reviewed, and changes made if necessary.

Special Education Program: Champions Prep Academy will offer Special Education Services according to the *Individual Disabilities Education Act (IDEA)* regulations. Acceptance of student differences will be a part of the school climate. Those students identified with a disability will adhere to the least restrictive environment and be offered appropriate accommodations as outlined in their IEP. These accommodations will be provided to students throughout their daily schedules and during district and state assessments as appropriate. Student inclusion and mainstreaming in the general education environment as much as possible will be an important part of the educational environment of Champions Prep Academy. A certified special education teacher will offer Resource services to assist students in reaching their goals and keep parents informed of student progress through six weeks of progress reports. The special education teacher will meet with general education teachers at the beginning of each school year to provide information regarding IEP, Evaluation, and Accommodations for each student. Annual Admission Review and Dismissal (ARD) meetings will be held in each school in the district, and three-year required re-evaluations will take place in adherence to state and federal laws. Appropriate related services such as speech and occupational therapy services will be contracted and will provide those services for students who qualify. Special Education records will be maintained in a centralized location and be available for parents who always play an important role. Champions Prep Academy will purchase a Special Education computer program to manage and provide high-quality IEPs. Champions Prep Academy will strive to assist parents in understanding their child's disability by providing appropriate training recommendations. Students with disabilities will be offered all educational opportunities as their non-disabled peers to include physical education, extra-curricular, and fine arts activities. The district will contract qualified assessment personnel that will be responsible for the assessment of students suspected of a disability.

Gifted and Talented Program: The main goal of the newly revised 2019 Texas state Plan for the Education of Gifted and Talented Students is to provide those students who have demonstrated above-average skills and performance relative to their same-aged peers a program that fosters a high level of critical thinking, independence, research, communication, creativity, and individuality. Champions Prep Academy will promote this vision within each school, where students will be given an opportunity to experience a wide array of challenging educational opportunities. To achieve this, a screening system will be in place beginning in the lower grades, whereby students displaying gifted and talented characteristics can be identified. Teachers certified in the assessment and identification of GT students will be hired as well as proper training given to those teachers servicing such students. This will allow teachers to have an understanding of the necessary educational opportunities they need to offer in order to differentiate student learning. In addition, state funding for a gifted and talented program will be appropriately utilized and monitored so that each student is adequately serviced. Partnerships will be formed within the community to include local businesses, schools, and other professional organizations to expose GT students to a rich education where they can grow their interests.

Dyslexia Services: The Texas Education Code (TEC) §38.003 defines Dyslexia and related disorders, mandates screening and testing students for Dyslexia and the provision of instruction

for students with Dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with Dyslexia. These students have reading difficulties in the acquisition of reading skills that include reading fluency, phonological processing, writing, and spelling. This learning disability is neurobiological and will be present in some children despite average intelligence and adequate instruction. Champions Prep Academy will maintain a high level of commitment to assist in the identification and the continuous support these students require. As dictated by the newest Dyslexia Handbook update, Champions Prep Academy will have a screening process for every student at the end of Kindergarten and the beginning of 1st grade for the detection of Dyslexia. All general education teachers will have training in the symptoms and interventions of this learning disability so that identification can take place at every grade level. Those students will be evaluated, and if a diagnosis of Dyslexia is given, the student will be given Dyslexia services intervention during the school day. This will be done by a teacher trained explicitly in multi-sensory reading interventions and will be contracted by Champions Prep Academy.

English Language Learners: Champions Prep Academy believes in educating the whole child. We are dedicated to providing a well-rounded education to all students in their native language whether it's English or Spanish. Our highly qualified teachers are trained in providing quality bilingual instruction and strategies, along with an abundance of academic vocabulary to help students make a smooth transition into the English language. Champions Prep Academy will implement an Early Exit Transitional Bilingual program aligned with the ELPS (English Language Proficiency Standards) to ensure our second language learners have the ability to master and apply the skills required by TEKS (Texas Essential Knowledge and Skills) and ESSA, (Every Student Succeeds Act), the nation's national education law and longstanding commitment to provide equal opportunity for all students (<https://ed.gov>).

LPAC: The Language Proficiency Assessment Committee (LPAC) plays a pivotal role in the education of English learners. The LPAC's role extends beyond the responsibilities established under the Texas Administrative Code, 19 TAC Chapter 89, Subchapter BB Commissioner's Rules Concerning State Plan for Educating English learners. As an advocate for the English learners, the LPAC becomes the voice that initiates, articulates, deliberates, and determines the best instructional program for the student. It functions as a link between the home and the school in making appropriate decisions regarding placement, instructional practices, assessment, and special programs that impact the student (<https://projects.esc20.net>). Champions Prep Academy LPAC committee meets at the beginning and continuously throughout the year to assess and develop individual academic plans for each student that has been identified as English Language Learners. Our LPAC committee is comprised of an administrator, several bilingual teachers who are bilingually certified, the general education teacher, and a parent. All of our teachers are trained through Region One, our service center, on ELPS (English Language Proficiency Standards) and Bilingual workshops to ensure our ELLs (English Language Learners) are provided with the proper instruction and vocabulary skills during daily lessons. In addition, ELLs also part of our special population are ensured a proper academic plan developed by the ARD and LPAC committee members. The identification process is based on the Home Language survey filled out with the application.

School Culture and Safety

Champions Prep Academy will be structured and compassionate. Our school will be a place with high behavioral and academic expectations for all students. We believe that through consistency and the implementation of evidenced-based school-wide systems and expectations, students will thrive socially and intellectually. Our focus is to develop the child as a whole academically and expressively. Academic achievement and emotional readiness will be at the forefront of every culture decision we make. Student achievement is generated when students know exactly what is expected and are supported in meeting those expectations. The culture of Champions Prep Academy is designed purposefully to promote strong academics and intentional character development that will allow students to be successful in school and life. We will be a community that is compassionate about learning and celebrates our growth and success in school. We will create and maintain a culture that supports students in exhibiting the behaviors that drive towards success in all of life's pursuits. The behaviors or character traits we will develop in our students are directly aligned to our Character First curriculum and Fine Arts Program. We believe that students must take the lead in their learning and their school to create significant academic achievement at the ambitious levels for which we aim.

Prioritize Lever 3: Positive School Culture

Action 2: Explicit behavioral expectations and management systems for students and staff.

- All staff and students are taught, practice and, reinforce behavioral expectations with a common language.
- All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implementing the system with fidelity.
- Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.
- Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Action 3: Proactive and responsive student support services

- The school has a campus-wide program to proactively teach mental health and wellness skills to students.
- School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs.
- Students are provided with the support services (e.g. counseling, mentoring, external service referrals) that address their needs.

Character Counts: We believe that the bar must be held high for behavior as well and not just academics. We cannot deliver on our mission without providing the structure necessary for rigorous learning to take place. Our T.R.R.F.C.C. (terrific) values will allow us to provide that

structure and focus on developing character traits that allow all students to be successful in school and their community.

Character First Values	Definition
Trustworthiness	Students will learn daily lessons on how to Be honest in communications and actions • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country • Keep your promises
Respect	Respect will live in all moments of the school day. Students will be taught that we treat others with respect and follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements
Responsibility	Do what you are supposed to do • Plan ahead • Be diligent • Persevere • Do your best • Use self-control • Be self-disciplined • Think before you act • Be accountable for your words, actions and attitudes • Set a good example for others • Choose a positive attitude • Make healthy choices
Fairness	Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly
Caring	Be kind • Be compassionate and show you care • Show Empathy • Express gratitude • Forgive others and show mercy • Help people in need • Be charitable and altruistic
Citizenship	Do your share to make your home, school, community and greater world better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

Champions Prep Academy Fine Arts Curriculum: Students enrolled in Champions Prep Academy will have an opportunity to take fine arts classes. The fine arts incorporate the study of dance, music, theatre, and visual arts. Each component offers a variety of learning experiences that empower student's abilities to explore life, relationships, and ideas. Texas began promoting the fine arts curriculum as an integral part of Texas Essential Knowledge and Skills. (T.E.K.S.)

Each Fine Arts component has its T.E.K.S from kinder through twelfth grade in high school. The Fine Arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills.

Visual Arts

Students in visual arts will develop critical thinking skills, use senses to observe the world, fine tune their motor skills, develop social skills, learn decision-making, risk taking and communicate their ideas about their personal artwork.

Music

Students who have early musical training will develop the areas of the brain related to language and reasoning. Music helps in mastery of memorization, increased coordination, sense of achievement, emotional development, fine tune auditory skills and better SAT Scores.

Theatre

Students in Theatre arts will develop qualities that will help them be successful in a real-life setting. These benefits are, self-confidence, imagination, empathy and tolerance, cooperation and collaboration, concentration, problem solving, public speaking skills and most importantly pleasurable.

Dance

Student fitness is an important aspect of fine arts. Dance will help develop muscles, tone the body, improve circulation, improve posture, balance, coordination and promote greater flexibility. Flexibility is often overlooked as a benefit but can really decrease the chances of injury especially in an active child. Dance helps keep the body conditioned and the mind focused which heightens one's ability to perform other physical activities.

The fine arts will provide Champions Prep Academy students with benefits that are essential in their academic development. It will also promote non-academic benefits such as self-esteem, motivation, awareness, creativity, emotional development, expression and appreciation of diversity.

Champions Rally

At Champions Prep Academy each student will have an opportunity to showcase their talents in a Champions Rally. Fine arts teachers will be responsible for creating performances that will be innovative, friendly, inviting and engaging. There will also be objective lessons taught to all student body including topics such as respect, integrity, and responsibility. Students will also participate in community events performance and art show.

After-School Program

The after-school program will be available to all students interested to further their knowledge in fine arts. The program will enrich students to excel in visual arts, music, theater and dance.

Classroom Culture

Teachers will celebrate academic growth and showing positive character development with daily routines and practices in place. Starting from the first day of school, Teachers and students will

chant the “I will” statement of the month every morning before starting instruction and provide examples of the character within the school day.

Student of the Month

Student of the month will be celebrated and recognized during monthly rallies. Students will be presented with a certificate “Student of the Month” and recognized in front of the whole school. All of our students will be taught and take joy in praising each other for their successes as well.

Code of Student Conduct: Rights and Responsibilities

Students and parents are expected to become familiar with the provisions outlined in the Champions Prep Academy *Code of Student Conduct*. Carefully review the responsibilities of the students, parents, teachers, administrators and Board of Directors. All stakeholders must work together to ensure the safety, educational, and social development of the child. Each student will be given a copy of the *Code of Student Conduct*. Parents and students are to review this information and sign and return the acknowledgement page. CPA’s teachers and administrative staff have the right and responsibility to respond to student acts of misconduct that interfere with the goals of education. The following information regarding student misconduct is provided in detail in the *Code of Student Conduct*.

Unruly students will not be allowed to disturb the educational process for the many others in our student population.

Behavior Expectations for Champions Prep Academy

Common Area	Be Safe	Be Respectful	Be Responsible
Common Areas	<ul style="list-style-type: none"> • Walk facing forward • Keep Hands, feet, objects to self • Get adult help when necessary • Use all equipment and materials appropriately 	<ul style="list-style-type: none"> • Use kind words and actions • Wait your turn • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules • Follow dress code • Solve problems with words • Be honest • Take care of personal belongings and school equipment • Clean up after self

ALL COMMON AREA BEHAVIORAL EXPECTATIONS ARE TO BE INCLUDED WITH SETTING SPECIFIC BEHAVIORAL EXPECTATIONS

Cafeteria	<ul style="list-style-type: none"> • Eat only your own food • Sit on chair properly • Report problems or spills 	<ul style="list-style-type: none"> • Be polite • Allow anyone to sit next you • Use quiet voices • Use food table manners 	<ul style="list-style-type: none"> • Get all condiments, utensils, and milk before sitting down • Raise hand and wait to be excused • Return your tray • Clean your table
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Playground Recess	<ul style="list-style-type: none"> • Walk to and from recess quietly • Stay within boundaries • No play fighting • Keep rocks, sawdust, etc. on ground 	<ul style="list-style-type: none"> • Play fair • Include everyone • Use kind words and actions • Follow adult directions 	<ul style="list-style-type: none"> • Put playground equipment in barrel when finished using it • Walk promptly to line when bell rings • Return to class quietly • Follow game rules
Hallways	<ul style="list-style-type: none"> • Stay to the right, walking forward • Have hall pass 	<ul style="list-style-type: none"> • Hold door for the person behind you • Use quiet voices • Respect displays 	<ul style="list-style-type: none"> • Keep feet quiet when in halls
Bathrooms	<ul style="list-style-type: none"> • Keep water in the sink • Use soap and water for washing hands 	<ul style="list-style-type: none"> • Give people privacy • Use quiet voices • Quiet, Quick, clean. 	<ul style="list-style-type: none"> • Flush toilets after use • Put paper towels in garbage can • Return to class promptly
Arrival & Dismissal Areas	<ul style="list-style-type: none"> • Walk / Bikes • Stay on sidewalks • Walk at all times • Use crosswalks 	<ul style="list-style-type: none"> • Use kind words and actions • Wait your turn • Follow adult directions • Be a good community member 	<ul style="list-style-type: none"> • Arrive on time • Leave on time • Check into office if tardy
Library, Computer, Gym, Music Room	<ul style="list-style-type: none"> • Keep hands, feet, objects to self • Use all equipment and materials appropriately 	<ul style="list-style-type: none"> • Use quiet voices • Follow adult directions • Use kind words and actions 	<ul style="list-style-type: none"> • Leave area neat and in order
Assemblies	<ul style="list-style-type: none"> • Enter and leave in an orderly fashion 	<ul style="list-style-type: none"> • Applaud at appropriate times • Use audience manners 	<ul style="list-style-type: none"> • Participate appropriately (hand raising)
Office and health Room	<ul style="list-style-type: none"> • Report problems and concerns • Follow emergency procedures 	<ul style="list-style-type: none"> • Use quiet voices • Wait your turn • Sit on bench quietly 	<ul style="list-style-type: none"> • State your needs politely

		<ul style="list-style-type: none"> Follow adult directions 	
Field Trips	<ul style="list-style-type: none"> Walk facing forward Stay with your group 	<ul style="list-style-type: none"> Quiet voices Follow adult directions Use kind words and actions 	<ul style="list-style-type: none"> Make a good impression Be responsible for own belongings

Source: Excellence in Leadership Academy

BE SAFE***BE RESPECTFUL*****BE RESPONSIBLE**

Prohibited: Consistent infractions from the following will be subject to a review of the student's enrollment status at C.P.A.

Harassing

At C.P.A, we believe every person deserves to be treated with sensitivity and respect. Students will strive to make all members of the school feel accepted and will treat everyone, regardless of physical, mental, or other differences, with respect. As a school community, we will not tolerate harassment of any kind, whether it is of a general nature or falls within the specific examples listed below.

- ***Ethnic harassment:*** abuse of an individual or group on the basis of ethnic origin
- ***Religious harassment:*** abuse of an individual or group on the basis of religion
- ***Gender harassment:*** abuse of an individual or group on the basis of gender
- ***Sexual harassment:*** use of sexuality to harass

Harassment includes both the more easily identified acts of verbal, written or physical abuse, (i.e. persistent derogatory comments, persistent demeaning remarks, threatening remarks, racial or ethnic slurs, leering references to someone's body, inappropriate touching, inappropriate gestures) and the subtler, but equally damaging forms, such as graffiti and stereotypical jokes.

Bullying

Champions Prep Academy is as Bully-Free Environment. Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment. Bullying will not be tolerated at C.P.A.

STUDENT CODE OF CONSEQUENCES

Detention

Detention may be held each day during school Monday – Friday. Students who serve detention must make arrangements to attend.

Suspension

Champions Prep Academy utilizes two kinds of suspensions: in school suspension and out of school suspension.

In-School Suspension: Each campus will develop rules and regulations for students assigned to in-school suspension (“ISS”). Failure to complete an ISS assignment will lead to additional consequences.

Out-of-School Suspension: In deciding whether to order out-of-school suspension, the principal may take into consideration factors including self-defense, prior discipline history, intent or lack of intent, the student’s status as a student in foster care or who is homeless, and other appropriate or mitigating factors.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law.

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

Conferences, Hearing, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters provided by applicable state and federal law, and Champions Prep Academy.

Process for Suspension Lasting Up to Five Days

The principal will give notice of suspension and the reasons for the suspension to the student. Additionally, prior to suspending a student for up to five days the principal must attempt to hold an informal conference with the student to:

- Notify the student of the accusations against him/her
- Allow the student to relate his/her version of the incident
- Determine whether the student’s conduct warrants suspension

If the principal determines the student’s conduct warrants suspension during the school day, the principal will make reasonable effort to notify the student’s parent(s) that the student has been suspended before the student is sent home. The principal will notify a suspended student’s parent(s) of the period of suspension, the grounds for the suspension, and the time or an opportunity to confer with the principal.

Process for Out-of-School Suspension Over Five Days (Extended Suspension) and Expulsion:

When a Champions Prep Academy Administrator determines that a student’s conduct warrants suspension for more than five days (extended suspension) or expulsion, but prior to taking any such action, the administrator will inform the principal and provide the student’s parent(s) with written notice of:

1. The reason for the proposed disciplinary action
2. The date for the hearing before the principal within five school days from the date of the proposed disciplinary action; notification of the proposed hearing

3. The name of the designated Hearing Officer (the campus principal)

The notice shall further state that, at the disciplinary hearing, the student:

1. May be present
2. Shall have an opportunity to present evidenced
3. Shall be apprised and informed of the school's evidence
4. May be accompanied by his or her parent(s)

Expulsion Hearing: Champions Prep Academy shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and CPA shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Hearing Officer (Campus Principal) may audio record the hearing. Within 48 hours (2 school days) following the hearing, the Principal will notify the student and the student's parent(s) of his or her decision in writing. The decision shall specify:

1. The length of the extended suspension or expulsion
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all
3. The right to appeal the Principal's decision

We Are Champions of Change! Champions Prep Academy believes in a positive and compassionate culture for all. Teachers and staff will learn to model and communicate our Character Counts values before they can teach them to students. C.P.A. Administration Team will provide inhouse training to encourage and teach our culture first to all staff through systems, routines, and rituals that create the culture. They will receive coaching and practice in areas such as tone of voice, body language, discipline, and positive feedback. They will learn our school's mission and vision and learn how to implement them into their daily lessons. C.P.A. will also have a Spirit Committee Team that will implement practices so teachers will continue to receive training on culture throughout the year as scheduled refreshers and targeted professional development for struggling teachers and grade level or schoolwide concerns. A Back to School Bash will take place the week before school starts to go over the information in our Student Family Handbook and to detail Champions Prep Academy's school expectations and culture. We strongly believe that the family partnership should be strengthened early to communicate that we are a team working together for their child's educational success. Having frequent contact with families fosters their enculturation by setting and communicating expectations and establishing a clear and shared vision of how we will work together to support every students' success. We are passionate about learning and celebrating success so that families will be notified by phone apps., (Class Dojo, Remind, School Messenger) text messages, or phone calls when their child reaches academic milestones. Champions Prep Academy believes in developing students to have a love of literacy, so we will hold family events approximately every month to involve families and encourage reading and math at home. We will also provide the Latino Literacy Project, MHP Salud, and LIBRE Literacy Programs for our parents. Our goal is to develop the child as a whole involving the child, family, and community.

Dress Code: Champions Prep Academy student dress code policy was developed to reflect our collective belief that students develop school pride not only by attaining honor in scholastic accomplishments but also by exhibiting dress and grooming skills that reflect positive behavior.

Boys and girls are expected to be clean, neat, and appropriately dressed each day. Hairstyles and fashions, which cause or may cause a distraction, are unacceptable. Boy's hair length should not be longer than the collar of their shirts. Boys may not wear earrings. No color streaks in the hair are allowed for either boys or girls. Appropriate undergarments are expected.

Parents will be called each time their child arrives to school out of uniform. The administration of Champions Prep Academy reserves the right to make the final decision regarding compliance with dress code and appropriateness of clothing, hairstyles and accessories.

Dress Code Violation Procedures

1st Violation: Phone call to the parent to bring appropriate uniform

Student conference explaining uniform requirements and purpose for the dress code policy

2nd Violation: Phone call and discipline report to the parent for out of uniform status

Parent/Student conference addressing purpose for the dress code policy Development of plan to adhere to dress code policy

3rd Violation: Parent will be asked to purchase an extra school uniform to be kept at school.

If a student is not wearing the appropriate top or bottom, a phone call will be made to the parent in an attempt to correct the problem. If a used uniform is available in his/her size, student will be asked to change if parent is unable to bring appropriate uniform that day. A student who violates the Student Dress Code is not eligible for Leader of the Class. Repeated dress code violations may also affect his/her behavior grades and participation in extracurricular activities.

Boys MUST wear the following:

Polo maroon shirt (Mondays - Thursday)

Spirit Jersey (Friday)

Solid black belt

Socks

Jeans (Monday-Friday)

Girls MUST wear the following:

Polo maroon shirt (Mondays - Thursday)

Spirit Jersey (Friday)

Solid black belt

Socks

Jeans (Monday-Friday)

C.P.A. sweater & jacket orders will be taken first semester. Only C.P.A. sweaters & jackets will be allowed. Other dress attire may be encouraged on specified days. These will be noted on the monthly calendar given to parents and posted on the Champion Prep Academy website or Facebook page.

Safety Plan: Student safety is our #1 priority. C.P. A's Safety and Security Committee will continuously perform and gather data to identify safety and security gaps at every campus. C.P.A Safety and Security Committee will review the items needed that can be purchased with grant funds and identify equipment that will help address their highest ranked safety and security gaps; thus, helping to ensure the safety and wellbeing of the students, staff, parents, community, and visitors.

Types of security personnel, technology, and equipment include:

- Metal detectors at school entrance
- Erected vehicle barriers
- Two-way radio systems
- Perimeter security fencing
- Door-locking systems
- Exterior doors with push bars
- Security systems that monitor and record school entrances, exits, and hallways
- Campus-wide active shooter alarm systems separate from fire alarms
- Bullet resistant glass or film for school entrances
- Self-contracted services (Security Guards)
- Raptor system (Visitor Management System)
- ID identification (Students & Staff)

Sources: Elevate Collegiate, Excellence in Leadership Academy, Life School

Promotion and Graduation Requirements

Champions Prep Academy's goal is to prepare all students in Pre-Kinder 3 to 8th grade with the academic knowledge and character development necessary to succeed throughout the students' academic years. Students will be promoted on the basis of academic achievement or demonstrated proficiencies of the grade level subject matter and on assessments (TPRI and STAAR).

Promotion Standards for Kindergarten to 2nd Grade: Students in Kindergarten to 2nd Grade may be promoted from one grade level to another based on the standard based TEKS (Texas Essential Knowledge and Skills) for all subject areas. Students must be able to read and comprehend text on grade level and do math on grade level at the end of their current grade to be promoted to the next grade level. Students must have an average of 70% or higher in English Language Arts/Spanish Language Arts, Math, Science/Ciencias, and Social Studies to ensure that they are prepared for the next grade level. A student shall be considered for retention if mastery of the grade level objectives is not reflected in at least 3 of the following areas: ELA/SLA, Math, Science/Ciencias and Social Studies. If a student is being considered for possible retention, a grade placement committee meeting must be held. Physical, emotional and maturational factors will be considered in addition to academic achievement in making decisions regarding the most appropriate instructional placement of each student.

Promotion Standards for Grades 3rd to 8th: Students in grades 3rd to 8th grade may be promoted from one grade level to another if they have a final cumulative numerical grade of 70 or above in ELA, Math, Science and Social Studies. Students must be able to read and comprehend text on grade level and do math on grade level at the end of their current grade to be promoted to the next grade level. Students must have an average of 70% or higher in English Language Arts/Spanish Language Arts, Math, Science/Ciencias, and Social Studies to ensure that they are prepared for the next grade level. A student shall be considered for retention if mastery of the grade level objectives is not reflected in at least 3 of the following areas: ELA/SLA, Math, Science/Ciencias and Social Studies. If a student is being considered for possible retention, a grade placement committee meeting must be held. Students in 5th and 8th grade must perform satisfactorily on reading and math STAAR assessments in English or Spanish. Physical, emotional and maturational factors will be considered in addition to academic achievement in making decisions regarding the most appropriate instructional placement of each student.

Champions Prep Academy will implement Intervention Parent Meetings every quarter to meet with parent of students who demonstrate grade level academic needs. Teacher will meet with parents individually during teacher conference or after school to inform parents of students results in TPRI and Benchmark assessments. During the meeting teachers and parents will develop a plan of action to ensure student success during the academic year. Students who are in need of intervention will receive 30 to 45 minutes of intervention during the regular school day schedule, in addition students may be required to attend after school tutoring or Saturday tutorials.

Final decisions of promotion, placement or retention will be the responsibility of the placement and review committee including child's teacher and principal. After final decision has been

determined; child's teacher and principal must conduct a meeting with parents and students to notify them of the committee's decision to retain the child.

Champions Prep Academy will implement programs that will foster student promotion by providing a variety of resources to ensure student success.

Intervention Program: Teachers in Kinder through 8th grade are required to implement a daily 30 to 45 minutes intervention program to provide Response to Intervention Tier 2 instructions to students that lack academic skills in reading or math. IStation Computer Software will be used for Progress Monitoring every two weeks for reading and math.

After School Tutoring: Champions Prep Academy will hold after school tutoring after the 1st Six weeks to students in Kinder through 8th grade as an additional support and is mandatory for required students. Teachers will use disaggregated data from previous year TPRI and STAAR data as well as 1st six weeks unit assessments for reading and math. Tutoring will be offered on Tuesday and Thursday for the first semester from 3:30 pm to 5:00 pm in small groups of 5 or less students. Second semester tutoring for 3rd through 8th grade students will be offered Monday, Tuesday and Thursday from 3:30 pm to 5:00 pm. Teachers will use disaggregated data from six weeks exams and first semester STAAR benchmark.

Literacy and Math Blocks: Teachers will implement 90-minute blocks of literacy and math for students in Pre-Kinder 3 through 5th grade.

Literacy Program for parents: Champions Prep Academy will implement The Latino Literacy project program to offer parent classes on how to help their children with literacy at home as well as ESL (English as a Second Language) classes to assist parents in learning literacy skills in English.

Source Life School & Excellence in Leadership Academy

Family and Community Engagement

Champions Prep Academy believes that all parents, teachers, and community leaders are a valuable link in the educational success of all students. We promote the involvement of these key stakeholders by having them take part in the process that allows them to contribute to our school community providing input regarding the services offered in an effort to maximize the quality of education for all students in C.P.A. We have established a Family Engagement Plan to increase the collaboration between all stakeholders. The active participation of parents, teachers, business and community leaders in all aspects of students' education is a valuable tool that Champions Prep Academy welcomes and respects.

Components	C.P.A Family & Community Engagement Strategic Plan
Facilitate family-to-family support	<p>C.P.A will include Parental Involvement activities to form campus-family relationships, and provide parents with opportunities to participate in the charter's initiatives, such as:</p> <ul style="list-style-type: none"> • Parenting Education Classes • Read aloud Programs (Family Literacy Night) • Monthly Parent Newsletter (Home Connection) • Weekly Parent Newsletter • Monthly Student Activity Calendar • Family Literacy and Homework Night • Parent Conferences (with the teacher, counselor, and/or administrator) • Yearly Health Fair • Parent Volunteer Opportunities • Parent Involvement meetings regarding school to home educational resources and activities to support student learning in the home. • Parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and on their child's campus
Establish a network of community resources	<p>C.P.A in partnership with community organizations will establish resources that provide services to the students, in an effort to equip parents and caregivers with skills needed to have a healthy and productive family. Some of the resources will be:</p> <ul style="list-style-type: none"> • RGV Border Health Coalition (Formerly known as CHIPS) • Texas Health and Human Services (Food Stamps) • South Texas Literacy Coalition • United Way of South Texas • Children's Defense Fund (CHIPS/Children's Medicaid) • Teach the Children • Region 1 Education Service Center

	<ul style="list-style-type: none"> • Child Find – Early identification of students with special needs.
Increase family participation in decision making	<p>C.P.A encourages family participation in decision making. Their contributions are crucial to a well-rounded and well thought out plan that will facilitate support for all stakeholders and impact positive student achievement. Parents will be invited to participate and serve in:</p> <ul style="list-style-type: none"> • Campus and District Wide Site-Based Decision-Making Committees (SBDM) • PTO/PAC-Title I Part A and Title I Part C-Migrant • Regularly scheduled campus-level parent meetings • Invite family feedback (evaluations) and suggestions with regard to activities being provided. • Language Proficiency Assessment Committee member
Equip families with tools to enhance and extend learning	<p>C.P.A will equip families with learning opportunities to enhance and extend learning by providing:</p> <ul style="list-style-type: none"> • Monthly calendars listing home activities that are age appropriate and developmentally appropriate for the child (campus website). • Monthly newsletters offering ideas for motivation, discipline, ideas for enhancing learning, etc. (Home Connection Newsletter) • Campus Literacy Events – Book Fairs, Family Literacy Nights, and Read to Succeed Activities • Make and take parent sessions to support student learning at home. • Partner with Head Start to facilitate transition between the 3-year old program and PK • Stages of Development informational sessions (Region 1) • English as a Second Language (ESL) classes for parents • Latino Literacy Project Classes for parents • Community Collaboration to provide parents a variety resource • Student Success Initiative Parent Meetings (5th & 8th)

<p>Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks.</p>	<p>C.P.A goal is to offer staff development to support teachers in helping families so that their children reach learning benchmarks. Offer staff development such as CLI Engage, Region 1 trainings, and campus training addressing services available for parents.</p> <ul style="list-style-type: none"> • Utilizing Class Dojo to involve parents in the education of their children on a daily or weekly basis. • Individual parent/teacher conferences to discuss learning goals and progress toward meeting those goals using the language of the home. • Quarterly Intervention parent/teacher meeting. • Help teachers grow their leadership abilities by having them conduct make and take sessions with parents. • Provide teachers with training on research-based strategies parents can use with students to provide support at home.
<p>Evaluate family engagement efforts and use evaluations for continuous improvement</p>	<p>Trainings, workshops, meetings, and parental involvement activities are followed with an evaluation which provides parents the opportunity to express their views on the value of the activity.</p> <ul style="list-style-type: none"> • Use parent input to provide valuable information in the planning, development and implementation of programs for the district • Parent Surveys • Compile evaluation data and use it to plan and implement a more effective Parental Involvement Program

Source: Valley View ISD

Leadership and Governance

Board Structure and Qualifications

Proposed Board Member	Area of expertise	Brief description of experience in this area
Jaime Loya	Pastor and Leader	Christian Leader for 25 years. Administers and oversees four campuses, leadership coach and strategic planning.
Florencio Hernandez	Criminal Justice & School Liaison	Currently work for a district
Gloria Cepeda	Retired Assistant Superintendent & Educational Consultant.	Currently work with Schools that are in need of improvement.
Carolina Perez	General Education Teacher, Special Education Teacher and Educational Diagnostician.	Mrs. Perez served as a second-grade classroom teacher and Special Education teacher at a Charter School.
Erick Garza	Executive Pastor, Construction Manager and Consultant	Oversight and lead of operation for Cross Church, commercial and residential construction, consultant with program management, communication strategies and executive business
Jessie Jones	Promotion and Sales of Fidia Pharma's Products.	Special Education Teacher, Assistant Principal, Adjunct Professor, Sales, Health Education, Leadership

The governing Board of an open-enrollment charter school is responsible for the management, operation, and accountability of the school, regardless of whether the governing body delegated its powers and duties to another person or entity. They are responsible for implementing the public-school program authorized by the charter and ensuring the performance of enrolled students is in accordance with the Texas Education Code. Member of the governing body of an open- enrollment charter school that is responsible for the management, operation, and accountability of the charter school, which includes appropriately managing public funds (TEC §12.102(3), TEC §12.122, and TAC §100.1101(d)).

As stated in TAC§100.1101(b)(2):

- (a) Final authority to hear or decide employee grievances, citizen complaints or parental concerns;
- (b) Final authority to adopt or amend the budget of the Corporation or the Charter School;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;

- (e) Final authority to adopt policies governing the Charter School' operations;
- (f) Final authority to approve audit reports under TEC §44.008(d); and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate or set compensation for any chief executive officers.

Champions Prep Academy's board members are ultimately responsible for promoting the charter school mission and vision, provide oversight of policies, finance and instruction. The Superintendent and the board are to work together to ensure the success of all students by ensuring academic success. As stated in the Texas framework the board is to work collaboratively with the Superintendent to develop the vision and student outcome goals. The board also delegates to the Superintendent operational authority to accomplish the vision and student outcome goals.

The Superintendent is directly responsible to the governing body of the charter holder for supervising one or more central administration officers, campus administration officers, and/or business managers (TAC §100.1001(17)) A person charged with the duties of, or acting as, a chief operating officer, director, or assistant director of a charter holder or charter school, who performs functions outlined in TAC §100.1001(18) The Superintendent is also responsible for hiring, mentoring, and evaluating principal as Champions Prep Academy open new campuses Since Mrs. Mendoza hold a Superintendent certificate she is exempt from training requirements. Mrs. Mendoza will ensure that she continues with her trainings regardless of the exemption.

Champions Prep Academy board will maintain a focus on ensuring that all students are receiving the highest quality of education. House Bill 3 requires board members to be part of training and goal setting for the Campus. The Board and Superintendent will set yearly goals on Literacy and Math goals for the district. Academic achievement is a priority to ensure success of all students.

Board Training: As per TEC §12.123; members of the governing body of a charter holder or charter school must complete 12 hours of instructional training delivered by course provider registered with Texas Education Agency. The Board of Directors of Champions Prep Academy will be provided with training following Texas Education Agency's Framework for School Board Development, Lone Star Governance, Texas Charter School Association training and TCSA Conference, T.E.A. School Summit conferences and book study on "Board Meetings: A Guide for Charter Schools" by Marci Cornell-Feist. Even though the majority of the Board Members are educators they are required to attend board trainings. The superintendent will set a week of board training in June 2021. Mrs. Mendoza the Superintendent will conduct board members orientation along with Board President. The orientation will give new board members time to familiarize themselves with the mission and vision of Champions Prep Academy as well as Bylaws, and board member ethics and conflict of interest. Region One and TCSA will be contracted to provide the board training. Champions Prep Academy's goal is to contract with Lone Star Governance consultants to continue board training for year 2021-2022. After Year one board members will be required to attend Texas Charter School Conference and Texas Charter Summits to update board training hour every year. All board members are required to submit training certificates to the Superintendent for accountability of hours. Mrs. Mendoza will also plan one week for Board Retreat every Spring.

Board Training

- Texas Administrative Code (TAC) §100.1102 through 100.1105
- Texas Education Code (TEC) § 12.123
- Board Bylaws
- Board Ethics
- School Law 150 minutes
- School Finance 60 minutes
- Health & Safety 30 minutes
- Accountability (Public Funds) 120 minutes
- Accountability (Accountability to the Public) 60 minutes
- Open Meeting 60 minutes
- Public Records 60 minutes

Champions Prep Academy Board will comprise of at least 5 and no more than 7 members. The Board shall elect directors to vacancies on the Board as and when required at any meeting of the Board called for the purpose by a vote of two-thirds of the Board then in office. Board of Directors are to serve three-year terms. The Board may remove a director with or without cause, by an affirmative vote of the majority of the directors of the Board then in office, excluding the vote of the directors' subject to removal. Board Directors shall serve without compensation for their services as directors of the Corporation, except that directors may be reimbursed for necessary and reasonable expenses incurred in the performance of duties as directors of the Corporation.

The Board of directors are scheduled to meet once a month, which will be posted and conducted in compliance with Texas Open Meeting Act. In this meeting they will receive a comprehensive report from the Superintendent, to discuss strategic direction and priorities of the organization, review and discuss financial statements, and conduct other business as necessary. The Superintendent will also provide monthly written reports to board members for their review.

Champions Prep Academy also plans to establish Executive Committees to consist of the President and at least two other directors selected by the President and approved by the Board at a meeting called for such purpose. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board. All such committees shall be subject to the direction of the Board and all actions of any committee shall be subject to Board Approval.

Officer for Champions Prep Academy Board

Board President: The board officers of the Corporation will consist of the Board Chair, a Vice-Chair of the Board, a Secretary, a Treasure and such other officers that the Board may from time to time as established by a majority vote of the directors of the Board in office. Board members are to serve for three-year terms and until his or her successor is elected. Any board officer may be elected to succeed him or herself.

Board President: The board president is the senior volunteer leader of the organization who presides at all meeting of the Board of Directors and other meetings as required. The board

president oversees implementation of board and organizational policies and ensures that appropriate administrative practices are established and maintained.

The president of the board will:

- Preside at all meetings of the Board of Directors.
- Set meeting agendas in collaboration with Superintendent
- Evaluate the overall effectiveness of the organization and
- Establish annual strategic priorities in conjunction with the Superintendent
- Evaluate the overall effectiveness of the Board's governance and activities
- Ensure that the Board operates according to the terms of its Bylaws
- Lead the recruitment and interviews of new board members

Vice-President: The Vice-President will act under the direction of the President and in his/her absence have the duties and powers of the President. A Vice-President will have other duties and powers as the President of the Board of Directors may assign.

The Vice-President will:

- In president's absence:
 - Presides at meetings of board of directors
 - Serves as ex officio member of standing committees
- Works with the President to assist in developing the agendas for board meetings.
- Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees.
- Represent the board in the community, especially at events at which the president cannot attend.

Secretary of the Board: The secretary will have the general powers and duties usually vested in such office of Champions Prep Academy, including keeping all records, documents and the corporate seal at the principal office of the C.P.A; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the board of Directors or after the instrument has been signed by the president, vice-president it is authorized board officer or agent; keeping the minutes of the meetings of the Board of Directors.

The Secretary will:

- Ensure that accurate and complete minutes of Board Meetings are kept
- Review draft meeting minutes for accuracy and completeness prior to Board approval.
- Ensure that Board meetings are conducted in compliance with the Texas Open Meeting Act, including location and public posting.
- Ensure that meetings are conducted in accordance with the Board's Bylaws.

Policies that Govern the Board of Directors: The Board of Directors are governed by all applicable local, state and federal laws, including but not limited to, all Texas Open Meeting

requirements, 19TAC §100.1113 and Texas Government Code §573.021-573.025 relating to relationships by consanguinity or affinity. The Board will defer to and comply with all Board Governance policies, codes, and procedure that have been adopted and approved that include but are not limited to Bylaws and conflict of Interest Policies’.

Source Elevate Collegiate

Grievance Process: The grievance process provides all persons with an opportunity to be heard up to the highest level of management if they are dissatisfied with a governing board policy or decisions, administrative procedures of practices at the school. Once all the administrative procedures are exhausted, a person can bring concerns or complaints to the Board, as outlined below.

A grievance must specify the harm alleged by the parent and/or student, and the remedy sought. A parent or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at the school’s discretion.

Level One Compliant-Principal Review

A parent or student shall submit a written Level One Grievance Form to the principal or designee within the later of

1. Ten days from the time the event(s) causing the complaint were or should have been known, or
2. Within five days following an informal conference with the principal.

The principal or designee shall serve as the Level One Grievance Officer and will schedule a conference with the parents or student within tendays of receipt of the written complaint to consider the grievance. The Level One Grievance Officer will provide a written response to the complaint within ten days of the meeting.

Level Two Complaint-Instructional Facilitator

If the student or parent did not receive the relief requested at Level One or if the time for a response from Champions Prep Academic has expired, the student or parent may request in writing a conference with the Instructional Facilitator or designee to appeal the Level One decision. The appeal notice shall be filed within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline. Additionally, the student or parent shall submit any evidence supporting the complaint, and the date and results of the conference with the Level One Grievance Officer.

The Instructional facilitator or designee shall serve as the Level Two Grievance Officer and shall schedule a conference within ten days after the appeal notice is filed. The Level Two Grievance Officer shall have ten days following the conference to issue a decision.

Level Three Complaint – Superintendent Review

If the student or parent did not receive the relief requested at Level Two or if the time for a response from Champions Prep Academy has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level Two decision. The appeal notice must be filed in writing within ten days of the date of the written Level Two response or, if no response was received, within ten days of the date of the Level Two response deadline.

