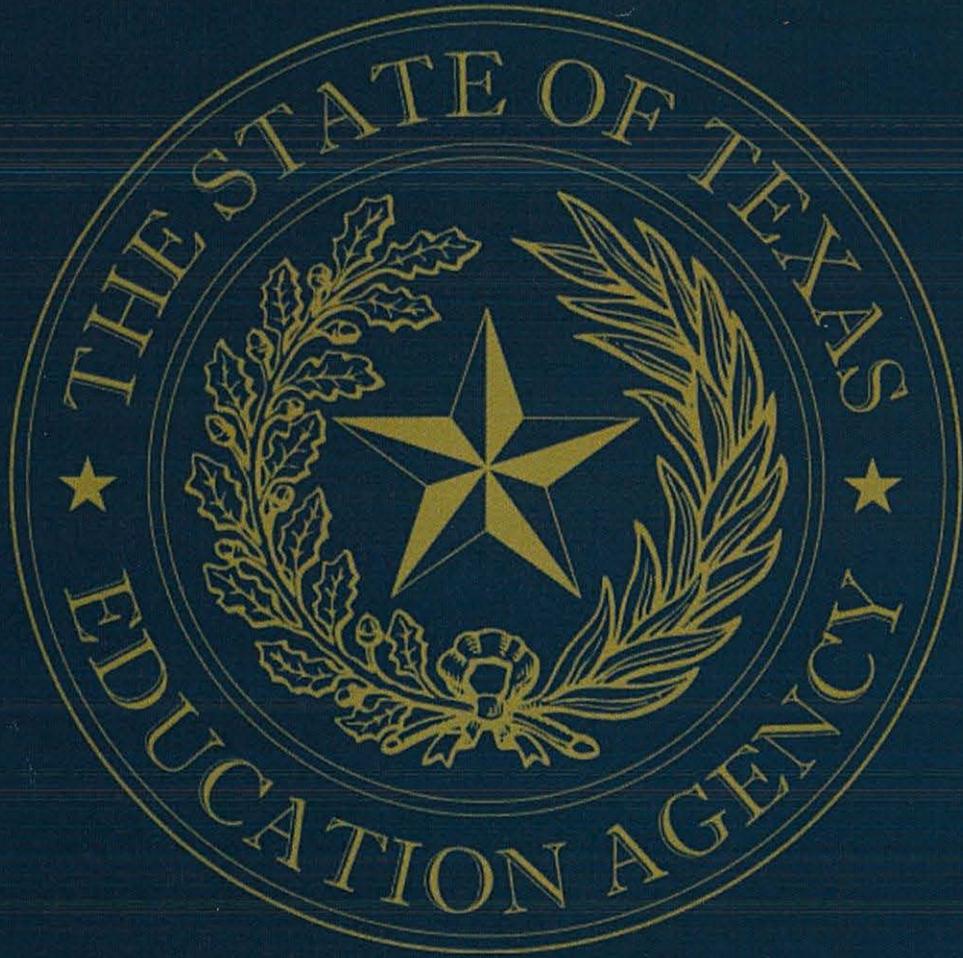


GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: CLEAR Public Charter School

Sponsoring Entity: CLEAR Public Charter School

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
Leadership and Governance	Family and Community Engagement	Yes
	Board Structure and Qualifications	Yes
	Proposed Superintendent Qualifications	Yes
	Proposed Instructional Leadership Team	Yes
	Proposed Financial and Operations Leadership Teams	Yes
	Performance Management	Yes

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Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Talent Management	Yes
	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

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Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	Yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	Yes
	Attachment 16: Job Description or Qualifications for Superintendent	Yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	Yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	Yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	Yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	Yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	Yes
	Attachment 22: Staffing Chart	Yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	Yes
	Attachment 24: Teacher Evaluation Tool(s)	Yes
Attachment 25: Proposed School Calendar (Annual)	Yes	

Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

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

Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Applicant Cover Sheet

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

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* No If yes, identify the CMO: _____

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

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Dr. Jason Harris	Dr. Jason Harris	Jeremy Jones
Mailing address	P.O. Box 1784 San Marcos, Texas 78667	P.O. Box 1784 San Marcos, Texas 78667	P.O. Box 1784 San Marcos, Texas 78667
Email address	jharris@clearcharter.org	jharris@clearcharter.org	jjones@clearcharter.org
Phone number	979-733-3770	979-733-3770	737-231-8887

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	Kindergarten - 2nd grade
Number of students served in Year 1	288
Grade levels served at capacity	Kindergarten - 8th grade
Number of students served at capacity	896
Number of campuses requested	2
Number of districts within geographic boundary	10

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

Address of Proposed Administrative Offices (if different from above):
Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Hays County, San Marcos, TX

III. GOVERNANCE/LEADERSHIP

Number of Board Members	8
Chairperson of the Governing Board	Jeremy Jones
Chief Executive Officer of the Sponsoring Entity	Dr. Jason Harris
Superintendent of Proposed Charter School	Dr. Jason Harris
Board Member Who Attended Applicant Conference	Jeremy Jones

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

IV. APPLICATION TEAM MEMBERS

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

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Dr. Jason Harris	Educator - Austin Achieve Public Schools BlueScope Group Consultant	Chief Executive Officer
Ginny Janak	Educator - Austin Achieve Public Schools	Chief Operations Officer

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Jeremy Jones	Managing Partner - The Learning Accelerator	Board President
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5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

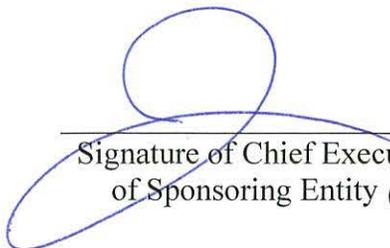
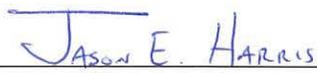
Name of individual or organization	Was this individual/organization paid?	
Texas Charter School Association	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Floyd Green CPA	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Kimber Fuccello - Financial Consultant	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Eugene and Associates - Legal Counsel	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Book Report - Financial and back office Consultant	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)	20 JAN 2020 Date	 Printed Name
--	---------------------	---

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School Overview

Executive Summary

Proposed Community

CLEAR Public Charter School will launch a high performing open-enrollment charter school that serves students of San Marcos, Texas and surrounding local communities. CLEAR's primary attendance zone includes San Marcos, Lockhart, Luling and Prairie Lea. CLEAR's personalized learning model for the proposed K-8th grade school was designed with the input of many stakeholders in order to provide a much-needed innovative educational option in the targeted area. The student population will comprise mostly of students from low socioeconomic status (LSES) as well as students with disabilities, students at risk, English Learners, gifted and talented students and other student groups. We assume that CLEAR will mirror the local and surrounding student population. As we focus on these students, challenges such as social and emotional instability, lack of vocabulary exposure, life experience, in home support and even the lack of basic needs present an opportunity for CLEAR to provide an educational model that will positively impact these students and their families for generations to come. CLEAR's focus on social and emotional well-being is of utmost importance in acquiring even the simplest human skills needed to be successful in the future. Positive social and emotional learning and development can be the trajectory that produces future outcomes even into adulthood.

Educational Philosophy – Mission – Innovative Design

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR's philosophy is that all students learn in a variety of ways, at various paces and deserve a personalized educational experience. CLEAR's personalized learning model which includes 'Fostering Communities of Learners' (FCL), mastery-based progression and multi-year looping will provide a sustained, systematic and personalized approach to teaching and learning that will set itself apart from other educational settings available to students. We believe that educators play a key role in supporting individual student growth. Teachers must be devoted and passionate while providing a collaborative and engaging learning environment. They must facilitate learning with only the highest of expectations for each individual student, thus creating an open, trusting and collaborative atmosphere that maximizes deep thought, sincere conversation and a self-fulfilling sense of contribution. CLEAR will provide students with the opportunity to excel in their own personalized learning, by facilitating thought provoking questions and allowing free discussion amongst the community. CLEAR believes that educators must model learning by facilitating deep discussion, challenging norms and pushing boundaries all while provoking a master-learner mindset. This will inspire, encourage and create passion for continual life-long learning. This educational philosophy that CLEAR's team has developed drives towards a personalized learning model for every child all while focusing on choices, leadership and resiliency. Our innovative design is supported by our key design elements FCL, mastery-based progression and

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multi-year looping. These support CLEAR's mission, vision and personalized model and educational philosophy.

Capacity of CLEAR's Board and Superintendent

CLEAR's proposed superintendent, Dr. Harris and 7 sitting board members bring a multitude of experiences and expertise. These areas of expertise consists of the following: higher education, pre-teacher development, community relationships, community partnerships, charter school development, instructional technology infusion, technology infrastructure design, financial wealth management, marketing, school leadership at campus and district levels, local political connections, legal experiences, curriculum and instruction design, social and emotional learning, early childhood literacy and public school funding. Dr. Harris has extensive educational leadership experience as well as project management experience with building new school models. He has currently surrounded himself with board members, school leaders and community leaders that will be instrumental in the design and launch of CLEAR. These skills of the superintendent, leadership team and the board combined serve as a catalyst to launch CLEAR from start-up to a high-quality charter school in a short period of time.

Educational Model

CLEAR has developed a personalized learning model that supports individualized learning and growth for all students. This key design elements of this model include 'Fostering a Community of Learners' (FCL), a research-based teaching and learning pedagogy, mastery-based progression and multi-year looping. Mastery-based progression is a transparent system of tracking student progress and reflecting individualized growth, while multi-year looping provides consistency in instructional practices, academic accountability, social and emotional learning, relationships, systems and procedures. CLEAR will also focus on balanced literacy and erasing literacy gaps. This is essential for success with all other subject areas that target students including students with disabilities, English Learners, students of LSES and students at risk. CLEAR will use a balanced literacy approach which includes a reader and writer workshop. This will allow for flexible learning and individualized instruction that supports CLEAR's personalized learning model. This creates a system that utilizes a learn-to-read and read-to-learn continuum through individually guided literacy and phonetic instruction which provides students with time and support to grow into strong fluent readers and writers. Students will also engage in community service through inquiry-based learning, explore fine arts, and create a leadership community. This will empower all students to offer input on all aspects of school decision making. With many years of expertise from our leadership team and board members we know that CLEAR Public Charter School will provide exceptional educational opportunities to an extremely underserved student population. As a result, we anticipate a dramatic rise in student achievement across all levels of education targeting social and emotional skills as the foundation to all other skills.