The Superintendent or Designee shall serve as the Level Three Grievance Officer and shall schedule a conference within ten days after the appeal notice is filed. The Level Three Grievance Officer shall have ten days following the conference to issue a decision.

Level Four Complaint – Board of Directors Review

If the student or parent did not receive the relief requested at Level Three or if the time for a response from Champions Prep Academy has expired, the student or parent may appeal the decision to the Board. The appeal notice must be filed in writing within ten days of the date of the written Level Three response or, if no response was received, within ten days of the Level Three response deadline. Champions Prep Academy shall place the matter on the agenda for a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting. The Board of Directors will consider the appeal and may allow a presentation by the parent or student and the school administration. The appeal will be limited to the issues and documents considered during the lower grievance proceedings, except that if the administration intends to rely on evidence not included in the grievance record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the Board meeting. Champions Prep Academy will determine whether the appeal will be presented in open or closed session in accordance with the Texas Open Meetings Act and other applicable law. The presiding officer may set reasonable time limits and guidelines for any presentation of evidence, including any opportunity for the student or parent and administration to each make a presentation and provide rebuttal, and an opportunity for questioning by the Board. The Board of Directors will consider the complaint. It may give notice of its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the previous decision shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board is final and may not be appealed.

Source Life School Charter

Board Terms and Evaluations: Champions Prep Academy will be composed of five board members and no more than seven members. Board members will serve three-year terms. The Board will receive training from TCSA, and Region One and take part in an annual retreat. The board Members will receive training from Lone Star Governance Continuous Improvement for Governing Teams and will also use the Texas Framework evaluation tool to measure effectiveness. The Board will also self-reflect and evaluate on their effectiveness by the academic standing of Champions Prep Academy, Fiscal standing of school, communication between the Board and Superintendent and overall performance on all academic and financial accountability. All board members that will serve CPA must be residents of Texas.

Board Member Biographical Affidavit

Pastor Jaime Loya is a thriving Christian leader with over 25 years of ministry and pastoral experience and impeccable work ethics, with in-depth knowledge of leadership development, church planting, administration, and bilingual ministry. He has an Honorary Doctorate with Nation to nation Christina University and is the President of the Board for Cross Church. He will contribute to C.P.A. with facilities, management, community services, and finances.

Florencio Hernandez has a bachelor's degree in Science in Criminal Justice from the University of Texas Pan-American. He has extensive experience in serving as Adult Probation Officer for 14 years and currently serves as Truancy Officer with Mercedes ISD. As a truancy officer, he monitors student attendance, calls parent, and conducts home visits. He is a current member of the Lions Club.

Gloria Cepeda is a retired educator who currently serves as Professional Service Provider for Texas Education Agency. She has a vast experience as an educator, who will contribute to C.P.A.'s curriculum and instruction, assessment accountability, finance, law, and parental involvement. She has experience as Elementary Bilingual teacher, Title VII Supervisor, Curriculum and Instructions, Assistant Superintendent, Executive Director of Teaching and Learning, and Interim Superintendent.

Carol Perez has a bachelor's degree in Business Administration from the University of Texas Pan-American, a master's in special education from the University of Pan-American, a certificate in Behavior Analysis from Penn State University, and post-graduate certificate in Special Education Diagnostician from University of Texas Rio Grande Valley. She has 15 years of experience as an educator in Kindergarten Teacher, second-grade bilingual teacher, special education teacher, and currently serves as Educational Diagnostician. With her experience, she will contribute to C.P.A. with special education, finance, law, community service, and parental involvement.

Eric Garza has a bachelor's in political science from the University of Texas A&M University and a master's in Public Administration from the University of Texas at Arlington. He currently serves as executive director of Cross Church, where he serves at the executive level to help develop organizational-wide program development and oversight and leads all operations. He is also the general manager for Gemstar Homes and Construction, where he continuously works with clients to map out their commercial or residential construction projects. He currently serves as a board member of the Jubilee Academic Center in Rio Grande Valley. He can contribute to C.P.A. board guidance in education, finance, law, and facilities.

Jesse Jones has a bachelor's degree in Education and a master's degree in Educational Administration. He has experience as a Special Education Teacher, Assistant Principal, Adjunct Professor, Public School Board Member and has served in various organizations as a board member. He is currently employed by Fidia Pharma US, where he is responsible for the promotion and selling of their products. He can contribute to C.P.A. Special education, finance, law, marketing, and community resources.

Organizational Chart: Champions Prep Academy's organizational chart for Year one begins with the Board as being responsible for approving the hiring of all staff; they will approve the organization chart in the inception of C.P.A. The Superintendent will develop the organizational chart and assess the needs of the charter and place management personnel in positions that will meet the needs of the district. The Superintendent is responsible for hiring and recommending all positions to the Board for approval. The Superintendent will hire, supervise, and evaluate the Principal and business manager. The Principal will hire, recommend and evaluate the instructional facilitator and counselor. Both the Principal and the instructional facilitator will hire, recommend, and evaluate the PEIMS, Secretary, Teachers, Teacher Aides, Nurse Aide, and Custodians. As the charter expands, we will hire personnel as needed. The goals are to keep the same organizational chart for the first five years.

Superintendent Evaluation: Champions Prep Academy board will support the Superintendent by giving them authority and responsibility for the C.P. A's mission and vision, as well as setting academic and financial goals to ensure the success of the charter school. Work collaboratively with the Board of Directors to keep them abreast of the Charter's ongoing performance of the Charter's educational system; assure effective communication between the Board and the staff of the Charter. Relay all communications by the Board regarding personnel to Charter employees and receive from all school personnel any communications directed to the Board. The Superintendent is the educational leader and the Chief Executive Officer of the Charter School, who defines and supports the vision and mission of the Charter. Responsible for the effective operation of the Charter; general administration of all instructional, business, personnel, or other operations of the Charter, advising and making recommendations to the Board of Education concerning such activities. Provides strong educational leadership to ensure high standards of instruction. They are overseeing compliance with Charter, state and federal laws, rules, regulations, and policy. The Board will use the Region 10 Superintendent evaluation to conduct the annual evaluation.

The evaluation consists of:

- Instructional Management
- School/Organization Climate
- School/Organization Improvement
- Personnel Management
- Administration/Facilities Management
- Student Management
- Professional Growth and Development
- School Community Relations
- School Community/Governance Relations

Proposed Superintendent Qualifications

Mrs. Ana Mendoza is identified as Champions Prep Academy Board has identified the Lead Founder and to serve as the superintendent. The Lead Founder has 22 years' experience in Education. She has served in different capacities in her 22 years. She has served as an elementary teacher, Academic Reading Coach, Assistant Principal, Elementary Principal, Chief Operating Officer, Deputy Superintendent, Interim Superintendent, and she currently serves as Executive Director of a Charter School. She has acquired six years of experience in traditional public schools and 16 years at Charter Schools.

Mrs. Mendoza began her career as an elementary bilingual teacher. She taught Kinder and First grade for the first six years of her career. After acquiring her Master's in Education with an emphasis in Reading, she transitioned from the classroom to Academic Reading Coach for Reading First Grant; she served one year at a public school, and she then was recruited to work for a Charter School as an Academic Reading Coach. When she transitioned to the Charter School, she assisted teachers with reading strategies, data disaggregation, developed the Intervention Parent meetings as well as the program for Intervention for students with academic needs. She also developed a Summer Reading program for the Campus, as well as Readers, are Leaders event, where students who met their reading goals in the summer would be recognized at a banquet. As the reading coach, the Campus was recognized by the state as one of the top three campuses with successful reading scores in TPRI and STAAR for third graders as well as after the grant had finished her Campus was awarded an additional \$300,000 to improve the Campus with reading resources and technology. With this grant money, the Campus was able to improve the technology by adding computers to the classrooms to utilize during reading centers as well as a computer lab to provide students with reading software programs.

During the time she served as an Academic Coach, she acquired her principal certification; Mrs. Mendoza served as an elementary principal, where she was very successful in developing her team and acquiring successful academic scores in 90% in TPRI and STAAR. As well as student attendance consistently maintained at 97%, she also developed parental involvement programs where parents had the opportunity to spend time with their students every month.

After five successful years as principal, she was promoted to central office as the Chief Operating Officer/Deputy Superintendent, where she assessed and provided leadership of the overall operations of the district. This included all employees, academics, finances, and safety of the district. She was responsible for the effective and efficient operations of the entire district and prepared and conducted monthly Board Meetings. After the superintendent of the district retired, she served as interim superintendent for three months to ensure that the district continued daily operations.

Mrs. Mendoza transitioned to a charter school that was in Improvement required for the second year. She currently serves as the Executive Director, with her proven success, she united the team, set high expectations and goals to move the Campus out of Improvement Required. The Campus continued to improve and Met Standard under her guidance in within one year. The

following year teachers were provided with explicit professional development on how to use data drive instruction and other areas of need. The following year the Campus was “B” rated with two distinctions. She also contributed to the growth of the Campus by improving the facilities, culture, instructional resources, continued professional development, safety, and student enrollment and attendance.

Mrs. Mendoza is currently enrolled in a Doctoral program where she will be conducting a study on factors that contribute to the success of Blue-Ribbon Schools. After conducting her study, she plans to replicate her findings and implement the best practices of Blue-Ribbon Schools at Champions Prep Academy.

Mrs. Mendoza has a passion for developing other leaders, providing guidance, and mentoring leaders that will serve Champions Prep Academy. Her goal is that the district continues to expand with leaders that have been developed with in the charter. The succession plan is to train and develop leaders that have been working with the charter system.

Through all her experience, Mrs. Mendoza has developed her leadership skills as well as a passion for serving students and developing their leadership skills for a successful future. Salary Based on the superintendent experience, proven success, and the enrollment of students in Year 1 was calculated at \$115,000 to open the school. Her salary has been compared to small districts in the surrounding area.

Proposed Instructional Leadership Team

Champions Prep Academy Campus Principal will work 226 days with a beginning salary of \$61,000. The primary purpose of the campus principal is to define and support the vision and mission of the Charter. Provide strong educational leadership to ensure high standards of instruction by directing, managing, and facilitating instructional programs. Supervises all operations, activities, and personnel at the campus level to ensure a safe and positive environment. Oversee compliance with Charter policies, state and federal laws, rules, and regulations.

The Principal is to be knowledgeable about thorough understanding of school operations, skills in managing staff, operations, projects, and budgets, knowledgeable in curriculum and instruction, ability to evaluate instructional programs and teaching effectiveness, ability to coordinate campus functions, ability to interpret policy, procedures, and data, and strong organizational, communication, public relations, and interpersonal skills.

As stated on TEA's Effective School Framework, the Principal develops the campus instructional leaders with clear roles and responsibilities. All campus employees have clear, written roles and responsibilities, and the Principal provides all staff members with a monthly calendar where scheduled meetings are programmed as well as a weekly newsletter to inform staff of upcoming meetings and events that will be happening the following week. The Principal and instructional facilitator have semester schedules for weekly walkthroughs for teachers. The principal conduct weekly meeting such as grade-level meetings, faculty meeting, and PLC meetings to discuss student progress and data analysis of six weeks exams, TPRI, STAAR Benchmarks. Professional development is encouraged for all staff members, Principal encourages teachers and staff to attend local service center professional development sessions. Teachers will attend TEKS Resource, Pearlized math and Sharon Wells Professional development every six weeks. As the leader of the campus, the Principal continually models best practices in classroom instruction and leadership skills and continuously provides effective feedback.

Governance: Champions Prep Academy will make sure that the principal attends all board training provided to the board, orientation, yearly retreats, and TCSA conference, Texas Education Agency Summer Summit, Region One professional development, and support.

Principal: Champions Prep Academy Board has identified, Norma L. Espino, to serve as the principal. Mrs. Espino has 23 years' experience in education. She has served in different capacities in her 23 years as an elementary teacher, Academic Reading Coach, Reading Resource Teacher, District's Reading Strategist, Assistant Principal, and currently, serves as an Elementary Principal at a charter school. She has acquired 12 years of experience in traditional public schools and 11 years at Charter Schools.

Mrs. Espino began her career as an elementary bilingual teacher. She taught second and third grade for the first years of her career; then, after acquiring her Master's in Educational Administration, she transitioned from the classroom to Academic Reading Coach for the

Reading First Grant. Then served as the Reading Resource teacher in the Mrs. public-school system. As the Academic Reading Coach, Reading Resource teacher, and District's Reading strategist, she assisted teachers with reading strategies, data disaggregation, implemented the Intervention Parent meetings as well as the Intervention program for students with academic needs. She also implemented a Summer Reading program for the campus and organized the Readers are Leaders event where students who met their reading goals in the summer would be recognized at a banquet.

Mrs. Espino was then allowed to open up a brand-new campus in Edinburg. She was responsible for all the logistics that it takes to open up a new school from the hiring, ordering of instructional resources and furniture, master schedule, students' applications, rosters, and marketing strategies. In the first year of opening, this school was able to meet the STAAR state standards and received a reading distinction. During this time, Mrs. Espino completed her superintendent coursework and certification.

Mrs. Espino then transitioned to a charter school that had been in Improvement Required the prior year. Under her leadership and guidance, the campus received a "B" rating and two distinctions. She also contributed to the growth of the campus by improving the facilities, culture, instructional resources, continued professional development, safety, and student enrollment and attendance.

Mrs. Espino has a passion for developing others by providing guidance and mentoring leaders that will serve Champions Prep Academy. Her goal is that the district continues to expand with leaders that have developed within the charter. The succession plan is to train and develop leaders that have been working with the charter system.

Through all her experience, Mrs. Espino has developed her leadership skills as well as a passion for serving students and developing their leadership skills for a successful future. Salary Based on the principal experience, proven success and the enrollment of students in Year 1 were calculated at \$61,000 to open the school. Her salary has been compared to small districts in the surrounding area.

Principals Evaluation: Champions Prep Academy will implement Texas Principal Evaluation and Support System (TPESS). TPESS as a process comprised of a series of ongoing actions and activities intended to embody the essence of a reflective and responsive practitioner. Mrs. Espino and Mrs. Mendoza have been trained and certified in TPESS evaluation Process. Mrs. Espino will have support and guidance from Mrs. Mendoza. Mrs. Mendoza will conduct a weekly meeting and walkthroughs with Mrs. Espino.

Beginning of Year: The principal completes a self-assessment using the TPESS rubric, providing them the opportunity to reflect on their current levels of practice to the Texas Principal Standards and serving as the basis for establishing professional growth goals. This step is central to the core intent that the TPESS process guide self-reflection, inform professional development, and personify continuous growth and improvement.

Beginning of Year Conference: The appraiser and the principal discuss the principal's completed self- assessment and the proposed goals related to professional practice and student growth. As the appraiser and principal reach agreement on the yearly performance goals, they should also decide on what support may be needed to achieve the goals and the artifacts and evidence most appropriate to understanding and determining the principal's progress towards the goals.

School Site Visits/ Informal Assessment (On-Going): The appraiser will visit the school throughout the year in order to observe the campus environment, interact with teachers and other members of the school community, and to continue talking with the principal about professional practice and support needed to accomplish the desired goals.

Mid-Year Conference: Approximately halfway through the school year, the appraiser will meet individually with principal to discuss progress towards the principal's goals and, if applicable, any proposed adjustments to action plans as necessary to reach set goals. The Middle of the Year conference also includes a review of selected parts of the rubric as determined most applicable by the appraiser and discussion of any additional support requested by the principal.

Identify and Collect Artifacts and Evidence: As the year progresses, the principal will collect data and artifacts to inform review and guide reflection on professional practices and goal progress. As the end of the year approaches, the principal will begin to synthesize data, artifacts & evidence as specified in his/her performance goals.

End-of-Year Conference & Goal Setting: To complete the evaluation cycle, the principal and appraiser will meet to review the principal's performance for the year and to draft performance goals for next year based on the information available at that time.

Evaluation Forms

- Self-Assessment using the T-P ESS Rubric
- Professional Development Plan:
 - Beginning of Year Goal Setting Form
 - Mid-Year Progress Form toward goal Attainment
 - End of Year Goal Attainment Form
- Summary Rating form

Source: TPESS User Guide

Proposed Financial and Operations Leadership Teams

The Business Manager will manage the work of the business office and use generally accepted standards of fiscal management. Prepare all necessary reports to the state for financial information and other information as required by the state. Direct and manage the operation of all financial and business affairs of the Charter including, budgeting, accounting, payroll, and benefits programs, purchasing, financial investments, banking activities, bond issues and debt management. Ensure that business, and operations functions are supportive of the instructional goals and objectives of Champions Prep Academy and the attainment of its performance objectives.

The PEIMS Coordinator will prepare necessary papers for entering and withdrawing students. Enter attendance and PEIMS data into the database within applicable timelines. Edit and verify data to ensure accuracy of information obtaining supporting documentation, when required. Prepare and maintain physical and computerized records, such as attendance, grades, class or personnel rosters, end-of-semester reports, and accounting reports. PEIMS will process new student records, which include requesting student information. School records from other schools through TREX and setting up a cumulative folder. Keep school officials informed of any changes in PEIMS requirements. Work cooperatively with teachers and administrators to obtain the necessary data to compile the required reports. Assist in preparing Superintendent's /Principal's reports. Work with the Business Manager to provide all necessary PEIMS information required to complete the AFR. Work with coding/documentation requirements for different programs, such as Bilingual, Special Education, and Migrant. Ensure compliance with local Board Policy, State, and Federal legal requirements. Coordinate and validate all student data with staff and administration.

The Business Manager will prepare, review, and revise job descriptions in assigned areas. Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal. Maintain appropriate personnel records. Oversee and manage the District's records management function to include compliance with the Texas Public Information Act. Manage risks to ensure the safety of the personnel and students in their use of the facilities. Prepare written reports of incidents, keep current on school laws and policies which affect students and staff. Oversee the implementation of the safety and crisis management plan of the Charter. Compile, maintain, and present all physical and computerized reports, records, and other documents required. Maintain an awareness of local, state, and federal employment laws, regulations, and guidelines. Assist in updating and developing Board and District policies, administrative regulations, and monitoring systems for compliance at all levels. Ensure compliance with local policy, State, and Federal legal requirements.

Business Manager position will be posted on Region One ONEAPP March Startup Year and will start Year 1 salary \$60,000.00. Bachelor's degree in a finance-related field will require a minimum of 5 years' experience in a School Business Office Administrator position. Candidates interviewed will be selected based on experience and qualifications — business Manager position to be filled June Startup Year. \$5,000.00 to comply with the TEA required training Year 1. Training for Business Manager will be ongoing and in accordance with each TEA report deadlines.

PEIMS Coordinator position will be posted on Region One ONEAPP March Startup Year and will start Year 1 salary \$27,100.00. Associates degree will be required with a minimum of 3 years of PEIMS experience. Candidates interviewed will be selected based on experience and qualifications. PEIMS position to be filled June Startup Year. \$3,500.00 for PEIMS training and Region One PEIMS TSDS Cooperative budgeted into Year 1. Training for PEIMS will be ongoing and in accordance with each TSDS report deadlines.

Performance Management

Champions Prep Academy board and leadership team are held on high expectations to ensure that the charter is successful. As a Founding Board, we have established specific academic goals to be met at each grade level. A plan of action to monitor academic goals every quarter will be in place from the inception of the charter. Goals will be set by comparing neighboring school district academic results. The board will hold the Superintendent and Principal responsible for meeting the academic annual goals. The principal will work closely with teachers to ensure that academic goals are met. The Superintendent will review student academic data with principal to share monthly with Board. The Board will assess whether the school is adequately progressing towards the measurable goals it has set for all students including sub populations (special needs and English Language Learners), and the Board will question any gaps in performance to the Superintendent. The Superintendent will provide monthly reports to the Board on updated progress of academic goals. The reports will include student performance across all assessments.

- Pre-Kinder-CIRCLES Assessments three times a year
- Kinder through 3rd Grade-TPRI/Tejas Lee three times per year
- 3rd through 8th Grade- STAAR Benchmark-Two times per year
- Kinder through 8th Grade-I station Quarterly Reports

Effective School Framework: Champions Prep Academy will implement a focused plan to develop and regularly monitor the implementation and outcomes.

Specific Metrics for each indicator: Champions Prep Academy will measure students in various ways. The students will be measured on student performance by grade level standards set by state TEKS and STAAR performance at meets level. The Board will analyze student performance levels and goals. The superintendent will present to the Board Members benchmark data and plan of action to meet the academic gaps for students to be successful with the STAAR assessment.

The Board, Superintendent and Principal will set expectations and goals to meet the academic goals for the Charter School Performance Framework. The Academic goals for the indicators are to be at 60% in the overall results for the first years and increase 5% every year. The Financial goal is to be at 60% for the first year and increase 5% every year after. The Operational goal is to be at 60% in the overall results for the first year and increase 5% every year after.

Champions Prep Academy STAAR Goals

Subject	Year 1	Year 2	Year 3	Year 4	Year 5
Reading	60%	65%	70%	75%	80%
Math	70%	70%	75%	80%	85%
Writing	60%	65%	70%	75%	80%
Science	70%	75%	80%	85%	85%
Social Studies			70%	75%	80%

Threshold to determine success and failures: Champions Prep Academy will use the measurable goals as a framework. The Board will set target benchmark goals for growth and achievement to be monitored every quarter. The Board will use academic growth and proficiency indicators to inform the annual evaluation of the Superintendent.

Board Members with Demonstrated experience to Lead Review of Indicators: Gloria Cepeda has a long history of working with schools in need of improvement. She is a consultant that provides technical assistance and guidance to schools that need to improve their academic scores in STAAR. Carolina Perez has been a classroom teacher and she has attended professional development on how to improve STAAR academic gaps with students in Special Education. Carolina Perez and Jessie Jones both have experience in special education, and administrative positions that are responsible for student assessment.

Talent Management and Development

Champions Prep Academy understands that in order to realize our vision and mission to prepare our students for college, career, and productive leaders of society, we must successfully identify, recruit, and hire excellent teachers in all grade levels and subject areas who are positive role models on campus. Champions Prep Academy has identified the following key traits in our hiring profile.

CPA Teacher Hiring Profile:

1. Mission and Vision Alignment
2. Positive Character
3. Subject Matter Expertise
4. Commitment to Growth
5. Passionate Educators

Champions Prep Academy will conduct a local and state search to identify top talent. It is crucial that all candidates are a strong vision fit and committed to educating a diverse student body. Experience will be a vital criterion as we seek strong experienced teachers to provide mentoring and leadership during the founding years of each school. At the same time, we expect our experienced teaching candidates to be flexible and open to learning and growth, as the C.P.A. culture and instructional practices may be different from a prospective candidate's previous school. In addition to this core of experienced teachers, C.P.A. will also identify newer teachers who have the character, personality, skills, attitudes, and potential to teach at a high rigorous level.

Champions Prep Academy will pursue a variety of different avenues in order to generate interest and applications such as the following:

- Graduate/undergraduate schools of education (University of Texas RGV, Texas A&M University in Kingsville)
- Alternative Teacher Certification Programs
- Local, state, and national teaching job fairs
- Region One APP

Recruitment/Hiring Roles and Responsibilities:

Superintendent –Final decision maker; lead interviewer.

Principal-Key supporting interviewer; lead on initial screening.

Instructional Facilitator– Supporting role in screening & interviews.

Business Manager –Conducts assistance with fingerprinting, criminal background checks and additional needed documentations.

Hiring Process Overview:

1. **Creating Applicant Pool:** Champions Prep Academy will conduct a range of innovative strategies to communicate information about our school and its hiring needs. Champions Prep Academy will post jobs primarily through the Region One App and other job boards/sites. Region One App will be the central hiring portal that allows interested applicants to submit an application online and attach relevant supporting documents, including resumes, transcripts, and references. The hiring portal will also include a brief questionnaire, including basic candidate information (contact, subject/grade interests, degree information, etc.) along with narrative questions addressing how candidates would be a good fit for C.P. A's mission and vision of education. The portal will allow quick and efficient access to all candidate information, with customizable search functions to assist in the review process.
2. **Application Review:** Champions Prep Academy hiring team will review each resume, narrative responses, and other application materials to evaluate the application according to both the criteria on Hiring Profile and our hiring needs. Candidates who are evaluated as a potentially good fit will move on to the Initial Phone Interview stage. For C.P. A's first school opening, the Superintendent, Ana Mendoza, will be the hiring manager and will make final decisions about which candidates move on to the next stage of the hiring process. The hiring team will consist of Ana Mendoza, Norma L. Espino (principal), and Annette Salazar (instructional facilitator). The Business Manager will provide support throughout the hiring process, assisting with logistics, scheduling, and communication. As Champions Prep Academy opens new schools, the principal for each campus will serve as the overall hiring manager for that campus.
3. **Initial Phone Interview:** After the initial application review, potentially strong candidates will participate in an initial phone interview conducted by the Superintendent or Principal, with both participating whenever possible. C.P.A. will use its own internally developed set of phone interview questions to guide this conversation, with the main objectives being to discern mission and vision alignment, personality and disposition fit, general character traits, and basic qualifications/level of expertise. We anticipate that phone interviews will last 30-60 minutes and determine which candidates are selected for our in-person interview process.
4. **In-Person Interview:** C.P. A's hiring team will use its own internally developed in person interview questions. The interview questions will cover topics including vision, pedagogy, classroom management, communication, character, and growth mindset.
5. **Reference Follow-ups:** After we have decided to make an offer to a given candidate, and before the official offer has been communicated, C.P.A. will contact 2-3 references for each potential candidate, ensuring that there are no red flags or potential barriers to our making an offer. This reference check process will be conducted by our Business Manager. All reference calls will be documented and filed.
6. **Job Offer:** Once a preferred candidate has passed the reference check process, the Principal will make an official offer to the candidate both verbally and in writing. Offers will be contingent on the candidate successfully completing the fingerprinting/background check process. For certain positions, offers may also be dependent upon the candidate providing proof of certifications (SPED, ESL, etc.) and/or credit hour completion. After a candidate has accepted a formal offer, our Business

Manager will begin further required processes, including fingerprinting, background check, degree/certification verification, benefits process, etc.

7. **Recruiting School Leaders:** Instituting and developing a strong school leadership pipeline will be essential for Champions Prep Academy as we work to launch a school every year over our first five years. One of the primary sources of leaders will be an internal pipeline developed through our leadership development program. The hiring of Instructional Facilitators and other secondary leadership positions will be particularly significant, as those candidates may be considered for future Principal positions. In addition, as C.P.A. grows, the Superintendent (Ana Mendoza) will be involved in the interview process for all Instructional Facilitator interviews and will give approval for each job offer. C.P.A. will leverage its experienced leadership in a forward-looking way to ensure that as many potential leaders as possible are identified and hired at C.P.A. as teachers and/or administrators.
8. **Recruiting Support Staff & Administration:** When possible, C.P.A. will seek to develop and recruit prospective support/admin staff from within. We will also develop and execute a robust plan for external recruiting. This plan will include advertising to potential candidates in a variety of places, including education-related and business job boards. A priority will be placed on finding candidates with business expertise in areas of need as well as prior experience in Texas public charter schools. For certain positions, more specific qualifications will be outlined (SPED certification, previous PEIMS experience, etc.) Recruiting for administration and support staff will be a collaborative effort of both the Superintendent and Principal. During interviews for admin/staff positions, an emphasis will be placed on project-based assignments relevant to the particular job duties. For example, candidates might be asked to draft an informational letter, create a school schedule template, or use the Student Attendance Accounting Handbook to draft an initial school attendance-taking procedure. For all positions, recruiting efforts will prioritize mission fit, operational excellence, and attention to detail.
9. **Recruiting & Hiring Timeline for First School:**
April 2021– Hiring Portal Opens; Recruiting Advertising Begins; Job Descriptions Posted on All External Job Boards
May 2021 through June 2021 – Applicant Reviews Begin; Interviews Begin
End of June 2021-Hiring for School I Complete
10. **Measuring Recruiting Effectiveness:**
C.P.A. will use data driven measures to analyze the effectiveness of recruiting efforts:
 - Collecting and reviewing data regarding total applicants per hire and total interview per hire
 - Tracking year-to year employee retention
 - Creating and administering surveys to get feedback on hiring process
 - Conducting weekly hiring check-ins as leadership/hiring team

Professional Development and Evaluation

Our goal at Champions Prep Academy is that all students, including all special populations, are able to read and compute on grade level measured by internal assessments, nationally recognized reading assessments, and the STAAR assessments. All of that success depends upon many factors, the most significant being the quality of our instruction and supports as planned, implemented, and consistently refined by our teachers. Therefore, Professional Development (“PD”) is the key to our teachers’ growth and our students’ success. Our integrated PD plan includes:

- (1) Summer PREP (beginning of the year training)
- (2) Reading Academies (summer academy),
- (3) Professional PREP (weekly content- and grade-specific training),
- (4) PREP Cycle (individual coaching and development),
- (5) Data PREP (cyclical analysis, reflection, and action-planning), and
- (6) External Training (geared to curricular and programmatic needs).

1. Summer PREP sessions will focus on beginning of the year priorities, including mission, vision, core beliefs, core values, goals, lesson planning, routines rehearsal, student work analysis, homework guidelines, classroom management, behavior management system, instructional taxonomy practice, procedure practice, student supports, family relationships, team building, T-TESS, and operational systems. Each week of Summer PREP will have a different focus, with repetition of the most critical components in addition to any state-mandated trainings. Years one and two Summer PREP sessions will be led by the Executive Director. Year three and beyond sessions will be led by the Executive Director, Curriculum and Instruction Coordinator, and other strong staff as they present themselves.

2. Reading Academies under House Bill (HB) 3 was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. The following areas within HB 3 specifically relate to reading practices:

- The Science of Teaching Reading (STR) exam (TEC Sec. 21048 (a-2))
- Reading Standards for Kindergarten Through Third Grade (TEC Sec. 28.0062(a))
 - Literacy Academies
 - Certified Practices
 - Phonics curriculum
 - Placement of highly effective teachers
 - Integrated reading instruments
 - Reading Advisory Board

3. Professional **PREPS** are both content- and grade-specific. Content-specific Professional PREP supports the work of teams of teachers in the same content area. Teams meet weekly on Wednesdays to share best practices, expertise, and work collaboratively to improve content-specific teaching skills and student outcomes. Periodically, content meetings will meet school wide to address vertical alignment from lower grades to upper grades. Grade-specific Professional PREPS are used to norm behavior, instructional taxonomies across classrooms, and discuss IEPs or academically or behaviorally struggling students across the grade level. This meeting includes every content in that grade level and is centered around grade level culture, student supports, and behavior management norming.
4. **PREP Cycle** is informed by the reality that building great teachers happens most powerfully through individual teacher development. Every teacher will all have an individualized coaching and development program geared to their growth and success, delivered through our PREP Cycle. Because teachers develop at different rates and require different development over time, the PREP Cycle allows the instructional facilitator and teacher to identify and communicate the quickest, highest leverage next move to improve student learning. Champions Prep Academy will use the following coaching practices to improve teacher performance.

Effective Coaching Practices and Suggestions for Use (National Center for Systemic Improvement)

Effective Coaching Practices	Description	When Used
Observation	Watching the teacher in the classroom environment use a specific program, intervention, or practice	Every coaching cycle
Modeling, also referred to as demonstration	Showing the teacher how to use a specific program, intervention, or practice	Based on need (e.g., when teacher is unfamiliar with practice or uses practice incorrectly)
Performance Feedback	<p>Presenting formal or informal data about the teacher's use of a specific program, intervention, or practice</p> <p>Characteristics of effective feedback:</p> <ul style="list-style-type: none"> • Specific • Positive • Corrective (if warranted) • Timely <p>Delivery mechanisms:</p> <ul style="list-style-type: none"> • Verbal, written, or graphical data presented 	Every coaching cycle

	during pre–post observation conferences with a teacher or in the moment of teaching	
Alliance Building Strategies	<p>Using specific strategies that relate to factors of alliance to build a positive relationship in a teacher–coach dyad</p> <p>Factors of alliance:</p> <ul style="list-style-type: none"> • Interpersonal skills • Collaboration • Expertise • Conveying coaching is non-evaluative <p>Examples of alliance-building strategies: • Empathetic listening</p> <ul style="list-style-type: none"> • Restating and summarizing information conveyed by the teacher • Conveying expertise in teaching and deep content-area knowledge • Identifying and working toward teachers’ goals and needs 	Every coaching cycle

Source: www.ncsi.wested.org

In addition, our PREP Cycle includes: (a) Non-calendared classroom observations (at least 10 min. each) 2x per week, which includes coach blocking out two hours per day to make quick stops in all classrooms to gauge culture, gather data, and get a pulse on what students are doing; (b) Calendared weekly 30-60 minute feedback meeting, which includes building personal relationships, linking praise/connection to previous weeks, establishing and monitoring goals, analyzing and action step from data, and modeling and practice.

5. **Data PREP** occurs every three weeks during our professional learning communities (PLC’S). Each follows the interim assessment cycle to ensure students are on track to master all standards for end-of-year assessments. We do a deep analysis of interim assessment results, reflect on those findings, and make in-course corrections that support higher student learning results. Leaders train staff on assessment analysis meetings and put in place a productive data-driven culture that defines a high bar of rigor for all students. Teachers and leaders are required to do a certain amount of prework to prepare for the meeting. In the meetings teachers come ready to discuss the following: (a) top five successfully answered questions and why; (b) bottom five to ten most missed questions and why; (c) highest and lowest performing standards; (d) passing percentage of the entire cohort, individual classes, and students; (e) students of concern and interventions or reteach; and (f) student work.
6. **External Training** will be offered primarily through Education Service Center Region 1 (“ESC1”). Administration will use the data from campus professional and individual

development to identify additional trainings that would be beneficial to a group of teachers or individual teachers. The Kinder and 1st grade teachers will attend the Pearlized Math trainings and 2nd-5th grade teachers will attend the Sharon Wells Math trainings. Kinder-5th grade teachers will attend the TEKS Resource trainings depending on their content-subject. Additional trainings, will include Reading Academies, Writing workshops and early childhood best practices.

Evaluation: Champions Prep Academy will reference Prioritized Lever 2 under the Effective Schools Framework in order to build teacher capacity through observation and feedback cycles. C.P.A. will ensure that campus instructional leaders use the TTESS and processes to conduct observations, capture trends, and track progress over time. Observation debrief conversations will occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Daily Walk Throughs: Principal and instructional facilitator will conduct daily walk throughs for a minimum of 10 minutes in each teacher's classroom for a quick pulse check of the learning environment of each classroom. During the founding stages this is crucial to ensuring that the vision is being lived out in the ways taught, modeled, and practiced during summer professional development. The principal and/or instructional facilitator will leave notes as needed pertaining to highlights observed and small immediate fixes required.

Observations and Feedback Cycles: Champions Prep Academy strongly believes that teacher observation and feedback cycles lead to successful teacher growth and development which ultimately drives our mission forward by putting highly effective teachers in front of our students. We will conduct yearly TTESS formal observations for each teacher for a minimum of 45 minutes. Each observation will be followed by a 30-minute feedback session embedded with practice. During the feedback session, the Principal will ask pre-planned probing questions to guide the teacher into finding their own growth point. After a teacher is able to identify their own gaps, the Principal will continue questioning to come to a mutually decided upon rationale for why that skill is important to student achievement. Practice will be focused on the one skill that will propel a teacher's effectiveness forward most quickly.

Unsatisfactory Teacher Performance: At Champions Prep Academy, it is important to promote highly effective teaching in every classroom. Therefore, the principal will conduct meaningful evaluations to its teachers, offer constructive feedback/suggestions, allow for targeted professional development, provide adequate resources, assign a mentor, have open communication, and encourage journaling and reflection. In addition, the principal and teacher will develop a plan with a time frame of expected outcomes.

End-of-Year Teacher Evaluations: Teachers will receive end-of-year evaluations through the commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), which was developed in accordance with the Texas Education Code (TEC), 21.351. The T-TESS encompass the Student Learning Objectives (SLO's) results, goal

setting and professional development, and the evaluation cycle. In addition, evaluation of teacher effectiveness will include reviewing end of year assessments results and growth in school wide instructional goals. We will conduct two evaluations per year with each teacher – the first formative in Dec/Jan and the other summative each May. Evaluations will be conducted by the Principal.

Retention

Champions Prep Academy will adhere to the Effective School's Framework Lever 2, Essential Level Action 1 to recruit, select, assign, induct, and retain a full staff of highly qualified educators. The following components are included in the Essential Level Action 1 component:

- The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
- Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
- Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.
- Teacher placements are strategic based on student need and teacher strengths.
- Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.
- Preferred substitutes are recruited and retained.

In addition, Champions Prep Academy will create a supportive management environment, provide leadership opportunities, establish a mentoring program, establish a positive work environment, keeping up to date with educational technology, reach out to the community, have smaller class loads (ratio 1:20), and provide incentive pay based on students' performance. C.P.A will offer stipends for bilingual/ESL teachers, teachers with a master's degree, perfect attendance incentive, and returning employees bonus. First year teachers will be expected to attend the New Teacher's Academy through Region One and be assigned a mentor teacher for two years. Teachers new to C.P.A but not new to the profession will be assigned a one-year mentor teacher.

Champions Prep Academy proposes to develop teacher pay scales based on surrounding districts salaries. Board Members will approve pay scales for all staff. C.P.A will pay stipends for staff that return will receive \$1,000.00 per year. Bilingual Certified Teachers who service Bilingual students will receive a stipend for \$1,000.00. Special Education Teachers who service Special education students will receive a stipend for \$1,000.00. Certified staff that have a master's Degree will receive \$1,000.00. Certified staff who have a Doctorate Degree will receive \$2,000.00. Teacher Aides who have an associate degree will receive a stipend for \$750.00. Teacher Aides who have a bachelor's degree will receive a stipend for \$1,000.00

Champions Prep Academy will offer benefits for all staff. The benefits that will offered are \$300.00 contribution to Health Insurance, Teacher Retirement System, Medicare, Sick days: five State and five personal days.

Projected Salary

Position	Beginning Salary	Daily Rate	Contracted Days
Principal	\$61,600.00	\$272.57	226
Business Manager	\$60,000.00	\$265.49	226
Instructional Facilitator	\$58,700.00	\$259.73	226
Counselor	\$51,700.00	\$250.97	206
PEIMS	\$27,100.00	\$119.91	226
Teacher	\$43,000.00	\$229.95	187
Teacher Aide	\$16,500.00	\$88.24	187
Secretary	\$19,888.00	\$88.00	226
Custodian	\$18,500.00	\$81.86	226

Operational and Financial Plans

School Calendar and Schedule

Proposed Academic Calendar: Champions Prep Academy proposes the annual school calendar to operate with 77,850 minutes. The academic calendar will be divided into six weeks throughout the academic calendar. Professional development for all teachers and staff begins two weeks before students begin classes. The purpose of Professional Development at the beginning of the year is for orientation, school mission and vision, team building, curriculum planning, data disaggregation and goal setting in preparation to a successful school year. Additional professional development is planned throughout the year in January 6 and 7, as well as at the end of the school year in May 26, 27 and 28.

The Friday before the first day of school we will have a Back to School Bash for students and parents. The purpose of the Bash is for students and parents to meet their teacher and learn what the expectations are for the school year. Students will begin classes on August 23, 2021 and the last day of school will be on May 27, 2022.

The holidays that we observe are Labor Day, Thanksgiving, Christmas, New Year, Spring Break, Easter and Memorial Day. Aligned with the local school districts we observe the traditional two weeks off for winter break beginning December 22, 2021 and ending January 6 and the traditional Spring Break from March 14 to 18, 2022.

Teacher and Student Schedule: Champions Prep Academy school day is necessary to deliver on our mission and reach our academic goals. Our day begins at 7:15 AM when our doors open for breakfast on all days Monday through Friday; our official school day is from 8:00 AM to 3:30 PM Monday through Friday. Our doors will open at 7:15 AM with breakfast and books that will allow students to read at their independent level. Our official start time will be 8:00AM; any student arriving after that time will be considered tardy. Reading will continue until 8:00 AM. Starting the day with morning work creates an atmosphere that prides itself on maximizing every minute we have with our students to always be striving towards excellence. Our school day will end at 3:30PM on Monday through Friday. Our school day allows us to incorporate 90 minutes of literacy instruction and 90 minutes of math instruction daily, and allows 45 minutes of computer science instruction weekly, and 45 minutes of intervention time. Fine Arts classes will be taught every day for 45 minutes two times per day. Students requiring additional support will receive their intervention time during the afternoon Fine Arts class. During Theater, students will participate in readers theater which will actually increase the literacy instruction minutes to 134.