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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>
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Rational for Geographic Location

CLEAR will play a vital role in the lives and futures of students and families in San Marcos and the surrounding communities. In San Marcos, Lockhart, Prairie Lea and Luling particularly, most of the nearly 10,600 elementary and middle school students are attending schools performing below state average when comparing STAAR state average scores to local ISD's scores. See data below:

San Marcos - SMCISD

District's Scores	Total Enrollment	Overall Performance	Overall Reading/Math Scores
(75%/82%) State averages			
San Marcos - SMCISD	8,086	C - 77 out of 100	67%/70%
Lockhart - LISD	6,101	C - 78 out of 100	62%/73%
Luling - LISD	1,399	C - 73 out of 100	61%/67%
Prairie Lea – PISD*	216	C - 73 out of 100	59%/50%
*indicates one campus			

Campuses (K-8)	Overall Performance	Overall Score
<u>SMCISD</u>		
Bowie EL	C	73
Crockett EL	B	81
Dezavala EL	C	71
Hernandez EL	C	76
Mendez EL	C	72
Travis EL	F	58
Goodnight Middle	D	67
Miller Middle	D	64
<u>LISD</u>		
Alma Brewer Strawn EL	F	59
Bluebonnet EL	D	69
Clear Fork EL	C	70
Navarro EL	C	71

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Plum Creek EL	C	78
Lockhart JH	C	71
<u>LISD</u>		
Leonard Shanklin EL	D	66
Luling Primary	D	66
Gilbert Gerdes JH	F	50

(Data Sources: referenced from TXschools.gov 2019)

Although CLEAR will target students from low socioeconomic status in the immediate San Marcos, Lockhart, Prairie Lea and Luling area, we will be open for all students within our geographic boundary which includes ten surrounding districts. CLEAR will serve all families that want to see their child/children reach their maximum potential, acquire the skills needed to be successful adults and give back to the community.

As we began to make connections and build community support, we learned from local daycares, preschools and business partners that there are many parents bringing their children into San Marcos from the surrounding areas. This is attributed to more work opportunities in San Marcos. Most of these communities are within 20 minutes of San Marcos with major highways connecting these areas to the San Marcos I-35 corridor. This provides quick, easy access to San Marcos. With the San Marcos area being one of the fastest growing areas in the state it is critical that this rapid population growth be met with more school options for those that wish for a unique model. Maria Albiges reports from the Community Impact Newsletter April 11, 2018, that the population growth for San Marcos has averaged about 4.41 percent of growth per year since 2010, as it currently has roughly 64,000 residents as of January 1, 2018. If this trend continues, the San Marcos planning and zoning commission was presented with population estimates that could reach nearly 110,000 in just 12 years Albiges reports (<http://communityimpact.com>). According to Kyle city manager, 32,000 single family units are slated, some already contracted, to be built within the next decade along the San Marcos/Kyle city boundary on I-35. Downtown San Marcos sits just 6 miles south of Kyle downtown area. This will equate to nearly 55,000 (average of 1.7 children per household for this type of housing, according to the City of Kyle development team) new children seeking schools in both San Marcos and Kyle. More recently, San Marcos Mayor Jane Hughson announced a projected growth in population of about 37% over the next ten years (KXAN news Gary Cooper posted: Jul 31, 2019/09:50 PM CDT/ Updated: Jul 31, 2019/09:50 PM CDT)

CLEAR’s leadership team has built several key relationships within the local community. Several large industries and businesses understand the opportunities CLEAR will provide. We’ve built relationships while also sharing the educational opportunities CLEAR will bring to the community. A few of the key connections we have built and continue to build upon include:

- Texas State University (Terri Key, Professor Dept of Curriculum and Instruction, serves on CLEAR’s board),
- Heldenfelds Enterprise (Fred Heldenfelds IV, President and CEO of the Company, has offered key advice and support),

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- McCoy’s Building Supply (John Meeks, Former Senior Vice President, currently serves on McCoy’s board, spoke about CLEAR, John expressed his support and continued advice as CLEAR launches),
- San Marcos Area Chamber of Commerce (CLEAR is represented on the area education committee as well as serving on the San Marcos STEAM Fair committee).
- Ki Charter Academy (Jerry Lager, Superintendent)

Proposed Model

CLEAR’s personalized model ‘Fostering Communities of Learners’ (FCL) will empower student-centered and inquiry-based learning. FCL is an innovative research-based approach “constructivist teaching model that emphasizes democratic, student-centered, and inquiry-based instruction oriented toward the development of higher-order understanding by means of complex, authentic tasks, collaborative scientific research, and reciprocal teaching” (van den Broek, 2012). This model was specifically designed for those students of low socio economic status, limited educational opportunities and language acquisition including students with disabilities, English Learners and at-risk students. It provides scenarios for active dialogue, experimentation and learning from self-interest while fostering leadership opportunities, building resiliency and achieving mastery of skills and concepts. Our innovative design model along with our combined key design elements are not available in the local area. Our teachers will play the most important role as a master learner and facilitator in student mastery as students discover their learning goals and harness opportunities through student choice, innovative ideas and student led questions.

Geographic Location

CLEAR’s attendance boundary will include 10 Independent School Districts in and around the San Marcos area. These districts include; Comal ISD, Hays CISD, Lockhart ISD, Luling ISD, Navarro ISD, New Braunfels, Prairie Lea ISD, San Marcos CISD, Seguin ISD and Wimberley ISD.

Location for Campus and School Site

CLEAR’s leadership team is currently seeking to locate a campus on the eastside of San Marcos between Ranch Road 12 and Highway 80 or within close proximity. This area of San Marcos targets our underserved student population as most of them live in this area. It also provides easy access for our surrounding communities within our attendance boundary. CLEAR has identified potential sites for a campus including properties off Civic Center Loop and I-35. These properties offers acreage with nearly 80,000 square feet of space for future growth. Another option we are currently considering is Dick’s Classic Car Museum which closed on December 31, 2018. This building is 43,500 square feet and is located at the corner of Stagecoach and Hunter Road. We are currently seeking to buy, lease or lease to buy this building.

Enrollment and Demographic Projections

CLEAR Public Charter School will open its doors to 288 students in the first year of operation. Our primary attendance zone includes San Marcos CISD, Lockhart ISD, Prairie Lea ISD and Luling ISD. These four combined districts have approximately 10,600 K-8th grade students. The other districts within our proposed attendance zone combine a total student population of 64,600 students. A relatively conservative launch of 288 students will ensure that we can provide a quality
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program to our students while providing us the time to build our enrollment and our academic and financial stability. Our projected enrollment at capacity is 896. CLEAR's demographic projections will most likely align with the local district data. The demographics within ethnic distribution include; African American 4.7%, Hispanic 72.5%, White 20.5%, American Indian 0.1%, Asian 1.0%, Pacific Islander 0.2%, Two or More Races 0.9%. Of these 74.2% are Economically Disadvantaged and 10.6% are English Learners (EL). (Data sourced from 2018/19 TAPR report, SMCISD; TEA)

Community and Student Populations

While the demographic percentages of the local area tell one story the community observed from the outside tells another. San Marcos education dates to 1846. Like most small rural towns an old log building served many different functions; a school, church, mercantile center and courthouse. Over the past century and a half many things have changed in the San Marcos community including the establishment of Texas State University and a school district with over 8,000 students. Many new facilities and structures including malls, sports arenas, parks, recreation areas and tourism industries have taken over the landscape of San Marcos making it very appealing to the person driving through. However, inside the heart of the community is a population that struggles to make ends meet as the cost of living has increased, especially in the housing industry as a housing shortage exists. While it is not the only reason for these shifts, the commercial ecosystem around the university has driven a wedge between the wealthy and the poor. According to the Center for Public Policy Priorities, their Better Texas Family Budget data shows that in the Austin-Round Rock- San Marcos area it takes a family of four about \$50,000 dollars a year to cover basic expenses (<http://bettertexasblog.org/2013/03/211-data-austin-area-residents-struggling-to-make-ends-meet/>). A family of three, one adult and two children, it takes more than \$41,000 to cover basic expenses. The National School Lunch Program qualifies students for reduced or free lunch according to household income. According to the latest income eligibility for a family of four that makes less than \$44,955.00 qualifies for reduced lunch and less than \$31,590 qualifies for free meals (<https://texas-benefits.org/Free-Meal-Programs/Eligibility.html>). With more than 74% of the students in the San Marcos area qualifying for free and reduced lunches it is apparent that families are struggling to make ends meet. The effect not only spills into the poorest sections of the town on the East side but the middle class as well. The Greater San Marcos Partnership as well as the business community feel that students today are not getting what they will need for a future San Marcos and that jobs will not be filled due to the lack of skills and/or expertise. While nearly 73% of the students in the occupied district are Hispanic and a majority economically disadvantaged; this diversity of ethnicity, culture, social and academic needs create some unique challenges. These challenges can include lack of exposure to vocabulary and life experience, varying cultural exposures, language acquisition both native and English and lack of support from home whether it be social, emotional or academic. CLEAR's mission, vision and core beliefs were built from this understanding of the community of San Marcos and the surrounding area.