On Fridays all students attend their afternoon Fine Arts class. This allows valuable time for staff to meet around strategic professional development, grade level meetings, and data analysis. We have designed Fridays to maximize instructional planning minutes in ELA and math.

Teacher Sample Schedule
4th Grade

Time	Subject	Minutes
7:45-8:00	Arrival, morning routine, attendance	15
8:00-9:30	ELA	90
9:30-10:15	Writing/Grammar	45
10:15-11:00	Conference/Fine Arts	45
11:00-11:45	Science	45
11:45-12:30	Lunch/Recess	45
12:30-2:00	Math	90
2:00-2:45	Intervention/Fine Arts	45
2:45-3:30	Social studies (computer lab 2 times)	45
3:30-4:00	Dismissal	30
3:45-5:00	After school program (optional)	75

Student Sample Schedule
4th Grade

Time	Subject	Minutes
7:15-7:45	Breakfast & Reading	30
7:45-8:00	Morning routine, pledges, attendance	15
8:00-9:30	ELA	90
9:30-10:15	Writing/Grammar	45
10:15-11:00	Conference/Fine Arts	45
11:00-11:45	Science	45
11:45-12:30	Lunch/Recess	45
12:30-2:00	Math	90
2:00-2:45	Intervention/Fine Arts	45
2:45-3:30	Social studies (computer lab 2 times)	45
3:30-4:00	Dismissal	30
3:45-5:00	After school program (optional)	75

Student Recruitment and Enrollment

Champions Prep Academy Charter School will provide equitable access to all students from Pre-Kinder 3 to 5th grade on the 1st year and add a grade level up to 8th grade, regardless of any race, socio economic status, native language or ability. Champion Prep Academy does not discriminate on basis of race, religion, color, national ethnic origin, sex and gender, disability or age in providing educational services, activities and programs. As provided by statute (TEC §12.111(a)(5), Champions Prep Academy will exclude students who have a documented history of criminal offense, a juvenile court jurisdiction, or discipline problems under Subchapter A, Chapter 37. The school will be proactive in seeking student enrollment that reflects the served communities. The San Benito School District is a minority majority district with 47.9 percent of its student population economically disadvantaged and 90% of total population are Hispanic or Latino (factfinder.census.gov). The overall mission of Champions Prep Academy is to serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.

Champions Prep Academy will begin taking application for enrollment beginning the last Monday of January in each calendar year for the following academic year. Enrollment is on a "first come first served" basis as provided by statute and there will be a waiting list if applications exceed capacity. Vacancies will be filled by a lottery of the those on the waiting list.

Champions Prep Academy will enroll students following TEC §25.002. The statute requires that a child's prior school district or the person enrolling the child to provide certain records. The required records are:

- i. Students Birth Certificate or other proof of identity
- ii. Child's records from the school recently attended
- iii. Immunization records and
- iv. Social security number or a state approved identification

C.P.A. must obtain the name, date of birth and address of the parent/legal guardian enrolling the child. As provided by statute (TEC, §12.117) parents and student applicants are required to complete and submit the common application form adopted by the commissioner. All charter schools are required to use the state uniform admission form and timeline.

Upon receipt of the application, the student and parent/guardian will schedule an orientation meeting. Students will be expected to follow a student code of conduct. If they choose not to follow the code, students will be subject of the stated consequences. Consequences include parent/guardian conferences, detention, suspension, and as a last resort expulsion. Students and parents will have opportunity for a hearing before an administrative/faculty committee to consider readmission if expelled. Students will wear uniforms. Limited funds may be available for students who are unable to afford appropriate dress. The school will adopt the state code restricting student enrollment pertaining to a criminal offense as described under TEC Chapter 37, Subchapter A. Source: Life School Charter, U.S. Census and Texas Education Agency

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

Facility Not Identified

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

Champions Prep Academy's founding team will research and search in the community of San Benito for commercial real estate property that is in the market. We will search for a facility that will serve as the first campus for CPA. After authorization the founding team will aggressively search for a facility that will serve as Champions Prep Academy Campus.

Our goal is to secure a facility by December 2020, complete renovations, secure a Certificate of Occupancy, provide the Certificate of Occupancy to TEA, and move into the facility by April 2021 to make all necessary preparations. To begin hiring process, professional development, and ensure that the facility is ready to receive our students in August 2021.

For year 1 we will need approximately 17,000 to 20,000 square feet of space for 16 classrooms, cafeteria/gym, library/computer lab, teacher work room/lunchroom, restrooms for staff and two sets of restrooms for students and a main office area. The 16 classrooms will accommodate 20 students to one teacher; the following are the classroom that we need are one class for Pre-Kinder 3, two classes for Pre-Kinder 4, two classes for Kindergarten, two classes for first grade, two classes for second grade, two classes for third grade, two classes for fourth grade, and two classes for fifth grade. An additional classroom for special education resources class. The facility has to have an area designated for playground for recess and enough land to provide students with P.E. classes. For future growth we need to acquire a facility that lends itself to expand to more classrooms to serve all students.

As the mission and vision of Champions Prep Academy is to provide high quality education with emphasis of leadership with academic excellence. To provide a safe and rigorous environment the founding team will acquire a facility that provides students with a state-of-the-art campus that will provide students the best academic and fine arts education. Safety is our number one priority and we will ensure that the facility is fenced in, all exterior doors are protected by magnets that lock doors and all classroom are prepared with doorknobs will lock from the inside of the class.

In market search, we have seen cost per square foot range from \$1.30 up to \$2.00 and have budgeted for \$2 per square foot. The facility that we acquire needs to meet requirements for ADA compliant and local building code (E Rating) appropriate for school campus. The owner of the facility will be responsible for upfront cost that need to ensure compliance of ADA and then recaptured in the rent. Our rent will probably increase to adjust for any building modifications and all assumptions is captured in our financial details. The founding team will ensure that when leasing the facility that no one is related to any of the Founding members and/or Board members.

Transportation

Champions Prep Academy will not provide daily bus transportation. Champions Prep Academy will be neighborhood schools with the majority of students living within five to ten miles of the campus. As required by federal law, and as a public school, Champions Prep Academy will provide transportation to any student whose Individualized Education Plan (IEP) indicates such need. The Chief Executive Officer (CEO) will contract with a Texas licensed, insured, and qualified transportation company to ensure appropriate transportation is in place upon enrollment for any student whose IEP indicates. The Superintendent will contract with a Texas licensed, insured and qualified transportation company to provide transportation for all our students' academic fieldtrips during the school year.

Start-up Plan

Champions Prep Academy will be led by Superintendent, which holds over 22 years of educational experience and has been in administration for the past 12 years.

Personnel – Superintendent \$9,500.00 per month salary. Board of Directors \$3,000.00 for expenses for training, policy creations and adoptions. Meetings will be scheduled outlining set goals for the startup year. Academic benchmarks, targets, and calendars will be adopted. Job descriptions, local policies and procedures will be created and implemented in Year 1. The financial accounting software TxEIS to be used will follow the requirements discussed in FASRG. The cost for services of the software will not commence until Year 1.

Community Engagement & Enrollment - \$5,500.00 is budgeted to cover expenses related to distributing mailouts, website creation and maintenance, social media presence, local newspaper ads. April-August hold school enrollment presentations at locations close to school facility. Reach out to nearby neighborhoods by going door to door distributing flyers and informing the community of Champions Prep Academy.

Staff – Job descriptions, pay scales, handbooks will be created and adopted January Startup Year. \$1,500.00 Contract with Region One for the Personnel Services Cooperative to assist with staff recruitment, selection, and hiring February Startup Year. Post positions, conduct interviews, finalize selection of candidates and hire March-May Startup Year. Prepare for staff development June Startup Year

Curriculum – will be purchased using the Start-up grant and fundraisers.

Furniture & Supplies – will be purchased using the Start-up grant and fundraisers.

Procurement – Contracted Services will be procured according to FARG and EDGAR policies and procedures.

Facility Acquisition – Plan is to lease a building that will be able to sustain the school and growth for the first five years.

Fundraising – The Board of Directors will commit to fundraise a minimum of \$25,000.00 and include local businesses to establish a presence within the community. Contact local businesses and large corporations in acquiring donations. Superintendent and School Leadership is willing to volunteer of their time and own investments to work towards creating availability of funds.

The Board of Directors will monitor and review monthly the financial statements. The review of financial statements will be compared to timeline goals and make changes to meet prioritized needs if necessary. Create and approve budget for Year 1 June Startup Year.

Contingency Plan – If required, delay Superintendent salary; negotiate a payment plan with vendors; work with Board of Directors to conduct more fundraising; request a line of credit with local bank.

Date	Description	Responsibility
June 2020	Work on TEA Start-up Grant.	Superintendent/School Leadership
June 2020	Facility search.	Superintendent/School Leadership
June 2020	RFP Insurance Coverage	Superintendent/School Leadership
August 2020	Create board meeting calendar for startup year.	Superintendent/School Leadership
September 2020	Join Texas Charter School Association and develop Board Policies.	Superintendent/School Leadership
October 2020	Develop and adopt local policies and procedures for students, handbooks, crisis management, finance and human resources.	Superintendent/School Leadership
October 2020	Begin mail out of school flyers to neighboring communities.	Superintendent/School Leadership
November 2020	Begin student recruitment by holding monthly presentations at local venues.	Superintendent/School Leadership
December 2020	Partner with local business and large corporations to invest and donate to Champions Prep Academy.	Superintendent/School Leadership
December 2020	Finalize all scope & sequence, curriculum vendors.	Superintendent/School Leadership
January 2021	Enrollment Applications are made available. Start enrollment compiling information.	Superintendent/School Leadership
January 2021	Contract with Region One the Personnel Services COOP to recruit, select and hire all personnel, and TxEIS services.	Superintendent/School Leadership
January 2021	Finalize insurance carrier and coverages	Superintendent/School Leadership
February 2021	Secure facility. Create layout plan	Superintendent/School Leadership
February 2021	Review and make any necessary adjustments for 2021-2022 budget	Superintendent/School Leadership
March 2021	Secure all utilities for facility and plan for any adjustments	Superintendent/School Leadership
March	Conduct Board Orientation	Board President/Superintendent
March 2021	Reach out to nearby neighborhoods by distributing flyers door to door and develop a mailout plan to surrounding area.	Superintendent/School Leadership
March 2021	Perform Enrollment Lottery if necessary	Superintendent/School Leadership
April 2021	Create RFP for vended meals, furniture and technology. Select with appropriated timelines in RFP.	Superintendent/School Leadership

April 2021	Conduct interviews and hire all personnel to start in August 2021.	Superintendent/School Leadership
May 2021	Purchase all curriculum, furniture, office and instructional materials needed.	Superintendent/School Leadership
May 2021	Hold staff meeting to share the vision of the Champions Prep Academy and finalize District Improvement Plan.	Superintendent/School Leadership
June 2021	Adopt 2021-2022 Budget	Superintendent/School Leadership
June 2021	Create staff development calendar for 21-22 school year. Have all activities planned for the upcoming school year. Create financial calendar for reports and accountability.	Superintendent/School Leadership
June 2021	Conduct Parent and student orientations.	Superintendent/School Leadership
July 2021	Conduct Teacher & Staff Orientation	Superintendent/School Leadership
July 2021	Assure all items purchased are inventoried and accounted.	Superintendent/School Leadership
August 2021	Conduct Teacher & Staff Professional Development	Superintendent/School Leadership
August 2021	Hold a Back to School Bash and have parents and the community join and learn about Champions Prep Academy	Superintendent/School Leadership

Financial Planning

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

Champions Prep Academy will adopt and implement local policies that will ensure strong internal controls and ensure compliance with all financial reporting requirements by having a separation of duties for all staff. Monthly review of financial statements by the governing board will allow for full transparency of expensed funds.

Champions Prep Academy school administration will oversee and make the day to day finance decisions based on the budget that was board approved. The governing board will make final decisions on any major expenses above \$50,000.00. Budget will be adopted and be aligned with all items present in the District Improvement Plan. School administration will assure that all budget items are supported by the needs assessment that formed part of the District Improvement Plan.

Champions Prep Academy ensure financial transparency to TEA and the public by posting it's adopted budget on the school website. The annual AFR will be made available to all who attend the yearly public meeting that will be announced on the local newspaper and school website.

Contracted Services – Food Service RFP will be made available May Startup Year, selection and criteria of awarded vendor will be in compliance with FASRG and EDGAR policies. Awarded vendor will be notified June Startup Year. Business services and payroll will all be conducted in house by Champions Prep Academy personnel.

Champions Prep Academy plans to apply for the TEA Start Up Grant in order to fund all of the startup costs associated with opening the school. Champions Prep Academy will rely greatly on attaining grants, donations and fundraising.

Champions Prep Academy plans to apply for a line of credit from local bank if anticipated revenues are not received on time or are lower than estimated to cover any up-front costs that are not able to be covered by donations or fundraising.

Champions Prep Academy plans have the Board and Superintendent lead and coordinate at least 5 major fundraising campaigns. Pledges from local businesses will be sought. As well as a community fundraiser such as a 5K, and any other community events in San Benito, Harlingen and Los Fresnos to bring the community together in an effort to also present school information.

Champions Prep Academy plans to pay for the following coverages to indemnify the school, its board, staff, and teachers against tort claims and for facility coverage. The insurance coverages that Champions Prep Academy will provide are Educator's Management Liability/Wrongful Employment, Sexual Abuse or Molestation Liability, Professional Liability, Cyber Liability, Automobile Liability, Hired Physical Damage, general Liability and Property. See Attachment 37 for detailed amounts for each coverage.

Attachments 1: Articles of Incorporation



Office of the Secretary of State

CERTIFICATE OF FILING OF

Champions Prep Academy
File Number: 803469695

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: 11/13/2019

Effective: 11/15/2019




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

Ruth R. Hughes
Secretary of State

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Come visit us on the internet at <https://www.sos.texas.gov/>

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 #: 803469695 11/13/2019 Document #: 926869760003 Image Generated Electronically for Web Filing
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Article 1 - Corporate Name

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

Champions Prep Academy

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:
Ana M Mendoza

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

Street Address:
901 W. Espressway 83 San Benito TX 78586

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: Jaime Loya	Title: Director
Address: 901 W. Espressway 83 San Benito TX, USA 78586	
Director 2: Gloria Cepeda	Title: Director
Address: 2326 E. Grimes St. Harlingen TX, USA 78550	
Director 3: Carolina Perez	Title: Director
Address: 912 E. Helena Ave. McAllen TX, USA 78503	
Director 4: Florencio Hernandez Jr	Title: Director
Address: 25964 N. Bixby Road La Feria TX, USA 78559	

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 Corporation is the charter holder of a Texas Open-Enrollment public charter

school. Champions Prep Academy is to provide public education in San Benito, Texas area.

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: **November 15, 2019**

Organizer

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

Ana Mendoza **901 W. EXPRESSWAY 83, SAN BENITO, TEXAS**

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.

Ana M. Mendoza

Signature of organizer.

FILING OFFICE COPY

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

Date of this notice: 12-03-2019

Employer Identification Number:
84-3848027

Form: SS-4

Number of this notice: CP 575 A

CHAMPIONS PREP ACADEMY
PO BOX 996
SAN JUAN, TX 78589

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

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

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-3848027. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

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

Form 1120

12/15/2020

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

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

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

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

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

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

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

IMPORTANT REMINDERS:

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

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

Your name control associated with this EIN is CHAM. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Attachments 3: Applicant Information Session Documentation

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.

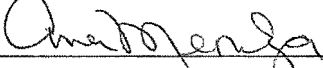
Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 in the submitted application.

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: Champions College Prep Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: Cross Church, VICC

Application Contact Name: Ana M. Mendoza 

Title/Role: Founder

Email: anammendoza73@gmail.com Phone: 956-534-6820

Board Member Attending: Jaime Loya 

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

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

Attachments 4: Evidence of Community Demand

Champions Prep Academy
Public Meeting Agenda
December 18th, 2019
7:00 p.m.

- I. Welcome & Introductions
- II. Purpose of Charter Schools
- III. Video: What is a Charter School?
- IV. Charter School History
- V. What is a Charter School?
- VI. Charter School Versus Public School
- VII. Champions Prep Academy Mission & Vision
- VIII. Location
- IX. Generation 25 Application Timeline
- X. Education Plan
- XI. Academic Schedule
- XII. Uniforms
- XIII. Transportation
- XIV. Child Nutrition Program
- XV. Questions & Answers

List of Questions from the Public Meeting

Question/Comment	By Whom?	Response	Team Member
1. What funding does a charter school receive?	Ruben Ramirez	Charter schools receive state and federal funding.	Ana Mendoza
2. My child is Autistic; will you be accepting students with special needs?	Jorge Hernandez	Champions Prep Academy does not discriminate on the basis of disability; therefore, an autistic child will be accepted.	Norma Espino
3. What kind of bilingual program will your charter follow?	Patricia Lozoya	We will follow the early exit transitional bilingual program.	Annette Salazar
4. What classes will be offered in the after-school program?	Reyes Mendoza	We will offer arts & crafts, chess, sports and robotics.	Paul Alvarez
5. Will the school have a library and computers to A.R. test?	Annette Batista	Yes, we will have a library; however, it may not be available for the beginning of the school year. The goal is to have several computers in the library and in the classrooms so that students may A.R. test.	Norma Espino
6. What safety precautions will the school have in place?	Abram Gomez	Our number one priority is student safety; therefore, our outside doors will have magnets, visitors must report to the front office for a visitor pass, visitors must present an ID to run it through the raptor system.	Florencio Hernandez
7. Will there be a parent volunteer program?	Cyda Alfaro	Our goal is to build partnerships with parents, and we do need parents to help us.	Carol Perez
8. Will you offer extra-curricular activities for students?	Socorro Cervantes	Yes, we plan to offer basketball, soccer and track.	Annette Salazar
9. How many locations are you proposing to open?	Santos Villegas	We are proposing to open 3 campuses within the first five years.	Jaime Loya
10. Are you planning to serve other communities?	Elizabeth Villegas	Yes, we plan to serve communities through Cameron and Hidalgo County.	Ana Mendoza
11. What will be your student to teacher ratio?	Liz Martinez	Our proposed student to teacher ratio one teacher for 20 students.	Norma Espino
12. Are Teachers required to be certified?	Gloria Silguero	Our goal is to hire certified teachers.	Ana Mendoza

13. How will you incorporate leadership with Fine Arts?	Adalia Gonzalez	We will implement Character Count program.	Paul Alvarez
14. When will you begin registration?	Yeslie Ortega	We plan to begin registration January 2021.	Ana Mendoza
15. Will you provide classes for Special Education students?	Yasmin Ortega	Yes, we are required to offer Special Education classes to students who have been identified as needing Special Education services.	Carol Perez
16. Will you have a counselor?	Daniela Vasquez	Yes, we will hire a counselor on our first year and every campus will have one counselor.	Ana Mendoza
17. When will you begin hiring?	Isabella Vasquez	We will begin hiring an marketing in April and our goal is to complete all hiring by May 2021.	Norma Espino
18. What is the schedule for Pk3?	Eva Gonzalez	Pre-Kinder 3 students will come to school ½ day. We will offer two sessions. One in the morning and one in the afternoon.	Annette Salazar
19. Do you plan to expand to High School?	Lizette Espino	For the first 5 years we do not plan to expand to High School.	Ana Mendoza
20. What programs will you provide for Middle School Students?	Raul Gonzalez	Middle School students will have the core subjects and possibly one High School class for credit. Possibly High school credit in Fine Arts and Mathematics.	Paul Alvarez
21. When will you begin enrolling Middle School Students?	Gloria Silguero	We will begin enrolling for sixth grade in 2022-2023.	Norma Espino
22. Will Pre-Kinder teachers have instructional aides?	Magda Alvarez	PK, Kinder and Special Education teachers will have an instructional aide.	Carol Perez



Champions Prep Academy
Public Meeting Sign In
December 18th, 2019
7:00 p.m.

Name	Signature	Position
1.		
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Champions Prep Academy
Public Meeting
Sign In
December 18th, 2019
7:00 p.m.

Name	Phone Number	Email	Address
1.			
2.			
3.			
4.			
5.			
6.			
7.			
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Champions Prep Academy

A proposed PK3-5 elementary campus, tuition-free, public school
for the children of Cameron County.

Name: _____ Phone: _____ Email: _____

Community Survey

1. Are you the parent or guardian of a school-aged child? Yes ☐ No ☐
-If yes, how old is your child(ren)? _____

2. Are you satisfied with the educational options for children in your community? Yes ☐ No ☐
Why or why not? _____

3. What kind of an elementary school do you want for your child(ren)?

4. What are major challenges at schools in the community that stand in the way of student success? _____

5. What do children need to be prepared for college and life success? _____

6. Would you like to help us speak to members in the community about Champions Prep Academy? If so, please list the best times and ways to contact you. _____

7. Do you live within ☐ 5 miles ☐ 10 miles ☐ 15 miles ☐ or more from our proposed location ?



Champions Prep Academy

Una propuesta de escuela primaria PK3-5, sin costo, escuela pública
para los niños de Cameron County.

Nombre: _____ Tel: _____ Email: _____

Encuesta Comunitaria

1. ¿Eres el padre o tutor de un niño en edad escolar?

Yes ☐

No ☐

-Si sí, ¿cuántos años tienen su(s) hijos? _____

2. ¿Está satisfecho con las opciones educativas para
niños en su comunidad?

Yes ☐

No ☐

¿Por qué o por qué no? _____

3. ¿Qué tipo de escuela primaria le gustaria para sus hijos?

4. ¿Cuáles son los principales desafíos en las escuelas de la comunidad
que se interponen en el camino del éxito estudiantil?

5. ¿Qué necesitan los niños para tener éxito y estar preparados para la
universidad y la vida? _____

6. ¿Le gustaría ayudarnos a hablar con los miembros de la comunidad
sobre Champions Prep Academy? Si es así, enumere los mejores
horarios y formas de contactarlo _____

7. ¿Vive en ☐ 5 millas ☐ 10 millas ☐ 15 millas ☐ o mas de la ubicación
propuesta?



January 2020



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

Dear Texas Education Agency:

Champions Prep Academy Charter School's mission is to provide a high-quality education with emphasis by empowering students to become lifelong learners and leaders with academic excellence through safe and rigorous environment enhanced by character development in partnership with parental support and community contribution. They strive to provide a trajectory in changing education to underserved students and families in San Benito, Texas. I write to express my support of their charter proposal.

Upon meeting with members of the Founding Board of Champions Prep Academy, and learning about their school design, I am mesmerized with the mission and vision they set out to achieve. The vision is to **"Inspire and Empower All Students to be driven Leaders"**:

- Safe and positive nurturing Environment
- Environment of High Expectations for all stakeholders.
- Targeting all diverse populations.
- Rigorous Curriculum to enhance and develop all students' academic success.
- Innovative Fine Arts program to develop each student's individual talents and leadership abilities.
- Character Education with Leadership Curriculum
- Technology with Blended Learning Curriculum.
- Highly qualified and passionate staff
- Small Learning Communities
- Teacher/Student Ratio: 20/1
- Gifted and Talented/Bilingual/ Special Population Program
- After-School Program
- Parental and Community Involvement

It is my firm belief that all children deserve the right to a high-quality education and therefore approving Champions Prep Academy will be a benefit for the future of children.

Respectfully,

President
Joe Quiroga

Mercedes Branch
Phone: (956) 565-2485

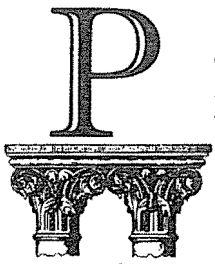
McAllen Branch
Phone: (956) 627-6800

Edinburg Branch
Phone: (956) 217-7100

Weslaco Branch
Phone: (956) 520-7022

Mission Branch
Phone: (956) 997-0040

Member FDIC



812 Del Oro • Tesoro Plaza, Pharr, Texas 78577 • P.O. Box 4629, McAllen, Texas 78502
Tel: (956) 782-2700 • Fax (956) 782-2703
email: rperez@perezlegal.com

January 2020

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

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Champions Prep Academy Charter School's mission is to provide a high-quality education with emphasis by empowering students to become lifelong learners and leaders with academic excellence through safe and rigorous environment enhanced by character development in partnership with parental support and community contribution. They strive to provide a trajectory in changing education to underserved students and families in San Benito, Texas. I write to express my support of their charter proposal.

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Respectfully,

Ricardo Perez, Attorney

ESPINO'S FSU LLC
11722 E. HIGHWAY 107
LA BLANCA, TX 78558

January 2020

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1701 N. Congress Avenue
Austin, Texas 78701

Dear Texas Education Agency:

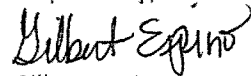
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Respectfully,



Gilbert Espino
Owner



30916 TX Hwy 100
Los Fresnos, Texas 78566
(956) 590-9114

January 14, 2020

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

Dear Texas Education Agency:

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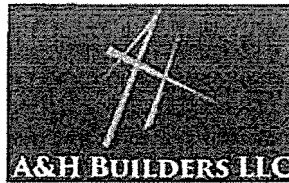
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Respectfully,

Venustiano Martinez - Owner



Jensid Alvarez
PO Box 2640
Edinburg Tx, 78540

January 2020

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

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Character Education with Leadership Curriculum

Technology with Blended Learning Curriculum.

Highly qualified and passionate staff

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Teacher/Student Ratio: 20/1


Gifted and Talented/Bilingual/ Special Population Program

After-School Program

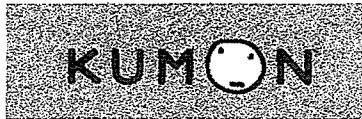
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Respectfully,



Jensid Alvarez



Kumon Math and Reading Center

Priya Govind
2163 S. McColl Rd.
Edinburg Tx 78539

January 2020

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

Dear Texas Education Agency:

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After-School Program

Parental and Community Involvement

It is my firm belief that all children deserve the right to a high-quality education and therefore approving Champions Prep Academy will be a benefit for the future of our children.

Respectfully,

Priya Govind

A handwritten signature in dark ink, appearing to read "Priya".



Oscar Hinojosa
4102 E. Canton Rd.
Edinburg Tx 78542

January 2020

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

Dear Texas Education Agency:

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Respectfully,

Oscar Hinojosa

Oscar Hinojosa
OH


Attachments 5: Certified Mail Receipt Cards

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Honorable Eddie Lucio Jr.
800 N. Interstate 69E, Suite 7
Brownsville, TX 78521

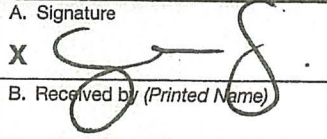


9590 9402 4383 8190 9448 96

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7451

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X 

B. Received by (Printed Name)
C. Date

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Delivery
<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Merchandise
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt (hardcopy)
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Return Receipt (electronic)
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> Adult Signature Required
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	<input type="checkbox"/> Adult Signature Restricted Delivery

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CERTIFIED MAIL® RECEIPT
Domestic Mail Only

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

BROWNSVILLE, TX 78521

OFFICIAL USE

Certified Mail Fee	\$3.50	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	20
<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	\$6.85	

Postmark Here

12/03/2019

Sent To: Honorable Eddie Lucio Jr.
Street and Apt. No., or PO Box No. 800 N. Interstate 69E Suite 7
City, State, ZIP+4® Brownsville, TX 78521


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

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Minerva M. Peña
1900 Price Road
Brownsville, TX 78521



9590 9402 5171 9122 9663 17

2. Article Number (Transfer from service label)

019 0700 0000 7806 2092

COMPLETE THIS SECTION ON DELIVERY

A. Signature
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B. Received by (Printed Name)
C. Date

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Delivery
<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Merchandise
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt (hardcopy)
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Return Receipt (electronic)
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> Adult Signature Required
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	<input type="checkbox"/> Adult Signature Restricted Delivery

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Domestic Mail Only

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

BROWNSVILLE, TX 78521

OFFICIAL USE

Certified Mail Fee	\$3.50	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	20
<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	\$6.85	

Postmark Here

12/03/2019

Sent To: Minerva M. Peña
Street and Apt. No., or PO Box No. 1900 Price Road
City, State, ZIP+4® Brownsville, TX 78521


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

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Dr. Rene Gutierrez
1900 Price Road
Brownsville, TX 78521



9590 9402 5171 9122 9663 24

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2108

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X 

B. Received by (Printed Name)
C. Date

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Delivery
<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Merchandise
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt (hardcopy)
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Return Receipt (electronic)
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery
<input type="checkbox"/> Insured Mail	<input type="checkbox"/> Adult Signature Required
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	<input type="checkbox"/> Adult Signature Restricted Delivery

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BROWNSVILLE, TX 78521

OFFICIAL USE

Certified Mail Fee	\$3.50	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80	20
<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	\$6.85	

Postmark Here

12/03/2019

Sent To: Dr. Rene Gutierrez - Supt.
Street and Apt. No., or PO Box No. 1900 Price Road
City, State, ZIP+4® Brownsville, TX 78521

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

7019 0700 0000 7800 7437

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BROWNSVILLE, TX 77821

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20
Postmark
Here
12/03/2019

Sent To
Ruben Cortez Jr. SBDE
1815 Los Angeles Ct.
Brownsville, Tx 77821
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 7800 7192

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DONNA, TX 78537

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20
Postmark
Here
12/03/2019

Sent To
Dr. Hafeez Azaiez
116 N. 10th St.
Donna, Tx 78537
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 7800 7208

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DONNA, TX 78537

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20
Postmark
Here
12/03/2019

Sent To
Eva C. Watts
116 N. 10th St.
Donna, Tx 78537
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

- 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.
Article Addressed to:

Dr. Richard Rivera
P.O. Box 127
Edcouch, Texas
78538



9590 9402 5171 9122 9664 92

Article Number (Transfer from service label)

019 0700 0000 7800 7215

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *B. Rivera*

B. Received by (Printed Name)

B. Rivera

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

DEC -5 2019

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature C
☐ Signature C Restricted

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EDCOUCH, TX 78538

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To *Dr. Richard Rivera*
Street and Apt. No. or PO Box No. *P.O. Box 127*
City, State, ZIP+4® *Edcouch, Tx 78538*

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

- 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.
Article Addressed to:

Fernando Torres
P.O. Box 127
Edcouch, Texas
78538



9590 9402 5171 9122 9665 08

Article Number (Transfer from service label)

019 0700 0000 7800 7222

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *B. Rivera*

B. Received by (Printed Name)

B. Rivera

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

DEC -5 2019

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature
☐ Signature Restricted

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EDCOUCH, TX 78538

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To *Fernando Torres*
Street and Apt. No. or PO Box No. *P.O. Box 127*
City, State, ZIP+4® *Edcouch, Tx 78538*

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

- 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.
Article Addressed to:

Gilbert Garza
411 North 8th Avenue
Edinburg, Texas
78541



9590 9402 5171 9122 9665 15

Article Number (Transfer from service label)

7019 0700 0000 7800 7239

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Rodrigo Ramos*

B. Received by (Printed Name)

Rodrigo Ramos

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

DEC -5 2019

3. Service Type

- ☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt Merchandise
☐ Signature
☐ Signature Restricted

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EDINBURG, TX 78541

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To *Gilbert Garza*
Street and Apt. No. or PO Box No. *411 North 8th Ave.*
City, State, ZIP+4® *Edinburg, Tx 78541*

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

- COMPLETE THIS SECTION**
- 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.
1. Article Addressed to:

Robert Pena Jr.
411 North 8th Avenue
Edinburg, Texas
78541



9590 9402 5171 9122 9665 22

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7246

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X/Rodrigo Ramos

B. Received by (Printed Name)

Rodrigo Ramos

C. D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Registered Mail
- ☐ Registered Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered Mail
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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EDINBURG, TX 78541

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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 \$6.85

Sent To *Robert Peña Jr.*
Street and Apt. No., or P.O. Box No. *411 N. 8th Avenue*
City, State, ZIP+4® *Edinburg, Tx 78541*

PS Form 3800, April 2015 PSN 7530-02-000-9047

12/03/2019

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Domestic Return Receipt

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HARLINGEN, TX 78550

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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 \$6.85

Sent To *Dr. Arturo Cavazos - Supt.*
Street and Apt. No., or P.O. Box No. *407 N. 77th Sunshine Strip*
City, State, ZIP+4® *Harlingen, Tx 78550*

PS Form 3800, April 2015 PSN 7530-02-000-9047

12/03/2019

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HARLINGEN, TX 78550

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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 \$6.85

Sent To *Dr. Ndan Perez*
Street and Apt. No., or P.O. Box No. *407 N. 77th Sunshine Strip*
City, State, ZIP+4® *Harlingen, Tx 78550*

PS Form 3800, April 2015 PSN 7530-02-000-9047

12/03/2019

Postmark Here

- 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.
- Article Addressed to:

Blanca Lara
324 E. Flora St.
Hidalgo, Texas
78557



9590 9402 5171 9122 9665 46

Article Number (Transfer from service label)

7019 0700 0000 7800 7260

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Patricia Saramillo
B. Received by (Printed Name)

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
- | | |
|--|--|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail |
| <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 (hardcopy) |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Return Receipt (electronic) |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Certified Mail Restricted Delivery |
| <input type="checkbox"/> Mail | <input type="checkbox"/> Adult Signature Required |
| <input type="checkbox"/> Mail Restricted Delivery | <input type="checkbox"/> Adult Signature Restricted Delivery |
| <input type="checkbox"/> Signature Restricted | |

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HIDALGO, TX 78557

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$7.00

12/03/2019

Sent To Blanca Lara
Street and Apt. No., PO Box No.
324 E. Flora St.
City, State, ZIP+4®
Hidalgo, Tx 78557

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.
- Article Addressed to:

Xavier Salinas
324 E. Flora St.
Hidalgo, Texas
78557



9590 9402 5171 9122 9665 39

Article Number (Transfer from service label)

7019 0700 0000 7800 7253

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Patricia Saramillo
B. Received by (Printed Name)

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
- | | |
|--|--|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail |
| <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 (hardcopy) |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Return Receipt (electronic) |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Certified Mail Restricted Delivery |
| <input type="checkbox"/> Mail | <input type="checkbox"/> Adult Signature Required |
| <input type="checkbox"/> Mail Restricted Delivery | <input type="checkbox"/> Adult Signature Restricted Delivery |
| <input type="checkbox"/> Signature Restricted | |

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HIDALGO, TX 78557

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$6.85

12/03/2019

Sent To Xavier Salinas
Street and Apt. No., PO Box No.
324 E. Flora St.
City, State, ZIP+4®
Hidalgo, Tx 78557

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.
- Article Addressed to:

Cathy Lee Hernandez
P.O. Box 1159
La Feria, Texas
78559



9590 9402 5171 9122 9662 87

Article Number (Transfer from service label)

7019 0700 0000 7806 2139

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Mirna Martinez
B. Received by (Printed Name)

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
- | | |
|--|--|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail |
| <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 (hardcopy) |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Return Receipt (electronic) |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Certified Mail Restricted Delivery |
| <input type="checkbox"/> Mail | <input type="checkbox"/> Adult Signature Required |
| <input type="checkbox"/> Mail Restricted Delivery | <input type="checkbox"/> Adult Signature Restricted Delivery |
| <input type="checkbox"/> Signature Restricted | |

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LA FERIA, TX 78559

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$6.85

12/03/2019

Sent To Cathy Lee Hernandez
Street and Apt. No., PO Box No.
P.O. Box 1159
City, State, ZIP+4®
La Feria, TX 78559

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

Print your name and address on the reverse so that we can return the card to you.

- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Juan Briones
P.O. Box 1159
La Feria, Texas
78559



9590 9402 5171 9122 9662 70

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2146

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Maria Martinez*

B. Received by (Printed Name)

Maria Martinez

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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

LA FERIA, TX 78559

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$2.80

☐ 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 \$4.85

Sent To: Juan Briones

Street and Apt. No., or PO Box No.
P.O. Box 1159

City, State, ZIP+4®
La Feria, Tx 78559

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

12/03/2019

Postmark
Here

■ 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.

1. Article Addressed to:

Esperanza Ochoa
200 W. Expressway 83
La Joya, Texas
78560



9590 9402 5171 9122 9665 60

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7284

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Mary Garcia*

B. Received by (Printed Name)

MARY GARCIA

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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

LA JOYA, TX 78560

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$2.80

☐ 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 \$4.85

Sent To: Esperanza Ochoa, Board Pres.

Street and Apt. No., or PO Box No.
200 W. Expressway 83

City, State, ZIP+4®
La Joya, Tx 78560

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

12/03/2019

Postmark
Here

■ 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.

1. Article Addressed to:

Noe M. Castillo Jr.
P.O. Box 9
La Villa, Texas
78562



9590 9402 5171 9122 9665 84

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7307

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Noe M. Castillo Jr.*

B. Received by (Printed Name)

Noe M. Castillo Jr.

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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

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

LA VILLA, TX 78562

Certified Mail Fee \$3.50

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

☐ Return Receipt (hardcopy) \$2.80

☐ 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 \$4.85

Sent To: Noe M. Castillo Jr, Board Pres

Street and Apt. No., or PO Box No.
P.O. Box 9

City, State, ZIP+4®
La Villa, Tx 78562

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

12/03/2019

Postmark
Here

- 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.

1. Article Addressed to:

Dr. Gisela Saenz
200 W. Expressway 83
La Joya, Texas
78560



9590 9402 5171 9122 9665 53

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7277

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Mary Gora*

B. Received by (Printed Name)

MARY GORA

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail (over \$500)

- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Merchandise Signature Restricted

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

LA JOYA, TX 78560

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$6.85

Sent To

Dr. Gisela Saenz, Supt.
200 W. Expressway 83
La Joya, Tx 78560

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

La Villa F&D
Alejo Salazar
P.O. Box 9
La Villa, Texas
78562



9590 9402 5171 9122 9665 77

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7291

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

Alejo Salazar

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail (over \$500)

- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Merchandise Signature Restricted

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LA VILLA, TX 78562

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$6.85

Sent To

Alejo Salazar, Superintendent
P.O. Box 9
La Villa, Tx 78562

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Leonel Garza
600 N. Mesquite St.
Los Fresnos, Texas
78566



9590 9402 5171 9122 9663 48

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2160

S Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

Aniba Cusito

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail (over \$500)

- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Merchandise Signature Restricted

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LOS FRESNOS, TX 78566

Certified Mail Fee \$3.50
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) \$2.80
☐ 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 \$6.85

Sent To

Leonel Garza
600 N. Mesquite St.
Los Fresnos, Tx 78566

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

125

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Los Fresnos ISO
Gonzalo Salazar
600 N. Mesquite St.
Los Fresnos, Texas
78566



9590 9402 5171 9122 9663 31

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2153

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Gina Casillo 12

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature Restricted

Mail Restricted Delivery (00)

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

LOS FRESNOS, TX 78566

Certified Mail Fee \$3.50

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

- ☐ Return Receipt (hardcopy) \$2.80
- ☐ 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 \$6.85

0572
20Postmark
Here

12/03/2019

Sent to Gonzalo Salazar
Street and Apt. No., or PO Box No.
600 N. Mesquite St.
City, State, ZIP+4®
Los Fresnos, TX 78566

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

NOISSIN
FROM
POSTAL

- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

McAllen, ISO
Dr. Jose A. Gonzalez
2000 North 23rd
McAllen, Texas
78504



9590 9402 5171 9122 9665 91

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7314

S Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Marta E. Garza 12

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature Restricted

Mail Restricted Delivery (00)

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MCALLEN, TX 78501

Certified Mail Fee \$3.50

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

- ☐ Return Receipt (hardcopy) \$2.80
- ☐ 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 \$6.85

0572
20Postmark
Here

12/03/2019

Sent to Dr. Jose A. Gonzalez, Supt.
Street and Apt. No., or PO Box No.
2000 N. 23rd
City, State, ZIP+4®
McAllen, TX 78504

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

U.S. POSTAGE
FROM LETTER
MISSION, TX

1. 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.

2. Article Addressed to:

McAllen ISO
Marco Suarez
2000 North 23rd
McAllen, Texas
78504



9590 9402 5171 9122 9666 07

3. Article Number (Transfer from service label)

7019 0700 0000 7800 7321

S Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Marta E. Garza 12

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature Restricted

Mail Restricted Delivery (00)

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MCALLEN, TX 78501

Certified Mail Fee \$3.50

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

- ☐ Return Receipt (hardcopy) \$2.80
- ☐ 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 \$6.85

0572
20Postmark
Here

12/03/2019

Sent to Marco Suarez, Board Pres.
Street and Apt. No., or PO Box No.
2000 N. 23rd
City, State, ZIP+4®
McAllen, TX 78504

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

126

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Doug Buchanan
100 Med High Dr.
Mercedes, Texas
78570



9590 9402 5171 9122 9664 61

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7185

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Pete*

B. Received by (Printed Name)

Pete

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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MERCEDES, TX 78570

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To

Doug Buchanan
100 Med High Dr.
Mercedes, TX 78570

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Marcos Antonio Lara
100 Med High Dr.
Mercedes, Texas
78570



9590 9402 5171 9122 9664 54

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2276

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Rick Estevan*

B. Received by (Printed Name)

Rick Estevan

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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MERCEDES, TX 78570

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To

Marcos A. Lara
100 Med High Dr.
Mercedes, TX 78570

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Carolyn Mendiola
206 W. 6th Street
Mercedes, Texas 78570



9590 9402 5171 9122 9666 14

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7338

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Carolyn*

B. Received by (Printed Name)

Carolyn

C. D

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt
- ☐ Signature Restricted

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MERCEDES, TX 78570

Certified Mail Fee	\$3.50	\$2.80
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 \$6.85

Sent To

Carolyn Mendiola, Superintendent
206 W. 6th St.
Mercedes, TX 78570

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

7019 0700 0000 7800 7345
7018 1130 0002 1342 4339
7019 0700 0000 7800 7369

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only	
For delivery information, visit our website at www.usps.com ®.	
MERCEDES, TX 78570	
OFFICIAL USE	
Certified Mail Fee \$3.50	0572 20
Extra Services & Fees (check box, add fee as appropriate)	Postmark Here
<input type="checkbox"/> Return Receipt (hardcopy) \$2.80	
<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	12/03/2019
Total Postage and Fees \$6.85	
Sent To Oscar Riojas, Board Pres.	
Street and Apt. No., or PO Box No.	
City, State, ZIP+4®	
Mercedes, Tx 78570	
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 ®.	
MISSION, TX 78572	
OFFICIAL USE	
Certified Mail Fee \$3.50	0572 20
Extra Services & Fees (check box, add fee as appropriate)	Postmark Here
<input type="checkbox"/> Return Receipt (hardcopy) \$2.80	
<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	12/03/2019
Total Postage and Fees \$6.85	
Sent To Jose Garcia- Board President	
Street and Apt. No., or PO Box No.	
City, State, ZIP+4®	
Mission, Tx 78572	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

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For delivery information, visit our website at www.usps.com ®.	
MISSION, TX 78572	
OFFICIAL USE	
Certified Mail Fee \$3.50	0572 20
Extra Services & Fees (check box, add fee as appropriate)	Postmark Here
<input type="checkbox"/> Return Receipt (hardcopy) \$2.80	
<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	12/03/2019
Total Postage and Fees \$6.85	
Sent To Charlie Garcia III, Board Pres.	
Street and Apt. No., or PO Box No.	
City, State, ZIP+4®	
Mission, Tx 78572	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

7019 0700 0000 7800 7352

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MISSION, TX 78572

Official USE

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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

0572
20Postmark
Here

Postage \$0.55
 Total Postage and Fees \$6.85

12/03/2019

Sent To: Dr. C. G. Perez, Superintendent
 Street and Apt. No., or PO Box No. 1201 Bryce Dr.
 City, State, ZIP+4® Mission, Tx 78572

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

7018 1130 0002 1342 4346

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MISSION, TX 78572

Official USE

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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

0572
20Postmark
Here

Postage \$0.55
 Total Postage and Fees \$6.85

12/03/2019

Sent To: Dr. Maria M. Vidauri - Supt.
 Street and Apt. No., or PO Box No. 1106 W. Shary Road
 City, State, ZIP+4® Mission Tx 78572

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

7019 0700 0000 7800 7376

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

EDCOUCH, TX 78538

Official USE

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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

0572
20Postmark
Here

Postage \$0.55
 Total Postage and Fees \$6.85

12/03/2019

Sent To: Dr. Rosalinda Cobarrubias, Supt.
 Street and Apt. No., or PO Box No. 25149 1st St
 City, State, ZIP+4® Monte Alto, Tx 78538

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

SENDER: COMPLETE THIS SECTION

- 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.

Article Addressed to:

Connie Villanueva
25149 1st Street
Monte Alto, Texas
78538



9590 9402 5171 9122 9666 69

Article Number (Transfer from service label)

7019 0700 0000 7800 7383

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Norma Ortega

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature C
- ☐ Signature Restricted

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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EDDOUCH, TX 78538

Certified Mail Fee \$3.50

\$2.80

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 \$4.85

0572
20

Postmark
Here

12/03/2019

Sent To
Connie Villanueva

25149 1st Street

Monte Alto, TX 78538

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

Article Addressed to:

Dr. Jorge L. Arredondo
601 E. Kelly
Pharr, Texas 78589



9590 9402 3939 8060 3319 99

Article Number (Transfer from service label)

7018 1130 0002 1342 4315

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Lisa Romero

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature
- ☐ Signature Restricted

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PHARR, TX 78577

Certified Mail Fee \$3.50

\$2.80

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 \$6.85

0572
20

Postmark
Here

12/03/2019

Sent To
Dr. Jorge L. Arredondo

601 E. Kelly

Pharr, TX 78577

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

Article Addressed to:

Jorge Palacios
601 E. Kelly
Pharr, Texas 78589



9590 9402 3939 8060 3320 02

Article Number (Transfer from service label)

7018 1130 0002 1342 4322

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

B. Received by (Printed Name)

Lisa Romero

C. Date

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered
- ☐ Registered Delivery
- ☐ Return Receipt (hardcopy)
- ☐ Return Receipt (electronic)
- ☐ Signature
- ☐ Signature Restricted

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PHARR, TX 78577

Certified Mail Fee \$3.50

\$2.80

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 \$6.85

0572
20

Postmark
Here

12/03/2019

Sent To
Jorge Palacios - Board President

601 E. Kelly

Pharr, TX 78577

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

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PHARR, TX 78577

OFFICIAL USE

Certified Mail Fee	\$3.50		0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80		20
<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	\$6.85		

Postmark Here
 12/03/2019

Sent To
 Rolando Ramirez
 Street and Apt. No., or PO Box No.
 101 S. Jackson Rd.
 City, State, ZIP+4®
 Pharr, Tx 78577

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

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PHARR, TX 78577

OFFICIAL USE

Certified Mail Fee	\$3.50		0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80		20
<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	\$6.85		

Postmark Here
 12/03/2019

Sent To
 Jose A. Rosillo - Board President
 Street and Apt. No., or PO Box No.
 101 S. Jackson Rd.
 City, State, ZIP+4®
 Pharr, Tx 78577

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

U.S. POSTAGE

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.
 Article Addressed to:

Theresa Ann Alarcon
 101 Port Road
 Port Isabel, Texas
 78578

9590 9402 5171 9122 9663 55

Article Number (Transfer from service label)
 7019 0700 0000 7806 2177

PS Form 3811, July 2015 PSN 7530-02-000-9050

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 B. Received by (Printed Name)
 Cindy Perez
 C. Date
 12

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery

☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt
☐ Signature
☐ Signature Restricted

Mail Restricted Delivery

131

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PORT ISABEL, TX 78578

OFFICIAL USE

Certified Mail Fee	\$3.50		0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.80		20
<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	\$6.85		

Postmark Here
 12/03/2019

Sent To
 Theresa Ann Alarcon
 Street and Apt. No., or PO Box No.
 101 Port Road
 City, State, ZIP+4®
 Port Isabel, Tx 78578

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

1. Complete items 1, 2, and 3.
2. Print your name and address on the reverse so that we can return the card to you.
3. Attach this card to the back of the mailpiece, or on the front if space permits.

Jennifer Pinkerton
101 Port Road
Port Isabel, Texas
78578



9590 9402 5171 9122 9663 62

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2184

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. D
D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Mail
☐ Mail Restricted Delivery (\$500)
☐ Priority Mail
☐ Registered Delivery
☐ Registered Merchandise
☐ Signature Restricted

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PORT ISABEL, TX 78578

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

Postmark
Here

12/03/2019

Sent to Jennifer Pinkerton
 Street and Apt. No., or PO Box No.
 101 Port Road
 Port Isabel, TX 78578
 City, State, ZIP+4®
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

1. Complete items 1, 2, and 3.
2. Print your name and address on the reverse so that we can return the card to you.
3. Attach this card to the back of the mailpiece, or on the front if space permits.

Frank Alanis
P.O. Box 610
Progreso, Texas
78579



9590 9402 5171 9122 9667 06

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7406

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. D
D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Mail
☐ Mail Restricted Delivery (\$500)
☐ Priority Mail
☐ Registered Delivery
☐ Registered Merchandise
☐ Signature Restricted

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PROGRESO, TX 78579

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

Postmark
Here

12/03/2019

Sent to Frank Alanis
 Street and Apt. No., or PO Box No.
 P.O. Box 610
 Progreso, TX 78579
 City, State, ZIP+4®
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Domestic Return Receipt

1. Complete items 1, 2, and 3.
2. Print your name and address on the reverse so that we can return the card to you.
3. Attach this card to the back of the mailpiece, or on the front if space permits.

Sergio Coronado
P.O. Box 610
Progreso, Texas
78579



9590 9402 5171 9122 9666 90

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7390

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
B. Received by (Printed Name)
C. D
D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Mail
☐ Mail Restricted Delivery (\$500)
☐ Priority Mail
☐ Registered Delivery
☐ Registered Merchandise
☐ Signature Restricted

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PROGRESO, TX 78579

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

Postmark
Here

12/03/2019

Sent to Sergio Coronado, Supt.
 Street and Apt. No., or PO Box No.
 P.O. Box 610
 Progreso, TX 78579
 City, State, ZIP+4®
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Ismael Garcia
215 W. Colorado St.
Rio Hondo, Texas
78583



2. Article Number (Transfer from service label)

7019 0700 0000 7806 2191

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Edmi Hernandez*
B. Received by (Printed Name)
Edmi Hernandez 12

C. Date
D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- | | |
|--|---|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail |
| <input type="checkbox"/> Adult Signature Restricted Delivery | <input type="checkbox"/> Registered |
| <input type="checkbox"/> Certified Mail® | <input type="checkbox"/> Registered Delivery |
| <input type="checkbox"/> Certified Mail Restricted Delivery | <input type="checkbox"/> Return F |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Merchandise |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Signature |
| <input type="checkbox"/> Mail Restricted Delivery (0) | <input type="checkbox"/> Signature Restricted |

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RIO HONDO, TX 78583

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80
<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 \$6.85

Sent To *Ismael Garcia*

Street and Apt. No., or PO Box No.
215 W. Colorado St.
City, State, ZIP+4®
Rio Hondo, Tx 78583

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

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RIO HONDO, TX 78583

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80
<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 \$6.85

Sent To *Manuel Flores Jr.*

Street and Apt. No., or PO Box No.
215 W. Colorado St.
City, State, ZIP+4®
Rio Hondo, Tx 78583

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Manuel Flores Jr.
215 W. Colorado St.
Rio Hondo, Texas
78583



9590 9402 5171 9122 9663 86

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2207

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Edmi Hernandez*
B. Received by (Printed Name)
Edmi Hernandez 12

C. Date
D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- | | |
|--|---|
| <input type="checkbox"/> Adult Signature | <input type="checkbox"/> Priority Mail |
| <input type="checkbox"/> Adult Signature Restricted Delivery | <input type="checkbox"/> Registered |
| <input type="checkbox"/> Certified Mail® | <input type="checkbox"/> Registered Delivery |
| <input type="checkbox"/> Certified Mail Restricted Delivery | <input type="checkbox"/> Return F |
| <input type="checkbox"/> Collect on Delivery | <input type="checkbox"/> Merchandise |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery | <input type="checkbox"/> Signature |
| <input type="checkbox"/> Mail Restricted Delivery (00) | <input type="checkbox"/> Signature Restricted |

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SAN BENITO, TX 78586

Certified Mail Fee \$3.50

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

<input type="checkbox"/> Return Receipt (hardcopy)	\$2.80
<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 \$6.85

Sent To *Dr. Nate Carman*

Street and Apt. No., or PO Box No.
240 N. Crockett Street
City, State, ZIP+4®
San Benito, Tx 78586

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

123

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Congressman Filemon Vela
1390 N. Expressway 83
San Benito, Texas
78586



9590 9402 4388 8190 9448 72

2. Article Number (Transfer from service label)

7019 0700 0000 7800 7420

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

B. Received by (Printed Name)

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Registered Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Merchandise
- ☐ Signature Restricted

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SAN BENITO, TX 78586

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 \$8.85

0572
20Postmark
Here

12/03/2019

Sent To
Congressman Filemon Vela
1390 N. Expressway 83
San Benito, TX 78586
City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

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

SAN BENITO, TX 78586

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 \$8.85

0572
20Postmark
Here

12/03/2019

Sent To
Michael A. Vargas
240 N. Crockett St.
San Benito, TX 78586
City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Martin Cuellar
P.O. Box 448
Santa Maria, Texas
78592



9590 9402 5171 9122 9664 16

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2238

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

B. Received by (Printed Name)

D. Is delivery address different from item 1?
If YES, enter delivery address below:

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Registered Mail Restricted Delivery (over \$500)

- ☐ Priority Mail
- ☐ Registered Delivery
- ☐ Return Merchandise
- ☐ Signature Restricted

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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

SANTA MARIA, TX 78592

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 \$8.85

0572
20Postmark
Here

12/03/2019

Sent To
Martin Cuellar
P.O. Box 448
Santa Maria, TX 78592
City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

124

COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Santos Castaneda
102 Jesus R. Cruz
Santa Rosa, Texas
78593



9590 9402 5171 9122 9664 47

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2269

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

[Signature]

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
 - ☐ Adult Signature Restricted Delivery
 - ☐ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Insured Mail
 - ☐ Insured Mail Restricted Delivery over \$500

- ☐ Priority Mail
- ☐ Registered Mail
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

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

SANTA ROSA, TX 78593

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20

Postmark
Here

12/03/2019

Sent to
Santos Castaneda
Street and Apt. No., or PO Box No.
102 Jesus R. Cruz
City, State, ZIP+4®
Santa Rosa, TX 78593

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

Domestic Return Receipt

COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Dr. Angela Gonzalez
102 Jesus R. Cruz
Santa Rosa, Texas
78593



9590 9402 5171 9122 9664 30

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2252

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

[Signature]

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
 - ☐ Adult Signature Restricted Delivery
 - ☐ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Insured Mail
 - ☐ Insured Mail Restricted Delivery over \$500

- ☐ Priority Mail
- ☐ Registered Mail
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

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

SANTA ROSA, TX 78593

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20

Postmark
Here

12/03/2019

Sent to
Dr. Angela Gonzalez
Street and Apt. No., or PO Box No.
102 Jesus R. Cruz
City, State, ZIP+4®
Santa Rosa, Texas 78593

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

Domestic Return Receipt

COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

Adolfo Hinojosa
P.O. Box 448
Santa Maria, Texas
78592



9590 9402 5171 9122 9664 23

2. Article Number (Transfer from service label)

7019 0700 0000 7806 2245

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

B. Received by (Printed Name)

[Signature]

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
 - ☐ Adult Signature Restricted Delivery
 - ☐ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Insured Mail
 - ☐ Insured Mail Restricted Delivery over \$500

- ☐ Priority Mail
- ☐ Registered Mail
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

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SANTA MARIA, TX 78592

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<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	\$6.85

0572
20

Postmark
Here

12/03/2019

Sent to
Adolfo Hinojosa
Street and Apt. No., or PO Box No.
P.O. Box 448
City, State, ZIP+4®
Santa Maria, TX 78592

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

105

SENDER: COMPLETE THIS SECTION

- 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.
- Article Addressed to:

Dr. Priscilla Canales
319 W. Fourth Street
Weslaco, Texas 78596



9590 9402 4383 8190 9449 19

Article Number (Transfer from service label)

019 0700 0000 7800 7475

S Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
X Gracie Cardenas
- B. Received by (Printed Name) *G. D.*
- D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
 - ☐ Adult Signature Restricted Delivery
 - ☐ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Insured Mail
 - ☐ Insured Mail Restricted Delivery (over \$500)
 - ☐ Priority Mail
 - ☐ Registered Mail
 - ☐ Registered Mail Restricted Delivery
 - ☐ Return Receipt (hardcopy)
 - ☐ Return Receipt (electronic)
 - ☐ Signature Restricted

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WESLACO, TX 78596

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

0572
20

Postmark
Here

12/03/2019

Sent to *Dr. Priscilla Canales - Supt.*
319 W. Fourth St.
Weslaco, TX 78596

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- 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.
- Article Addressed to:

Isidoro Nieto
319 W. Fourth Street
Weslaco, Texas 78596



9590 9402 4383 8190 9449 02

Article Number (Transfer from service label)

119 0700 0000 7800 7468

S Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
X Gracie Cardenas
- B. Received by (Printed Name) *G. D.*
- D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
- ☐ Adult Signature
 - ☐ Adult Signature Restricted Delivery
 - ☐ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Insured Mail
 - ☐ Insured Mail Restricted Delivery (over \$500)
 - ☐ Priority Mail
 - ☐ Registered Mail
 - ☐ Registered Mail Restricted Delivery
 - ☐ Return Receipt (hardcopy)
 - ☐ Return Receipt (electronic)
 - ☐ Signature Restricted

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WESLACO, TX 78596

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

0572
20

Postmark
Here

12/03/2019

Sent to *Isidoro Nieto - Board President*
319 W. Fourth St.
Weslaco, TX 78596

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Domestic Return Receipt

7019 0700 0000 7793 0835

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BROWNSVILLE, TX 78520

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Representative Alex Dominguez
835 Levee St., Suite 500
Brownsville, Tx 78520

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

7019 0700 0000 7793 0842

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WESLACO, TX 78596

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Representative Armando Martinez
914 W. Pike Blvd
Weslaco, Tx 78596

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

7019 0700 0000 7793 0859

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MCALLEN, TX 78504

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Representative Bobby Guerra
10213 N. 10th St. Suite B
McAllen, Tx 78504

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

7019 0700 0000 7793 0880

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BROWNSVILLE, TX 78520

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Representative Eddie Lucio III
1324 E. Madison St.
Brownsville, Tx 78520

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

7019 0700 0000 7793 0903

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EDINBURG, TX 78539

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Honorable Juan Hinojosa
1502 S. Lone Star Way, Suite 6A
Edinburg, Tx 78539

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

7019 0700 0000 7793 0866

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

PENITAS, TX 78576

OFFICIAL USE

Certified Mail Fee	\$3.55	0572
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	12
<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	\$6.95	02/12/2020

Postmark Here

Sent To
Representative Oscar Longoria
P.O. Box 1029
Penitas, Tx 78576

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

7019 0700 0000 7793 0873

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

MISSION, TX 78572

Certified Mail Fee \$3.55
\$2.85
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 \$6.95

0572
12

Postmark
Here

02/12/2020

Sent To
Representative Sergio Muñoz Jr.
Street and Apt. No., or PO Box No.
101 E. Tom Landry
City, State, ZIP+4®
Mission, TX 78572
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0700 0000 7793 0897

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com®.

EDINBURG, TX 78539

Certified Mail Fee \$3.55
\$2.85
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 \$6.95

0572
12

Postmark
Here

02/12/2020

Sent To
Representative Terry Canales
Street and Apt. No., or PO Box No.
1002 W. University Dr. Suite B
City, State, ZIP+4®
Edinburg, Tx 78539
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

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.

1. Article Addressed to: South Texas ISD
Doug Buchanan
100 Med High Dr.
Mercedes, Texas
78570

2. Article Number (Transfer from service label)
7019 0700 0000 7800 7185

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Pete

B. Received by (Printed Name)
Pete

C. Date
12/03/2019

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over \$500)

☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt (hardcopy)
☐ Return Receipt (electronic)
☐ Signature Required
☐ Signature Restricted

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
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For delivery information, visit our website at www.usps.com.

OFFICIAL USE

Mercedes, TX 78570

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 \$6.85

Postmark Here

12/03/2019

Sent To South Texas ISD
Doug Buchanan
100 Med High Dr.
Mercedes, TX 78570

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

SENDER: COMPLETE THIS SECTION

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.

Article Addressed to: South Texas ISD
Marcos Antonio Lara
100 Med High Dr.
Mercedes, Texas
78570

Article Number (Transfer from service label)
7019 0700 0000 7806 2276

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Rob

B. Received by (Printed Name)
Rob

C. Date
12/03/2019

D. Is delivery address different from item 1? If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over \$500)

☐ Priority Mail
☐ Registered
☐ Registered Delivery
☐ Return Receipt (hardcopy)
☐ Return Receipt (electronic)
☐ Signature Required
☐ Signature Restricted

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OFFICIAL USE

Mercedes, TX 78570

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 \$6.85

Postmark Here

12/03/2019

Sent To South Texas ISD
Marcos A. Lara - Supt.
100 Med High Dr.
Mercedes, TX 78570

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

U.S. Postal Service™
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Domestic Mail Only

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

OFFICIAL USE

Mission, TX 78572

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 \$6.85

Postmark Here

12/03/2019

Sent To Sharyland ISD
Jose Garcia - Board President
106 N Shary Road
Mission, TX 78572

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

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

OFFICIAL USE

Mission, TX 78572

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 \$6.85

Postmark Here

12/03/2019

Sent To Sharyland ISD
Dr. Maria M. Vidauriz - Supt.
106 N Shary Road
Mission, TX 78572

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

7019 0700 0000 7800 7499

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For delivery information, visit our website at www.usps.com ®.	
PHARM, TX 78577	
OFFICIAL USE	
Certified Mail Fee \$3.50	\$2.80
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 \$6.85	
Sent To	Valley View I80
Rolando Ramirez	
1101 S. Jackson Rd.	
Pharm, Tx 78577	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

7019 0700 0000 7800 7482

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only	
For delivery information, visit our website at www.usps.com ®.	
PHARM, TX 78577	
OFFICIAL USE	
Certified Mail Fee \$3.50	\$2.80
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 \$6.85	
Sent To	Valleyview I80
Jose A. Rosillo - Board President	
1101 S. Jackson Rd.	
Pharm, Tx 78577	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	

Attachments 6: Publishes Notices(s) of Public Meetings

Discover, AMEX, or mail your check to: Valleywide Classifieds, P.O. Box 3267, McAllen, Texas 78502

Sunday publication:

Friday 9 a.m.

Same deadlines for cancellations

MC

NOTICE

"Check your ad for accuracy the first day. Valleywide Classifieds is not responsible for more than one incorrect day or omission of copy of any ad ordered more than one time. Valleywide Classifieds assumes no responsibility for ads left out of the paper other than to schedule the ad for the next available edition. Under no circumstances shall AIM Media Texas newspapers be liable for consequential damages of any kind. Request for corrections should be made within 24 hours of the first publication by calling 1-866-572-7355. The newspaper reserves the right to edit, reject or properly classify any copy. If you paid for your ad using a credit card, check your credit card statement for accuracy. Claims for adjustments on billing should be made within 30 days of publication. Valleywide Classifieds is not responsible for any billing claims that extend beyond 30 days of publication."

103 Special Notices

INVENT HELP

CPL: \$12 per 60 second call
HOURS: 24/7
RESTRICTED STATES: NONE
Have an idea for an invention/new product? We help everyday inventors try to patent and submit their ideas to companies! Call InventHelp®, FREE INFORMATION! 855-346-3078



1-866-572-SELL

212 Computer Service

Geeks On Site

CPL: \$10 per 60 second call
HOURS: 24/7
RESTRICTED STATES: NONE
COMPUTER ISSUES? FREE DIAGNOSIS by GEEKS ON SITE! Virus Removal, Data Recovery! 24/7
EMERGENCY \$20 OFF ANY SERVICE with coupon 42522! Restrictions apply. 877-289-7016

Garage Sales/ Flea Market

405 Garage Sales/ Flea Market Lower Valley

Christmas Craft Sale
702 Champion Ave
Port Isabel, Saturday
9am - 1pm. Last minute gifts available!

406 Miscellaneous

Attention Viagra users:

Generic 100 mg blue pills or Generic 20 mg yellow pills. Get 45 plus 5 free \$99 + S/H. Guaranteed, no prescription necessary. Call 844-783-3558 Lung Cancer? And Age 60+? You And Your Family May Be Entitled To Significant Cash Award. No Risk. No Money Out Of Pocket. For Information Call 866-429-0462

101 Legal Notices

101 Legal Notices

101 Legal Notices

CHAMPIONS PREP ACADEMY

NOTICE OF PUBLIC MEETING

The Board Members of Cross Cares will hold this public hearing to receive public comment from educators, parents, students and the general public regarding this new charter school application being submitted to the Texas Education Agency. The proposed campus site will accommodate students from PK3-5th grade.

The general public will have the opportunity to attend and to comment on this new proposed charter school for this geographical area.

Date: Wednesday, December 18, 2019

Time: 7:00 pm

Location: 901 W. Expressway 83, San Benito, Texas

Sponsoring Entity: Cross Cares

Board Members of the Sponsoring Entity:

Jaime Loya
Eric Garza
Jesse Jones

12/12/2019

218 Home Repairs

AZTEC House Leveling & Remodeling

(All Types of Mobile / Home Repairs)
• Slab/Pier & Beam
• FREE Estimates
• Senior Discounts
Hgn. 412-1558
McA. 631-0995
Brwn. 546-5657

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NOTICE TRUTH IN LENDING ACT

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Valleywide Classifieds urges its readers to notify us if we, inadvertently publish an ad(s) that is not in compliance with the Truth in Lending Act.

Valleywide Classified Management
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PUBLISHER'S AFFIDAVIT

STATE OF TEXAS
COUNTY OF CAMERON

I Cashay Elizabeth Engineer, being duly sworn on her oath states that she is a representative of The Valley Morning Star and that the attached notice appeared in the following issues:

Date: DECEMBER 12, 2019

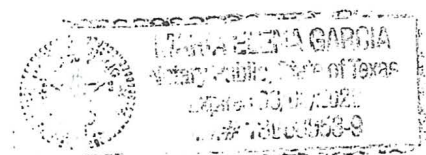
██████████ CHAMPIONS PREP ACADEMY / NOTICE OF PUBLIC MEETING

Ticket: 30148595


CASHAY E. ENGINEER

Subscribed and sworn to before me on this the 17th day of December 2019.


Notary Public, Cameron County
State of Texas



Champions Prep Academy

"Inspiring and Empowering All Students to be Driven Leaders"



Public Meeting

DECEMBER 18, 2019 | TIME: 7:00PM

901 W. EXPRESSWAY 83 SAN BENITO, TX

SCHOOL MISSION

Champions Prep Academy is committed to providing high quality education to all students by empowering them to become lifelong learners and leaders with academic excellence through safe and rigorous environment enhanced by character development in partnership with parental support and community collaboration.

Information Session

We are proposing a PK3-5TH Grade school for the families of San Benito. Come meet our team, hear about our future school plans!

VISION

- Safe and Positive Nurturing Environment
- Environment of High Expectations for all stakeholders
- Targeting all Diverse Populations
- Rigorous Curriculum to enhance and Expand all Students' Academic Success
- Innovative Fine Arts Program to Develop Each Student's Individual Talents and Leadership Abilities

(956) 638-6762

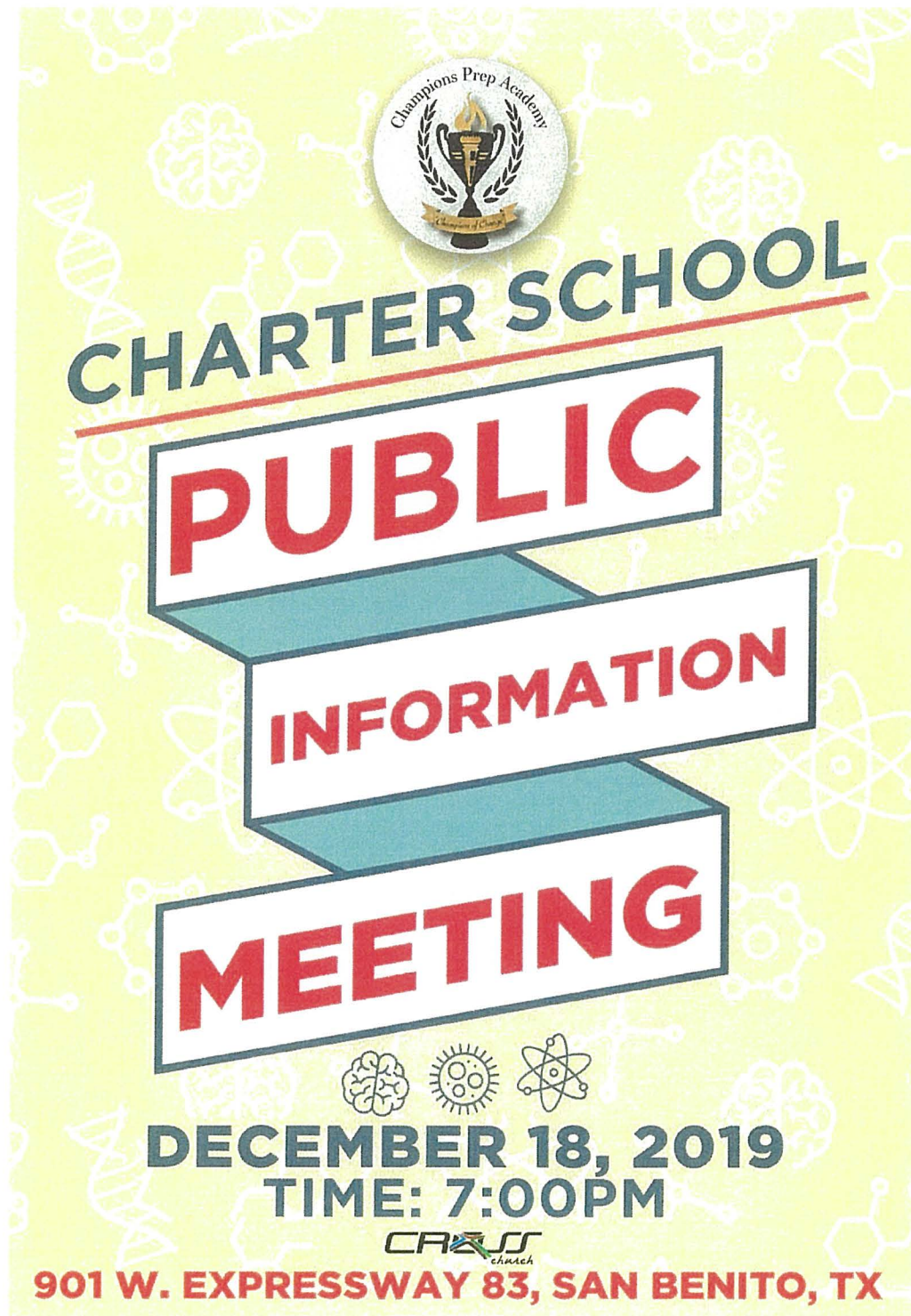
championsprepac@gmail.com

901 W. Expressway 83 San Benito, TX



CHAMPIONS OF CHANGE

- Character Education with Leadership Curriculum
- Technology with Blended Learning Curriculum
- Highly Qualified and Passionate Staff
- Small Learning Communities
- Teacher to Student Ratio 20:1
- Gifted and Talented/Bilingual/Special Populations Programs
- Parental and Community Involvement
- Continuing Education Programs for Parents
- After-School Programs



Attachments 7: Sample Course Scope and Sequence

COPYRIGHT MATERIAL

1 page has 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.

Attachments 8: Proposed Discipline Policy

Attachment 8: Proposed Discipline Policy

Level of Offenses

Level I

These offenses generally occur in the classroom and can be corrected by the teacher. Consequence: Parent/Guardian, Teacher Conference, Loss of Privileges, Detention, or Suspension.

- Disrupting class/environment
- Sleeping in class
- Use of Cellular Telephones/Electronic Devices
- Dress Code Violation
- Cheating: Academic dishonesty (to be handled by classroom teacher)
- Throwing Tantrums
- Playing with Cafeteria Food
- Throwing Objects

Level II

These offenses are more serious than Level I and/or represent the student's inability to control Level I misconduct. Level II offenses call for administrative intervention. Consequence: Parent/Guardian, Teacher, Principal Conference, Detention, Loss of Privileges, Behavior Contract, Suspension or Withdrawal.

- Disrespectful
- Biting
- Profanity toward another student, employee or staff member. Charges come into play if student is 11 years of age or older.
- PDA (Public Display of Affection)
- Leaving class without permission
- Hitting/Kicking/Hurting Others
- Obscene Gestures/Behavior
- Stealing
- Refusing Staff's Directives
- Falsifying school documents

Level III

These offenses seriously disrupt the educational process in the classroom, the school, and/or at school-related activities, or are a continuance of repeated Level I, II, or III misconduct. Consequence: Parent/Guardian, Principal Conference, Behavior Contract, Suspension or Withdrawal.

- Harassment/Threats or Bullying
- Matches/or lighters
- Fighting

- Instigating a Fight/Food fight
- Leaving Campus without permission
- Skipping Classes
- Setting Fire Alarm
- Verbal/Written Threats
- Vandalism
- Damaging Property
- Object as a weapon

Level IV

Level IV misconduct involves more serious criminal offenses. This includes any felony, whether school-related or not, unless it is one for which expulsion is required. This level of misconduct may result in expulsion.

- Explosives: Expulsion
- Repeatedly Violates School Rules
- Sexual Harassment: All complaints will be promptly and thoroughly investigated. Sexual contact, conduct, behaviors, gestures and/or verbal comments that are deemed inappropriate or offensive.
- Inappropriate use of school technology equipment.
- Terroristic Threats
- Committing Arson: Expulsion
- Gang Related Activity
- Consistent infractions of bullying or harassment of other students
- A student shall be expelled if the students use, exhibits, or possess a firearm, (Section 46.01(3) of the Texas Penal Code) on school property or while attending a school sponsored or school related activity on or off property.
- Possession of:
 - Pornography
 - Drugs
 - Weapons

Level V

Level V misconduct are serious criminal offenses that will result in expulsion.

- Retaliation against students and/or employees.
- Aggravated Assault.
- Aggravated Sexual Assault
- Indecency with a student
- Criminal Mischief

Administrative review will be the final decision on all of the above items/levels.

Attachments 9: Evidence of Community Support

Attachment 9: Evidence of Community Support

Champions Prep Academy requested letters of commitment, and contracts from several vendors. At the time of the completing the application we did not receive responses to our requests. Champions Prep Academy requested letter of commitment from Yummy, Inc., Region One for ONEAPP, and Region One TExis software for PEIMS.

Attachments 10: Bylaws

Attachment 10: Bylaws

Articles of Incorporation of Champions Prep Academy, Inc.

ARTICLE I

NAME

The name of the corporation is Champions Prep Academy, Inc.

ARTICLE II

The Corporation is the charter holder of a Texas open-enrollment public charter school Champions Prep Academy, Inc. (hereinafter, the “Charter School”). The Corporation is formed for educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

ARTICLE III

MEMBERS

The Corporation shall have no members.

ARTICLE IV

BOARD OF DIRECTORS

4.1 Powers.

The business and affairs of the Corporation shall be managed by the Board of Directors of the Corporation (the “Board”). The Board shall be responsible for adoption and implementation of policy for the Corporation and for the management, operation, oversight and accountability of the Charter School. Without limiting the Board’s authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted and conducted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints or parental concerns;
- (b) Final authority to adopt or amend the budget of the Corporation or the Charter School;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;

- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing the Charter School' operations;
- (f) Final authority to approve audit reports under TEC §44.008(d); and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate or set compensation for any chief executive officers.

4.2 Number of Directors.

The number of directors comprising the Board of the Corporation shall be at least five (5) and no more than seven (7). The number of directors may be increased or decreased in accordance with Section 4.3 of this Article II, but in no case shall the number of directors be less than three (3). Each director shall serve for a three (3) year term and until his or her successor is elected or appointed. A director whose term has expired may be appointed to succeed him or herself. A director's term shall not be extended or shortened beyond the term for which the director was elected by an amendment of these Bylaws or other Board action.

4.3 Election of Directors.

The Board shall elect directors to vacancies on the Board as and when required at any meeting of the Board duly called for such purpose by a vote of two-thirds of the Board then in office. Each director so elected shall serve (a) for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, death or otherwise, (b) for the term specified by the Board in the case of an election upon expiration of the term of a director or the increase in the number of directors authorized.

4.4 Removal of Directors.

The Board may remove a director, with or without cause, by an affirmative vote of the majority of the directors of the Board then in office, excluding the vote of the director subject to removal. Any director removed by this Section 4.4 shall also be deprived of status as a board officer of the Corporation.

4.5 Resignation of Director.

A director may resign at any time by written notification to the President/Chair or Secretary of the Board. The resignation shall take effect at any time specified therein, and if no time is specified, at the time of its receipt. The acceptance of a resignation by the President or Secretary shall not be necessary to make it effective. Any director who is absent for more than three (3) consecutive meetings of a Board meeting in any fiscal year shall be deemed to have resigned in accordance with this Section 4.5 of these Bylaws, unless the Board acts affirmatively to retain the director.

4.6 Compensation of Directors.

Directors shall serve without compensation for their services as directors of the Corporation, except that directors may be reimbursed for necessary and reasonable expenses incurred in the performance of duties as directors of the Corporation.

ARTICLE V

MEETINGS OF THE BOARD OF DIRECTORS

5.1 Meetings.

Meetings of the Board shall be conducted in accordance with the provisions of the Texas Education Code and the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the Board meet to deliberate any issue or business of the Corporation or the Charter School without posting notice of a meeting as set forth in these Bylaws and in accordance with the Texas Open Meetings Act. Directors shall normally attend meetings of the Board in person.

Closed Session:

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

Emergency Meetings:

In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

5.2 Annual Meeting.

An annual meeting of the Board shall be held each year on a date set by the Board, at which all board officers of the Corporation shall be elected, and there shall be transacted such other business as may properly be brought before the Board.

5.3 Regular Meetings.

Regular meetings of the Board shall be held at least once per month at the corporate office or on the campus of a Charter School, or such other time or place as the Board may designate from time to time within the state of Texas.

5.4 Special Meetings.

Special meetings of the Board may be held at any time upon the call of the President or Vice-President of the Board or upon written demand of at least two (2) or more directors.

5.5 Quorum.

A quorum for the transaction of business by the Board shall consist of a majority of the directors of the Board then in office.

5.6 Agenda.

At regular meetings of the Board, the order of business shall be established in an Agenda approved by the President and as presented in the notice of the meetings. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

5.7 Action Taken at Meetings.

Any business may be transacted and any corporate action taken that has been properly placed on an agenda at any annual, regular or special meeting of the Board at which a quorum is present and except as otherwise provided by law or these Bylaws, the vote of a majority of the Directors members present at the meeting shall be the act of the Board as a body corporate. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any director.

5.8 Fundamental Actions Requiring Greater Vote.

In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board are fundamental actions that shall require the affirmative vote of the majority of directors of the Board then in office:

- a) amendment of a certificate of formation;
- b) voluntary winding up under Chapter 11;
- c) a revocation of a voluntary decision to wind up under Chapter 11;
- a) a cancellation of an event requiring winding up under Chapter 11;
- b) a reinstatement under Section 11.202;
- c) a distribution plan under Section 22.305;
- d) a plan of merger under Subchapter F;
- e) a sale of all or substantially all of the assets of the Corporation;
- f) a plan of conversion under Subchapter F; or
- g) a plan of exchange under Subchapter F.

5.9 Resolutions and Minutes.

All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in the corporate records of the Board. Such records shall be maintained and made available to the public in accordance with state law, the Texas Open Meetings Act and these Bylaws.