Campuses Requested

CLEAR plans to open two campuses. These campuses will serve 896 students K-8th grade. The first campus will be an elementary campus K – 4th grade. The second campus will be a middle school campus 5th – 8th grade. We have a beautiful facility (Stagecoach property) that we are

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working on at this time to secure that would give our elementary students and staff plenty of room for collaboration, the creation of learning spaces and extra-curricular activities. This also aligns with our community culture and our multi-year looping as teachers will be promoted with their students for two consecutive years starting in 1st grade and again in 3rd grade. As students enter middle school, looping will shift to be more age appropriate as the students mature and grow towards high school. Students at this level will have the same core content teacher for two consecutive years. For example, a student will have the same science teacher for two consecutive years. It is within CLEAR's team's leadership experience as campus and district administrators that 400 - 500 students are reasonable and manageable numbers for one campus. As articulated in the facilities narrative our focus and efforts will be based on these criteria: 1. easy accessibility from both mixed-income and low-income neighborhoods in San Marcos and the surrounding geographic zone we will serve, 2. proximity to main highways and roads for easy access in and out of the school, and those areas that will see exponential growth in the next 10 to 20 years, 3. availability of facilities that can contain our planned enrollment goals and fall within budget and 4. near concentrated clusters of young family housing (i.e. East and North San Marcos).

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)
Comal ISD	Lockhart ISD
Hays CISD	Luling ISD
Lockhart ISD	Prairie Lea ISD
Luling ISD	San Marcos CISD
Navarro ISD	
New Braunfels ISD	
Prairie Lea ISD	
San Marcos CISD	
Seguin ISD	
Wimberley ISD	

Number of charter school campuses currently operating within the occupied district:	2
Number of traditional school campuses currently operating within the occupied district:	11
Number of traditional school districts within ten miles of the proposed location:	10

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):	

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Enrollment Projections

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

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

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3						
PK 4						
K	96	96	96	96	96	96
1	96	96	96	96	96	96
2	96	96	96	96	96	96
3	x	96	96	96	96	96
4	x	x	96	96	96	96
5	x	x	x	104	104	104
6	x	x	x	x	104	104
7	x	x	x	x	x	104
8	x	x	x	x	x	104
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	288	384	480	584	688	896
For the projections below, specify by campus						
Students per classroom - Elementary	24	24	24	24	24	24
Number of classrooms - Elementary	12	16	20	20	20	20
Students per classroom - Middle	x	x	x	26	26	26
Number of classrooms - Middle	x	x	x	4	8	16

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Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	CLEAR Public Charter School	San Marcos CISD	Lockhart ISD	Luling ISD
African- American	4.0%	5.0%	3.1%	6.0%
Hispanic	74%	72.5%	76.1%	68.8%
White	20%	20.5%	18.6%	21.9%
American Indian	0.1%	0.1%	0.4%	0.1%
Asian	1.0%	1.0%	0.3%	0.4%
Pacific Islander	0.1%	0.2%	0.1%	0.1%
Two or More Races	1%	0.9%	1.4%	2.6%
Economically Disadvantaged	74%	74.2%	71.9%	73.6%
English Learners	12%	10.6%	26.3%	13.7%
At-Risk	55%	51.4%	70.2%	63.6%
Gifted/Talented	7%	6.9%	6.9%	6.9%
Special Education	9%	8.3%	8.9%	9.9%

Community Engagement

Outreach and Public Meetings

CLEAR has held 3 public meetings since November 5th, 2018 reaching nearly 200 in attendance. We have also attended and participated in numerous community events as well as engaged in several outreach activities. CLEAR also has had over 100 meetings with various members of the community discussing CLEAR's model, facilities, enrollment, financial support, potential board and staff members as well as parents with students that wanted to discuss CLEAR. CLEAR will participate in the San Marcos STEAM Fair on February 8, 2020, will host a fundraising and outreach event at Cycle Bar New Braunfels in March and has planned a literacy camp on April 4th, 2020. This event will highlight balanced literacy activities and include a book give away and author visit.

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Summary of Public Meetings

(November 5, 2018; November 29, 2018; October 12, 2019)

1. Welcome and introduction of CLEAR and the co-founders from CLEAR's board member Abbey Carnes.
2. Co-Founders Dr. Jason Harris and Ginny Janak introduced themselves and gave the audience a quick introduction and thank you for coming and supporting CLEAR.
3. Dr. Harris lead the discussion with a history of CLEAR and how it came to be. A detailed explanation of how the mission, vision and core beliefs were developed and refined to be what they are today. Dr. Harris also spoke about the name CLEAR and how the co-founders developed the name and what it stood for.
4. Mrs. Janak spoke about 'Fostering Communities of Learners' FCL pedagogy and how that evolved into CLEAR's personalized educational model. She also spoke about multi-year looping and the benefits of such a practice and how this was going to benefit teachers and students. Mastery-Based Progression was presented to the audience as CLEAR's model of assessment, growth and progression to mastery of the skills and content.
5. Dr. Harris asked if anyone had questions, ideas or suggestions about CLEAR.

Questions, Comments, Ideas and Suggestions:

1. Where will you be located?

We are currently looking for a property and/or pre-existing facility that will be suitable for CLEAR's short term and long-term growth model. We have identified several properties on the East side of town that would be a good location. However, at this time we will continue to look until the right property/pre-existing facility becomes available.

2. What experience do you have?

The co-founders have 25 years of experience as teachers, teacher mentors, administrators at the campus and district level. Dr. Harris has spent 5 years researching 'The Role of Parents in Literacy during Kindergarten' during his dissertation study.

3. Is there a lottery for enrollment?

There will only be a lottery if the number of students that register reach our first-year capacity of 288 and at full capacity we will serve 896 students.

4. What is Looping?

Looping or Multi-year looping is where teachers stay with their students for 2 years. 1st and 2nd grade and 3rd and 4th grade will loop. 5th and 6th grade will loop within content. For example; a 5th grader will have his or her science teacher for 2 years, math teacher for 2 years.

5. What grade levels will you serve?

Year 1 will be K-2. We will add a grade-level each year until the 7th year. At that time, we will serve students K-8th grade.

6. When will the school open?

CLEAR will open August 2021.

7. "I just want to say that I think this is what San Marcos needs...I only wish you were opening this year!" (audience member comment)

8. "This is where my child is going to school!" (audience member comment)

9. "How can we help?"

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We are needing each of you to spread the word about CLEAR and why this will be good for the families and children of San Marcos and the surrounding area.

Community Awareness, Outreach and Engagement Strategies

June 2018 - Present

- **DAYCARES AND PRESCHOOLS:** The founding board of CLEAR began outreach in June of 2018. All the outreach and awareness strategies were directly focused on the San Marcos area, including the daycares and preschools. The team introduced CLEAR to about 7 or 8 of these schools, and all allowed us to distribute our community surveys to the parents of children that attended those schools. Nearly 75 surveys have been collected to date through paper submissions and through participation on SurveyMonkey. These surveys have indicated a strong support for CLEAR's mission and eventual development of CLEAR's model. Community Survey can be viewed in Attachment 4.
- **LOCAL LIBRARY:** The CLEAR team volunteered for the Early Childhood Literacy Festival that the library hosted in July. We met many young children and their families. We also left our brochures at the library community board where about 200 have been taken to date. CLEAR's brochure can be viewed in Attachment 4.
- **MAILOUTS:** The CLEAR team targeted families in San Marcos through LeadsPlease. We purchased 1000 names of those that had a yearly household income of \$15,000 - \$30,000 and had children ages 2-10. We mailed info to them about CLEAR. We also mailed flyers to 1000 businesses, all representatives, all members of the SBOE, and most politicians that were holding seats or those running for seats during this year's election cycle. Several board members collected all the addresses and helped with the mailing of over 1800 mailers. 100 evites were also sent out promoting CLEAR's community events.
- **FLYERS:** The CLEAR team, advisory council and board members distributed over 700 flyers to parks, neighborhoods, the university and local businesses as well as neighbors and friends. This was a great way to spread the word not only with a flyer but through personal communication. Many conversations were started and the positive support for CLEAR's mission was great.
- **SOCIAL MEDIA:** The CLEAR team has created social media outlets in order to target various groups. Facebook, Twitter, LinkedIn and Instagram were all utilized to target as many diverse social media groups as possible. Facebook was used extensively with over 140 posts. CLEAR has reached over 20,000 people and created a following of 278. Over 2,200 engagements were garnered as well. Many likes and shares were indicators that there was a good following and that CLEAR's mission and model was very intriguing to those that engaged. CLEAR also has 264 followers on LinkedIn.
- **PODCAST:** On two occasions, CLEAR's team posted over an hour combined of information on the San Marcos Scoop. The scoop is a political podcast covering local politics that many people listen to.
- **ELECTED OFFICIALS:** The CLEAR team visited with a former City Councilman and former San Marcos Mayor at a local event. These representatives were very positive with our proposal and one specifically said, "I agree with what y'all are trying to do. I will help in any

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way I can.” CLEAR has also had conversations with other elected officials over an 18-month period.

- **BUSINESS EVENTS:** CLEAR set up a booth at the Greater San Marcos Business Expo. We had games for kids, gave away prizes and shared informational material. We did receive community outreach surveys from this event. Other events include Business on the Green, San Marcos Area Chamber of Commerce Gala, 2019 State of the City Luncheon, San Marcos Young Professionals gathering, School Fuel Benefit 5K Run, School Fuel Banquet and other community business events. CLEAR representatives also attend the monthly Education Committee meetings hosted by the San Marcos Area Chamber of Commerce and STEAM Fair committee meetings.
- **NEWSPAPER:** CLEAR posted its community events in the San Marcos Daily Record and Hays Free Press newspapers as well as digital news through Corridor News in San Marcos. These are the most predominant papers distributed in the area. In addition to the San Marcos area news, we also posted events in the Luling and Lockhart papers. We felt this would reach an even greater audience.
- **INTEREST LIST:** To date we have collected over 100 interests from families and over 20 interest from potential staff through our web-based interest list and community events.

These activities were coordinated by the founders, board members and advisory council. Board members invited community members, assisted with hosting the events, answered questions and shared about CLEAR. CLEAR had some of the board members spend a several hours at the business expo sharing about CLEAR. Other board members and advisory council members distributed flyers, shared social media posts, and worked behind the scenes helping to produce flyers, mailers and mailing lists. Many of the behind the scenes actions took hours as well as finances that were donated through time and funding of some of the initiatives. CLEAR feels that we reached a variety of diverse groups as we targeted as many areas of media, social media and outreach as we could with the resources that were available. We felt it was a strong plan as indicative of our Community Forum meetings. We did recognize as we were talking with families that many were very positive and eager to hear about our school. However, to get them engaged in something that doesn't exist can be challenging. Many of them said they would love to support us but have 2 or 3 jobs, no way to get there or unable to attend because of other commitments. We felt very positive with them being interested in our school and giving time to listen to our message. As we near charter approval and something visible and tangible is in front of them, we are confident engagement will continue to increase exponentially.