5.10 Notice of Meetings to Directors.

Not less than 72 hours nor more than thirty (30) days (inclusive of the date of the meeting) before the date of any regular or special meeting of the Board, the Secretary of the Board, or any other officer of the Board, shall cause a written notice setting forth the time, place and general purposes of the meeting to be delivered personally, to be sent by facsimile, or by email, or to be deposited in the mail, with postage paid, addressed to each director of record at his or her last address (including email or facsimile number) as it appears in the Corporation's records. Notice that is mailed to a director must be deposited in the mail no less than five (5) days (exclusive of the date of the meeting) before the date of the meeting. Attendance of a director at a meeting constitutes a waiver of notice, unless the director attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called or convened.

5.11 Public Notice of Meetings.

Public notice of all meetings of the Board, of the Executive Committee, and of all committees authorized by the Board shall be given pursuant to and as required by the Texas Open Meetings Act. Pursuant thereto, notice of all meetings of the Board, except as otherwise permitted by state law or these Bylaws, will be posted as described below at least 72 hours before the time of the meeting.

- a) Posting of Notice: Notice to the public of any meeting shall be posted at the administrative offices of the Charter School and at each charter school campus in a location convenient to the public at least 72 hours before the time of such meeting.
- b) Emergency Notice: Emergency meetings as may be allowed under the Texas Open Meetings Act may be posted up to two hours before the time of such meeting. The emergency or public necessity for an emergency meeting shall be clearly identified in the notice.
- c) Internet Posting: Notice and the agenda of all meetings of the Board shall also be posted on the Charter School's internet website, if any, concurrently with the notice posted at the administrative offices of the Corporation as described above in subsection (a).
- d) Closed Session: The agenda shall clearly state whether the Board intends to convene in a closed session and shall identify separately each matter to be deliberated by the Board in the closed session and whether the Board may take action on any such matter upon returning to the open session of the meeting. The Secretary shall note the times in the open session that the Board convenes to and adjourns from the closed session.

5.12 Meetings Using Videoconference.

Meetings may also be conducted by video conference call, provided a presiding officer of the board is present at one location, audio and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

ARTICLE VI

COMMITTEES

6.1 Executive Committee.

The Board may establish an Executive Committee to consist of the President/Chair and at least two other directors selected by the President and approved by the Board at a meeting called for such purpose. The President/Chair shall serve as chairman of the Executive Committee. The Executive Committee may be given responsibility for part or all of the programs, activities and affairs of the Corporation; however, all actions of the Executive Committee shall be subject to approval by the Board.

6.2 Other Committees.

Designated committees may be established by the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more directors from the Board selected by the President and approved by the Board. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board. All such committees shall be subject to the direction of the Board and all actions of any committee shall be subject to Board approval.

6.3 Notice.

Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of the minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE VII

OFFICERS

7.1 Board Officers.

The board officers of the Corporation will consist of the Board Chair, a Vice-Chair of the Board, a Secretary, a Treasurer and such other officers that the Board may from time to time as established by a majority vote of the directors of the Board then in office.

7.2 Election and Term.

The board officers will be elected by the Board at the annual meeting of the Board or at any other meeting of the Board called for such purposes, and each officer will serve for a three-year term and until his or her successor is elected. Any board officers may be elected to succeed him or herself.

7.3 Removal of Officer.

Any board officer elected by the Board may be removed, with or without cause, at any time by the affirmative vote of a majority of the directors of the Board then in office. The board officer in question will not vote on the question of removal but may be present at the meeting and may be counted in determining the presence of a quorum.

7.4 Vacancies.

Any vacancy occurring in any office of the Corporation may be filled for the unexpired duration of the term by the Board.

7.5 President.

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

7.6 Vice-President.

A Vice-President will act under the direction of the President and in his absence have the duties and powers of the President. A Vice-President will have other duties and powers as the President of the Board of Directors may assign.

7.7 Secretary.

The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the President, Vice-President or other authorized board officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors to be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance

with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the President.

ARTICLE VIII

DEPOSITS, CHECKS, LOANS AND CONTRACTS

8.1 Deposits.

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

8.2 Transactions.

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

8.3 Loan or Grant Authority.

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

8.4 Contract Authority; Execution of Instruments.

Unless specifically authorized by the Board of Directors or as otherwise required by law, all final contracts, deeds, conveyances, leases, promissory notes, or legal written instruments executed in the name of and on behalf of the Corporation shall be signed and executed by the Chief Executive Officer or the President or such other person designated by the Board), pursuant to the general authorization of the Board.

ARTICLE IX

CONFLICTS OF INTEREST

9.1 Ethics, Conflict of Interest, and Nepotism Policy:

The Corporation and the Board shall comply with the Ethics, Conflict of Interest, and Nepotism Policy attached hereto and incorporated herein by reference as Exhibit A to these Bylaws.

9.2 Loans.

No loans or grants will be made by the Corporation to its directors, officers, employees or committee members. Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE X

INDEMNIFICATION OF DIRECTORS AND OFFICERS

10.1 Liability:

A director or committee member will not be required to furnish any bond or surety for his services as a director or committee member and will not be liable for the act or omission of any other director or committee member.

10.2 Indemnification:

Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

10.3 Insurance.

The Board will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board and others.

ARTICLE XI

AMENDMENT OF BYLAWS

11.1 Amendment.

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a two-thirds vote of the directors of the Board then in office, provided that the written notice setting forth in detail the proposed revisions to the Bylaws is provided to the directors at least three (3) days in advance of the meeting in compliance with the Texas Open Meetings Act. Any amendment of the Bylaws shall be approved by the Board for submission to the Commissioner of Education in the form of a charter amendment and any such amendments shall take effect upon the approval by the Commissioner of the charter amendment.

ARTICLE XII

MISCELLANEOUS

12.1 Fiscal Year.

The fiscal year of the Corporation will commence on September 1 of each year and will end on August 31 of the next year.

12.2 Annual Report:

In addition to such other reports and information as may be required by the Texas Education Code and the interpretive regulations, the Board shall have the financial and programmatic operations of the Charter School audited annually by a certified public accountant licensed by the Texas State Board of Public Accountancy and registered as a provider of public accounting services, and the Board shall review, approve and file a copy of the annual audit report with the Texas Education Agency (TEA) no later than 150 days after the end of the fiscal year for which the audit is made.

12.3 Records.

The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of directors, and copies of all other material corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, director, or person authorized by law or the Board to inspect such records, and as required by the Texas Public Information Act. Upon leaving office, each director, officer or agent of the Corporation will turn over to the President in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

12.4 Interpretation and Compliance with Laws.

These Bylaws are subject to and governed by, and should be read to comply therewith, any applicable federal or state laws and regulations applicable to the Corporation and the Charter School, including the Texas Education Code, interpretive regulations, pertinent local ordinances and the Certificate of Formation of the Corporation and any amendments thereto.

CERTIFICATION

Upon authorization, the Board of Directors for Champions Prep Academy Charter School, will ratify these bylaws.

Attachments 11: Code of Ethics and Conflict of Interest Policy

Attachment 11: Code of Ethics and Conflict of Interest Policy

Champions Prep Academy Ethics, Conflict of Interest & Nepotism Policy

Preamble

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of Champions Prep Academy is committed to maintaining the highest legal and ethical standards in the conduct of the business of Champions Prep Academy, and to protecting the integrity and reputation of Champions Prep Academy, the Board, and all Champions Prep Academy employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Champions Prep Academy. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

ETHICAL PRINCIPLES

Personal and Professional Integrity.

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Financial Stewardship.

As a tax-exempt public charity, Champions Prep Academy shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Champions Prep Academy, and not the private interests of Directors or Officers.

Public Accountability.

Champions Prep Academy shall provide comprehensive and timely information in accordance with applicable state and federal law and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Life School, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Accuracy and Retention of Records.

Champions Prep Academy will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

Political Activities.

As a 501(c)(3) tax-exempt public charity, Champions Prep Academy shall not engage in political activities. Directors and Officers shall not use their relationship with Life School to promote or oppose political candidates or parties, or to create the appearance that Life School endorses or opposes a political candidate or party for elected office.

Endorsements and Use of the Life School Name and Affiliation.

The Life School name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Superintendent or designee. The Board shall be informed of any such authorization granted by the Superintendent or designee.

Questions, Concerns or Reports of Violations.

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board of Directors, or the Chief Executive Officer/Superintendent, as appropriate.

CONFLICTS OF INTEREST Statement on State Law.

Champions Prep Academy and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code, and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

Employees Serving on the Board

1. (1) Directors and Officers of Champions Prep Academy shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135. (*See below.*)
2. (2) Officers of Champions Prep Academy are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer” of Champions Prep Academy.

(3) The Champions Prep Academy Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for Champions Prep Academy is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Life School, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Life School's staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or Champions Prep Academy regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or Champions Prep Academy (except for developing budgets for a Champions Prep Academy campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in Champions Prep Academy, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Champions Prep Academy charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Champions Prep Academy is a person charged with the duties of, or acting as, a principal or assistant principal of a Life School campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Champions Prep Academy campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a Champions Prep Academy campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a Champions Prep Academy campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Champions Prep Academy campus;

(E) assigning, evaluating, or promoting personnel assigned to a Champions Prep Academy campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Champions Prep Academy campus or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of Champions Prep Academy.

(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding Champions Prep Academy's open-enrollment charter may not serve on the Board, with the following exceptions:

1. (A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Champions Prep Academy employees may serve on the Board, as described below, and as provided by law.
2. (B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Champions Prep Academy employees may serve on the governing body of the charter holder, as provided by law.
3. (C) An employee of Life School may serve as a Director if: (i) only employees of Life School, and not employees of the charter holder, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Champions Prep Academy; (iii) Champions Prep Academy employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Champions Prep Academy employees serving on the Board comply with all applicable conflict of interest provisions required by law.

Conflicts Requiring an Affidavit and Abstention from Voting

4. The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Section 1.7.2.3 (Conflict of Interest Procedures), take the following action:
5. If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:
6. In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

7. The affidavit described above is filed with the Secretary of the Board of Directors.
8. The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

Separate Vote on Budget Item

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Interested Person

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Champions Prep Academy has a transaction or arrangement;

(B) a compensation arrangement with Life School, or with any entity or individual with which Champions Prep Academy has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Champions Prep Academy is negotiating a transaction or arrangement.

(2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section 1.7.2.1.2 above.

Interested Person with Conflict of Interest

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Conflict of Interest Procedures

Duty of Prior Disclosure

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person’s explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

Determining Whether a Conflict of Interest Exists

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Section 1.7.2.1.2(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

(4) Circumstances in Which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Champions Prep Academy to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as

compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Champions Prep Academy. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section 1.7.2.3.4.

Documentation

The Board Secretary shall keep accurate minutes reporting:

(1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (*see* Affidavit Exhibit A).

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Compensation.

- i. A Director who receives compensation, directly or indirectly, from Champions Prep Academy for services is precluded from voting on matters pertaining to that Director's compensation.
- ii. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Champions Prep Academy for services is precluded from voting on matters pertaining to that member's compensation.
- iii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Champions Prep Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- iv. Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Definitions.

The following terms shall have the following meaning:

- i. **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager (this includes members of the Board of Directors, Executives, Directors, Principals, and Assistant Principals), regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).
- ii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
- iii. **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.
- iv. **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
- v. **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).
- vi. **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

NEPOTISM.

Nepotism Generally Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.
- iii. Refer to attached diagram, Exhibit B.

Independent Contractors.

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Payment to Prohibited Person.

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

Relation by Consanguinity.

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

Third Degree of Consanguinity.

An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. See Exhibit B.

Relation by Affinity.

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

First Degree of Affinity.

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

Second Degree of Affinity.

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

Third Degree of Affinity.

An individual's relatives within the third degree of affinity are:

- i. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- ii. The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Existing Employees/Continuous Employment.

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or

Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- i. Thirty days, if the Director or Officer is appointed; or
- ii. Six months, if the Director or Officer is elected. Government Code § 573.062(a).
- iii. A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Champions Prep Academy and who was employed by Champions Prep Academy before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Champions Prep Academy. Education Code § 12.1055(d).

Continuous Employment Exception.

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed director or officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be “taken with respect to a *bona fide* category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

Retired Teachers.

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Champions Prep Academy and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

Trading Prohibited.

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

- i. The person is related to another Director or Officer within the prohibit degree; and
- ii. The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Source of Funding Irrelevant.

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

Nepotism Exceptions.

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Enforcement of Nepotism Prohibitions.

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors. A failure to thus remove is a material charter violation.

- i. Removal must be in accordance with the Articles and Bylaws of Champions Prep Academy and in accordance with the terms of the charter and other state and federal law.
- ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Delegation of Hiring Authority.

The Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- ii. The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Life School employees. Education Code §§ 11.1513(f), 12.1055.

CONFIDENTIALITY.

No Improper Disclosure.

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Life School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Life School otherwise determines or deems as Confidential Information.

No Use of Information for Personal Benefit.

- iii. A Director shall not use Champions Prep Academy's property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

DISCLOSURE AND ANNUAL REVIEW.

New Directors and Officers.

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C.

Periodic Review.

To ensure that Champions Prep Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Champions Prep Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Annual Review.

Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Applicable Law.

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Source: Life School Board Policy

<https://4.files.edl.io/4d58/08/21/19/180713-00697030-ef35-42c6-a1ad-5da7fd04cbb5.pdf>

EXHIBIT A

STATE OF TEXAS §

§

COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Life School.

The business entity or real property in which I have a substantial interest is: *[name and address of business and/or description of property]*:

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons *[check all that apply]*:

- ☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

- ☐ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;
- ☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;
- ☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of the charter holder for Life School, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20____.

Signature of Affiant

Title

Before me, the undersigned authority, this day personally _____ appeared _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

Notary Public, State of Texas

(seal)

My commission expires:

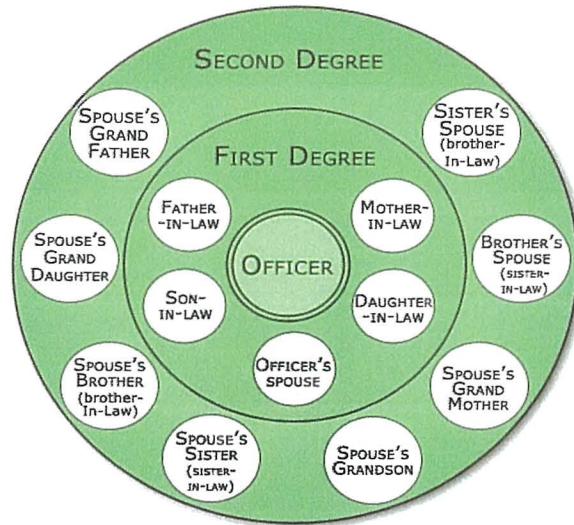
EXHIBIT B

NEPOTISM CHART

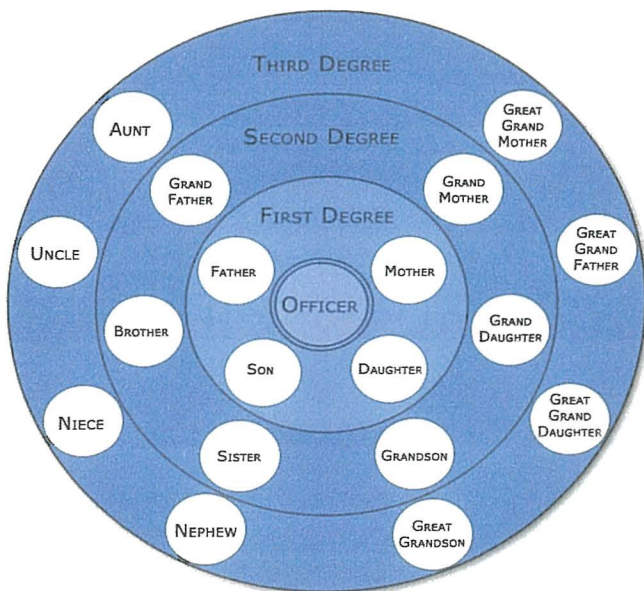
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025
- **CONSANGUINITY KINSHIP** (Relationship by Blood) for purposes of interpreting nepotism as defined Government Code, Chapter 573, §§573.021- .025



AFFINITY KINSHIP (Relationship by Marriage)



CONSANGUINITY KINSHIP Relationship by Blood

EXHIBIT C
ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Champions Prep Academy Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Champions Prep Academy Ethics, Conflict of Interest and Nepotism Policy.

- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Champions Prep Academy Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Life School Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Champions Prep Academy Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

Attachments 12: Board Members' Resumes and Biographical Affidavits

Jaime Loya

3103 E. Cobblestone Creek Dr., Harlingen, TX 78550

956.241.7161

jaime.loya@crosschurchonline.com

CAREER SUMMARY A Christian leader with over 25 years of ministry and pastoral experience and an impeccable work-ethic, with in-depth knowledge of leadership development, church planting, administration, and bilingual ministry.

EDUCATION Tell My People Training Center December 1993 Certificate of Completion
Nation to Nation Christian University July 2017 Honorary Doctorate

PROFESSIONAL EXPERIENCE Senior Pastor | Cross Church February 1995 – present

- Provide spiritual leadership to over 3,000 people in weekly attendance
- Manage 5 fully functioning campuses of Cross Church
- Cast a clear vision of where God is taking Cross Church
- Shape the culture of Cross Church § Employ a full-time church staff of over 35 people
- Development of church leaders
- Preside as President of the church board
- Serve as a mentor and ministry coach to other Pastors

Founder and host of the Annual RE: Leadership Conference JAIME LOYA Page 2 Director | I Am Network August 2015 – present

- Provide mentorship, spiritual leadership and pastoral care to over 20 pastors from all over the United States.
- Provide strategic expertise in church management, church growth and church planting.
- Provide weekly and monthly resources through email and conference calls.

Conference Speaker | Cross Church March 2003 – present

- The ability to deliver a spiritual and motivational sermon to conference attendees.
- Provide spiritual guidance and leadership in the areas of marriage, ministry and parenting.

SKILLS & ABILITIES

- Excellent Written & Oral Communication in English & Spanish
- Very strong Work Ethic
- Strong Organizational Skills
- Staff Development
- Church Administration
- Budgeting & Financial Stewardship
- Leadership Coaching
- Strong Communication Skills
- Computer Literacy

- Strategic Planning
- Mentor to Pastors
- Progressive Team Building
- Proficient in Microsoft Office
- Excel, Word and PowerPoint

LEADERSHIP I firmly believe John Maxwell's quote – "Everything rises and falls on leadership." Successful leaders are people who are 100% committed to their calling or their purpose in life. They are people who are not afraid to walk on water and trust God in all things. A successful leader is one who succeeds at home, in their personal life and in the marketplace.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Champions Prep Academy

Name of Sponsoring Entity:

Champions Prep Academy Inc.

BACKGROUND

Full Legal Name:

Jaime Loya

Home Mailing Address:

3103 E. Cobblestone Creek Dr., Harlingen, Texas

Phone Number:

956-241-7161

E-mail Address:

jaime.loya@crosschurchonline.com

Business Name:

Cross Church

Business Mailing Address:

901 W. Expressway 83, San Benito, Texas

Business Phone Number:

956-399-5590

E-Mail Address:

jaime.loya@crosschurchonline.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:

Cross Church

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 motivation is to provide the students of San Benito more options on school choice. Our goal is to provide a high-quality education and develop future leaders for our community.

2. What is your understanding of the appropriate role of a public charter school board member?

My role is to support Champions Prep Academy and ensure that the organization complies with state and federal compliance.

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 currently serve as President of the Board at Cross Church and I understand the great responsibility, impact and contribution we board members have to our constituents. I have 25 years of experience in ministry and pastoral experience that will contribute to the Board of Champions Prep Academy.

4. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge that I will bring to the board are:

Leadership Development	Strong Work ethic
Shaping Culture	Budgeting & Finances
Mentor & Coach	Strategic Planning

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Champions Prep Academy's goal is to provide high-quality education to all students. We will promote high expectations for all stakeholders and charter development with leadership skills.

2. What is your understanding of the school's proposed educational program?

Champions Prep Academy proposes to open school to serve students from Pre Kinder three to 5th grade year one and add one grade level a year to grow into middle school.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are that students love their school and the school is successful with high academics in all grade levels.

4. How will you know that the school is succeeding (or not) in its mission?

The Board responsibility is to ensure that all students succeed and the meet state standard accountability in STAAR.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board is to support and provide guidance to the leaders of the school and monitor the school success in academic and finances.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of year one the school will be successful if the students we enroll are successful academically and enroll to return the following year.

3. How will you know at the end of four years if the school is successful?

The board will know that the school is successful when they receive there STAAR Accountability and unmodified rating in finance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The must keep open communication with the superintendent to be aware of the school success. The superintendent will bring academic and financial reports to the board on a monthly bases. It is important that the board members receive training on Charter Specific topics.

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 to the Board President and discuss the situation on the matter. I would also recommend to have a Board Meeting and speak to the board member in closed executive session and it if requires for them to resign. Then ask for a resignation.

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.

Eric Garza and Jesse Jones are members of the Sponsoring Entity.

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.

Cross Church and Cross Cares International

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.

Sponsoring Entity: _____

Proposed Charter School Name: _____

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

JAIME LOYA

Printed Name of Sponsoring Entity Board Chair

Jaime Loya

Signature of Sponsoring Entity Board Chair

1/17/2020

Date

Florencio Hernandez Jr.
25964 N. Bixby Rd.
La Feria, TX 78559
(956)202-5437
pvt149@gmail.com

Education

University of Texas Pan-American 1992 - Bachelor of Science in Criminal Justice - Corrections
Mercedes High School 1987 – Highschool graduation

Work Experience

Mercedes Independent School District – 2011 - present – Truancy Officer – Monitor student attendance. Call parents and conduct home visits on students who have attendance problems. File citations with the municipal court on parents who have failed to comply with the state compulsory attendance law.

Hidalgo County Community Supervision and Corrections Department- 1995 - 2009 – Supervise individuals who were placed on community supervision by the court. Refer individuals to treatments programs. Attend court for hearings to provide updates to the judge on the individuals placed on supervision. Directed the Prison for a Day Program and would take defendants to the Lopez State Jail for not complying with the conditions of their supervision.

Kmart – 1985 – 1994 Loss Control Manager – Conducted audits of cashier reports, sales reports, and refund reports. Directed monthly Waste Management Meetings as well as monthly Safety Meetings. Conducted inventory of several stores.

Hygeia C & H Farms 1985 – 1985 – Dairy farm labor (milked cows, repaired fences, tractor operator, among other responsibilities).

Leadership and Volunteer Experience

Lion's Club member – 2019 – currently active.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

BACKGROUND

Full Legal Name: Florencio Hernandez Jr.

Home Mailing Address: 25964 N. Bixby Road

Phone Number: 956-202-5437

E-mail Address: pvt149@gmail.com

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?

Helping students achieve their academic potential to the highest ability by providing a setting that will rise to the challenges which a traditional school setting fails to do so.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a charter school board member would be to have oversight in the hiring and evaluation and over the academics and financial performance of the school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Not Applicable

4. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge that I will bring to the board are:

Leadership

Safety

Truancy Officer Experience

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide high quality education by empowering the students to become lifelong learners by involving family support as well as the community.

2. What is your understanding of the school's proposed educational program?

The educational program envisions a safe and positive environment which nurtures the students. A rigorous curriculum will expand the academic success of all the students as well as their talents and leadership abilities.

3. What do you believe to be the characteristics of a successful school?

My belief is that the characteristics of a successful school is one that focuses on providing students with a rigorous academic curriculum that is grounded in the belief that all students can achieve a successful education through hard work and student-centered instruction.

4. How will you know that the school is succeeding (or not) in its mission?

The Board will consistently monitor and use academic data to drive changes to the instructional program. We would also get feedback from students, parents and teachers to improve our mission and vision.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

School Board members roles in school's operation is to hold administrators accountable for accountability, and compliance with Champions Prep Academy's mission and vision; by ensuring and monitoring school's academic performance and financial stability.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of the year by reviewing academic and financial reports monthly and comparing results to the academic goals that were set at the beginning of the year. Also, by students, teachers and parent’s excitement to return the following year.

3. How will you know at the end of four years if the school is successful?

At the end of four years I will know that the school is successful if we have met the goal for student enrollment and opened the three campuses that we are proposing to open.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

In order to ensure success of the charter board members need to keep open communication with the school leadership by monitoring academic achievement, financial stability and compliance with the state and federal reporting.

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 address the matter with the board members to correct it and if they fail to comply with the corrective action, I will then take the appropriate response necessary. I would also report it at the next board meeting in executive session.

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.

Not Applicable

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.

Not Applicable

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, Florencio Hernandez Jr, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Florencio Hernandez Jr.

Date

1/17/2020

State of

Texas

County of

Hidalgo

On this day, Florencio Hernandez (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

17th

day of

January

, 20 20.

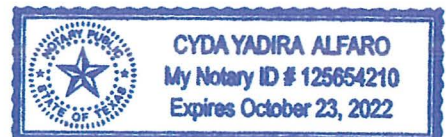
(Notary Public)

[Signature]

(Seal)

My commission expires

10/23/2022



Carolina Perez M. Ed
912 E. Helena
McAllen, TX 78503
(956)821-7845
cperez@perezlegal.com

Education

University of Texas Pan-American 1993- Bachelors Business Administration- Accounting
University of Texas Pan-American 2014- master's in special education
Penn State University 2016- Post graduate certificate in Behavior Analysis
University of Texas Rio Grande Valley 2017– Post graduate certificate Educational Diagnostician
Arizona State University 2018- Post graduate certificate Special Education Director program

Work Experience

Excellence in Leadership Academy- 2019-present – Educational Diagnostician Assist in student data collection, observations, teacher and parent collaboration throughout the assessment referral process. Perform various assessments to identify students with learning disabilities. Conduct ARD meetings to interpret results and recommend accommodations to increase student success.

Vanguard Academy Charter School- 2016-2019- Special Education Teacher- Worked with students with various learning disabilities including Specific Learning Disability, Autism, ADHD, and Dyslexia. Created instructional goals and maintained records to monitor progress. Collaborated with school staff in identifying students with academic difficulties. Was part of the Response to Intervention (RTI) team and pre-referral interventions for students. Conducted ARD meetings along with related service providers and administration.

Vanguard Academy Charter School- 2014-2016- 2nd grade teacher- Assisted and guided students with daily instruction and goal achievement. Created a classroom environment conducive to positive learning experiences and practices. Prepared lesson plans according to the TEKS and collaborated with parents to build positive relationships.

The Perez Law Firm 2006-present – Accountant, Office Manager. Assist in the record keeping, accounts payable, invoicing, payroll preparation and filing of quarterly tax payroll reports as well as year-end employee W2s, and 1099s. Manage office personnel and investment properties that include 40 apartment units.

Houston ISD- 2005-2006 Kindergarten teacher. Worked with students while utilizing best early childhood practices. Maintained an instructional program to meet the individual student needs, interest, and abilities.

Valley View ISD- 2000-2005 Kindergarten teacher. Guided students toward the achievement of the curriculum goals and objectives for lessons as adopted by district and state guidelines.

Leadership and Volunteer Experience

McAllen Public Library Board- Secretary – Met on a monthly basis to discuss budget, operations, and library events. Was responsible for preparing the minutes to the monthly meetings and sharing with other board members and library secretary.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Champions Prep Academy
Name of Sponsoring Entity:	Champions Prep Academy Inc.

BACKGROUND

Full Legal Name:	Carolina Perez
Home Mailing Address:	912 E. Helena McAllen, Texas 78503
Phone Number:	956-821-7845
E-mail Address:	caroperez@hotmail.com
Business Name:	Ricardo Perez Law Firm PLLC
Business Mailing Address:	P.O. Box 4629 McAllen, Texas 78502
Business Phone Number:	956-782-2700
E-Mail Address:	cperez@perezlegal.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:	McAllen Public Library
---------------------------------------	------------------------

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 been fortunate to have been in the education field for several years servicing students throughout various grade levels. I am committed to contribute my voice and feedback to make the best decisions and always having the student's best interest in mind. I also believe that the team of individuals in the forefront of this charter school all share the same vision of making a difference in the lives of children and the community.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member serving a public charter school serves the main role of creating and implementing policy for the district according to TEA guidelines. In addition, working as a team and collaborating to make sound decisions regarding management, budget, and accountability.

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 had the privilege to serve as a board member on the McAllen Public Library Board member. I was the Board Secretary and was responsible for writing the minutes during the meetings and forwarding the minutes to the Library secretary. These minutes were then reviewed in the following Board meeting. This experience has helped me understand Board meeting procedures, agendas, and collaborating with the community.

4. Describe the specific knowledge and experience that you would bring to the board.

I have served as a general education teacher for eleven years, including 4 in the special education field. I believe this is important so that when topics arise such as curriculum and instruction. I also have a Bachelors degree in Business Administration (Accounting) which will facilitate the understanding of the business aspects that may arise throughout Board meetings. I have a Masters in Special Education which allows me to understand the Special population area.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Champions Prep Academy's mission is to empower each student and give them the tools necessary for them to be successful leaders and life-long learners who develop positive characteristics that will lead to achievement and excellence.

2. What is your understanding of the school's proposed educational program?

Champions Prep Academy is to offer the best education to ALL students by having high expectations for students and staff while integrating the fine arts, technology, and having a passionate staff.

3. What do you believe to be the characteristics of a successful school?

A successful school should provide a safe and nurturing environment for students while challenging the minds of every student through engaging activities. In addition, a school should have respected and knowledgeable leaders who value students, staff, and parents. Last, preparing students to be prepared for the demands of post-secondary education and giving them skills to succeed in life.

4. How will you know that the school is succeeding (or not) in its mission?

Evidence can be demonstrated by making each school accountable. This can be achieved by analyzing student growth and performance in district and state assessments. Parents can also play an important role in communicating whether school expectations are being met. Teachers, staff, and administration should develop collaborative relationships where parents and community are involved.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will work together to keep informed and act in good faith to monitor the school's operations in different areas. Board members are responsible for implementing policies and procedures. This will include but not be limited to safety, curriculum, performance, and create checks and balances.

2. How will you know if the school is successful at the end of the first year of operation?

Success can be measured in various ways. Student growth and mastery of expectations will be of high importance. In addition, parent feedback can be taken into account. Demand for enrollment will increase as well. Teacher turn over rate should also be low so that trained staff continue with the district. In addition, the school should not deviate from the budget and make sound financial decisions.

3. How will you know at the end of four years if the school is successful?

School success can be measured in many ways at the end of four years. Integrity and responsibility towards the school mission is critical. At the end of four years, the district will have growth and open more doors to serve more students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

School board will need to act responsibly by keeping informed and raise pertinent questions. Board members should also attend trainings as required by district policy. In addition, keeping the vision of the school present in the actions the district takes.

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?

Ethics is important and the best interest of students and school is primary. If a member is acting unethically, this should be addressed and consequences taken. There should be zero tolerance for unethical behavior because this will affect the school in many negative ways.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

2014-2015 2nd grade teacher Vanguard Academy
2015-2019 Special Ed. Teacher Vanguard Academy
2019-2020 Educational Diagnostician contract- Excellence in Leadership Academy

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, Carolina Perez, 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 Carolina Perez

Date 1/17/19.

State of Texas

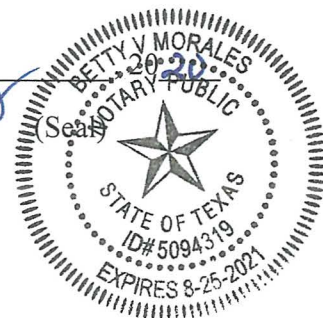
County of Hidalgo

On this day, Carolina Perez (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 17th day of January

(Notary Public) B. Morales

My commission expires 8-25-21



Gloria E. Cepeda
2326 East Grimes
Harlingen, Texas 78550
gloriacepeda@gmail.com
956-453-9371

RESUME

ACADEMIC PREPARATION

SOUTHWEST TEXAS STATE UNIVERSITY, School of Education, August 1975

Major: Spanish/Language Arts

Degree: Bachelor of Science

Certification: Elementary & Bilingual Certificate

MICHIGAN STATE UNIVERSITY, College of Education, September 1977

Major: Bilingual/ Elementary Education

Degree: Master of Arts

Certification: Elementary & Bilingual Certificate

OUR LADY OF THE LAKE UNIVERSITY, School of Education & Clinical Studies, January 1982

Major: Educational Administration and Supervision

Certification: Mid-Management and Supervision Certificates

UNIVERSITY OF NEW MEXICO, School of Education, September 1993 to present

Area of Specialization: Educational Administration

Cognates: Educational Administration and Linguistics

Degree: Doctoral Candidate in Education

Completed: Course Work, Oral and Written Comprehensive Exams, Pending Defense of Dissertation

WORK EXPERIENCE

Generation 25: Champions Prep Academy

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Date: January 2012 to Present

Retired

Date: September 2012-Present

Professional Service Provider (PSP) , Endorsed by Texas Education Agency and Region13

Servicing: Progreso ISD, San Benito CISD, Port Isabel ISD, San Isidro ISD, Donna ISD, Excellence in Leadership Academy, Horizon Montessori Public Schools, Monte Alto ISD and Mid-Valley Academy (San Benito Campus, Mercedes Campus and McAllen Campus

Date: June 2011-July 2011

Interim Superintendent

August-December: Resumed Duties

Hidalgo Independent School District

Hidalgo, Texas 78577

As Interim Superintendent I was responsible for operations of the entire district.

Date: July 2007 to May 2011

Executive Director of Teaching and Learning

Hidalgo Independent School District

Hidalgo, Texas 78577

As an Executive Director of Teaching and Learning, I was responsible for the coordination and supervision of all the instructional programs K-12, chaired the District Improvement Committee, developed and was responsible for the progress and improvement of the district and campus performance goals. I also mentored and supervised the leadership skills of campus principals, the Technology Department, Assessment and Evaluation Department, Federal Programs, and all the Instructional Coaches of the specific content areas.

My responsibilities involved developing and monitoring my department budgets and all the federal and state grants awarded to the district. I was also responsible for developing and maintaining relationships with South Texas College, University of Texas Pan American, Texas State Technical College and other partners in order to continue to develop the Early College Programs and maintain an alignment between the district and the post-secondary institutions.

Other responsibilities included:

- Coordinate and assist in the preparation of annual budgets within the district in order to establish priorities

- Coordinate, train and provide procedures for the evaluation of teachers, principals and administrative staff
- Coordinated and implemented the new teacher academy and the annual HISD District Teacher Leadership Conference
- Coordinated and Co-Chaired the summer 3-5-day Principal Leadership Academy and the Bi-monthly Principal Leadership Academies
- Coordinate, train and provide procedures for the evaluation selection and acquisition of materials and textbooks for the district
- Coordinate, monitor and implement the district and campus staff development program
- Prepare and maintain complete and accurate records of required administrative regulations, district policy, and the Texas Education Agency requirements
- Coordinate, direct and monitor all instructional and administrative personnel as a support of the district's instructional initiatives
- Promote positive community relations through effective communication and involvement of community members
- Implement a continuous process of needs assessment in order to monitor the progress of all special populations and ensure that all campuses were showing academic progress for all students
- Coordinated and implemented monthly Vertical Alignment meetings to ensure open communication among all staff and ensure academic alignment and progress for all students
- Support all district and campus instructional programs in order to meet the needs of all students
- Evaluate and monitor all district and campus benchmark results of all students
- Coordinate the district grant writing efforts

DATE: May 2005 to June 2007

Assistant Superintendent of Curriculum & Instruction

Mercedes Independent School District

Mercedes, Texas 78577

DUTIES AND RESPONSIBILITIES

Responsible for the Pre-K 12 Instructional Program

As an Assistant Superintendent I was charged with the coordination and supervision of all instructional services, the supervision and evaluation of over 25 personnel members, district wide staff development, and the mentoring and supervision of all campus principals and new teacher academies.

Other duties included:

- Coordinate, supervise, manage and lead the district's instructional programs
- Supervise and evaluate principals, assist principals with their staffing and budget needs
- Coordinate, train and provide procedures for the evaluation selection and acquisition of materials and textbooks for the district
- Coordinate, monitor and implement the campus and district staff development program
- Prepare and maintain complete and accurate records of required administrative regulations, district policy and the Texas Education Agency Requirements
- Coordinate, direct and monitor all instructional and administrative personnel as the support to the district's instructional initiatives
- Promote positive community relations through effective communication and involvement of community members
- Implement a continuous process of needs assessment as a prerequisite to the development and maintenance of educational programs
- Support and evaluate all campus and district instructional programs in order to meet the needs of all students
- Develop, implement, coordinate, and evaluate all federal and state grants
- Perform other administrative duties as assigned by superintendent

DATE: August 2004 to May 2005

Assistant Superintendent

Valley View I.S.D.

DUTIES AND RESPONSIBILITIES

As Assistant Superintendent I was involved with the administration of the total school program within the framework of the district's philosophy and objectives. It was my responsibility to utilize my leadership, supervisory and administrative skills in assisting principals, teachers and the superintendent in carrying out the following duties:

Coordinate, supervise, manage and lead the district's instructional programs

Supervise and evaluate principals, assist principals with their staffing and budget needs

Coordinate, train and provide procedures for the evaluation selection and acquisition of materials and textbooks for the district

Coordinate, monitor and implement the district's Staff Development Program

- Prepare and maintain complete and accurate records of required administrative regulations, district policy and the Texas Education Agency Requirements
- Coordinate, direct and monitor all instructional and administrative personnel as the support to the district's instructional initiatives
- Promote positive community relations through effective communication and involvement of community members
- Implement a continuous process of needs assessment as a prerequisite to the development and maintenance of educational programs
- Support all the instructional programs in order to meet the needs of all students
- Develop, coordinate and evaluate all grants
- Perform other administrative duties as assigned by superintendent

DATE: June 2004 to July 30, 2004

Interim Superintendent

Responsible for the Total Management and Administration of the School District

DATE: August 1988 to May 2004

Director of CURRICULUM AND INSTRUCTION

Valley View I.S.D.

Pharr, Texas

DUTIES AND RESPONSIBILITIES

As a Curriculum Director, I am involved with the coordination and administration of the total school program within the framework of the district philosophy and objectives established by board policy and the administration. It is also my responsibility to utilize my leadership supervisory and administrative skills in assisting principals, teachers and the superintendent in carrying out the educational development of each student. Other responsibilities included:

- Coordinate the total program of the district involving its instructional and administrative services
- Supervise professional staff
- Assist and evaluate staffing needs and patterns
- Coordinate and assist in the preparation of annual budgets within the districts in order to establish priorities
- Coordinate, train and provide procedures for the evaluation of teachers
- Coordinate, train and provide procedures for the evaluation selection and acquisition of materials and textbooks for the district

- Coordinate, monitor and implement the district's Staff Development Program
- Prepare and maintain complete and accurate records of required administrative regulations, district policy, and the Texas Education Agency requirements
- Coordinate, direct and monitor all instructional and administrative personnel as a support of the district's instructional initiatives
- Promote positive community relations through effective communication and involvement of community members
- Implement a continuous process of needs assessment as a prerequisite to the development and maintenance of educational programs
- Support and monitor all instructional programs in order to meet the needs of all students

DATE: August 1987 to June 1988

TITLE VII SUPERVISOR

Valley View High School

Pharr, Texas

DUTIES AND RESPONSIBILITIES

As a Title VII Supervisor my responsibilities included:

- Supervise and Monitor the Instructional Programs of the Title VII Teachers
- Plan and Implement activities and in services aligned to the teacher student needs
- Coordinate program activities with program director
- Develop ESL curriculum appropriate to the needs of students
- Prepare statistical reports and collaborate with External Evaluator
- Develop and implement Parent Training Modules

Date: August 1986-May 1988

ESL Teacher and Program Coordinator (K-12)

Albuquerque Independent School District

Albuquerque, New Mexico

Date: August 1982-June 1986

Doctoral Student and Graduate & Undergraduate Teacher Intern Supervisor

University of New Mexico

Albuquerque, New Mexico

Date: June 1980-June 1982

Our Lady of the Lake University

Title VII Clinical Supervisor for Elementary Teachers Seeking a Bilingual Ed. Master's Degree

San Antonio, Texas

Date: August 1978-May 1980

ESL Teacher K-8

Ann Arbor School District

Ann Arbor, Michigan

Date: August 1975-June 1978

Elementary Bilingual ESL Teacher

East Lansing Independent School District

Michigan Teacher Certificate

Whitehall's Elementary

East Lansing, Michigan

Honors

Board of Regents Recipient, fall 1972

South West Texas State University

Title VII Bilingual Education Scholarship, fall 1974

South West Texas State University

Title VII Bilingual Education Internship Recipient, fall 1976

Michigan State University

Title VII Bilingual Fellowship Recipient, fall 1984- summer 1986

University of New Mexico Graduate Fellowship Recipient

References:

Generation 25: Champions Prep Academy

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References:

Dr. Belinda Gorena, Administrator of School Improvement, Accountability and Compliance

begorena@esc1.net

956-984-6173

Ofelia Alvarez, DCSI at Donna ISD

oalvarez@donnaisd.net

956-463-9831(cell)

Dr. Rosemarie Gomez, Principal

[REDACTED]

Lucas Elementary

Valley View ISD

956-212-8855

Ana Mendoza, Superintendent

amendoza@elachaterschools.com

956-310-1091 (cell)

956-424-9505 (office)

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?

My motivation is to support the students enrolled to be successful and good citizens of the community.

2. What is your understanding of the appropriate role of a public charter school board member?

My role will be to support the Charter School implement the educational programs needed to impact student academic 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.

N/A

4. Describe the specific knowledge and experience that you would bring to the board.

I bring to the institution 40+ years of educational experience which include experiences as a teacher, clinical supervisor, principal and assistant superintendent/superintendent.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The Champions Prep Academy is committed to preparing students to be lifelong learners and leaders within their community. The Academy will be promoting high expectations and character development.

2. What is your understanding of the school's proposed educational program?

The Champions Prep Academy is proposing to provide educational services to PK3-5th grade students in all the core content areas. The school curriculum will include Character Education with a Leadership, Technology with Blended Learning, Gifted and Talented/Bilingual and Special Population Programs and Parental Involvement and Community Involvement.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school includes a highly qualified and passionate staff that is willing to do what needs to be done to support the students and the community.

4. How will you know that the school is succeeding (or not) in its mission?

The school will be successful if they meet all the Texas Education Agency Accountability State Standards at the end of the school year.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board will be to support and guide the leadership team in making the appropriate educational decisions needed to make the Champions Prep Academy successful.

2. How will you know if the school is successful at the end of the first year of operation?

The academic STAAR State Results will let the board know if the school met it's academic goals and mission.

3. How will you know at the end of four years if the school is successful?

At the end of the four years the school should have met their school enrollment of 1500 students and be rated as an "A" Rated School District.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to be well informed over the academic and enrollment progress of the school on a monthly basis. It is also important that school district be given an "A" Rating on their Financial Audits.

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?

The process will be to discuss the issue with the Board President and discuss the matter in a close session. If the matter is serious, I would ask that the board member be removed.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- ☐ Yes
- ☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

- ☐ Yes
- ☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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, Gloria E. Cepeda, 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

Gloria E. Cepeda

Date

Jan. 15, 2020

State of

Texas

County of

Hidalgo

On this day, Gloria E. Cepeda (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

15th

day of

January

, 20 20.

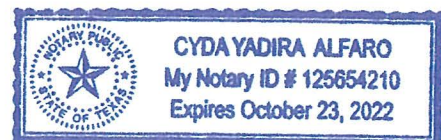
(Notary Public)

[Signature]

(Seal)

My commission expires

10/23/2022



Jesse Jones
3014 Indian Wells Dr.
Harlingen, TX 78550
956-357-0446 Cell
Jessejones52@gmail.com

Fidia Pharma US

Specialty Sales Representative (June 11, 2018- Present)

(June 2018- Present) Responsible for the promotion and selling of Fidia Pharma's Visco-Supplementation Products (Hyalgan- sodium hyaluronate) which is indicated for the treatment of pain in Osteoarthritis (OA) of the knee in patients who have failed to respond adequately to conservative non-pharmacologic therapy or simple analgesics. My target marketplace includes Corpus Christi, Laredo and the Rio Grande Valley.

Bristol-Myers Squibb Company

Senior Virology Representative (July 1997 – October 6, 2017 Retired)

(February 2006 – October 6, 2017) Responsible for the promotion and selling of Bristol-Myers Squibb Company's virology product brands to Infectious Diseases Physicians who treats patients infected and affected with HIV/AIDS. My area of responsibility includes San Antonio, Austin, Corpus Christi and the Rio Grande Valley marketplaces.

(July 7, 1997 – February 2006) Responsible for the promotion selling of Bristol-Myers Squibb Company's CV/Met products to cardiologists, neurologists, endocrinologists, and internists that treat patients with cardiovascular/diabetic diseases, which include San Antonio and Austin marketplaces.

Additional Support

Helped the HIV/STD community clinics and doctor offices with their health education team provides effective prevention services for a wide range of audiences. Programs and classes were free and available in English and Spanish. I created a Parents Matter program helps parents become better health teachers for their children, to protect them from the negative outcomes of unhealthy sexual behaviors. The five sessions (2.5 hours each) build parents' knowledge and skills so they can better communicate their personal values about sex to their children. This program also provides current STD information that can be shared with family members and helps parents develop strategies to help children understand sexual messages in the media.

Glaxo Pharmaceutical Company

Executive Sales Representative (November 1990 – July 1997)

Responsible for the promotion and selling Glaxo's antibiotics and respiratory pharmaceuticals to both physicians and pharmacists in hospital and retail marketplace in Southeast San Antonio Territory, which include Del Rio and Laredo, Texas.

Nutritional Support

Helped educate patients, nurses, pharmacies and doctors on respiratory failure that have a unique nutritional needs and considerations. Those with acute respiratory failure from primary lung disease may be malnourished initially or may become malnourished from increased metabolic demands or inadequate nutritional intake. Showed them showed how malnutrition can impair the function of respiratory muscles, reduce ventilatory drive, and decrease lung defense mechanisms. Held in services with clinicians on how they should consider nutritional

support and individualize such support to ensure adequate caloric and protein intake to meet the patient's respiratory needs.

Patient and Family Education

I provided appropriate education to the patients, nurses, pharmacies and doctors to promote adherence with treatment and help prevent the need for readmission. Explain the purpose of nursing measures, such as turning and incentive spirometry, as well as medications. Helped nurses at discharge, teach patients about pertinent risk factors for their specific respiratory condition, when to return to the healthcare provider for follow-up care, and home measures they can take to promote and maximize respiratory function.

Marion Merrell Dow

Medical Sales Representative (June 1985 - November 1990)

Responsible for promotion and selling of Marion Merrell Dow OTC and prescriptions pharmaceuticals to both physicians and hospitals in the South Texas marketplaces, which includes Corpus Christi, Laredo, and Del Rio, Texas.

Patient Education

Helping Patients Help Themselves (Conducting Smoking Cessation Programs)

As a healthcare professional I had to be a most valuable ally in stroke treatment and prevention is the patient. I worked closely with the American Heart Association/American Stroke Association who offers me a wide range of patient information, tools and resources that helped me with the following activities:

- information for caregivers of stroke patients
- recurring event reduction support
- stroke support group information
- Stroke Connection magazine
- patient information sheets and brochures
- patient logs and trackers
- personal stories from heart failure survivors
- heart failure e-newsletter

Harlandale ISD

Special Education Teacher/ Assistant Principal (August 1979 – May 1985)

GENERAL RESPONSIBILITIES

Under the direction of the school principal, as a special education teacher I planned and provided for appropriate learning experiences for students with disabilities in a variety of educational settings. In this position I was responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

ESSENTIAL TASKS

- Provide direct and indirect instructional support to students in a positive environment.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students'

varying needs and interests. • Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system. • Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies. • Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. • Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students. • Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs. • Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development. • Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations. • Establish clear objectives for all lessons, units, and projects and communicate those objectives to students. • Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings. • Provide crisis intervention, as needed, for students and those in inclusive classrooms. • Assist in collection of data for providing appropriate classroom interventions. • Serve as a member of a multidisciplinary team as appropriate. • Assist in preparation of data for local, state, and federal reports. • Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities. • Perform related work as required.

San Antonio College, San Antonio, TX

Adjunct Professor

Taught educational leadership skills Courses. (1985-95).

Palo Alto College, San Antonio, TX

Adjunct Professor

Taught Educational and Business Courses. (1980-85).

United States Air Force (Vietnam Veteran)

Lackland AFB, HQ Basic Military Training, San Antonio, Texas

Chief Orderly Department, Manager (1974-1978)

Performs functions related to the conduct of both safety and disaster preparedness programs; conducts safety programs; surveys areas and activities to eliminate hazards; analyzes accident causes and trends; trains personnel to accomplish the primary mission under the handicaps imposed by enemy attack or natural disaster

Prepares documents required to account for and disburse funds, including budgeting, allocation, disbursing, auditing and preparing cost analysis records.

Prepares correspondence and statistical summaries; arranges priority and distribution systems; maintains files; prepares and consolidates reports, and arranges graphic presentations.

Education:

Texas State University

Bachelors of Education

Masters of Educational Administration

Corporate Leadership Roles and Recognitions (1985-Present):

(Merrell Dow and Glaxo Pharmaceutical Awards 1985-1997)

Rookie of the Year Award

District Leadership Award

Region Leadership Award

HEB "Pharmaceutical Vendor of the Year" Award*

President's Club Award Trip*

District Leadership Award

President's Club Award Trip*

(Bristol-Myers Squibb Company Awards 1997-2017)

CV District Leadership Award

District Trainer, San Antonio District

Plavix Victory in Venice, Italy Trip Contest Winner Trip *

Presidents' and Vice-Presidents' AwardperQs Contest

Pinnacle Award Award Trip*

Pravachol Go-For-Two Contest

CV District Leadership Award

BMS CV Vision Award*

District Trainer, Hospital San Antonio

Plavix High Definition Selling Contest 1st Wave

Plavix High Definition Selling Contest 2nd Wave

HIV District Leadership Award

N-Tag Contest – Plavix

HIV District Leadership Award

Best Performer Cobos San Lucos Mexico Trip*

Beat Aids, Inc. Friend of the Community Award (Community Award)

BMS HIV Living the Mission Award*

HIV District Leadership Award

Cultural Ambassador National Lead

Valley Aids Council, Inc., Award (Community Award)

District Trainer, Texas HIV Division

National Lead on TOC Best Practices

BMS Living the Mission Award 2nd Time

Top 5 Territories in West Region HIV IC Contest Winner

National Evotaz Volume Lead Award Winner

#1 National Rank in Evotaz New Drug H1-2015

Beat Aids, Inc. Jewels of Purpose Diamond Award (Community Award)

Westbrook Clinic Community Award (Community Award)

BMS West Region Ambassador Award

Serving on Community Boards

Stinson Vocation School- Board (1978-1985).

Roseville Senior Apartments- Advisory Board (1980-1990).

***Elected to Northside Independent School Board (1990- 1996).**

American Heart Association- Advisory Board (1996-2000).

American Lung Association- Advisory Board (1990-1997).

Incarnate Word University- Education Board (2010-2016).

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Cross Cares International

BACKGROUND

Full Legal Name: Jesse Jones

Home Mailing Address: 3014 Indian Wells Dr., Harlingen, Texas

Phone Number: 956-241-7161

E-mail Address: jessejones52@gmail.com

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:

Stinson Vocation School, Roseville Senior Apartments & Northside

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

What motivates me to serve on the board of Champions Prep Academy is because I strongly believe that every child, regardless of their socioeconomic background they deserve access to a high-quality education.

4. How will you know that the school is succeeding (or not) in its mission?

We will measure academics success of the school by results from state assessments. We will review monthly school financials, and academics goals that were set at the beginning of the year.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

As the governing board of Champions Prep Academy., we will not be involved in daily operations of the school; that is the responsibility of th school's management team. However, as aboard we will oversee the administration of the school, hold the team accountable to the mission, ensure the school's financial health, support and guidance to the Superintendent, and most importantly that we are meeting academic goals set in our charter.

2. How will you know if the school is successful at the end of the first year of operation?

We will know if th school was successful at the end of the first year by reviewing academic results, student and staff retention rate and budget. We will also know if we were successful if we have a growing interest in the school demonstrated by the increase of the waiting list. We will also survey families and students to ensure they were satisfied with the charter. After reviewing the results, we will celebrate the success and determine any ares that need to be changed.

3. How will you know at the end of four years if the school is successful?

At the end of four years, Champion Prep Academy should demonstrate that it has met or exceeded the goals set by the charter, achieved enrollment projections, waiting list, "A" rating in STAAR Accountability and "A" rating in finances.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success we will hire passionate and strong school leaders, maintain an open line of communication with the school administration, monitor th budget to ensure financial health and academic performance results.

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?

As a board member, it is my duty and responsibility to always act in the best interest of the school. If i discover that a board member or various board members were acting unethically, it would be my duty to report to the board president to ensure an investigation takes place. If unethical behavior is found, that person would be removed from the board in accordance with the bylaws.

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.

Eric Garza and Jaime Loya are members of the Sponsoring Entity.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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, Jesse Jones, 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

18 Jan 20

State of Texas

County of Cameron

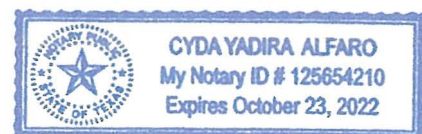
On this day, Jesse Jones (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18th day of January, 2020.

(Notary Public) [Signature]

(Seal)

My commission expires _____



Eric Garza

2374 La Feria Road, Brownsville, Texas 78520

(956) 465-8499

Email: ericgarza09@gmail.com

Education

The University of Texas at Arlington August 2011-May 2014

School of Urban and Public Affairs

Master of Public Administration

Texas A&M University August 2005-May 2009

B.A. in Political Science

Emphasis: Public Policy and Analysis

Experience

Cross Church

January 2017-present

Executive Pastor

- Serve at the executive level to help develop organizational-wide program development and oversight and lead all operations. Lead supervisor of all organizational staff.

Gemstar Homes & Construction

January 2017-present

General Manager

- Continuously work with clients to map out their commercial or residential construction project. Help oversee purchasing and prepare contracts, proposals, site distribution plans, and conducted other general company marketing practices.

Garza & Polin Strategies, LLC. (GPS)

October 2012-present

Partner

- Work alongside a business partner to lead a consulting practice with three main areas: program management, communication strategy, and executive business support services.

The LIBRE Initiative

Texas Coalitions Director

December 2014-December 2016

- Serve alongside state director in building strategic partnerships with like-minded entities, organizations and establishing coalition chapters across the State of Texas.
- Work with field directors in San Antonio, Dallas, El Paso and the Rio Grande Valley to reach three main constituencies of support for LIBRE: Women, Professionals and Students.
- Work with Policy Director to advance economic wellbeing public policy benefiting Hispanics in different groups of influence across the state and build working relationships that benefit the mission and goals of LIBRE.

Faith Initiatives Manager

October 2013-November 2014

- Serve with national faith team to implement engagement strategies in reaching churches, nonprofit organizations, and strategic partners with our message of economic wellbeing and its relation to the faith community.
- Responsible for all faith efforts in the Southwest Region of the country (Texas primarily, New Mexico, Colorado, and Arizona).
- Responsible for helping develop the organization's faith outreach strategy, work on conference planning, and field effort implementation with all LIBRE field staff across the country.

Executive Coordinator

August 2011-September 2013

- Work alongside LIBRE team to advance the principles of economic freedom to the US Hispanic community and work towards the goals/objectives of the organization.
- Responsible for special project coordination as assigned; assist with operations and communication between LIBRE HQ Office, LIBRE Regional Offices, and partner organizations around the country.
- Serve as chief assistant to the Executive Director for all staffing, scheduling, travel, and communication needs.

Leadership and Awards

Jubilee Academic Center

Board Member, Rio Grande Valley Region School Board **November 2013-present**

Cross Community Development Corporation

Board Member

January 2013-present

Juvenile Justice Advisory Board

Office of the Governor, State of Texas

Board Member, Appointed by Gov. Rick Perry

May 2012-November 2014

Leadership Brownsville, Class XXV

Chairman, Board of Directors (2012-2015)

September 2009-December 2015

Brownsville Independent School District

Board Member, Bond Oversight Committee

November 2010-November 2012

References

Mr. Daniel Garza
President
The LIBRE Initiative
Mission, Texas
(305) 498-7771
[REDACTED]

Jaime Loya
Senior Pastor
Cross Church
San Benito, Texas
(956) 399-5590
[REDACTED]

Mr. Noe Garcia, III
Principal
Monroe Strategies LLC.
Washington, D.C.
(202) 403-1137

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?

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a member is to provide direction and oversight to ensure the successful establishment of Champion Prep Academy. The board will oversee the academic performance, fiscal well-being and educator effectiveness.

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.

Yes, I currently serve as Board Member of Jubilee Academic Center and Cross Community Development Corporation. I have also served for Juvenile Justice Advisory Board, leadership Brownsville, Class XXV, and Brownsville Independent School District.

4. Describe the specific knowledge and experience that you would bring to the board.

With my previous experience as a board member I have acquired vast knowledge on school budget, finance, academic accountability, bonds, construction projects, communication strategies and executive business support.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Champions Prep Academy's mission is to provide a high-quality education to all students by empowering them lifelong learners. My understanding is that C.P.A's goal is to provide a positive school culture where students will learn to develop their own artistic talents along with character education and readership skills.

2. What is your understanding of the school's proposed educational program?

Champion's Prep Academy proposed educational program is to implement TEKS standards for core subjects and fine arts classes with leadership development, academic intervention programs to address student's achievement gaps.

3. What do you believe to be the characteristics of a successful school?

Providing an educational experience that promotes learning establishes core academic competencies, and excites students to participate are important in creating a successful school. we will invest in highly qualified teachers who are dedicated to the vision of providing an academically rigorous environment.

4. How will you know that the school is succeeding (or not) in its mission?

Annual academic performance data will be key to measuring how well we are serving our students and guide us in determining how well we are meeting the goals that we set out in the beginning of the year. Furthermore, the annual financial health of the organization will gauge how well we are thriving; this is a major factor in forecasting the prosperity and sustainability of our school both in the short-term and long-term.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

While the board does not play a part in the daily operations of the school, we will provide careful and diligent oversight over academic results and financial health of the charter. In addition to hiring the Superintendent and guiding the founding of the charter. The board will monitor academic and budget reports monthly to ensure that as a board we are making decisions that are in the best interest of our stakeholders.

2. How will you know if the school is successful at the end of the first year of operation?

It is very important that we meet our academic goals and be financially healthy at the end of the school's first year. This success is constituted by providing consistency in learning through student and teacher retention and student attendance rates.

3. How will you know at the end of four years if the school is successful?

It will be exciting to see that after four years, Champions Prep Academy will have a graduating class of 8th graders. As well as STAAR results that are "A" accountability rating with distinctions, met our enrollment goals, we have a waiting list, "A" rated financial accountability and successful parent surveys.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communication is essential among board members to ensure consistency in the mission and vision. Provide support and guidance to the Superintendent and a strong foundation on leadership.

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 handle the situation by gathering all available information and be transparent in my acquisition of the documentation and interview of individuals involved. Timely attention is a must; we cannot idle on reports of unethical behavior. After appropriate information is obtained and carefully reviewed, if it is determined that any individual has acted unethically they will be removed from the board in accordance with the bylaws.

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.

Jaime Loya

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.

Not Applicable

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.

Not Applicable

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, Eric Garza, 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

Eric Garza

Date

1/18/2020

State of

Texas

County of

Cameron

On this day, Eric Garza (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.

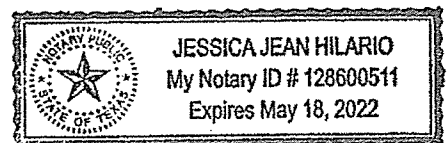
Subscribed and sworn to before 18th day of January, 2020.

(Notary Public)

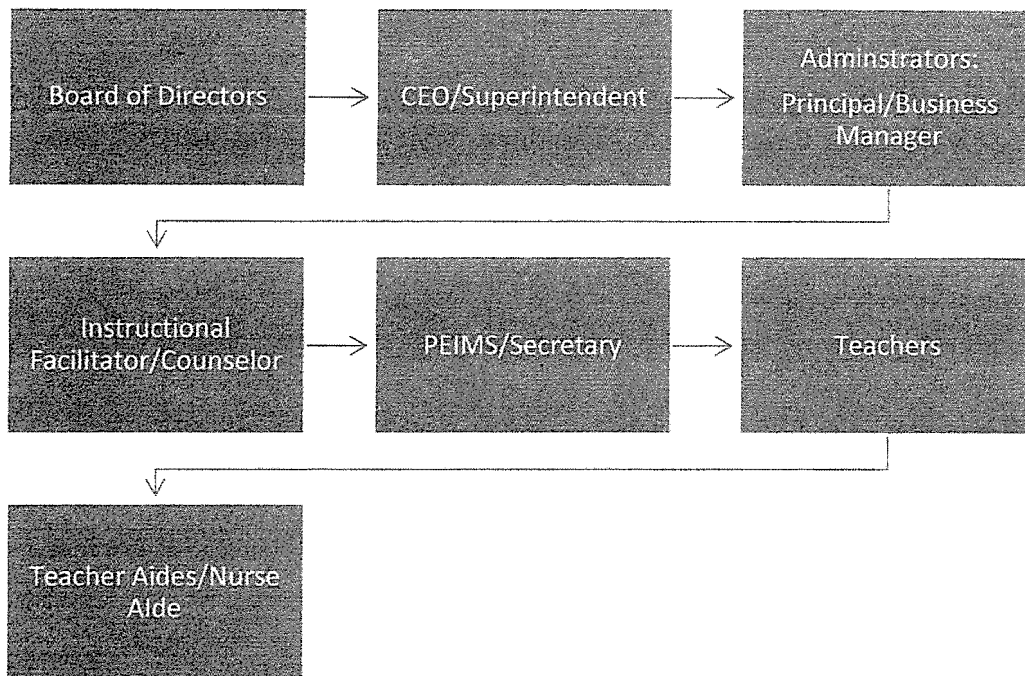
Jessica Jean Hilario

(Seal)

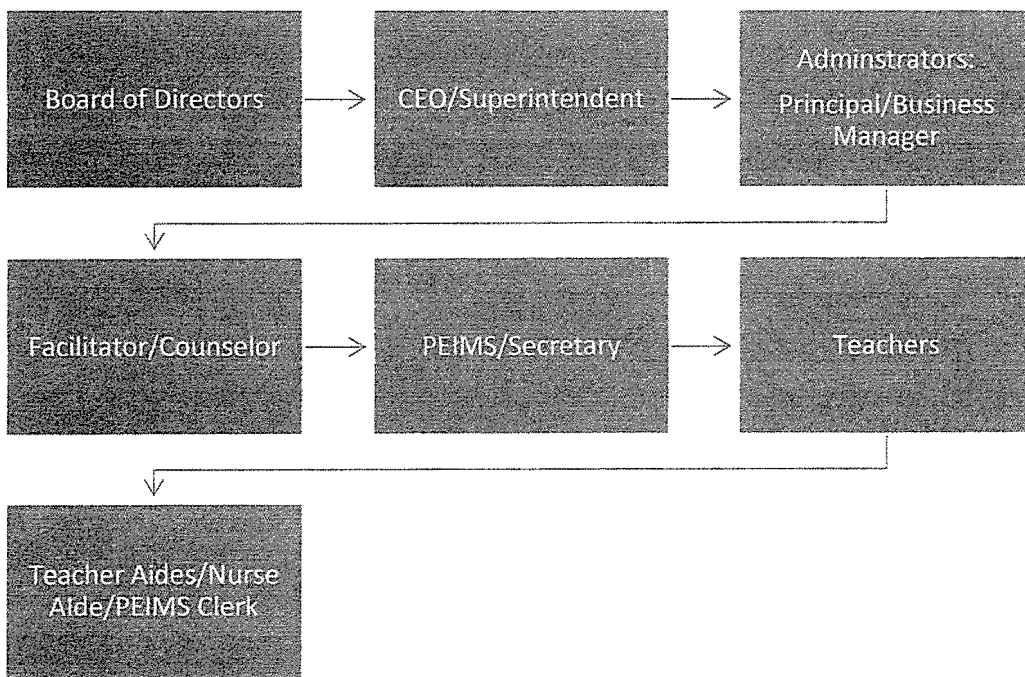
My commission expires May 18, 2022



Attachments 13: Organizational Charts for Year 1 and Full Capacity



Year 5



Attachments 14: Superintendent Evaluation Tool

Attachment 14: Superintendent Evaluation Tool(s)

SUPERINTENDENT PERFORMANCE APPRAISAL-SUMMATIVE EVALUATION REPORT

INDIVIDUAL WORKSHEET FOR BOARD MEMBERS

DIRECTIONS:

The following statements describe the Superintendent who achieves success. Based on cumulative performance information, the evaluator estimates the superintendent's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the superintendent's attainment of that criterion. (Please use the NUMBER 1,2,3,4, or 5 or N/A in the blanks to evaluate the superintendent's performance).

RATING SCALE

N/A	Not Applicable	
5	Clearly Outstanding	Performance is consistently far superior to what is normally expected.
4	Exceeds Expectations	Performance demonstrates increased proficiency and is consistently above expectations.
3	Meets Expectations	Performance meets expectations and presents no significant problems
2	Below Expectations	Performance is consistently below expectations and significant problems exist.
1	Unsatisfactory	Performance is consistently unacceptable

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

Item #	Criterion Statement	Score
1	Keep informed about all aspects of the instructional program.	
2	Work with the staff, board, and community in curriculum planning and recommend all curriculum guides.	
3	Encourage campuses and programs to be self-directed and focused on the district's mission.	
4	Prepare reports and assist the board in evaluating the effectiveness of school programs.	
	Sub Total	

School/Organizational Climate

Item #	Criterion Statement	Score
5	Ensure that there is a continuous focus on student growth and learning.	
6	Demonstrate skill in anticipating, managing, and resolving conflict	
7	Provide for two-way communication with district personnel.	
	Sub Total	

School/Organizational Improvement

Item #	Criterion Statement	Score
8	Provide leadership in developing district goals and objectives.	
9	Provide leadership in developing long and short-range plans for district growth and improvement.	

10	Conduct periodic evaluation of all programs and operations to determine improvement needed.	
11	Use a collaborative decision-making process and problem-solving technique when appropriate.	
12	Promote goal-oriented performance and support for those involved in achieving campus performance objectives (academic excellence indicators)	
	Sub Total	

Personnel Management

Item #	Criterion Statement	Score
13	Recommend the number, type, and organization of positions needed to carry out district functions effectively	
14	Promote a positive work environment and staff morale within the district	
15	Employ non-contractual personnel; recommend contractual personnel for employment; assign and reassign all personnel.	
16	Define the duties of all personnel.	
17	Direct and supervise the staff evaluation program.	
18	Suspend contractual employees, subject to board approval; recommend contract renewal and non- renewal and; dismiss non-contractual personnel and recommend dismissal of contractual personnel.	
19	Serve as liaison between the board and staff.	
20	Develop and recommend pay systems; recommend pay increases or adjustments for personnel.	
21	Support staff development through in-service education and other programs of professional development.	
	Sub Total	

Administration and Fiscal/Facilities Management

Item #	Criterion Statement	Score
22	Keep informed of developments in state, federal, and local laws and public policy affecting education.	
23	Develop administrative procedures and regulation for the management of school operations.	
24	Accurately prepare and submit in a timely manner any and all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.	
25	Prepare recommendations for the annual budget.	
26	Ensure that funds are expended in accordance with the approved budget.	
27	Direct and supervise all financial accounting and ensure that funds are expended legally and controlled effectively.	
28	Ensure that the school plant and facilities are properly maintained.	
	Sub Total	

Student Management

Item #	Criterion Statement	Score
29	Recommend and ensure equitable administration of student discipline policies across the district.	
30	Pursue professional development through reading, attending conferences and involvement with related agencies.	

	Sub Total	
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Professional Growth and Development

Item #	Criterion Statement	Score
31	Formulate, with the board, an annual professional development plan and assist the board in designing a process for evaluating superintendent performance.	
32	Pursue professional development through reading, attending conferences, and involvement with related agencies.	
	Sub Total	

School Board Governance/Community Relations

Item #	Criterion Statement	Score
33	Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.	
34	Represent the district in activities involving other school systems, institutions, agencies, and professional or community groups.	
35	Prepare board agendas and meeting materials in cooperation with the board president.	
36	Attend and participate in all board meetings except when excluded from executive session, such as when the board wants to discuss privately the superintendent's contract or evaluation.	
37	Keep the board continuously informed on issues, needs, and operations of the district.	
38	Recommend policies on organization, finance, instructional programs, student matters, personnel, school plant, and other functions of the district.	
39	Exercise discretion and judgment in matters not covered by board policy.	
40	Interpret board policies to the staff and community and implement them accordingly.	
41	Serve as custodian of all board minutes and records.	
42	Communicate with the district's attorney on matters in litigation or potential litigation except as otherwise directed by the board.	
	Sub Total	

COMMENTS:

Board Member Signature _____ Date _____

Resources: Education Service Center 10

Attachments 15: Resume and Qualifications for Proposed Superintendent

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Ana M. Mendoza

1314 Rejeman

San Juan, Texas 78589

(956) 534-6820

anammendoza73@gmail.com

Education

University of Texas Pan-America	May 1998
Bachelor of Interdisciplinary Studies with Minor in Bilingual Education	
University of Texas Pan-America	December 2004
Master's in Education with Emphasis in Reading	
Region One Service Center	June 2006
Integrated Leadership Program for Principal Certification	
University of Texas Pan-America	December 2015
Superintendent Certification Courses	
John Maxwell Leadership Program	March 2017
Texas A&M University	Anticipated to Graduate
Doctoral Program Educational Leadership	August 2020

Work Experience

Excellence in Leadership Academy

December 2017-present

Executive Director/Superintendent

Monitor, coordinate and supervise all school operations, including but not limited to student achievement, staff evaluations, parental involvement, school safety, personnel decisions, principal performance, staff attendance, facilities, school climate, data analysis and how it drives instruction, budget development, professional development, leadership trainings, and community partnerships. Support the vision and mission of the Charter, provides strong educational

leadership to ensure high standards of instruction and oversee compliance with Charter, state and federal laws, rules regulations and policies.

Vanguard Academy Charter School

August 2004 to November 2017

Director of Curriculum & Instruction, Interim Superintendent, Deputy Superintendent, Chief Operating Office, Elementary Principal, Assistant Principal, Reading Coach

Monitor, coordinate and supervise all school operations, including but not limited to student achievement, staff evaluations, parental involvement, school safety, personnel decisions, principal performance, staff attendance, facilities, school climate, data analysis and how it drives instruction, budget development, professional development, leadership trainings, and community partnerships. Support the vision and mission of the Charter, provides strong educational leadership to ensure high standards of instruction and oversee compliance with Charter, state and federal laws, rules regulations and policies.

Pharr-San Juan- Alamo ISD

August 1998 to May 2004

Kindergarten & First Grade Teacher, Reading Recovery Teacher, and Academic Reading Coach

Provide students with appropriate learning activities and experiences in the core academic subject areas assigned to help students fulfill their potential for learning Kinder and 1st grade TEKS. Taught students the fundamentals of reading and math to prepare students to succeed on the TPRI assessment.

Professional Certifications

Elementary Self-Contained Certificate

Elementary Bilingual/ESL-Spanish Certificate

Principal Certificate

Superintendent Certificate

Certificates Expire 9/20/2023

Conference Presentations

Presented at TCSA Charter Conference

October 2017

Attachments 16: Job Description or Qualifications for Superintendent

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Not Applicable, proposed Superintendent has been identified.

Attachments 17: Resume and Qualifications for Proposed Instructional Leadership Team

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

1. Principal

Norma Linda Espino

404 Hall Acres Rd. • San Juan, TX 78589 • Cell Phone: 956 961-8909 • E-Mail: normaespino@yahoo.com

Summary

Results-oriented Principal with excellent leadership and communication skills. Understands the importance of developing positive relationships with students, parents, teachers, and staff. Dedicated and pro-active with strong commitment to creating high-quality educational standards that develop the potential in every child.

Experience

Excellence in Leadership Academy Mission, TX July 2018-Present

- Elementary School Principal serving students from PK3-8th Grades

Vanguard Academy Central Office Pharr, TX January 2018 to April 2018

- District Reading Strategist

Vanguard Beethoven Edinburg, TX August 2016 to January 2018

- Elementary School Principal serving students from Pre-kinder to Seventh Grades.

Vanguard Rembrandt Pharr, TX August 2013 to July 2016

- Elementary School Principal serving students from Pre-kinder to 4th Grades.

Vanguard Picasso Pharr, TX August 2012 to July 2013

- Elementary School Assistant Principal serving students from Pre-kinder to 5th Grades.

Vanguard Academy Pharr, TX August 2008 to July 2012

- Taught 2nd grade and served one year as the campus Reading Coach.

Pharr-San Juan-Alamo ISD August 1997 to July 2008

- Taught 2nd & 3rd Grade; Literacy Coach for 2 years, Reading Resource Teacher for 2 years for Kinder-5th grades.

Education

University of Texas RGV-Edinburg, TX May 2016

Completed Superintendent Coursework and passed the Superintendent Certification in December 2016.

University of Texas Pan American-Edinburg, TX August 2002

Received Master's in Educational Administration in August 2002 and Principal Certification in 2008.

University of Texas Pan American-Edinburg, TX August 1997

Graduated Cum Laude and received Bachelor's in Interdisciplinary Studies with a minor in

Generation 25: Champions Prep Academy Page 254

Bilingual Education.

Pharr-San Juan-Alamo ISD, San Juan, TX

Received high school diploma.

May 1989

The principal's major responsibilities are:

Instructional Management

- Assume administrative responsibility and instructional leadership for the campus.
- Direct the organization, management, and daily operations of assigned campus.
- Oversee all aspects of the instructional program and ensure a focus on improving student academic performance.
- Monitor instructional and managerial processes to ensure that program activities are aligned to program outcomes and use findings to take corrective actions.
- Facilitate the disaggregation of data by all teachers.
- Develop and set annual campus performance objectives following results from the Texas Academic Performance Reports (TAPR) using the campus planning process and site-based decision-making committee.
- Develop, maintain and use information systems and records necessary to track progress on Charter's performance objectives addressing the results of the TAPR.
- Consult the Campus Site-Based Decision-Making Committee (C- SBDM) on the planning, operation, supervision and evaluation of campus educational programs. Include students, parents and community representatives when appropriate.
- Provide leadership in the development, review and revision of the Campus Improvement Plan each year, with the assistance of the Campus Site-Based Decision-Making Committee.
- Build a common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of Charter's mission.
- Identify, analyze and apply data-driven decisions to promote school improvement in the areas of curriculum and instruction.
- Define expectations for staff performance regarding instructional strategies, classroom management and communication with the public.
- Plan for the coordination of STAAR activities (tutorials, summer sessions, parent meetings, diagnostic activities, benchmarks, tests and testing).
- Coordinate curriculum writing in all content areas for applicable grade levels.
- Conduct grade level and content area meetings to assure horizontal and vertical curriculum alignment.
- Coordinate and ensure compliance with all applicable state and federal requirements, including Special Education and Bilingual/ESL programs.
- Assure equitable services to all students by conducting student assistance team (SAT) meetings, section 504 meetings, LPAC meetings, and /or ARD committee meetings.
- Oversee the coordination, administration, and logistics of the state and district wide testing programs.

School/Organization Morale

- Provide teachers with instructional resources and materials and professional development necessary for accomplishing instructional goals.

- Direct the development and implementation of campus specific staff development.
- Foster collegiality and team building among staff members and encourage their active involvement in the decision-making process.
- Provide for two-way communication with Superintendent, staff, students, parents and community.
- Communicate and promote expectations for high-level performance to staff and students.
- Recognize and reward individual accomplishments within the campus.
- Recognize and celebrate excellence and accomplishments.
- Establish strong lines of communication with and among teachers and students.
- Monitor effectiveness of school practices and their impact on student learning.
- Communicate with students, staff, parents and other administrators to share information, develop plans and resolve conflicts effectively and quickly.
- Assume administrative responsibility and instructional leadership for the campus.
- Direct the organization, management, and daily operations of assigned campus.
- Oversee all aspects of the instructional program and ensure a focus on improving student academic performance.

School/Organization Improvement

- Build common vision for school improvement with staff and direct the planning of activities and programs with staff to ensure attainment of school's mission.
- Communicate and promote expectations for high-level performance to staff and students. Strive for meeting the Charter's vision.
- Foster shared beliefs and sense of community.
- Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
- Establish clear goals and keep them in the forefront of the school's attention.
- Keep abreast with current curriculum, instruction, and assessment issues.

Personnel Management

- Participate in preparing, reviewing, and revising of job descriptions in assigned areas.
- Assist with recruitment, selection, and assignment of campus personnel.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public, staff development, and other components as identified in the PDAS.
- Observe employee performance, record observations, and conduct evaluation conferences with staff as part of the evaluation of job performance of staff to ensure effectiveness.
- Confer with campus staff regarding their professional growth and work with them to develop and accomplish improvement goals.
- Make sound recommendations to Superintendent on termination, suspension, promotion, renewal or non-renewal of employees assigned to the campus.
- Work with campus-level planning and decision-making committees to design and support faculty and staff professional development activities.

- Provide for two-way communication with administrators, teachers, staff, parents, and community.
- Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, students, and community.
- Monitor professional research and disseminate ideas and information to other professionals.

Professional Growth and Development

- Develop professional skills appropriate to job assignment.
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

School or Community Relations

- Articulate the Charter's vision, mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing the Charter's mission.
- Promote positive work environment that fosters high staff morale and excellence.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective communication techniques/strategies/activities to encourage community and family involvement.
- Establish and maintain positive relationships with members of the community and ensure their continued involvement and support.

Management of Fiscal, Administrative, and Facilities Functions

- Ensure compliance with Board policies, state and federal laws, rules and regulations, procedures and programs specifically related to the operation of Texas charter schools.
- Direct and oversee the identification, documentation and reporting of leavers.
- Compile campus budgets and cost estimates based on documented program needs, estimated enrollment, personnel and other fiscal needs.
- Monitor expenditures according to administrative policies.
- Supervise all financial accounting and ensure that funds are spent within the budget.
- Ensure that the school plant and facilities are properly maintained, and that adequate provision is made for safety.
- Administer budgets and ensure that programs are cost effective and funds are managed prudently.
- Oversee expenditures, maintain fiscal control, and accurately report financial information.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
- Obtain, organize, inventory and distribute materials and supplies
- Manage the use of school facilities and grounds to ensure a clean, orderly and safe learning environment.

- Direct and manage extracurricular and intramural programs including management of multiple activity funds.

Student Management

- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed, and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
- Establish and maintain a program of discipline that is supportive of the instructional program.
- Ensure an orderly and safe environment through an equitable and effective system of student discipline.
- Conduct conferences about student and school issues with parents, students, and teachers.

Other

- Perform all duties in a safe manner to avoid injury to oneself and/or to others.
- Perform other related duties as assigned.

Supervisory Responsibilities

- Supervise and evaluate the performance of staff assigned to campus including Teacher Facilitator, Assistant Principal, teachers, counselor, librarian, instructional aides, clerical, support staff and auxiliary staff.

2. Instructional Facilitator

Annette Salazar

4002 Dishman St. □ Edinburg, TX. 78542

Phone: (956) 793-3134 □ E-Mail [REDACTED]

Education

Masters in Teacher Leadership 12/2014

Walden University, MI

Integrated Leadership Principal Preparation Program 5/2014

Region One Education Service Center

Bachelor's in interdisciplinary studies - Minor: Math 12/1998

University of Texas Pan –American, Edinburg, Texas

Professional Experience

7/2019 – Present

*** Facilitator**

Excellence in Leadership Academy, Mission, Texas

9/2018 – 6/2019

*** Principal**

South Texas Educational Technologies -Horizon Montessori Charter

School, Harlingen, Tx

8/2017 – 7/2018

*** Principal**

Vanguard Academy Charter School, Pharr, Texas

8/2013 – 5/2017

*** Facilitator/Assistant Principal**

Vanguard Academy Charter School, Pharr, Texas

8/2004 – 5/2013

*** 3rd Grade Teacher**

Vanguard Academy Charter School, Pharr, Texas

8/2003 – 5/2004

*** 2nd Grade Teacher**

Vanguard Academy Charter School, Pharr, Texas

6/2000 - 7/2003

*** Youth Advisor**

Workforce Solutions, Edinburg, Texas

Instructional Facilitator Job Description

Reports to:	Principal
Length of Work Year:	226 days
Wage/Hour Status:	Exempt
Primary Purpose:	Provide administrative expertise and instructional leadership, assisting the Principal in the overall administration of instructional programs and campus level operations; coordinating student activities and services; planning and supervising the educational program to ensure student success, in a manner consistent with Board Policy and consistent with statutes and standards of regulatory agencies; and promoting a positive working relationship, among and between staff, by establishing a climate conducive to open communication and productive work.