Community Meetings

1. Date and location of each meeting - attendance
November 5, 2018; Old Fish Hatchery Building 89
November 29, 2018; Splash Co-Working (coffee) - 21
October 12, 2019; San Marcos BBQ – 79
2. The number of attendees at the meetings, including a count of those residing within five, ten, and twenty or more miles of the meeting location; November 5 and 29, 2018, October 12, 2019; 189 in attendance: within five – 74; within ten – 72; twenty or more –43.

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3. Outreach efforts to promote each meeting;
Many of the efforts to promote each meeting are listed above in the Community Awareness, Outreach, and Engagement Strategies as most of these efforts were directly focused on the community forums.
4. Board Member(s) and Advisory Council Member(s) in attendance at meetings.
Board Members-Patti Daily, Phillis Raemsch, Abbey Carnes, Molly Ann Rosas-Garcia, Jeremy Jones, Terri Key, Lance Kruz
Advisory Council Members-Exsar Arguello, Aly Daily, Paige Johnson, Marisol Gomez Mendoza, Richard Robbins, Becky Stevenson

We are very happy with the positive turn-out at our community events. Facebook event and Evites were the most engaging piece that prompted people to come out to our events. These strategies gave people something visible to click on. Many accepted the event or evite. I believe this has held people accountable to come when they accepted the event or evite. Most that accepted came to the events. We did have at least 10 people respond after the events wishing they could have come or were sorry for not coming due to conflicts and/or other previously scheduled engagements. The CLEAR team has visited with many of the local elected officials, business and school leaders in the San Marcos area through formal and informal means including a few listed here: Jason Mock, San Marcos Area Chamber of Commerce CEO; Scott Sellers, Kyle City Manager; John Meeks, Sr Vice President McCoy's; Shane Scott, City Council; Jane Hughson, Mayor of San Marcos; Michael Cardona, San Marcos CISD superintendent, Jerry Lager, Ki Charter Academy, Fred Heldenfelds IV, Heldenfels Enterprise and Cara Ryan, Greater San Marcos Partnership development. We devoted many days each month since June of 2018 meeting and sharing CLEAR's model, mission, vision and core beliefs in and around the San Marcos area. Also, emails, flyers and community event cards were all delivered to each State Board of Education member and most local politicians. The CLEAR team did attend a quarterly SBOE public forum meeting at TEA. We had a chance to personally deliver our brochures and briefly share about CLEAR with Representatives Ken Mercer, Tom Maynard, Sue Melton-Malone and Marty Rowley. In November 2019 we sent an email invitation seeking feedback and advice from Representatives Ken Mercer, Ruben Cortez, Aicha Davis and Donna Bahorich. We participated in a phone conversation with State Board Member Donna Bahorich in early November 2019 receiving positive feedback regarding the work we are doing. We also met with State Board Member, Aicha Davis in early January 2020.

School Design

Mission, Vision, and Overview of School Design

CLEAR Public Charter School Mission

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

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CLEAR Public Charter School Vision

Our vision is established through five key components which provides the meaning and purpose of CLEAR. Our students deserve every opportunity to become master learners, allowing their talents and gifts to be at the forefront of their education. The five key components which exemplify CLEAR include: community, leadership, empowerment, achievement, and resiliency.

Built into everyday life at CLEAR, the **community** will be the key component to developing and fostering a love for learning as well as a desire to engage in self-determined learning that matters to them. At CLEAR, we create an environment of self-directed learning that helps students acquire the skills needed to take agency over their learning and their life. It is essential that the community supports them in acquiring the skills needed to become causal agents in their lives. According to Shogren, Wehmeyer, Burke, and Palmer (2017), this support mechanism guides students to “become more effective at initiating and self-regulating action toward goal setting and attainment.” From staff to students, parents, friends, surrounding neighbors, business owners, volunteers, and all interested in building relationships to foster a culture of continual learning, CLEAR will be at the forefront of this community.

Leadership opportunities will be developed in a manner that brings out the best in each individual. Every student has a gift, talent, or passion that can be ignited and shared in the CLEAR community. These opportunities will instill confidence and a belief that they can achieve anything. Through a whole-school transformation model, our learners will continually strive to not only foster their own leadership abilities but to share those successes with the community. CLEAR envisions the creation of a leadership community from the inside out that empowers all students to offer input on all aspects of school decision making.

CLEAR believes that teaching and learning through **empowerment** engages students which provides opportunities for students to become lifelong learners. Through choice and collaboration, students will be encouraged to design, produce, experiment, research, communicate, and teach within the CLEAR community. Students will also be empowered to explore their interests through inquiry-based learning so that they may develop a mindset for learning that not only impacts their future and achievement but also empowers others within the community and world.

CLEAR’s high expectations will lead to **achievement!** To reach their academic potential, students will be challenged to make choices about their own learning. These choices will guide students through the study of literature, the sciences, the arts, mathematics, and social and emotional well-being. CLEAR will set the foundation through modeling and guidance from master learners within the community. Students will begin to develop and take ownership over the process of learning which encourages interest, passion, motivation, creativity, desire, and resiliency. As this grows, students will develop passions and interests and turn those into effective learning experiences.

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The students of CLEAR will build **resiliency** through opportunities that will allow them to think independently, solve problems, and communicate with others. While exploring their passions and interests, students will be encouraged to take risks, refocus their challenges, and learn through their mistakes. The CLEAR community will model resilience, optimism, supportive relationships, and a growth mindset. Social and emotional well-being will be cultivated through social and emotional learning, school and classroom community dialogues and restorative practices. It is our belief that mindset, mindfulness, will, and determination will build resiliency and contribute to the success and future of our students at CLEAR.

Creation of CLEAR's Mission, Vision and Stakeholders Contributions

CLEAR Public Charter School's mission and vision was developed over many years of self-reflection and questions. As these questions began to emerge and continued to be asked, we began to see very similar patterns across all genres in education. The pattern was that most school leaders and school professionals had the same or similar questions and some with great answers to these questions. However, the question remains, why are we not emerging as innovators in the traditional setting of educating students? We need to ensure that school missions and visions are aligned with the true goal and purpose of why we are educating students.

The mission and vision of CLEAR began to develop as a result of this reflection. Over the last several years a collective effort from the (1) Co-Founders, (2) Board Members, (3) Advisory Council, (4) Families and Community have created and influenced CLEAR's mission and vision as we see it today. Many individuals along the way including educators, parents, families, community members, students, and concerned citizens who are concerned about our youth have in some way impacted CLEAR's mission and vision.

(1) Co-Founders

Co-founders of CLEAR, Dr. Jason Harris and Mrs. Ginny Janak drafted the framework for the first mission and vision as well as the name of the charter. CLEAR's name was established to align with CLEAR's mission and vision which drives all aspects of CLEAR Public Charter School. Dr. Harris and Mrs. Janak have a combined 25 years in education with 8 years of leadership in charter and traditional public schools at the campus and district level. Dr. Harris and Mrs. Janak have spent all their time in Title I schools working with students of low socioeconomic status (LSES) as well as English Learners (EL). Dr. Harris spent his years teaching at the middle and high school level and was an administrator at the elementary and intermediate level for six years. His experience revolves around multi-year looping and project-based learning as well as choice learning. He has five years of experience researching and publishing his dissertation on early childhood literacy and the role of parents in literacy development during kindergarten. Mrs. Janak has spent her time as a kindergarten, first grade teacher, literacy interventionist and administrator at the elementary level. As an exemplary teacher, students were very successful both socially and academically under her guidance. This was evident by the great number of requests from parents who request Mrs. Janak as their child's teacher. She specializes in early childhood learning, leadership, administration, building relationships, restorative practices, social and emotional learning, and community partnerships. Both co-founders wholeheartedly believe in CLEAR's mission and vision and feel that

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community, leadership, empowerment, achievement, and resiliency will set the students at CLEAR apart from others.

(2) Board Members

In the development of CLEAR's mission and vision our Founding Board members provided insight and feedback through the duration of the mission and vision development and throughout the entire application process. Each member brought their own insight as each have varying experiences and views on today's educational system.

Patti Daily, a former board member and a San Marcos community member for over 30 years, expressed her concerns for the children in the local area. Specifically, she expressed the need for early individualized guided reading and the importance of social and emotional learning. Mrs. Daily commented that many families that have financial means in the community are choosing to place their children in private schools or are traveling to other districts, however, she understands that there are many underserved students who are at-risk and may not have the same choices. She feels that CLEAR's innovative approaches to education and student achievement are exactly what families in the San Marcos community are seeking.

Former Board member and current Advisory Council member, Phyllis Raemsch's experience as an educator for over 30 years brought great insight into how children learn. As the founding members brought ideas to the table in the development of the mission and vision, Mrs. Raemsch wanted to be sure that there was a focus on community and empowerment. She expressed that children are inquisitive and motivated to learn through exploration, experimentation, and discovery in order to solve problems. She recognized that a community builds relationship which in turn creates a trusting and loving environment where children will open up their hearts and enjoy the learning experience.

Abbey Carnes brings a great perspective not only with her passion for preparing children for the future but her professional experience as well. When developing our mission Mrs. Carnes expressed her interest in CLEAR and providing opportunities for students to prepare for higher education, trades, workforce, and contributing positively to society. With her experience, she has great insight into how students are coming unprepared to the workforce and career field, some even with college degrees. Mrs. Carnes expressed her concern for a rapidly changing workforce and preparing students with soft skills to build relationships, communicate with others, and network in their careers. She believes high achievement and leadership skills are essential.

Molly Ann Rosas-Garcia brings a life-long San Marcan perspective to the board. Mrs. Rosas-Garcia has served on many boards and is involved in many programs in and around the community. She states, "You get out of the community what you put in!" Molly Ann states, "Over 78% of our school age children are on reduced or free meals at school. Most of them go home on the weekends to little or no food...I hope to be able to help increase the total numbers to reach all students that qualifying our school district in addition to spread awareness on how everyone can help us achieve this. After all we are all part of this community and we must all fuel our children for learning." Her passion to serve children and to build leaders for tomorrow.

Todd Armstrong brings a tremendous amount of IT expertise and infrastructure design to the board. His leadership in both charters and traditional schools has produced many robust, student-

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centered, high-quality technical applications across the state of Texas. He was instrumental in choice learning as he has promoted this throughout his career in many different educational settings. This is embedded into our mission. He sees technology as an avenue for children to seek information that's relevant to them and put that to academic use.

Jeremy Jones has many years of experience in the charter world. Jeremy brings the philosophy of personalized learning as a key component to student success. His desire to shake the educational landscape and rid social injustice within the school system is paramount in his vision for CLEAR as well as setting the stage for CLEAR's personalized learning model.

George Helfenstine's vision and passion around teacher leadership development is instrumental in CLEAR's master learner model where teachers are master learners developing master learners of tomorrow.

(3) Advisory Council

The CLEAR Advisory Council is a team of members who represent various aspects of the community which include parents, teachers, business partners, and other interested community members. Advisory Council members provide a variety of expertise that help develop CLEAR and provide feedback and support while keeping the best interest of students at CLEAR in mind. CLEAR's Advisory Council has provided feedback through questioning and valid community concerns. These individuals have impacted the development of CLEAR's mission and vision as it has evolved in all other aspects of CLEAR including CLEAR's model 'Fostering Communities of Learners' (FCL), innovations and overall instructional program. The Advisory Council will work to support CLEAR's mission and vision to further the advancement of education for our students.

(4) Families and Community

As we continued to develop our mission, vision, and instructional program we wanted to ensure that these values and beliefs were what parents/guardians saw as valuable to the education of their children. During these discussions with parents, we discovered that many were looking for something different for their child or children. They were looking for a model that focuses on personalization, high achievement, community, leadership, empowerment, resiliency and meeting students where they are then moving them to mastery. The board and Co-Founders conducted a survey that was distributed to local childcare facilities and parents within the community. With over 75 parents of children in the greater San Marcos area participating in our community survey to date, 97% agree or strongly agree that they would send their child to CLEAR because of its mission. 93% of those parents surveyed said they would choose a school other than the one in their attendance zone if they had that option and nearly 80% surveyed agree or strongly agree that the school their child is attending may not prepare them for future success. This feedback was invaluable to the development of CLEAR's mission and vision. Family and community interests/concerns will continue to impact CLEAR as it evolves and prepares to best serve students.

CLEAR'S Innovative and Key Design Elements

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CLEAR's instructional program was designed around our mission and vision, our personalized model of teaching and learning, innovative approaches, and the needs of the students we will serve which include students of low-income families, at-risk students, and other diverse student populations. Equally important, and included, are the needs of CLEAR's educators, staff, and community. We believe that each of these make CLEAR unique and will provide overwhelming benefits for all who are a part of the CLEAR community.

We recognize that the surrounding traditional public schools are struggling with student achievement and we must provide a different approach to meeting the needs of all our students. CLEAR's combined key design elements of our personalized model include **'Fostering Communities of Learners' (FCL), multi-year looping and mastery-based progression.**

'Fostering Communities of Learners' (FCL)

CLEAR's personalized model 'Fostering Communities of Learners' (FCL) is a constructivist model of teaching and learning which "embodies many traditions of democratic, student-centered, and inquiry-based instruction" (Mintrop, 2004). FCL will allow teachers and students to work collaboratively in a community environment that supports individualized goals, self-reflective learning, deep understanding of content and shared and collaborative learning. In van den Broek's, *Innovative Research-Based Approaches to Learning and Teaching*, he explains characteristics of FCL classrooms which include:

1. Individual Responsibility Coupled with Communal Sharing

Students take responsibilities as becoming experts in the topic/s through learning activities and sharing that in a collaborative group. The teacher deliberately distributes these across the classroom and organizes the group activity. These activities help the group unravel aspects of the knowledge and which parts need further investigation. Individual students take responsibility for further investigation and for bringing that knowledge back to the group. As students find topics that fascinate them, they can dive deeper and specialize ("major") in that topic.

2. Multiple Zones of Proximal Development

The classroom must have a setting that emphasis diversity. This engages students at multiple zones of proximal development. Students must be allowed to move at different paces via different routes. When students are ready to learn in areas that may be beyond others, "the classroom must respect this diversity of talent (for example, by providing multiple ways of learning such as art, technology skills, reading, writing, and teaching)" (van den Broek, 2012).

3. Ritual, Familiar Participant Structures

Some activities and procedures must be practiced repeatedly. This allows students to move or transition from one activity to another without any lost time or engagement. These transitions must become fluid and effortless as this allows for the release of control from the teacher to the students. Students become self-directed so that they can become agents of their own learning. "Examples of classroom routines are reciprocal teaching activities and cross-talk, where students report on their progress and other students ask them questions. There are also benchmark lessons, where the teacher or external expert introduces new information, models of thinking skills, or encourages the class to pool their expertise in a novel conceptualization of the topic (Brown, 1994).

4. A Community of Discourse

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Open communication is essential to the collaborative classroom. This must be established early where discussion, questioning and criticism become the culture of dialogue. Speech activities must “involve increasingly scientific modes of thinking, so that students practice conjecture, speculation, evidence, and proof” (van den Broek, 2012). The community must be encouraged to practice and adopt this discourse which creates a positive learning culture and belief system.

5. Seeding, Migration and Appropriation of Ideas

Ideas and concepts must be seeded throughout the environment while continually creating various learning zones of proximal development to ensure every student is learning at their pace. These ideas can then migrate to others in the community where they take root, flourish, and persist over time. These ideas over time can inspire further exploration, investigation, and newly formed ideas that can lead to much depth and complexity about the topic. The key is teachers creating an umbrella of ideas where students choose based on their curiosity and interests.

At CLEAR our desire is to change the current educational landscape. “Learning must become more social, authentic, adapted to individual motivations and abilities, reflective and strategic” (van den Broek, 2012).

Multi-Year Looping

CLEAR Public Charter School has chosen multi-year looping as an approach to instruction that supports our mission, vision, instructional program as well as our personalized learning model. Educators at CLEAR will follow students for two consecutive years providing consistency in instructional practices, academic accountability, social and emotional learning, relationships, systems and procedures. CLEAR believes that this type of learning will be both beneficial for students and educators. Some of the perceived disadvantages of this model may include less exposure to a variety of teaching styles, personality conflicts with students or teachers, trouble with transitioning at the end of a looping cycle, and possible teacher retention challenges. We understand these challenges and are prepared to address any obstacles that may present anything other than exceptional learning experiences. “There are benefits from a looping program, but one of the greatest is the additional learning time that occurs because significant time has been saved at the beginning of the second year of each subsequent loop” (Grant, Johnson and Richardson, 1996). At CLEAR, we are confident in the possibilities multi-year looping will provide for both teachers and students. “For the at-risk student, the looped classroom can become a stable and supportive environment for those who are without a stable and supportive home environment” (Caauwe, 2009). CLEAR believes the most powerful aspects the looping model will provide, will be the development of relationships between educators, students, parents, and guardians as well as the relationships built amongst educators within the CLEAR community. Educators will understand students’ academic and emotional demands, home and family dynamics as well as become experts in multiple grade level content allowing deeper academic understanding of where students are and where they are headed (Grant, Johnson and Richardson, 1996).

According to The Looping Handbook, looping is one of the easiest approaches to implement. Looping has minimal expenses, educators have the expertise to teach multiple grades and there is a trend for parent support of looping (Grant, Johnson and Richardson, 1996).

Mastery-Based Progression

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Mastery-based progression is an innovative and transparent system of tracking student progress and reflecting individualized growth. This grading and reporting system is focused on progress towards mastery of the Texas Essential Knowledge and Skills (TEKS) and will document all student growth, proficiency, and academic objectives as well as non-academic factors which include social and ethical behaviors and will contribute to overall student success. Non-academic factors will be reported on a works-habit rubric which include main categories, consisting of: completes work (punctuality, neatness, makes up work), is prepared to learn (on time, has materials), participates in learning (works well with others, shares ideas), and follows classroom rules (on-task, follows rules). (<http://www.clearcharter.org/docs/Acad-Beh-Sco-Rubric.pdf>)

Educators will have access to a guide for student performance expectations and will develop rubrics for the TEKS, using scale scores to identify student progress. CLEAR's metrics and intention is for all students to 'Meet Expectations' on the learning continuum. The mastery-based progression model promotes an individualized plan for all students allowing every skill to be mastered while closing gaps in learning. Continuous assessment will track student growth, provide immediate and clear feedback and identify any needs for intervention. As learning is reflected, instruction adapts to support continued student progress reflecting overall performance and growth towards mastery of the TEKS. (<http://www.clearcharter.org/docs/Grading-Reporting.pdf>)

In order to support usability of our instructional program, model, and innovations, CLEAR has developed a plan for extensive team planning, collaboration, training, and professional development. CLEAR's unique model of teaching and learning through 'Fostering Communities of Learning' (FCL) and multi-year looping allows for an exceptional professional and collaborative environment. Individual intervention plans, student goals and community learning opportunities are all part of strategic planning within grade level teams, multi-grade level (looping) teams, special support teams (Special-Ed, ESL, instructional support staff and special area teachers) and leadership teams. Educators and staff will work together to optimize the highest level of instruction and intervention for every student. CLEAR will emphasis teacher training and development, which enhances overall student achievement. Educators will attend a 7-day Summer Consortium prior to beginning school. This team building event will provide an in-depth look at CLEAR's mission, vision, core beliefs, model of teaching, and learning and innovations. CLEAR will also include weekly master learner sessions as part of our professional development and collaborative planning model. These sessions will occur in 4-hour blocks once a week for all staff members. There will also be an 8-hour block, twice each semester, for a total of 88 hours of professional development and planning per semester. Professional Learning Communities (PLCs) will promote communication that will support best practices, planning, and fidelity of CLEAR's unique instructional program and innovations. CLEAR will focus on instructional coaching, ongoing training, planning opportunities, and school leadership development. Educators will be master learners through focused training of instructional practices and collaborative processes of professional development.