Qualifications:

Education/Certification:

- Master's degree in an education-related field, preferred
- SBOE Teacher Certification
- Bilingual Certified, preferred

Special Knowledge/Skills:

- Strong organizational, communication, public relations, and interpersonal skills
- Ability to evaluate instructional program and teaching effectiveness
- Demonstrate knowledge of school administrative operations
- Skill in managing budget, personnel, projects and operations
- Ability to coordinate Charter's functions
- Ability to implement policy and procedures
- Ability to interpret data, federal and state laws and policies
- Demonstrate proficiency in utilizing technology

Experience:

- Minimum three years of successful classroom teacher experience required

Major Responsibilities and Duties:

Instructional Management

- Be actively involved in the disaggregation, analysis, and application of student assessment data.
- Monitor administration and results of state and district-wide testing.
- Review the results with the Principal to identify strengths and weaknesses and recommend appropriate intervention strategies.
- Work on curriculum writing with instructional staff to plan, implement and evaluate the alignment of the TEKS/STAAR to instruction and within given instructional timelines.
- Monitor instruction by reviewing lesson plans, observing classroom instruction, and recommending instructional resources.
- Work with staff to plan, implement and evaluate the curriculum on a systematic basis.
- Provide necessary time, instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Meet with Teachers (content areas and grade levels) to ensure effective vertical and horizontal alignment of curriculum and assessment.
- Assist in the development of the master schedule of teaching assignments and course offerings.
- Promote the use of technology in the teaching/learning process.
- Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
- Assist Principal in monitoring and improving student attendance.
- Conduct SAT committees, Section 504 meetings and ARD committee meetings, as necessary, ensuring compliance requirements are followed.
- Monitor the effective implementation of student-specific recommended accommodations / modifications.
- Assist in the planning and supervision of student activities such as, educational field trips and special events.
- Teach and be responsible for the academic progress of assigned classes.
- Model effective teaching practices for instructional staff.

School / Organizational Climate

- Communicate with students, staff, and parents in a clear and effective manner.
- Promote high-level expectations for staff and student performance.
- Establish and maintain a positive work environment conducive to high staff morale.
- Foster collegiality and team – building among staff, encouraging their active involvement in decision making.
- Mediate and facilitate effective resolution of staff, student, and parent conflicts in a timely fashion.
- Recognize and celebrate excellence and accomplishments.

School / Organizational Improvement

- Assist in determining and building a shared vision for school improvement, direct planning activities, and implement programs collaboratively with staff to ensure attainment of Charter's mission.
- Work closely with appropriate personnel to maintain and utilize data, information systems, and records to track progress on Charter's performance objectives and Texas Assessment Performance Standards.
- Participate in development of campus improvement plans with staff, parents and community members.
- Work with staff to provide TEKS specific instruction based on strengths / weaknesses identified through state and federal accountability systems.

Personnel Management

- Assist Principal in interviewing, selecting and orienting new staff.
- Systematically observe instruction, record observations, and conduct conferences for the purpose of improving instruction.
- Communicate with appropriate staff regarding their professional growth and identify, provide, and/or encourage participation in available professional development activities to address the goals identified through the growth planning process.
- Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.

- Oversee the training, assignments, progress and performance of Substitute Teachers

Administration and Fiscal / Facilities Management

- Comply with Board Policy, State Board of Education rules as well as state and federal laws and regulations, in pursuing the Charter's mission.
- Schedule and monitor activities and resources according to budget parameters.
- Assist in developing budgets based upon documented program needs, estimated enrollment, personnel, and other fiscal needs.
- Assist in the purchase, and monitor the use, care and replacement of materials, textbooks and capital equipment.
- Ensure that programs are cost effective and funds are managed prudently.
- Assist with the management and maintenance of all school facilities to ensure clean, orderly, and safe buildings and grounds.
- Assist with safety inspections and safety drill practice activities.
- Assist with custodial, cafeteria and other support services.
- Compile, maintain, and present all physical and computerized reports, records, and other documents required in a timely manner.

Student Management

- Assist in monitoring and implementing the Charter's approved behavior management system that results in positive student behavior.
- Develop and communicate to students, staff, and parents the school guidelines for student conduct.
- Manage student discipline issues by ensuring that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students in accordance with Student Code of Conduct.
- Conduct effective conferences with parents, students, and staff concerning both the positive aspects of student behavior as well as problem areas.
- Supervise student activities as assigned by the Principal.
- Ensure that students are adequately supervised during non-instructional periods.
- Maintain accurate individual student disciplinary records.

Professional Growth and Development

School / Community Relations

- Communicate the Charter's vision, mission, and instructional philosophy to the community and solicit its support in realizing the mission.
- Encourage two-way communication between the school and community and promote a positive school image.
- Use appropriate and effective techniques to encourage community and family involvement.
- Promote activities to recognize students and staff for various types of service and accomplishments.
- Participate and assist in coordinating Family Involvement and Volunteers' activities.

Other

- Perform all duties in a safe manner to avoid injury to self and others.
- Maintain a professional code of ethics.
- Observe and monitor confidentiality laws and procedures by self and others.
- Model a professional image of Excellence.
- Perform other duties as assigned.

Supervisory Responsibilities

- All Assigned Campus Personnel and Volunteer

Attachments 18: Job Description or Qualifications for Instructional Leadership Team

**Attachment 18: Job Descriptions or Qualifications for Instructional
Leadership Team
Counselor
Job Description**

Reports to: Principal
Length of Work Year: 206 days
Wage/Hour Status: Exempt
Primary Purpose: Provide administrative expertise and leadership, assisting the Principal in the overall administration of the counseling programs ensuring student success, in a manner consistent with Board Policy and consistent with statutes and standards of regulatory agencies; and coordinating student activities and services; spearheading family involvement activities; promoting a positive working relationship, among and between staff, by establishing a climate conducive to open communication and productive work.

Qualifications:

Education/Certification:

- Master's degree in an education-related field, preferred
- SBOE Counselor Certification
- Bilingual, preferred
- Three years' experience in education, student services, social services, training, development, or related positions, preferred

Special Knowledge/Skills:

- Strong organizational, communication, public relations, and interpersonal skills
- Demonstrate knowledge of school administrative operations
- Skill in managing budget, personnel, projects and operations
- Ability to coordinate Charter's functions
- Ability to implement policy and procedures
- Ability to interpret data, federal and state laws and policies
- Demonstrate proficiency in utilizing technology

Major Responsibilities and Duties:

Counseling Management

- Develop and manage a comprehensive school counseling program.
- Develop and maintain a written plan for effective delivery of the school counseling program.
- Communicates the goals of the comprehensive school counseling program to education stakeholders.
- Promote the use of technology in the counseling/learning process.
- Encourage and support development of innovative counseling programs, helping teachers pilot such efforts when appropriate.
- Promote student attendance.

- Plan and supervise student activities such as, educational field trips, assemblies, chaperone training, parent meetings, Eagle Store, awards assemblies, crisis prevention activities, and special events.
- Use the majority of time providing direct services such as academic guidance, individual student planning, and preventive and responsive services.
- Model effective counseling practices for instructional staff.
- Conduct a yearly evaluation to review extent of program effectiveness.
- Collect and analyze data to guide program direction and emphasis.
- Measure results of the school counseling program activities and share results as appropriate.
- Monitor student academic performance, behavior, and attendance and assist with appropriate interventions.
- Comply and submit all documentation required.

School / Organizational Climate

- Communicate with students, staff, and parents in a clear and effective manner.
- Promote high-level expectations for staff and student performance.
- Establish and maintain a positive work environment conducive to high staff morale.
- Foster collegiality and team – building among staff, encouraging their active involvement in decision making.
- Mediate and facilitate effective resolution of staff, student, and parent conflicts in a timely fashion.
- Recognize and celebrate excellence and accomplishments.

School / Organizational Improvement

- Assist in determining and building a shared vision for school improvement, direct planning activities, and implement programs collaboratively with staff to ensure attainment of Charter's mission.
- Work closely with appropriate personnel to maintain and utilize data, information systems, and records to track progress on Charter's performance objectives and Texas Assessment Performance Standards.
- Participate in the development of district and campus improvement plans with staff, parents and community members.
- Provide appropriate information to staff related to the comprehensive school counseling program.
- Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data.

Personnel Management

- Assist Principal in interviewing, selecting and orienting new staff.
- Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.

Administration and Fiscal / Facilities Management

- Comply with Board Policy, State Board of Education rules as well as state and federal laws and regulations, in pursuing the Charter's mission.
- Schedule and monitor activities and resources per budget parameters.

- Assist in developing budgets based upon documented program needs, estimated enrollment, personnel, and other fiscal needs.
- Implement developmental and appropriate prevention-oriented group activities to meet the student needs and school goals.
- Adhere to laws, policies, procedures and ethical standards of the counseling profession.
- Assist in the purchase, and monitor the use, care and replacement of materials, textbooks and capital equipment.
- Ensure that programs are cost effective and funds are managed prudently.
- Assist with the management and maintenance of all school facilities to ensure clean, orderly, and safe buildings and grounds.
- Assist with safety inspections and safety drill practice activities.
- Assist with custodial, cafeteria and other support services.
- Compile, maintain, and present all physical and computerized reports, records, and other documents required in a timely manner.

Student Management

- Monitor and implement the Charter's approved behavior management system (Character Education and Leadership) that results in positive student behavior.
- Develop and communicate to students, staff, and parents the school guidelines for student conduct.
- Manage student discipline issues by ensuring that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students in accordance with Student Code of Conduct.
- Conduct effective conferences with parents, students, and staff concerning both the positive aspects of student behavior as well as problem areas.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- Interpret and utilize student data accurately and appropriately.
- Collaborate with parents/guardians and educators to assist students with educational and career planning.
- Provide individual and group counseling to students with identified concerns and needs.
- Consult and collaborate effectively with parents/guardians, teachers, school leadership, and other educational /community resources regarding students with identified needs and concerns.
- Implement an effective referral and follow up process, including SAT, 504, G/T, RTI.
- Use assessment procedures for determining and structuring individual and group counseling services.
- Supervise student activities as assigned by the Principal.
- Ensure that students are adequately supervised during non-instructional periods.
- Maintain accurate individual student disciplinary records.

Professional Growth and Development

- Improve performance through information derived from the Charter's appraisal process.
- Improve leadership skills through professional development activities.
- Assist in organizing, providing, and evaluating effectiveness of professional development activities for staff and parents.

- Collaborate with the administration of state and district-wide student testing.
- Keep abreast of counseling and leadership research, data and/or information to enhance ELA's leadership.

School / Community Relations

- Communicate the Charter's vision, mission, and instructional philosophy to the community and solicit its support in realizing the mission.
- Encourage two-way communication between the school and community and promote a positive school image.
- Use appropriate and effective techniques to encourage community and family involvement.
- Promote activities to recognize students and staff for various types of service and accomplishments.
- Participate and assist in coordinating Family Involvement and Volunteers' activities.

Other

- Perform all duties in a safe manner to avoid injury to self and others.
- Maintain a professional code of ethics.
- Observe and monitor confidentiality laws and procedures by self and others.
- Model a professional image of Excellence.
- Perform other duties as assigned.

Source: Excellence in Leadership Academy

Attachments 19: Leadership Evaluation Tool(s)

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Attachments 20: Resume(s) and/or Qualifications for Proposed Financial Team

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team
Business Manager
Job Description

Reports to: Superintendent

Length of Work Year: 226 days

Wage/Hour Status: Exempt

Qualifications:

Education/Certification:

- Bachelor's Degree in Accounting or Finance
- Educational Administration Certificate

Special Knowledge/Skills:

- Ability to manage budget and personnel
- Ability to implement policy and procedures
- Ability to analyze financial data and formulate recommendations
- Must possess strong communication, public relations, and interpersonal skills
- Must possess comprehensive knowledge and experience with budgeting, purchasing, school law and school finance
- Must possess exceptional organizational skills to manage multiple projects simultaneously
- Ability to maintain enthusiasm and provide leadership to assigned programs
- Ability to work cooperatively and effectively with others
- Ability to use personal computer and software to develop spreadsheets, perform data analysis, and do word processing

Experience:

- Minimum 3 years' experience with nonprofit organization
- Experience with PEIMS and Student Attendance Accounting Handbook, preferred.

Major Responsibilities and Duties:

Fiscal Management

- Manage the work of the business office and use generally accepted standards of fiscal management.

- Work with the Superintendent to prepare and oversee the Charter's annual operating budget.
- Provide a monthly report of expenditures for each individual budget department within the Charter.
- Prepare all necessary reports to the state for financial information and other information as required by the state.
- Direct and manage the operation of all financial and business affairs of the Charter including budgeting, accounting, payroll and benefits programs, purchasing, financial investments, banking activities, bond issues and debt management.
- Provide for the securing of an annual audit of the Charter's financial records and financial positions by an outside CPA firm.
- Ensure that accounting systems comply with applicable laws and regulations in compliance with the Texas Education Agency and accepted financial accounting standards and best practices.
- Work with Charter personnel to project student enrollments and other Charter needs.
- Administer budgets and ensure that programs are cost effective and funds are managed prudently.
- Compile budgets and cost estimates based on documented program needs.
- Prepare all necessary reports to the State for student attendance.
- Prepare reports and analysis of PEIMS information meeting applicable timelines.
- Assist with trouble shooting, maintaining and repairing technology equipment and software.
- Maintain inventory of Charter's technology equipment, including audio/video equipment.
- Assist staff in ordering audio/video equipment and parts as needed.
- Manage an online work order system.
- Ensure that business and operations functions are supportive of the instructional goals and objectives of the Charter and the attainment of its performance objectives.
- Assist in the end of year close out procedures and the beginning of year startup procedures.
- Create and provide payroll and financial information as required by the Internal Revenue Service, Teachers Retirement System and other government agencies.

- Process payroll disbursements accurately and timely and to provide applicable financial data as required.
- Monitor and review for appropriateness the preparation of the District's W2s and 1099s tax forms.
- Ensure proper usage of the Charter's budget code system.
- Assist in the development of improved automated processes thru the use of advanced technology.

Personnel Management

- Prepare, review, and revise job descriptions in assigned areas.
- Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
- Supervise, train and evaluate qualified staff to effectively perform functions and provide for the continuity of operations.
- Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
- Maintain appropriate personnel records.
- Oversee and manage the District's records management function to include compliance with the Texas Public Information Act.

Administrative Supervision

- Monitor and assure compliance with the National School Lunch Program: School Breakfast and Lunch Program following USDA and TDA guidelines.
- Visit cafeteria and conduct quality assurance checklists monitor compliance of regulations, safety rules, sanitation, and promote nutrition education activities.
- Monitor the completion and dissemination of required records (production records, recipe standardization, reports and cash receipts, etc.) ensuring compliance with federal and state laws/guidelines and Charter's policies related to food service area/preparation.
- Periodically poll students and staff about food quality including taste, texture, appearance, and temperature; like/dislike menu items; customer service, and suggestions for improvement.

- Assure the provision of staff development training on food preparation, presentation, cleanliness, food storage and safety practices.
- Assist in the supervision of hallways, rest rooms, entrance ways, parking lots, driveways, and other areas of the school.
- Manage the risk at the school to ensure the safety of the personnel and students in their use of the facilities.
- Monitors campus surveillance cameras.
- Work with staff to keep the building clear of people not on official school business.
- Notify Superintendent and, if need be, authorities of any situation requiring attention.
- Prepare written reports of incidents, keep current on school laws and policies which affect students and staff.
- Oversee the implementation of the safety and crisis management plan of the Charter.
- Responsible for the maintenance and operation of the physical building/grounds.

Policy, Reports, and Law

- Compile, maintain, and present all physical and computerized reports, records, and other documents required.
- Maintain an awareness of local, state, and federal employment laws, regulations and guidelines.
- Assist in updating and developing Board and District policies, administrative regulations and monitoring systems for compliance at all levels.
- Ensure compliance with local policy, State, and Federal legal requirements.

Community Relations

- Articulate the Charter's vision, mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing the Charter's mission.
- Promote positive community relations through effective communication and involvement of parents and community members.

Other

- Participate in professional development activities, faculty meetings, and special events as deemed necessary by the Superintendent.

- Provide staff development in assigned areas of expertise.
- Maintain confidentiality of all school-sensitive information.
- Maintain a professional code of ethics.
- Perform all duties in a safe manner to avoid injury to self or others.
- Promote a positive work environment that fosters high staff morale and excellence in assigned areas and throughout the Charter.
- Perform other duties as assigned.

Supervisory Responsibilities

- Supervise and evaluate the performance of instructional support staff in the Business Office and other assigned areas.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors

- Maintain emotional control under stress. Frequent and prolonged computer use. Occasional prolonged and irregular hours.

Source: Excellence in Leadership Academy

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations
Public Education Information Management System (PEIMS)
Job Description

Reports to: Principal
Length of Work Year: 226 days
Wage/Hour Status: Non-Exempt

Qualifications:

Education:

- High School or GED
- Associate or bachelor's degree, preferred

Experience:

- PEIMS and Student Attendance Accounting experience, preferred
- Excellent interpersonal and communication skills
- Knowledge of general office procedures
- Knowledge of Word, Excel and Power Point
- Ability to meet established timelines
- Ability to trouble shoot software, hardware and peripheral equipment

Major Responsibilities and Duties:

- Receive incoming telephone calls from parents who are reporting students' absences.
- Call parents or guardians of students whose absences have not been explained.
- Prepare necessary papers for entering and withdrawing students.
- Enter attendance and PEIMS data into database within applicable timelines.
- Edit and verify data to ensure accuracy of information obtaining supporting documentation, when required.
- Prepare and maintain physical and computerized records, such as: student cumulative folder, attendance, grades, class or personnel rosters, end-of- semester reports, and accounting reports.
- Process new student records, including requesting student information and school records from other schools through TREX, and setting up cumulative folder.
- Process and transmit requests for student information in a timely manner.

- Keep school officials informed of any changes in PEIMS requirements.
- Assist parents, students, and staff with questions regarding student attendance.
- Work cooperatively with teachers and administrators to obtain required data to compile required reports.
- Report all attendance problems to designated Administrator.
- Assist in preparing Superintendent's /Principal's reports.
- Submit to Superintendent/Principal all required reports at least one week prior to submission.
- Attend training for PEIMS and student attendance accounting.
- Maintain all fixed asset and inventory records.
- Work with Business Manager to provide all necessary PEIMS information required to complete the audit.
- Work with coding/documentation requirements for different programs, such as Bilingual, Special Education, and Migrant.
- Maintain confidentiality of all school-sensitive information.
- Represent self in an ethical professional manner.
- Perform all duties in a safe manner to avoid injury to oneself or others.
- Assist in the smooth and efficient operation of the office.
- Provide staff training on PEIMS-related topics.
- Assist Business Manager with financial and Human Resources operations.
- Ensure compliance with local Board Policy, State, and Federal legal requirements.
- Coordinate and validate all student data with staff and administration.
- Plan and facilitate family meetings, student events, and parent involvement events.
- Assist staff as may be required for the purpose of ensuring an efficient and effective work environment.
- Build relationships and collaborate with other community agencies.
- Oversee meeting the students' health and medical needs and requirements.
- Assist with marketing and managing school website and social media.
- Perform other duties as assigned.

Supervisory Responsibility:

- Attendance Clerk/Receptionist

Working Conditions:

- Normal Office Environment
- Prolonged Use of Computer

Source: Excellence in Leadership Academy

Attachments 22: Staffing Chart

Attachment 22: Staffing Chart

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
PEIMS Coordinator	1	1	1	1	1	1
Total central office FTEs	3	3	3	3	3	3
Elementary and Middle School Campus Staff						
School Principal	1	1	2	2	3	3
Instructional Facilitator	1	1	2	2	3	3
Counselor	1	1	2	2	3	3
P.E. Coach	1	1	2	2	3	3
Pre-Kinder 3 Bilingual Teacher	1	1	2	2	3	3
Pre-Kinder 4 Bilingual Teacher	2	2	4	4	6	6
Kinder Teacher, Bilingual	1	1	2	2	3	3
Kinder Teacher	1	1	2	2	3	3
1 st Grade Teacher	1	1	2	2	3	3
1 st Grade Bilingual Teacher	1	1	2	2	3	3
2 nd grade Bilingual Teacher	1	1	2	2	3	3
2 nd grade Teacher	1	1	2	2	3	3
3 rd Grade Teacher	2	2	4	4	4	4
4 th Grade Teacher	2	2	4	4	4	4
5 th Grade Teacher	2	2	4	4	4	4
6 th Grade Teacher	0	2	4	4	4	4
7 th Grade Teacher	0	0	2	2	4	4
8 th Grade Teacher	0	0	0	2	4	4
Teachers, Special Education	1	1	2	2	2	2
Teacher Aides	9	9	18	18	18	18
Front Office Secretary/Clerk	2	2	4	4	6	6
Total FTEs	35	37	73	80	113	113
Total charter school staff	35	37	73	80	113	113
Teacher-student ratio	1:20	1:20	1:20	1:20	1:20	1:20

Attachments 23: Supplemental Human Resources Information Forms

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Champions Prep Academuy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 115,000 to 130,000

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.

Cell Phone

Proposed Location (City and County): San Benito/Cameron County

Number of Students anticipated in year one: 320 In year five: 1,280

Minimum Qualifications Required:

Education Required: Bachelor's Degree required.

Experience Required: The CEO/Superintendent must have a minimum of 5 years experience driving student growth and achievement in charter schools and demonstrate success leading teaches and staff to deliver student outcomes.

Certification Required: Superintendent 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
Santa Rosa ISD	031914	Santa Rosa	1,107	\$130,000.00
Monte Alto ISD	108915	Monte Alto	947	\$160,000.00
Excellence In Leadership Academy	108809	Mission	303	\$105,000.00

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Principal

Reports to: Superintendent

Salary Range: \$61,000 to \$80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone

Proposed Location (City and County): San Benito, Texas/Cameron County

Number of Students anticipated in year one: 320

In year five: 1,280

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required

Experience Required: Five Years of successful classroom teacher experience required.
Three Years of successful administrative experience.

Certification Required: Principal 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
San Benito CISD	031912	San Benito	10,520	74,336
Excellence in Leadership Academy	108809	Mission	303	61,600
Los Fresnos ISD	031906	Los Fresnos	10,789	68,068

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Principal

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversees all aspects of the instructional program and ensure a focus on improving student academic performance.
2. Direct and manage instructional program and supervise operations and personnel at campus level.
3. Provide leadership to ensure high standards of instructional service.
4. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
5. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
6. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
7. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision-making committee.
8. Interview, select, and orient new staff. Approve all personnel assigned to campus.
9. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
10. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Business Manager

Reports to: Superintendent

Salary Range: \$60,000 to \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone

Proposed Location (City and County): San Benito, Texas/Cameron County

Number of Students anticipated in year one: 320 In year five: 1,280

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required

Experience Required: Three Years of experience with school budgets and budget codes.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Benito CISD	031912	San Benito	10,520	\$64,926.00
Excellence in Leadership Academy	108809	Mission	303	\$60,000.00
Point Isabel ISD	031909	Port Isabel	2,352	\$80,331.00

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Business Manager

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage the work of the business office and use generally accepted standards of fiscal management.

2. Ensure that accounting systems comply with applicable laws and regulations in compliance with the Texas Education Agency and accepted financial accounting standards and best practices.

3. Work with the Superintendent to prepare and oversee the Charter's annual operating budget.

4. Provide a monthly report of expenditures for each individual budget department within the Charter.

5. Prepare all necessary reports to the state for financial information and other information as required by the state.

6. Provide for the securing of an annual audit of the Charter's financial records and financial positions by an outside CPA firm.

7. Administer budgets and ensure that programs are cost effective and funds are managed prudently.

8. Work with Charter personnel to project student enrollments and other Charter needs.

9. Ensure that business and operations functions are supportive of the instructional goals and objectives of the Charter and the attainment of its performance objectives.

10. Create and provide payroll and financial information as required by the Internal Revenue Service, Teachers Retirement System and other government agencies. Process payroll disbursements accurately and timely and to provide applicable financial data as required.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Instructional Facilitator

Reports to: Principal

Salary Range: \$58,700 to \$62,300

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.

Cell Phone

Proposed Location (City and County): San Benito, Texas/Cameron County

Number of Students anticipated in year one: 320 In year five: 1,280

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required

Experience Required: Five Years of successful classroom teacher experience required.

Certification Required: Master's in Educational Leadership Degree
General Teacher 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
San Benito CISD	031912	San Benito	10,520	\$64,926
Excellence in Leadership Academy	108809	Mission	303	\$58,700
Point Isabel ISD	031909	Port Isabel	2,352	\$59,191

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Instructional Facilitator

Reports to: Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversees all aspects of the instructional program and ensure a focus on improving student academic performance.

2. Actively involved in the disaggregation, analysis, and application of student assessment data.

3. Conduct teacher meetings to ensure effective vertical and horizontal alignment of curriculum and assessment.

4. Model effective teaching practices for instructional staff.

5. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

6. Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.

7. Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision-making committee.

8. Promote high-level expectations for staff and student performance.

9. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.

10. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: PEIMS Coordinator

Reports to: Principal

Salary Range: \$27,100.00

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 Benito, Texas/Cameron County

Number of Students anticipated in year one: 320 In year five: 1,280

Minimum Qualifications Required:

Education Required: Associate or Bachelors Degree Preferred

Experience Required: Minimum 3 year experience with PEIMS experience
Experience with Student Accounting Handbook

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Benito CISD	031912	San Benito, Texas	10,520	\$23,273
Excellence In Leadership Academy	108809	Mission, Texas	303	\$27,100
Point Isabel ISD	031909	Port Isabel, Texas	2,352	\$25,258.00

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Counselor

Reports to: Principal

Salary Range: \$51,700to \$55,300

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 Benito, Texas/Cameron County

Number of Students anticipated in year one: 320

In year five: 1,280

Minimum Qualifications Required:

Education Required: Bachelor's Degree preferred.

Experience Required: Three years' experience in education, student services, social services, training, development.

Certification Required: Counselor Certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Benito CISD	031912	San Benito	10,520	\$54,559
Excellence in Leadership Academy	108809	Mission	303	\$51,700
Point Isabel	031909	Port Isabel	2,352	\$41,550

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Teacher Aides

Reports to: Assigned teacher

Salary Range: \$19,000 to \$ 23,138

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 Benito, Texas/Cameron County

Number of Students anticipated in year one: 320

In year five: 1,280

Minimum Qualifications Required:

Education Required: Associates Degree required/Bachelor's Degree preferred.

Experience Required: Experience with students in under-served communities.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Benito CISD	031912	San Benito	10,520	\$20,814
Excellence in Leadership Academy	108809	Mission	303	\$19,000
Point Isabel	031909	Port Isabel	2,352	\$19,240

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Teacher Aides

Reports to: Assigned Teacher

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist classroom teachers with daily tasks and classroom logistics.
2. Assists classroom teacher by supporting student during instruction.
3. Assist classroom teacher by supporting students with behavior management.
4. Implements the school wide behavior management system with all students.
5. Support staff during non-instructional time by supervising recess, lunch, and dismissal.
6. Engages actively in feedback cycles with principal and classroom teachers.
7. Internalized phonics curriculum, and delivers rigorous and engaging lessons.
8. Participates in grade level meetings for the grade level you assist.
9. Maintains professionalism in dress, punctuality, communications, and interactions with all people.
10. Covers other teacher classrooms when necessary.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Champions Prep Academy

Name of Sponsoring Entity: Champions Prep Academy Inc.

Position Title: Secretary

Reports to: Principal

Salary Range: \$19,888

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 Benito, Texas/Cameron County

Number of Students anticipated in year one: 320

In year five: 1,280

Minimum Qualifications Required:

Education Required: High School Diploma. Associates Degree Preferred

Experience Required: Knowledge of general office procedure and up to date computer skills.
Minimum of at least 2 years experience working in office operations of a school setting

Certification
Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
San Benito CISD	031912	San Benito, Texas	10,520	\$34,504.00
Excellence In Leadership Academy	108809	Mission, Texas	303	\$19,888.00
Point Isabel ISD	031909	Port Isabel, Texas	2,352	\$31,925.00

Attachments 24: Teacher Evaluation Tool(s)

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
Instructional Planning Includes: <ul style="list-style-type: none"> All rigorous and measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are logically sequenced are relevant to students' prior understanding and real-world applications integrate and reinforce concepts from other disciplines provide appropriate time for student work, student reflection, lesson and lesson closure deepen understanding of broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson. Integration of technology to enhance mastery of goal(s). 	Instructional Planning Includes: <ul style="list-style-type: none"> All measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students' prior understanding integrate other disciplines provide appropriate time for student work, lesson and lesson closure reinforce broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners All objectives aligned and logically sequenced to the lesson's goal. Integration of technology to enhance mastery of goal(s). 	Instructional Planning Includes: <ul style="list-style-type: none"> All goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are relevant to students provide appropriate time for lesson and lesson closure fit into the broader unit and course objectives are appropriate for diverse learners All objectives aligned to the lesson's goal. Integration of technology when applicable. 	Instructional Planning Includes: <ul style="list-style-type: none"> Most goals aligned to state content standards. Most activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced sometimes provide appropriate time for lesson and lesson closure Lessons where most objectives are aligned and sequenced to the lesson's goal. 	Instructional Planning Includes: <ul style="list-style-type: none"> Few goals aligned to state content standards. Few activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced rarely provide time for lesson and lesson closure Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes



PLANNING DIMENSION 1.2

Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
Instructional Planning Includes: <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	Instructional Planning Includes: <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	Instructional Planning Includes: <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	Instructional Planning Includes: <ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	Instructional Planning Includes: <ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data



PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	Instructional Planning Includes: <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	Instructional Planning Includes: <ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	Instructional Planning Includes: <ul style="list-style-type: none"> Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data



PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

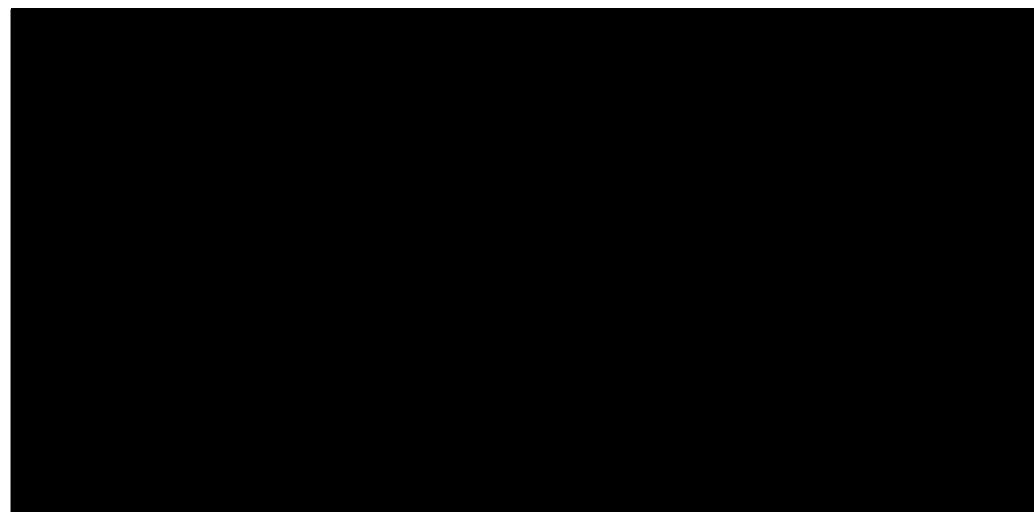
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning Includes: <ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	Instructional Planning Includes: <ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
				Possible Sources of Evidence: <ul style="list-style-type: none"> • Conferences and Conversations with the Teacher • Formal Observations/ Walkthroughs • Classroom Artifacts • Student Growth Processes • Analysis of Student Data

INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
The Teacher <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	The Teacher <ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	The Teacher <ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	The Teacher <ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	The Teacher <ul style="list-style-type: none"> Sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<p>The Teacher</p> <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data



INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.
- Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

The Teacher

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

The Teacher

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

The Teacher

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data



INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
The Teacher <ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	The Teacher <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	The Teacher <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	The Teacher <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	The Teacher <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
The Teacher <ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	The Teacher <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	The Teacher <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	The Teacher <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	The Teacher <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.

Possible Sources of Evidence:

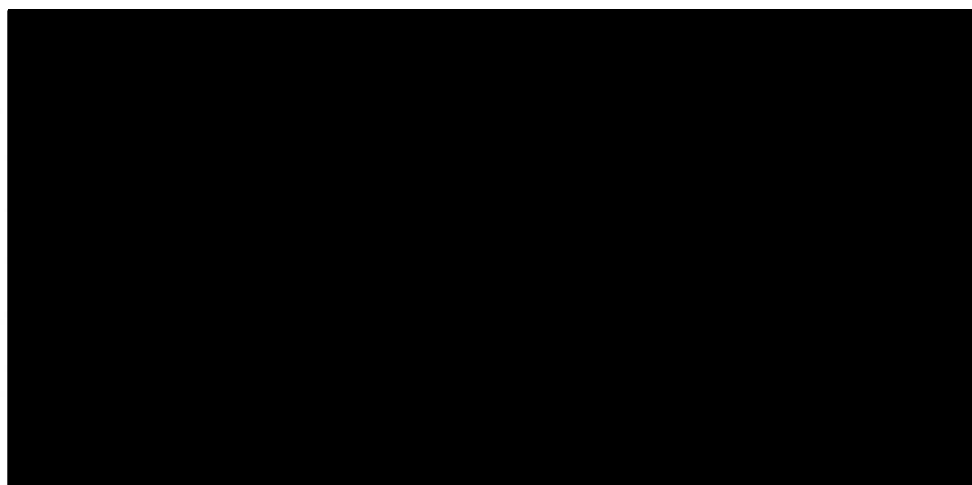
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis:
1D, 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.



Possible Sources of Evidence:

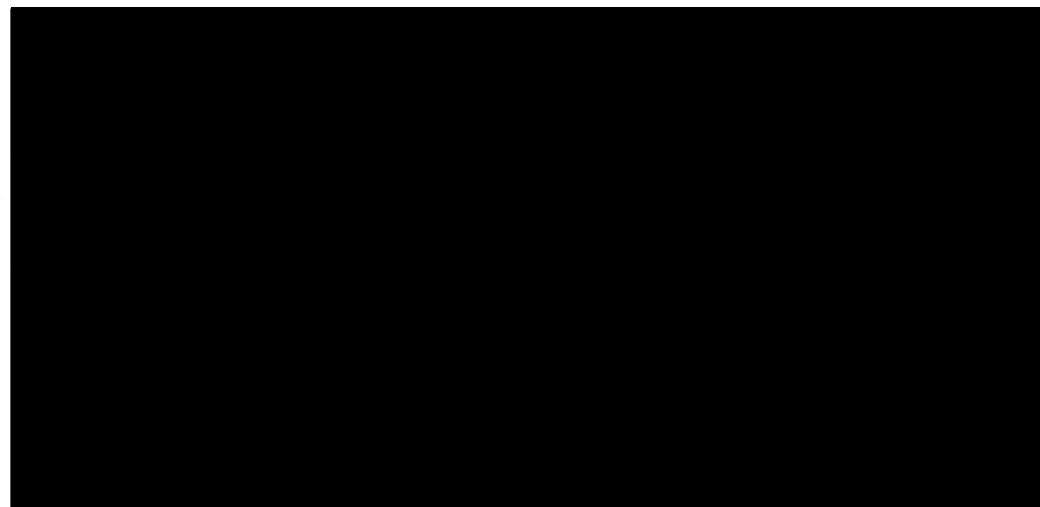
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.2 The teacher establishes, communicates and maintains clear expectations for student behavior.

Managing Student Behavior

Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.



Possible Sources of Evidence:

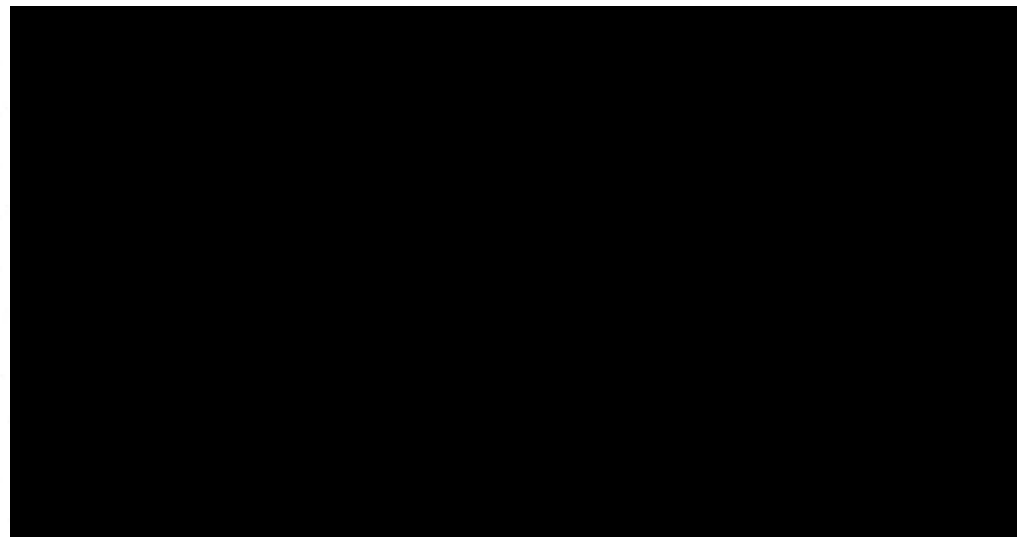
- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished

STUDENT-CENTERED ACTIONS

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.
- Advocates for the needs of all students in the classroom and campus.

Accomplished

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.
- Advocates for the needs of all students in the classroom.

Proficient

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

Developing

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

Improvement Needed

TEACHER-CENTERED ACTIONS

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

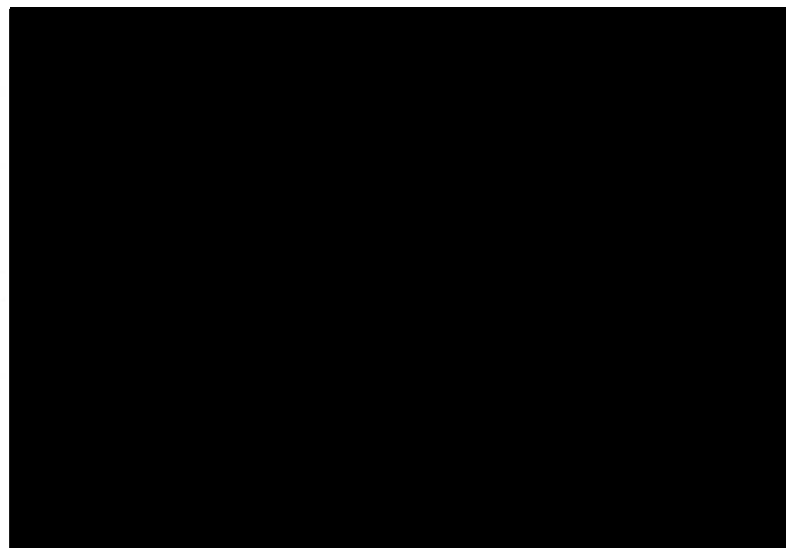
PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
<ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.



Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:

2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished

STUDENT-CENTERED ACTIONS

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Initiates collaborative efforts that enhance student learning and growth.
- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.