Serving Students in our Community in a Different Way

The CLEAR Difference

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CLEAR will provide students with opportunities to learn collaboratively within a community where students play the roles of both learners and teachers empowering lifelong learning and achievement. CLEAR Public Charter School believes that ‘Fostering Communities of Learners’ (FCL), is an innovative instructional framework to guide teaching and learning that will support relationships, academic achievement and social and emotional growth. This approach along with multi-year looping and mastery-based progression will be especially effective in serving students at-risk, students from low socioeconomic households and the diverse and underserved student populations in our community.

CLEAR recognizes the concerns of the community for high student achievement and understands the need for a collaborative student-centered learning environment where students are encouraged to design, produce, experiment, research and collaborate within their community. To reach their academic potential, students will be challenged to make choices about their own learning. This encourages self-determined learning and leadership as the student begins to take responsibility for their own education. The CLEAR community extends beyond students and educators. CLEAR’s belief is that through community school partnerships all children will maximize their potential for learning. CLEAR strives to involve all stakeholders including parents/guardians, community members, businesses and organizations. CLEAR has developed a plan for community school partnerships with families and the community of San Marcos and the surrounding area in order to foster a culture of continual learning with a multitude of resources available to our students and staff.

CLEAR will use mastery-based progression as a grading and reporting system in order to measure individual student growth while working closely with students and families to create an individualized plan for every child. CLEAR educators will build profound relationships with both students and their families. Parents/guardians will have opportunities to participate in regularly scheduled conferences and conversations which allow them to have access to ongoing student progress, narrative based progress reports, individualized learning plans, student goals and accomplishments. Parents/Guardians will take responsibility by supporting and protecting the rights of their child while being a part of a whole school community through school wide events and experiences.

CLEAR Public Charter School is working with Texas State University’s College of Education and teacher mentor program in order to provide a community for future educators to experience real world situations in a safe and nurturing environment. CLEAR believes this is the beginning of a successful teacher talent program. Students and educators at CLEAR will learn and grow with some of the top future educators in Texas while having access to cutting edge practices studied at the university level. According to the Texas State College of Education impact report, the university has a track record for producing high numbers of certified educators and is a top research university in Texas. Texas State has a Teacher Fellows Program that gives grants to top students that provide a support mechanism for growth and opportunity. CLEAR will develop a program similarly aligned with the fellow’s program offering new graduates from Texas State the opportunity to work under a master teacher for one or more as an associate teacher.

CLEAR Public Charter School believes the community will be the fabric that holds the values and beliefs together for long-term sustainability. ‘Fostering Communities of Learners’ (FCL) Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

promotes peer and cross-age relationships and collaboration. Multi-year looping and mastery-based progression will allow CLEAR educators to build strong ongoing relationships and high-quality instruction. Through service and inquiry-based learning students will become partners in the community empowered to contribute to society while building leadership and resiliency as well as social and emotional skills. Through community partnerships with families, Texas State University and other community organizations all children will maximize their potential for lifetime learning and success.

CLEAR will provide leadership opportunities for all students and envisions growing a community of leaders that empowers all students. 'Fostering Communities of Learners' (FCL), utilizes practices such as peer-teaching, reciprocal teaching, cross-age tutoring and communal sharing, all of which support students as leaders (van den Broek, 2012). Educators at CLEAR will encourage students to take ownership by making choices about their own learning based on their specific interests and needs. Educators will guide students while allowing them to use critical thinking skills and problem solving within peer groups.

In conjunction with FCL, service learning will be key in building leadership, academic and social success for all students at CLEAR. FCL and service learning require inquiry-based learning and problem solving. Service learning allows students to participate in community service, building strong character and responsibility while high academics remain the focus of learning (National Commission of Service Learning, 2002). Educators have found a correlation with service learning and the passion for learning of students who are at-risk (Krebs, 2008). According to the National Commission of Service Learning, "There is abundant evidence that students learn best when they are both interested in what they are learning and convinced that it is valuable" (National Commission of Service Learning, 2002). CLEAR Public Charter School will strive to empower leadership in students from diverse backgrounds and academic experiences. In fact, the community of learners' model encourages a community of diversity where individuality is valued (Brown, 1994). Students and educators are motivated and inspired by helping others as well as the sense of community and autonomy service learning provides. CLEAR students will participate in community service experiences which are built around student interests, FCL, and cross-curricular academic content. Multi-year looping will give students the opportunity to build leadership skills over a two-year period within their learning community and school. Educators will encourage students to become independent while guiding instruction, new learning, and collaboration among peers. Every student has a gift, talent or passion that can be ignited and shared. These leadership and learning opportunities will instill confidence and a belief that the students at CLEAR Public Charter School can achieve anything.

CLEAR's personalized learning model empowers students to be active in the learning process rather than taking a passive role where disengagement occurs causing various concerns such as boredom, misbehavior and a dislike for school and learning. We believe that all children can learn and retain new information. 'Fostering Communities of Learners' (FCL) focuses on collaborative, student-centered, inquiry-based instruction where students become experts in what they are learning and share that knowledge with others (van den Broek, 2012). As part of FCL, educators at CLEAR will use practices such as the jigsaw method in order to encourage individual students to become experts in a specific area then teach it to other members in a

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community (van den Broek, 2012). Students will make connections and recognize the value in learning to help others learn. Students at CLEAR will be empowered to explore their interests through inquiry, problem solving, and service learning so that they may develop a mindset for learning that not only impacts their future and achievement but also empowers others within the community and world.

At CLEAR we believe that students must know where they are and where they are going. Using a non-traditional grading and reporting system, such as mastery-based progression, as part of our instructional program will allow students, educators, and families to have a true idea of what individual students have not yet mastered, are capable of mastering, and what they dream to accomplish. We believe that through individual, self-determined learning goals and reflections students will be empowered to meet those goals and self-monitor their own progress alongside educators, peers and family members.

High expectations lead to high achievement. At CLEAR we know that our personalized learning model and ‘Fostering Communities of Learners’ (FCL) will empower confidence while building strong character and self-worth that impact future success. We are conscious of the changing demographics in our Texas communities and are committed to adapting our way of educating students to meet their emerging needs. CLEAR Public Charter School will provide the community with an innovative instructional approach to learning that centers itself around individualized learning plans for every student, narrative based report cards, and building a community of learners through multi-year looping which allows students to stay with the same educator for two consecutive years. CLEAR believes relationships impact student success. “The importance of the relationships between teachers and students is crucial to students’ academic and psychological development” (Lui, 1997). Students and teachers at CLEAR will remain together for longer periods of time in order to build long-term relationships while utilizing continuous teaching and planning.

At CLEAR, students will become active learners in all foundation curriculum which includes English/Language Arts and Reading, Mathematics, Science and Social Studies. Program objectives include social and emotional learning ensuring that 100% of our educators are trained and 100% of our students receive daily social and emotional learning instruction while also embedding these practices throughout the school culture. Science, Technology, Engineering, Arts and Mathematics (STEAM) will be integrated into all subjects. Computer science and coding will also be included in CLEAR’s high-quality instructional program.

‘Fostering Communities of Learners’ (FCL) promotes inquiry-based learning which encourages students to ask questions, problem solve and make decisions about their own learning. Students will gain deep understanding regarding specific concepts as well as real world challenges. At CLEAR, inquiry-based learning along with service learning will be ongoing teaching and learning practices that allow all students the opportunity to choose what and how they want to learn. This gives them the ability to explore their interests while mastering the skills needed for future success.

CLEAR believes in individualized instruction where educators meet students where they are both academically and socially. CLEAR educators will thoroughly understand students’ learning by

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identifying their zone of proximal development (ZPD). The zone of proximal development, which is relative to ‘Fostering Communities of Learners’ (FCL), “refers to the distance between the level of learning that a child can reach independently, and the level that it can potentially reach under capable guidance” (van den Broek, 2012). Multi-year looping, collaborative and inquiry-based learning as well as mastery-based progression and FCL are all components of CLEAR’s of our personalized learning model.

As children prepare for their future, we are finding that they will face more challenges which include personal, social, and societal issues. At CLEAR we understand the challenges students are facing in the 21st century and aspire to embrace them by educating students using our quality instructional program which incorporates ‘Fostering Communities of Learners’ (FCL) and that focuses on building resilience in order to prepare students for these issues. While exploring their passions and interests, students will be encouraged to take risks, refocus their challenges, and learn through making mistakes. In Angela Duckworth’s, *Grit: The Power of Passion and Perseverance*, she explains why it is important to encourage children to be “gritty” by having goals and choosing to workday after day to achieve those goals. Even when children fail, they can succeed by acknowledging what they learn from the process. CLEAR Public Charter School will strive to promote resilience, optimism, supportive relationships and a growth mindset in all students. Social and emotional well-being will be cultivated through social and emotional learning, school and classroom community dialogues and restorative practices. It is our belief that mindset, mindfulness and determination build resiliency that will influence the success and future of our students at CLEAR.

At CLEAR we have built the foundation for our personalized learning model based on our mission, vision and core beliefs as well as the research-based pedagogy, ‘Fostering Communities of Learners’ (FCL). “The FCL approach promotes diversity of interests and talents, in order to enrich the knowledge base of the classroom community as a whole” (Bielaczyc and Collins). Our mission, vision, and model will directly benefit the population of students we will serve (LSES, at-risk and diverse student populations) and well as special populations including SPED and EL’s. The CLEAR community including our co-founders, board members, advisory council, professionals, families and students will continue to focus on refining our personalized learning model and practices that support our mission, vision and core beliefs as well as creating and nurturing a safe environment with high expectations for all. (TEA’s Effective Schools Framework, lever 3 action 1)

Curriculum and Instruction

Curriculum Overview

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR Public Charter School has developed a personalized learning model and curriculum framework that will serve various student populations including students of low socioeconomic status, students at-risk, English Learners, students with disabilities and all other students that benefit from CLEAR’s model. CLEAR’s personalized model and key design elements include ‘Fostering Communities of Learners’ (FCL), multi-year looping and mastery-based progression. CLEAR believes every

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student can reach his/her potential and is committed to closing academic achievement gaps, developing independent and critical thinkers while also supporting students with social and emotional learning and growth for overall success in their future. CLEAR's curriculum is 100% aligned with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). CLEAR will comply with all HB3 requirements including reading practices, early literacy and mathematics.

Curriculum Framework

CLEAR's curriculum framework fosters high academic achievement, social and emotional well-being and self-determined learning that builds leadership and resiliency. Our curriculum framework includes full implementation of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), foundation and enrichment curriculum and personalized learning through 'Fostering Communities of Learners' (FCL), multi-year looping and mastery-based progression.

Texas Essential Knowledge and Skills (TEKS) Alignment

Our educators will participate in collaborative learning and planning discussions, professional learning communities and master learner sessions which includes at least 88 hours of professional development each semester in order to align all lesson plans and instruction with the TEKS across multiple disciplines and grade levels (horizontally and vertically) while building collaborative communities of master learners. CLEAR's multi-year looping approach creates an environment of expert knowledge across multiple grade levels. CLEAR will utilize lead4ward as a resource for providing support, tools and strategies for educators. Some of the resources that will support CLEAR's educational program alignment with the TEKS include lead4ward's TEKS Snapshot, TEKS scaffold, academic vocabulary by subject and grade level, student learning reports, thinking stems, STAAR frequency distribution, ELAR and science side-by-side (<https://lead4ward.com/>). CLEAR leaders and educators will collaborate in data meetings in order to analyze student progress, student data and instruction across grade levels and content.

English Language Proficiency Standards (ELPS)

The ELPS will be included in all lessons and across all disciplines to support English Learners and all students with language proficiency and language acquisition. Proficiency levels in listening, speaking, reading and writing will be identified for English Learners and will inform linguistic accommodations that will assist with academic and content instruction. Educators will participate in ongoing training in order to best integrate the ELPS into all courses and instruction.

Foundation Curriculum

CLEAR's foundation curriculum for grades K-8: English Language Arts and Reading, Mathematics, Science, Social Studies (https://tea.texas.gov/Academics/Curriculum_Division)

Learning Goals for Foundation Curriculum

Learning goals are based on the Texas Essential Knowledge and Skills (TEKS) and have been built into our personalized learning model through our personalized lesson plans and mastery-based progression reporting system. The TEKS/learning goals will be taught and assessed for the student to demonstrate both knowledge and ability. Each student will have a master learner

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profile (<http://www.clearcharter.org/docs/ML-Per-Profile.pdf>) where specific course goals may be measured. CLEAR has developed learning goals based on the TEKS using lead4ward's student learning reports as a resource (<https://lead4ward.com/resources/>).

Expectations for Student Success

CLEAR's expectations for student success are based on CLEAR's mastery-based progression learning scale scores and academic indicators. In order to show success for each course students should receive a learning scale score of 3.0 which shows evidence that the student is meeting each individual learning goal at grade level or a 4.0 demonstrating that the student has mastered the learning goals and performs at advanced levels. CLEAR has also set overall academic performance indicators (see performance management) for reading and math.

English Language Arts and Reading (ELAR) K-8

Learning Goals for Course:

It is our goal for students to read on or above grade level, demonstrating strong reading and writing skills, developing language skills in listening, speaking, reading and writing while growing and enhancing vocabulary, reading fluency and comprehension.

-Examples of 1st Grade ELAR Learning Goals

I use what I know about letters and sounds to sound-out words and spell new words. (TEKS 1.2)

I describe the characters, plot, and setting. (TEKS 1.8)

I gather information to find answers to my questions and present the information in more than one way. (TEKS 1.13)

-ELAR Instruction and Curriculum

CLEAR's balanced literacy instruction utilizes a reading and writing workshop approach with direct focus on phonics instruction. CLEAR has consulted with Children's Literacy Initiative (CLI) in order to develop guided and balanced literacy instruction. CLI is a non-profit organization with a longstanding history for improving literacy in underserved communities. CLI has had success with improving reading with students associated with LSES, students at-risk and English Learners. CLEAR educators will address the needs of all students by differentiating instruction in both whole group and small groups as well as individually guided reading. This approach addresses mastery of the TEKS while also providing students with time and support to grow into strong fluent readers and writers. CLEAR's literacy block which includes a reader and writer workshop model will allow for direct phonics and reading instruction, flexible learning and individualized instruction that supports CLEAR's overall approach to teaching and learning, 'Fostering Communities of Learners' (FCL).

CLEAR's founders and board members believe that students should experience reading through various avenues including read alouds, shared reading, phonics instruction, word study, guided reading, literacy stations and writing. Teachers will identify student "reading identities" (knowing their strengths and weaknesses) through small group instruction, guided reading, observations, student interactions, student conferences and ongoing assessments

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(<https://learn.cli.org>). Reading instruction at CLEAR has been developed to enhance phonemic awareness, phonics, fluency, comprehension and vocabulary.

CLEAR will use the Fountas and Pinnell Benchmark Assessment System in order to identify student reading behaviors, comprehension, fluency and independent and instructional reading levels. As educators and administrators, CLEAR's co-founders have experienced success using F&P. It is a comprehensive tool for reading assessment that will guide instruction and drive individual student goals. Lucy Calkins Units of Study in Phonics and Words Their Way will be used for integrated reading and phonics instruction in K-3rd grades. Lucy Calkins Units of Study for Teaching Reading and Units of Study for Writing will be used in K-8th grade. Each of these will support the reading/writing workshop model, overall reading instruction and mastery of the TEKS. The phonics program specifically focuses on units in concepts about print, phonological awareness, letter knowledge, word knowledge/word solving, phonics and high frequency words (<http://www.unitsofstudy.com/phonics/>). "The reading units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards" (<http://www.unitsofstudy.com/k5reading/>). We have consulted with Children's Literacy Initiative (CLI) to select reading curriculum that best supports student success and the reading and writing workshop model as well as CLEAR's personalized learning model.

As a supplement to reading and literacy, CLEAR will utilize Imagine Learning Language and Literacy to support reading and language skills for all students, especially English Learners. Imagine Language and Literacy provides English language support in 15 languages, is researched based and provide individualized learning paths for students (<https://www.imaginelearning.com/programs/language-and-literacy>). The interactive media instruction is a great resource for students and teachers to measure growth and support differentiated learning.

Mathematics K-8

-Learning Goals for Course

It is our goal for students to understand mathematical processes, numbers and operations and solve problems through critical thinking.

-Examples of 1st Grade Mathematics Learning Goals

I can make a number that is greater than or less than another number. (TEKS 1.2)

I can make a word problem for a given number sentence. (TEKS 1.3)

I can count by twos, fives, and tens to determine the value of a group of pennies, nickels, and dimes. (TEKS 1.4)

-Mathematics Instruction and Curriculum

CLEAR's focus on mathematics will be building a strong foundation of number sense, conceptual understanding, fluency, application and problem solving. Instruction is 100% aligned with the Texas Essential Knowledge and Skills (TEKS) while focusing on the individual academic needs of all students. Texas Go Math, by Houghton Mifflin and Harcourt, will be used as Kindergarten through 8th grade math curriculum. Texas Go Math is 100% aligned with the TEKS and "incorporates the latest thinking in its comprehensive approach and engages digital natives with cross-platform technology" (<https://www.hmhco.com/programs/go-math>). "Texas GO Math! provides teachers with the tools and resources they need to support students'

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successful mastery of the TEKS. GO Math! includes multiple instructional approaches, diagnostic assessments, and Texas Assessment” (<https://us.hmhco.com/texas/math/>). Co-founders of CLEAR are familiar with Texas Go Math and appreciate its rigor and grade level alignment. This vertically aligned curriculum will support CLEAR’s multi-year looping. Educators will become experts of both the TEKS and curriculum within multiple years allowing teachers to adjust instruction according to students’ academic abilities.

As a supplement to instruction CLEAR will utilize Reasoning Mind online software programs to support mathematics, individualized learning and mastery of the TEKS. Kindergarten and 1st grade students will use Reasoning Mind Blueprint which builds foundational math skills that prepare students for future success in mathematics. Reasoning Mind STAAR Readiness will be used in 2nd through 8th grade and was built specifically for Texas. “*STAAR Readiness* includes increasingly difficult problems, matching the rigor of the STAAR assessment and evaluating student understanding and skills as they progress through their learning” (<https://www.reasoningmind.org/programs/staar-readiness/>). With STAAR Readiness “teachers can quickly and easily assign TEKS-based activities for practice, review, intervention, or assessment readiness” (<https://www.reasoningmind.org/programs/staar-readiness/>). As in all subjects, components of STEAM will be incorporated into mathematics in order to create cross curricular learning experiences.

Science K-8

-Learning Goals for Course

Overall, students should demonstrate problem solving and reasoning skills in order to understand scientific processes through experiments and investigations.

-Examples of 1st Grade Science Learning Goals

I put objects in groups by what I see and feel. (TEKS 1.5)

I describe how different kinds of energy are important to everyday life. (light, thermal, sound) (TEKS 1.6)

I describe the parts of plants. (TEKS 1.10).

-Science Instruction and Curriculum

CLEAR Public Charter School will encourage exploration and inquiry-based learning through hand-on science experiences. The ‘Fostering Communities of Learners’ (FCL) model promotes student-centered learning and peer collaboration (van den Broek, 2012). Students will work together in collaborative settings in order to solve problems. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur.