Accomplished

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Joins colleagues in collaborative efforts that enhance student learning and welfare.
- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

Proficient

- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities
- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

Developing

- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

Improvement Needed

TEACHER-CENTERED ACTIONS

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Attachments 25: Proposed School Calendar (Annual)

CHAMPIONS PREP ACADEMY



Student Instructional Days 173

Staff Work Days 187

School Calendar

2021-2022

Six Weeks Periods

1st Six Weeks August 23 – October 1 29 Days

2nd Six Weeks October 4 – November 12 29 Days

3rd Six Weeks November 15 – January 14 28 Days

4th Six Weeks January 13 – February 25 29 Days

5th Six Weeks February 28 – April 15 30 Days

6th Six Weeks April 18 – May 27 28 Days

Staff Planning / Work Days

STUDENTS DO NOT ATTEND SCHOOL

August 9 – 20, 2021

January 6 – 7, 2022

May 26 – 28, 2020

Holidays

LABOR DAY September 6

THANKSGIVING November 22 – 26

CHRISTMAS December 23 – January 5

HOLIDAY February 7

SPRING BREAK March 14 – 18

EASTER April 22

MEMORIAL DAY May 30

Bad Weather Days

October 11, 2021 April 25, 2022

Food of Minimal Nutritional Value Days

22-Dec-21

14-Dec-22

27-May-22

STAAR Testing Days

March 30- April 21 STAAR Alternate 2

April 7 – Writing 4th & 7th Math 5th & 8th

April 8 – Reading 5th & 8th

April 10 – All Make Up Sessions

May 11 – Math 3rd, 4th, 6th, & 7th

May 12 – Reading 3rd, 4th, 6th, & 7th

May 13 – Science 5th & 8th

May 14 – Social Studies 8th

May 15 – All Make Up Sessions

June 23 – Math Retest 5th & 8th

June 24 – Reading Retest 5th & 8th

June 26 – All Make Up Sessions

TELPAS Testing Days

February 24 – April 3

School Start Time 8:00 AM

School End Time 3:30 PM

August-21

S	M	T	W	TH	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-21

S	M	T	W	TH	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-21

S	M	T	W	TH	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-21

S	M	T	W	TH	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-21

S	M	T	W	TH	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-22

S	M	T	W	TH	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					

February-22

S	M	T	W	TH	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-22

S	M	T	W	TH	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-22

S	M	T	W	TH	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-22

S	M	T	W	TH	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-22

S	M	T	W	TH	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-22

S	M	T	W	TH	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						

901 West Expressway 83, San Benito, Texas

Email: championsprepac@gmail.com

Attachments 26: Proposed School Schedules

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Teacher Sample Schedule
4th Grade

Time	Subject	Minutes
7:45-8:00	Arrival, morning routine, attendance	15
8:00-9:30	ELA	90
9:30-10:15	Writing/Grammar	45
10:15-11:00	Conference/Fine Arts	45
11:00-11:45	Science	45
11:45-12:30	Lunch/Recess	45
12:30-2:00	Math	90
2:00-2:45	Intervention/Fine Arts	45
2:45-3:30	Social studies (computer lab 2 times)	45
3:30-4:00	Dismissal	30
3:45-5:00	After school program (optional)	75

Student Sample Schedule
4th Grade

Time	Subject	Minutes
7:15-7:45	Breakfast & Reading	30
7:45-8:00	Morning routine, pledges, attendance	15
8:00-9:30	ELA	90
9:30-10:15	Writing/Grammar	45
10:15-11:00	Conference/Fine Arts	45
11:00-11:45	Science	45
11:45-12:30	Lunch/Recess	45
12:30-2:00	Math	90
2:00-2:45	Intervention/Fine Arts	45
2:45-3:30	Social studies (computer lab 2 times)	45
3:30-4:00	Dismissal	30
3:45-5:00	After school program (optional)	75

Attachments 27: Proposed Admissions and Enrollment Policy

Attachment 27: Proposed Admissions and Enrollment Policy

Admission Policy & Procedures

Admission to Champions Prep Academy (the “School”) shall be open to all students who reside within the geographic boundaries stated in the open-enrollment charter of the School and who are eligible for admission in accordance with applicable law.

When making admissions decisions, the School does not discriminate against students on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend under state law.

Admissions Eligibility

To be eligible for admission and enrollment, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. Champion Prep Academy Charter School’s geographic boundaries in San Benito, Texas and Cameron County.

As authorized by Texas Education Code § 12.111(6), the School reserves the right to exclude from admission a student with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A, Chapter 37.

To be eligible for prekindergarten, student must be 3 or 4 prior to September 1 of the year the student starts prekindergarten. To be eligible for kindergarten, student must be 5 prior to September 1 of the year the student starts kindergarten.

Submission of Application Deadline

The School requires applicants to submit a completed application form in order to be considered for admission. The School’s admission application period is from Last Monday of January 25th to February 19th the deadline to submit admissions applications for the next school year is February 19th however if there are seats available in any grade level at any time a student may be enrolled.

Champions Prep Academy will enroll students following TEC §25.002. The statute requires that a child’s prior school district or the person enrolling the child to provide certain records. The required records are:

- v. Students Birth Certificate or other proof of identity
- vi. Child’s records from the school recently attended
- vii. Immunization records and
- viii. Social security number or a state approved identification

Champion Prep Academy must obtain the name, date of birth and address of the parent/legal guardian enrolling the child. As provided by statute (TEC, §12.117) parents and student applicants are required to complete and submit the common application form adopted by the commissioner. All charter schools are required to use the state uniform admission form and timeline.

Champions Prep Academy application will include the following:

1. Home school district
2. Current grade and grade level requested for admission
3. Name of siblings attending/applying for admission
4. Whether student has a documented document history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter

If necessary, a random admissions lottery will be held by March 1st.

Admissions Lottery

A random admissions lottery will be conducted if the total number of applicants exceeds the number of Notification will be made by email, phone, and mail to the families. Failure of an applicant to respond within 10 days of the date of the telephone call or e-mail, or within 10 business days of a post-marked letter, will result in withdrawal of his or her position from the application process. Parents notified by mail should call the office immediately upon receipt of the notice in order to preserve their child's position in the lottery. Once all spaces have been filled by the lottery, the remaining numbers will be drawn and the applicants

assigned to these numbers will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied.

Lottery Exemptions

As permitted by §100.1207(b) of Title 19 of the Texas Administrative Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

1. Returning students already admitted or attending the school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade is not oversubscribed;
3. Children of employees of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment; and
4. Children of founders of the school, so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.

Admission Notification

Families will be notified within 48 hours of the lottery or when a seat becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a student is going to enroll in Champions Prep Academy the student's parent or guardian must accept enrollment within 10 school days of receiving notice of admission.

Enrollment

Upon student enrollment, Champions Prep Academy must receive the following documents within 30 days:

1. Verification of student identity
2. Immunization Records
3. Verification of Residency (see below)
4. School Records

Texas Records Exchange (TREx)

Champions Prep Academy will request records through TREx within 10 days of student enrollment, for any student who has previously attended a Texas public school.

Proof of Residency

In order to ensure a student resides within the boundaries of Champions Prep Academy, the school may request the following:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

Champions Prep Academy is committed to serving students who may be homeless. To ensure that all homeless students, are not stigmatized or segregated on the basis of their homeless status, Champions Prep Academy will adopt policies and procedures to ensure a student's admission or current enrollment are not delayed or denied. Champions Prep Academy will immediately enroll a homeless student even if the student is unable to produce the records normally required for enrollment.

Champions Prep Academy may conduct home visits as necessary to confirm residency.

Re-Enrollment

Students previously enrolled at Champions Prep Academy who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

Source Elevate Collegiate

Attachments 28: Certificate of Occupancy for Facility

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Not Applicable

Attachments 29: Evidence that Facility has been Secured

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

Not Applicable

Attachments 30: Detailed Start-Up Plan

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Date	Description	Responsibility
June 2020	Work on TEA Start-up Grant.	Superintendent/School Leadership
June 2020	Facility search.	Superintendent/School Leadership
June 2020	RFP Insurance Coverage	Superintendent/School Leadership
August 2020	Create board meeting calendar for startup year.	Superintendent/School Leadership
September 2020	Join Texas Charter School Association and develop Board Policies.	Superintendent/School Leadership
October 2020	Develop and adopt local policies and procedures for students, handbooks, crisis management, finance and human resources.	Superintendent/School Leadership
October 2020	Begin mail out of school flyers to neighboring communities.	Superintendent/School Leadership
November 2020	Begin student recruitment by holding monthly presentations at local venues.	Superintendent/School Leadership
December 2020	Partner with local business and large corporations to invest and donate to Champions Prep Academy.	Superintendent/School Leadership
December 2020	Finalize all scope & sequence, curriculum vendors.	Superintendent/School Leadership
January 2021	Enrollment Applications are made available. Start enrollment compiling information.	Superintendent/School Leadership
January 2021	Contract with Region One the Personnel Services COOP to recruit, select and hire all personnel, and TxEIS services.	Superintendent/School Leadership
January 2021	Finalize insurance carrier and coverages	Superintendent/School Leadership
February 2021	Secure facility. Create layout plan	Superintendent/School Leadership
February 2021	Review and make any necessary adjustments for 2021-2022 budget	Superintendent/School Leadership
March 2021	Secure all utilities for facility and plan for any adjustments	Superintendent/School Leadership
March	Conduct Board Orientation	Board President/Superintendent
March 2021	Reach out to nearby neighborhoods by distributing flyers door to door and develop a mailout plan to surrounding area.	Superintendent/School Leadership
March 2021	Perform Enrollment Lottery if necessary	Superintendent/School Leadership

April 2021	Create RFP for vended meals, furniture and technology. Select with appropriated timelines in RFP.	Superintendent/School Leadership
April 2021	Conduct interviews and hire all personnel to start in August 2021.	Superintendent/School Leadership
May 2021	Purchase all curriculum, furniture, office and instructional materials needed.	Superintendent/School Leadership
May 2021	Hold staff meeting to share the vision of the Champions Prep Academy and finalize District Improvement Plan.	Superintendent/School Leadership
June 2021	Adopt 2021-2022 Budget	Superintendent/School Leadership
June 2021	Create staff development calendar for 21-22 school year. Have all activities planned for the upcoming school year. Create financial calendar for reports and accountability.	Superintendent/School Leadership
June 2021	Conduct Parent and student orientations.	Superintendent/School Leadership
July 2021	Conduct Teacher & Staff Orientation	Superintendent/School Leadership
July 2021	Assure all items purchased are inventoried and accounted.	Superintendent/School Leadership
August 2021	Conduct Teacher & Staff Professional Development	Superintendent/School Leadership
August 2021	Hold a Back to School Bash and have parents and the community join and learn about Champions Prep Academy	Superintendent/School Leadership

Attachments 31: Financial Plan Workbook

Champions Prep Academy

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue
TOTAL REVENUE

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

	\$ 2,801,581	\$ 3,165,786	\$ 6,679,809	\$ 7,414,588	\$ 11,270,174
	\$ 360,167	\$ 406,989	\$ 858,746	\$ 953,208	\$ 1,448,877
\$ 45,000	\$ 90,000	\$ 101,700	\$ 214,587	\$ 238,192	\$ 362,051
\$ 45,000	\$ 3,251,748	\$ 3,674,475	\$ 7,753,143	\$ 8,605,988	\$ 13,081,102

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

\$ -	\$ 325,000	\$ 355,000	\$ 495,000	\$ 495,000	\$ 635,000
\$ -	\$ 1,051,000	\$ 1,145,000	\$ 2,384,000	\$ 2,619,000	\$ 3,905,000
\$ -	\$ 125,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
\$ -	\$ 171,865	\$ 186,063	\$ 358,271	\$ 385,178	\$ 562,768
\$ -	\$ 1,672,865	\$ 1,811,063	\$ 3,487,271	\$ 3,749,178	\$ 5,477,768

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 1,500	\$ 489,167	\$ 545,589	\$ 1,052,852	\$ 1,159,647	\$ 1,835,545
\$ 3,000	\$ 455,555	\$ 758,670	\$ 1,870,966	\$ 2,371,377	\$ 3,528,155
\$ -	\$ 347,600	\$ 382,360	\$ 764,720	\$ 841,192	\$ 1,652,134
\$ -	\$ 30,000	\$ 33,000	\$ 82,500	\$ 148,500	\$ 267,300
\$ 4,500	\$ 1,322,322	\$ 1,719,619	\$ 3,771,038	\$ 4,520,716	\$ 7,283,133

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 4,500	\$ 2,995,187	\$ 3,530,681	\$ 7,258,309	\$ 8,269,894	\$ 12,760,901
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NET OPERATING INCOME (before depreciation)

\$ 40,500	\$ 256,561	\$ 143,794	\$ 494,834	\$ 336,094	\$ 320,201
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	320	360	760	840	1,280
	\$ 10,162	\$ 10,207	\$ 10,202	\$ 10,245	\$ 10,220
	\$ 9,360	\$ 9,807	\$ 9,550	\$ 9,845	\$ 9,969

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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.

Champions Prep Academy

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	CHAMPIONS PREP ACADEMY	
Contact Email:	anammendoza73@gmail.com	
Contact Phone:	(956)534-6820	
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:	75,600	Enter the number of minutes (e.g., 75,600)

Champions Prep 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)	80.00	80.00	160.00	160.00	240.00
Kindergarten	40.00	40.00	80.00	80.00	120.00
1st Grade	40.00	40.00	80.00	80.00	120.00
2nd Grade	40.00	40.00	80.00	80.00	120.00
3rd Grade	40.00	40.00	80.00	80.00	120.00
4th Grade	40.00	40.00	80.00	80.00	120.00
5th Grade	40.00	40.00	80.00	80.00	120.00
6th Grade		40.00	80.00	80.00	120.00
7th Grade			40.00	80.00	120.00
8th Grade				40.00	80.00
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	320.00	360.00	760.00	840.00	1,280.00
Total Number of High School Students Enrolled	-	-	-	-	-
Average Daily Attendance (ADA) %	95%	95%	95%	95%	95%
Average Daily Attendance (ADA)	304.00	342.00	722.00	798.00	1,216.00
Percent change YOY		13%	111%	11%	52%

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	6.00	7.00	11.00	11.00	17.00	17.00	20.00	20.00	25.00	25.00
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	10.00	11.00	23.00	23.00	37.00	37.00	56.00	56.00	62.00	62.00
Special Education Student Count (SPED)	16.00	18.00	34.00	34.00	54.00	54.00	76.00	76.00	87.00	87.00
Special Education Student Count %	5.00%	5.63%	9.44%	9.44%	7.11%	7.11%	9.05%	9.05%	6.80%	6.80%
Percent change YOY			113%	89%	59%	59%	41%	41%	14%	14%

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	6.00	13.00	21.00	29.00	33.00
% of Gifted and Talented Students Enrolled	1.88%	3.61%	2.76%	3.45%	2.58%
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	69.00	135.00	225.00	310.00	350.00
% of Students Enrolled in Bilingual/ESL	21.56%	37.50%	29.61%	36.90%	27.34%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	256.00	517.00	821.00	1,156.00	1,323.00
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TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

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Champions Prep 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			
Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.											
REVENUE											
TOTAL STATE REVENUES		2,801,581			13.00%	111.00%	11.00%	52.00%			
TOTAL FEDERAL REVENUES		360,167			13.00%	111.00%	11.00%	52.00%			Federal Grants/Child Nutrition Program/IMAT
TOTAL LOCAL & OTHER REVENUES	45,000	90,000			13.00%	111.00%	11.00%	52.00%	Fundraising		Fundraising
TOTAL REVENUE	\$ 45,000	\$ 3,251,748									
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	115,000									
Instructional Management	-	60,000									
Deans, Directors & Coordinators	-	40,000									
CFO / Director of Finance	-	-									
Operation / Business Manager	-	30,000									
Administrative Staff	-	80,000									
Other - Administrative	-	-									
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ -	\$ 325,000									
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	752,000									
Teachers - SPED	-	47,000									
Substitute Teachers	-	-									
Teaching Assistants	-	-									
Specialty Teachers	-	-									
Aides	-	200,000									
Therapists & Counselors	-	52,000									
Other - Instructional	-	-									
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 1,051,000									
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	25,000									
Librarian	-	-									
Custodian	-	50,000									
Security	-	-									
Other - Non-Instructional	-	50,000									
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 125,000									
TOTAL PERSONNEL EXPENSES	\$ -	\$ 1,501,000									
For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.											
PAYROLL TAXES AND BENEFITS			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Social Security	-	-	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%			
Medicare	-	21,765	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
State Unemployment	-	-	0.00%	1.00%	1.00%	1.00%	1.00%	1.00%			
Worker's Compensation Insurance	-	15,010	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Health Insurance	-	135,090	0.00%	9.00%	9.00%	9.00%	9.00%	9.00%			
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%			
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ 171,865									
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ -	\$ 1,672,865									

Champions Prep 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		
	Enter the % change below for which the amount entered in column F should change each year.									
CONTRACTED SERVICES										
Accounting / Audit	-	13,000			10.00%	30.00%	10.00%	30.00%		
Legal	-	6,000			5.00%	5.00%	5.00%	5.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	150,967			13.00%	100.00%	11.00%	52.00%	Vended Meals	
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%		
Special Ed Services	-	25,000			10.00%	100.00%	10.00%	100.00%	Contracted Services	
Titlment Services (i.e. Title I)	-	209,200			13.00%	100.00%	11.00%	52.00%	Supplemental	
Region One-Personnel Services	1,500	3,000			10.00%	10.00%	10.00%	10.00%		
Region One-SUBHUB	-	60,000			5.00%	100.00%	5.00%	100.00%		
Region One-TxEIS Services	-	22,000			10.00%	20.00%	10.00%	20.00%		
TOTAL	\$ 1,500	\$ 489,167								
SCHOOL OPERATIONS										
Board Expenses	3,000	12,000			3.00%	3.00%	3.00%	3.00%	Training	
Classroom / Teaching Supplies & Materials	-	66,100			100.00%	150.00%	30.00%	50.00%		
Special Ed Supplies & Materials	-	7,300			100.00%	150.00%	30.00%	50.00%		
Textbooks / Workbooks	-	102,500			100.00%	150.00%	30.00%	50.00%		
Supplies & Materials other	-	25,000			30.00%	150.00%	30.00%	50.00%		
Equipment / Furniture	-	98,805			100.00%	150.00%	30.00%	50.00%		
Telephone	-	4,800			5.00%	150.00%	5.00%	50.00%		
Technology	-	47,050			20.00%	150.00%	20.00%	50.00%		
Student Testing & Assessment	-	18,000			20.00%	150.00%	20.00%	50.00%		
Field Trips	-	10,000			10.00%	100.00%	10.00%	50.00%		
Transportation (student)	-	10,000			10.00%	100.00%	10.00%	50.00%		
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%		
Office Expense	-	15,000			10.00%	150.00%	10.00%	50.00%		
Staff Development	-	16,000			10.00%	160.00%	20.00%	50.00%		
Staff Recruitment	-	2,000			5.00%	100.00%	5.00%	50.00%		
Student Recruitment / Marketing	-	13,000			10.00%	200.00%	10.00%	10.00%		
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	8,000			10.00%	100.00%	10.00%	30.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 3,000	\$ 455,555								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-			0.00%	0.00%	0.00%	0.00%		
Janitorial Services	-	-			0.00%	0.00%	0.00%	0.00%		
Building and Land Rent / Lease	-	265,000			10.00%	100.00%	10.00%	100.00%		
Repairs & Maintenance	-	25,000			10.00%	100.00%	10.00%	50.00%		
Security Services	-	18,000			10.00%	100.00%	10.00%	100.00%		
Utilities	-	34,200			10.00%	100.00%	10.00%	100.00%		
Internet	-	5,400			10.00%	100.00%	10.00%	100.00%		
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	\$ -	\$ 347,600								
RESERVES / CONTINGENCIES	-	30,000			10.00%	150.00%	80.00%	80.00%		
TOTAL EXPENSES	\$ 4,500	\$ 2,995,187								
NET OPERATING INCOME (before Depreciation)	\$ 40,500	\$ 256,561								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 40,500	\$ 256,561								

Champions Prep Academy

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue	45,000	3,251,748	3,674,475	7,753,143	8,605,988	13,081,102
Total Expenses	4,500	2,995,187	3,530,681	7,258,309	8,269,894	12,760,901
Net Operating Income (before Depreciation)	40,500	256,561	143,794	494,834	336,094	320,201
Revenue Per Pupil		10,161.71	10,206.88	10,201.50	10,245.22	10,219.61
Expenses Per Pupil		9,359.96	9,807.45	9,550.41	9,845.11	9,969.45

REVENUE

TOTAL STATE REVENUES		2,801,581	3,165,786	6,679,809	7,414,588	11,270,174
TOTAL FEDERAL REVENUES		360,167	406,989	858,746	953,208	1,448,877
TOTAL LOCAL & OTHER REVENUES	\$ 45,000	90,000	101,700	214,587	238,192	362,051
TOTAL REVENUE	\$ 45,000	\$ 3,251,748	\$ 3,674,475	\$ 7,753,143	\$ 8,605,988	\$ 13,081,102

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	115,000	115,000	115,000	115,000	115,000
Instructional Management	-	60,000	60,000	120,000	120,000	180,000
Deans, Directors & Coordinators	-	40,000	40,000	40,000	40,000	40,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	30,000	60,000	60,000	60,000	60,000
Administrative Staff	-	80,000	80,000	160,000	160,000	240,000
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ -	\$ 325,000	\$ 355,000	\$ 495,000	\$ 495,000	\$ 635,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	752,000	846,000	1,786,000	2,021,000	3,008,000
Teachers - SPED	-	47,000	47,000	94,000	94,000	141,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	200,000	200,000	400,000	400,000	600,000
Therapists & Counselors	-	52,000	52,000	104,000	104,000	156,000
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 1,051,000	\$ 1,145,000	\$ 2,384,000	\$ 2,619,000	\$ 3,905,000

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	25,000	25,000	50,000	50,000	75,000
Librarian	-	-	-	-	-	-
Custodian	-	50,000	50,000	100,000	100,000	150,000
Security	-	-	-	-	-	-
Other - Non-Instructional	-	50,000	50,000	100,000	100,000	150,000
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 125,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
TOTAL PERSONNEL EXPENSES	\$ -	\$ 1,501,000	\$ 1,625,000	\$ 3,129,000	\$ 3,364,000	\$ 4,915,000

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	-	21,765	23,563	45,371	48,778	71,268
State Unemployment	-	-	-	-	-	-
Worker's Compensation Insurance	-	15,010	16,250	31,290	33,640	49,150
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	-	135,090	146,250	281,610	302,760	442,350
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ -	\$ 171,865	\$ 186,063	\$ 358,271	\$ 385,178	\$ 562,768
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ -	\$ 1,672,865	\$ 1,811,063	\$ 3,487,271	\$ 3,749,178	\$ 5,477,768
CONTRACTED SERVICES						
Accounting / Audit	-	13,000	14,300	18,590	20,449	26,584
Legal	-	6,000	6,300	6,615	6,946	7,293
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	150,967	170,593	341,185	378,716	575,648
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	25,000	27,500	55,000	60,500	121,000
Titlement Services (i.e. Title I)	-	209,200	236,396	472,792	524,799	797,695
Region One-Personnel Services	1,500	3,000	3,300	3,630	3,993	4,392
Region One-SUBHUB	-	60,000	63,000	126,000	132,300	264,600
Region One-TxEIS Services	-	22,000	24,200	29,040	31,944	38,333
TOTAL	\$ 1,500	\$ 489,167	\$ 545,589	\$ 1,052,852	\$ 1,159,647	\$ 1,835,545

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
SCHOOL OPERATIONS						
Board Expenses	3,000	12,000	12,360	12,731	13,113	13,506
Classroom / Teaching Supplies & Materials	-	66,100	132,200	330,500	429,650	644,475
Special Ed Supplies & Materials	-	7,300	14,600	36,500	47,450	71,175
Textbooks / Workbooks	-	102,500	205,000	512,500	666,250	999,375
Supplies & Materials other	-	25,000	32,500	81,250	105,625	158,438
Equipment / Furniture	-	98,805	197,610	494,025	642,233	963,349
Telephone	-	4,800	5,040	12,600	13,230	19,845
Technology	-	47,050	56,460	141,150	169,380	254,070
Student Testing & Assessment	-	18,000	21,600	54,000	64,800	97,200
Field Trips	-	10,000	11,000	22,000	24,200	36,300
Transportation (student)	-	10,000	11,000	22,000	24,200	36,300
Student Services - other	-	-	-	-	-	-
Office Expense	-	15,000	16,500	41,250	45,375	68,063
Staff Development	-	16,000	17,600	45,760	54,912	82,368
Staff Recruitment	-	2,000	2,100	4,200	4,410	6,615
Student Recruitment / Marketing	-	13,000	14,300	42,900	47,190	51,909
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	8,000	8,800	17,600	19,360	25,168
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 3,000	\$ 455,555	\$ 758,670	\$ 1,870,966	\$ 2,371,377	\$ 3,528,155
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	265,000	291,500	583,000	641,300	1,282,600
Repairs & Maintenance	-	25,000	27,500	55,000	60,500	90,750
Security Services	-	18,000	19,800	39,600	43,560	87,120
Utilities	-	34,200	37,620	75,240	82,764	165,528
Internet	-	5,400	5,940	11,880	13,068	26,136
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 347,600	\$ 382,360	\$ 764,720	\$ 841,192	\$ 1,652,134
RESERVES / CONTINGENCIES	-	30,000	33,000	82,500	148,500	267,300
TOTAL EXPENSES	\$ 4,500	\$ 2,995,187	\$ 3,530,681	\$ 7,258,309	\$ 8,269,894	\$ 12,760,901
NET OPERATING INCOME (before Depreciation)	\$ 40,500	\$ 256,561	\$ 143,794	\$ 494,834	\$ 336,094	\$ 320,201
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 40,500	\$ 256,561	\$ 143,794	\$ 494,834	\$ 336,094	\$ 320,201

Champions Prep 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

	\$ 2,801,581	\$ 3,165,786	\$ 6,679,809	\$ 7,414,588	\$ 11,270,174
	\$ 360,167	\$ 406,989	\$ 858,746	\$ 953,208	\$ 1,448,877
\$ 45,000	\$ 90,000	\$ 101,700	\$ 214,587	\$ 238,192	\$ 362,051
\$ 45,000	\$ 3,251,748	\$ 3,674,475	\$ 7,753,143	\$ 8,605,988	\$ 13,081,102

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

\$ -	\$ 325,000	\$ 355,000	\$ 495,000	\$ 495,000	\$ 635,000
\$ -	\$ 1,051,000	\$ 1,145,000	\$ 2,384,000	\$ 2,619,000	\$ 3,905,000
\$ -	\$ 125,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
\$ -	\$ 171,865	\$ 186,063	\$ 358,271	\$ 385,178	\$ 562,768
\$ -	\$ 1,672,865	\$ 1,811,063	\$ 3,487,271	\$ 3,749,178	\$ 5,477,768

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 1,500	\$ 489,167	\$ 545,589	\$ 1,052,852	\$ 1,159,647	\$ 1,835,545
\$ 3,000	\$ 455,555	\$ 758,670	\$ 1,870,966	\$ 2,371,377	\$ 3,528,155
\$ -	\$ 347,600	\$ 382,360	\$ 764,720	\$ 841,192	\$ 1,652,134
\$ -	\$ 30,000	\$ 33,000	\$ 82,500	\$ 148,500	\$ 267,300
\$ 4,500	\$ 1,322,322	\$ 1,719,619	\$ 3,771,038	\$ 4,520,716	\$ 7,283,133

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 4,500	\$ 2,995,187	\$ 3,530,681	\$ 7,258,309	\$ 8,269,894	\$ 12,760,901
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NET OPERATING INCOME (before depreciation)

\$ 40,500	\$ 256,561	\$ 143,794	\$ 494,834	\$ 336,094	\$ 320,201
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	320	360	760	840	1,280
	\$ 10,162	\$ 10,207	\$ 10,202	\$ 10,245	\$ 10,220
	\$ 9,360	\$ 9,807	\$ 9,550	\$ 9,845	\$ 9,969

Champions Prep Academy

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		304.000
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	0.238
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
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		0.238
Total Special Education Weighted FTE		1.188
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	0.046
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
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		0.046
Total ESY Special Education Weighted FTE		0.231
Mainstream ADA	1.10	9.500
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		303.763
Gifted & Talented Enrollment	0.12	6.000
State Compensatory Education Enrollment	0.20	256.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	65.550
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	466.307
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	\$	1,985,088
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	4,705
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	42,837
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	7,760
Mainstream	10	\$	68,291
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	1,132
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	77,183
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	\$	334,592
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	334,592
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	\$	2,444,405
TIER II	SOF pg		
Tier II Level 1	12	\$	284,169
Tier II Level 2	12	\$	73,007
TOTAL TIER II	3	\$	357,176
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	\$	2,801,581
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	2,801,581

Champions Prep Academy

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 2,801,581
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 2,801,581

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 232,531
October	11	9.1%	\$ 233,784
November	10	10.1%	\$ 235,862
December	9	11.1%	\$ 233,034
January	8	12.4%	\$ 231,430
February	7	14.4%	\$ 235,431
March	6	16.6%	\$ 232,319
April	5	19.9%	\$ 232,271
May	4	25.1%	\$ 234,665
June	3	33.2%	\$ 232,485
July	2	49.7%	\$ 232,482
August	1	100.0%	\$ 235,288
Total Payments			\$ 2,801,581

Attachments 32: Budget Narrative

Our current Budget is based on reasonable estimations and will undergo multiple revisions during the planning year by the Superintendent and contracted services for finance by Region One software for Budget. Champions Prep Academy's Budget will be reviewed and approved by the Board at the beginning of every school year. The Superintendent will provide monthly budget reports to the Board.

Start-Up Budget: Our primary source of revenue will be from fundraising on Year 0. Our goal is to apply for the Texas Education Charter School Start-Up Grant, and if need to we will also apply for a line of credit to make sure we prepare the campus that we will lease for students. The Board and Founding Team are committed to fundraising \$50,000 to make sure that we cover the needed costs during year 0. During this time, the only cost that we anticipate is Region One Personnel Services of \$1,500.00 and Board expenses of \$3,000 for board training. The funding team is committed to volunteering their time to ensure that we market and advertise in the community to inform families about our school.

Salary and Benefits: \$1,672,000.00 is projected in salary and benefits, including compensation for Superintendent and Administration. These roles are essential in ensuring that Champions Prep Academy is prepared with all systems, procedures, and logistics are all operations before our opening in August 2021.

Contracted Service: \$489,000.00 that includes: accounting/audit (\$13,000), legal (\$6,000), Food Service/Lunch (\$150,967), special education services (\$25,000), titlement services (\$209,200), Region One Personnel Services (\$3,000), Region One SubHub (\$60,000), Region One Taxis services (\$22,000).

School Operations: \$455,555 that includes: Board Expenses (\$12,000), classroom and teacher supplies (\$66,100), special education supplies and materials (\$7,300), Textbooks (\$102,500), other supply and materials (\$25,000), furniture and equipment (\$98,805), telephone (\$4,800), technology (\$47,050), assessment materials (\$18,000), fieldtrips (\$10,000), transportation (\$10,000), office expenses (\$15,000), staff development (\$16,000), staff recruitment (\$2,000), student recruitment and marketing (\$13,000), and staff travel (\$8,000).

Facility Operations and Maintenance: \$347,600 that includes: Building and land lease (\$265,000), repairs and maintenance (\$25,000), security services (\$ 18,000), utilities (\$34,200), and internet (\$5,400).

Total Expenses: \$2,995,187 with a net operating income of \$\$256,561.

Source: Elevate Collegiate

Attachments 33: Evidence of Other Financial Support



Champions Prep Academy

January 15, 2020

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

Texas Education Agency:

Champions Prep Academy Founding Team are committed in fulfilling their mission to equip all of our future students with a high-quality education by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment. To show our commitment to our mission and vision we will influence our networks to raise money for Champions Prep Academy.

We have a Board fundraising goal of at least \$25,000.00 beginning in our start -up year. The Founding Board of Directors are committed in fulfilling our mission and vision to ensure that we are ready to open our doors by August 2021.

Sincerely,

Florencio Hernandez Jr.
Proposed President of the Board



Champions Prep Academy

January 15, 2020

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

Texas Education Agency:

Champions Prep Academy Founding Team are committed in fulfilling our mission to equip all of our future students with a high-quality education by empowering them to become lifelong learners and leaders with academic excellence through a safe and rigorous environment. To show our commitment to our mission and vision we will influence our networks to raise money for Champions Prep Academy.

We have a fundraising goal of at least \$20,000.00 beginning in our start -up year. The Founding Team are committed in fulfilling our mission and vision to ensure that we are ready to open our doors by August 2021.

Sincerely,

A handwritten signature in black ink, which appears to read "Ana Mendoza". The signature is fluid and cursive.

Ana Mendoza
Founder and CEO

Attachments 34: Audit Report

**Champions Prep Academy, Inc.,
Statement of Financial Position
As of December 31, 2019 – July 1, 2020**

	2019	2020
Assets		
Current Assets	\$0	\$0
Cash and Cash Equivalents	\$0	\$0
Accounts Receivable	\$0	\$0
Prepaid Expenses	\$0	\$0
Total Current Assets	\$0	\$0
Property and Equipment, net	\$0	\$0
Total Assets	\$0	\$0
Liabilities and Net Assets		
Current Liabilities	\$0	\$0
Accounts Payable	\$0	\$0
Accrued Liabilities	\$0	\$0
Deferred Revenue	\$0	\$0
Current Portion of Long-Term Debt	\$0	\$0
Total Current Liabilities	\$0	\$0
Long-Term Debt	\$0	\$0
Total Liabilities	\$0	\$0
Net Assets	\$0	\$0
Unrestricted	\$0	\$0
Temporarily Restricted	\$0	\$0
Total Net Assets	\$0	\$0
Total Liabilities and Net Assets	\$0	\$0

**Champions Prep Academy, Inc.,
Statement of Activities
As of December 31, 2019 – July 1, 2020**

	Unrestricted	Temporarily Restricted	Totals	
			2019	2020
Revenues				
Local Support:				
5740 Other Revenues from Local Sources	\$0	\$0	\$0	\$0
State Program Revenues				
5810 Foundation School Program Act Revenues		\$0	\$0	\$0
5820 State Program Revenues Distributed by Texas Education Agency		\$0	\$0	\$0
Total State Program Revenues		\$0	\$0	\$0
		\$0	\$0	\$0
Federal Program Revenues:				
5920 Federal Revenues Distributed by the Texas Education Agency		\$0	\$0	\$0
Net Assets Released from Restrictions:				
Restrictions Satisfied by Payments	\$0	\$0	\$0	\$0
Total Revenues	\$0	\$0	\$0	\$0
Expenses				
11 Instruction	\$0	\$0	\$0	\$0
12 Instructional Resources and Media Services	\$0	\$0	\$0	\$0
13 Curriculum Development and Instructional Staff Development	\$0	\$0	\$0	\$0
21 Instructional Leadership	\$0	\$0	\$0	\$0
23 School Leadership	\$0	\$0	\$0	\$0
31 Guidance, Counseling and Evaluation Services	\$0	\$0	\$0	\$0
32 Social Work Services	\$0	\$0	\$0	\$0
33 Health Services	\$0	\$0	\$0	\$0
34 Student (Pupil) Transportation	\$0	\$0	\$0	\$0
35 Food Services	\$0	\$0	\$0	\$0
36 Cocurricular/Extracurricular Activities	\$0	\$0	\$0	\$0
41 General Administration	\$0	\$0	\$0	\$0
51 Plant Maintenance and Operations	\$0	\$0	\$0	\$0
52 Security and Monitoring Services	\$0	\$0	\$0	\$0
53 Data Processing Services	\$0	\$0	\$0	\$0
61 Community Services	\$0	\$0	\$0	\$0
81 Fund Raising	\$0	\$0	\$0	\$0
Total Expenses				
Change in Net Assets	\$0	\$0	\$0	\$0
Net Assets, Beginning of Year				
Net Assets, Ending of Year	\$0	\$0	\$0	\$0

**Champions Prep Academy, Inc.,
Statement of Cash Flows
As of December 31, 2019 – July 1, 2020**

	2019	2020
Cash Flows from Operating Activities:		
Foundation School Program Payments	\$0	\$0
Grant Payments	\$0	\$0
Contributions and Fund-Raising Activities	\$0	\$0
Miscellaneous Sources	\$0	\$0
Payments to Vendors for Goods and Services Rendered	\$0	\$0
Payments to Charter School Personnel for Services Rendered	\$0	\$0
Interest Payments	\$0	\$0
Net Cash Provided by Operating Activities	\$0	\$0
Cash Flows from Investing Activities:		
Purchase of Land and Building	\$0	\$0
Purchase of Equipment	\$0	\$0
Net Cash Provided by Investing Activities	\$0	\$0
Cash Flows from Financing Activities:		
Issuance of Long-Term Debt	\$0	\$0
Principal Payments on Long-Term Debt	\$0	\$0
Net Cash Provided by Financing Activities	\$0	\$0
Net Increase in Cash		
Cash at Beginning of Year	\$0	\$0
Cash at Ending of Year	\$0	\$0
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in Net Assets	\$0	\$0
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		
(Increase) Decrease in Assets:	\$0	\$0
Accounts Receivable	\$0	\$0
Increase (Decrease) in Liabilities:	\$0	\$0
Accounts Payable	\$0	\$0
Accrued Liabilities	\$0	\$0
Net Cash Provided by Operating Activities	\$0	\$0

Champions Prep Academy, Inc.,
Schedule of Expenses
For the Years Ended December 31, 2019 and July 1, 2020

	Totals	
	2019	2020
Expenses		
6100 Payroll Costs	\$0	\$0
6200 Professional and Contracted Services	\$0	\$0
6300 Supplies and Materials	\$0	\$0
6400 Other Operating Costs	\$0	\$0
6500 Debt	\$0	\$0
Total Expenses	\$0	\$0

**Champions Prep Academy, Inc.,
Schedule of Capital Assets
For the Year Ended December 31, 2019 - July 1, 2020**

		Ownership Interest		
		Local	State	Federal
Expenses				
	1110 Cash		\$0	
	1510 Land and Improvements		\$0	
	1520 Buildings and Improvements		\$0	\$0
	1531 Vehicles		\$0	\$0
	1539 Furniture and Equipment	\$0	\$0	\$0
	Total Property and Equipment	\$0	\$0	\$0

Attachment 35: Credit Report

Champions Prep Academy Inc., sponsoring entity was incorporated after January 1, 2018. At this time no documents can be provided for the Credit Report. TEA Charter Application Document)

Attachments 36: IRS Form 990, Form 990-N, or Form 990-EZ

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

No documents are being provided because the sponsoring entity was incorporated after January 1, 2018. (TEA Charter Application Document)

Attachments 37: Plan for Insurance Coverage

Attachment 37: Plan for Insurance Coverage

Educator's Management Liability/Wrongful Employment	\$ 1,000,000
Sexual Abuse or Molestation Liability (Occurrence)	\$ 100,000
Professional Liability (Occurrence)	\$ 1,000,000
Cyber Liability (Claims Made)	\$ 100,000
Automobile Liability (Hired/Non-Owned)	\$ 1,000,000
Hired Physical Damage	Comp \$100/Coll \$500
General Liability (Occurrence)	1,000,000/3,000,000
Property	Pending Facility

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

SPECIAL ASSURANCES



OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Champions Prep Academy Inc.

Proposed Charter School Name: Champions Prep Academy Charter School

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

JAB 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.

JAB 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

JAB 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

JAB 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

JAB 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

JAB 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

JAB 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:

Champions Prep Academy Inc.

Proposed Charter School Name: Champions Prep Academy Charter School

VII. Admission and Enrollment

The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

VIII. Public Meeting(s)

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 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

The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided within 30 days of enrollment.

The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity:

Champions Prep Academy Inc.

Proposed Charter School Name: Champions Prep Academy Charter School

The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

X. Ready to Open Check-List

The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

XIII. Required Disclosure

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

Sponsoring Entity: Champions Prep Academy Inc.

Proposed Charter School Name: Champions Prep Academy Charter School

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Florencio Hernandez Jr.

Printed Name of Sponsoring Entity Board Chair

Florencio Hernandez Jr.

Signature of Sponsoring Entity Board Chair

1/18/2020

Date