CLEAR’s science program is built around the Texas Essential Knowledge and Skills and STEAM education. Educators will incorporate components of Science, Technology, Engineering, Art and Mathematics into all core subjects. Science will be part of everyday learning. These components will be present in lesson plans, instruction and student-centered learning and activities. Teachers will have access to the STEAM Education lesson plan bank (<https://steamedu.com/>) in order to incorporate inquiry-based learning projects into their instruction and student learning experiences in all subjects. For students to construct knowledge,

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they need the opportunity to discover for themselves and practice skills in authentic situations. CLEAR's innovations of 'Fostering Communities of Learners' (FCL), multi-year looping and mastery-based progression will support a unique learning environment for science.

CLEAR will use Science Fusion by Houghton Mifflin Harcourt as a blended and flexible learning curriculum to support science instruction. "Inquiry lessons (Grades K–5) and Labs (Grades 6–8) support every learner in print and online with three levels of scaffolded differentiation: directed, guided, and independent inquiry."

(<https://www.hmhco.com/programs/sciencefusion>). In order to enhance learning in reading and science, Kindergarten will use Quirkles Exploring Phonics Through Science. "The Quirkles® are 26 imaginary scientists that help children develop a love and appreciation of science and literacy" (<https://www.quirkles.com/quirkles-about.cfm>). CLEAR strongly believes that building a love for learning and foundation for reading will promote lifelong success for all students. STEMscopes will be used to support mastery of the science TEKS in 1st-8th grade. STEMscopes uses the 5E model and Science, Technology, Engineering and Mathematics to encourage inquiry-based learning through both digital media and hand-on experiences (<https://stemscopes.com/k12.php#stemoverview>).

Social Studies K-8

-Learning Goals for Course

It is CLEAR's goal for students to demonstrate critical thinking, problem solving and communication skills through social studies.

-Examples of 1st Grade Social Studies Learning Goals

I distinguish among past, present, and future. (TEKS 1.3)

I locate places using the four cardinal directions. (TEKS 1.4)

I describe ways that families meet basic human needs. (TEKS 1.7)

-Expectations for Student Success

CLEAR's expectations for student success are based on CLEAR's mastery-based progression learning scale scores and academic indicators. In order to show success in social studies students should receive a learning scale score of 3.0 which shows evidence that the student is meeting each individual learning goal at grade level or a 4.0 demonstrating that the student has mastered the learning goals and is performing at advanced levels.

-Social Studies Instruction and Curriculum

CLEAR's social studies instruction and curriculum is completely based on the Texas Essential Knowledge and Skills (TEKS) for grades K-8. Educators will make interdisciplinary connections with all subjects through STEAM education, including social studies. At CLEAR, service learning will be key in building leadership, academic and social success for all students and will be an important part of our social studies program. Students will provide input of their interests in order to build community service projects for each grade level. Service learning allows students to participate in community service, building strong character and responsibility while high academics remain the focus of learning (National Commission of Service Learning, 2002).

According to the National Commission of Service Learning, "There is abundant evidence that students learn best when they are both interested in what they are learning and convinced that it is valuable" (National Commission of Service Learning, 2002). CLEAR students will participate

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in community service experiences which are built around student interests, community needs and cross-curricular academic content.

Enrichment Curriculum

CLEAR's enrichment curriculum for grades K-8: Fine Arts, Health Education, Languages other than English, Physical Education and Technology Applications. (https://tea.texas.gov/Academics/Curriculum_Division)

Fine Arts K-8

The *learning goals* for art, music and theatre will be taught and incorporated into all foundation curriculum and courses as well as enrichment courses such as physical education and technology applications. It is CLEAR's goal to empower students be creative, express themselves and appreciate art in many forms including art, music and theatre.

-Expectations for Student Success

CLEAR's expectations for student success in fine arts (art, music and theatre) will be based on evidence of participation in lessons and activities that are based on the TEKS.

-Fine Arts Instruction and Curriculum

CLEAR Public Charter School will integrate the Texas Essential Knowledge and Skills for Fine Arts which includes art, music and theatre into all core subjects through cross-curricular instruction and STEAM education. CLEAR will have a separate music class which students will attend weekly. Students at CLEAR will be exposed to art, music and theatre through outside community experts, organizations and field trips. Students in 3rd through 8th grade will have the opportunity to participate in CLEAR's choir.

Health and Physical Education

-Learning Goals for Course

Students will learn about healthy habits and behaviors, movement and physical activity that will positively impact their future.

-Expectations for Student Success

CLEAR's expectations for student success in health and physical education will be based on evidence of participation in lessons and activities that are based on the TEKS. Students should demonstrate understanding and knowledge as well as show their ability to practice what they have learned in real life situations.

-Health and Physical Education Instruction and Curriculum

Students will participate in physical and health lessons centered around the Texas Essential Knowledge and Skills (TEKS). The CLEAR team recognizes that physical and mental wellness play an important role in supporting learning and will provide physical, health and wellness opportunities for all students.

CLEAR's model of 'Fostering Communities of Learners' (FCL) and mission will also be incorporated into PE and Health. CLEAR will strive to provide opportunities that encourage students to practice wellness and positive healthy habits through interest-based community activities, exercises, games and overall learning experiences. CLEAR also believes that opportunities for brain breaks, reflection, outside and free play are critical to student success. CLEAR will offer extended recess breaks throughout weekly schedules and will require recess
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breaks for all students, every day. CLEAR will bring outside experts in health, wellness and nutrition to our students as well as take CLEAR students to community experts in order to educate students, families and staff on real life situations and experiences regarding physical and health education.

Languages other than English

-Learning Goals for Course

CLEAR's goal is to introduce learning experiences in languages other than English. Students will gain exposure to language in Spanish.

-Expectations for Student Success

CLEAR's expectations for student success is for students to have access to the foundations of language in Spanish, participate in early Spanish language experiences and be exposed to the language and culture.

-Language of than English Instruction and Curriculum

Students at CLEAR will be exposed to cultural learning. We believe that learning about the differences in our students and others around the world will improve relationships and build empathy for others. Educators will develop lessons and projects around student interests, values and curiosities. CLEAR students will also be exposed to the Spanish language. Kindergarten through 3rd grade students will participate in beginning fundamental Spanish such as but not limited to colors, numbers, alphabet and common words within the general education setting as well as a foreign language software. CLEAR will offer foreign language studies in Spanish in 4th through 8th grade.

Technology Applications K-8

-Learning Goals for Course

Students will demonstrate knowledge based on the 6 strands referenced in the TEKS including "creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts" (https://tea.texas.gov/sites/default/files/Grade1_TEKS_0819.pdf).

-Expectations for Student Success

CLEAR's expectations for student success in technology applications will be based on evidence of participation in lessons and activities that are based on the TEKS. Students should show that they are able to apply their knowledge through various technological programs, software and media.

-Technology Applications Instruction and Curriculum

CLEAR Public Charter School is committed to providing every student with daily access to contemporary technology tools for learning and designing. Behind the scenes, CLEAR will build a fast, reliable infrastructure to meet the demanding needs of the entire school family. We believe children were born to create, design and produce amazing things. Today's children will face a fast-moving, highly competitive world and we plan to give students the skills, mindset and directions needed to succeed in life. At CLEAR students will have access to technology that supports a collaborative environment for learning. Students will use technology applications in all core subjects.

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Students at CLEAR will have access to coding and computer science software, learning and instruction. Every student will use code.org in order to gain exposure and insight in computer science. “Code.org increases diversity in computer science by reaching students of all backgrounds where they are — at their skill-level, in their schools, and in ways that inspire them to keep learning” (<https://code.org/about>). Code.org is committed to serving all students, especially minority, LSES and underserved students. “45% of Code.org students are girls, 48% are underrepresented minorities, and 49% of US students are on free and reduced meals” (<https://code.org/about>). CLEAR will offer other programs that meet our students interests such as robotics and will utilize programs such as Bee bots, SCRATCHjr and Lego Mindstorms. Computer science, coding and robotics will be incorporated into CLEAR’s technology program. We see these skills paving the foundation for computational thinking which include logic, decomposition, problem analysis, algorithmic thinking and pattern recognition to name a few. These can begin early in a child's life even without computers. CLEAR has consulted with Brooke Charter Schools and has direct support from the computer science department with creating and building the best computer science and technology program for CLEAR.

STEAM Education and Instruction

Science, Technology, Engineering, Arts and Mathematics (STEAM) will be integrated into all subjects. When integrating STEAM, teachers will make connections with the TEKS, curriculum, assessments, lesson design and implementation. CLEAR will utilize STEAM Education (<https://steamedu.com/>) as a resource for cross-curricular instruction and lesson planning. CLEAR’s co-founders attended the STEAM Education training and are consulting with a STEAM Education specialist in order to support a strong STEAM platform. Reality-based learning as well as service learning will be an important part of STEAM as students are challenged to learn content across all areas through real-life projects while working collaboratively.

Curriculum Differentiation

In order to serve and meet the needs of all students CLEAR has developed a personalized learning model with curriculum fully aligned to the TEKS that will individually support all learners including students with disabilities, English Learners and other student groups. Through our reading and writing workshop model teachers will provide a direct mini-lesson followed by small group and individual work time. CLEAR’s ELAR, mathematics, science, and social studies curriculum and instruction will be driven by the TEKS and student progress according to on-going observations, mastery-based progression data based on specific TEKS, master learner profiles, assessments, Individualized Education Program (IEPs), 504 accommodations and English Language Proficiency Standards (ELPS).

English Learners

CLEAR Public Charter School educators will be ESL certified and use best practices in providing high quality learning experiences for all students including students who qualify for bilingual and English as a Second Language programs. CLEAR will serve English Learners (EL) in the English as a Second Language (ESL) program in the general education setting. The Language Proficiency Assessment Committee (LPAC) and CLEAR leadership team will ensure

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that all English Learners (EL) perform at high academic levels as well as show growth in listening, speaking, reading and writing skills. CLEAR's educational model of teaching and learning, 'Fostering Communities of Learners' (FCL), key design elements (mastery-based progression and multi-year looping), curriculum and instruction will support English Learners in improving language acquisition. Educators will participate in ongoing training of the English Language Proficiency Standards (ELPS) and will collaborate in order to incorporate the ELPS in all lesson plans and instruction. For more information on English Learners see *Supports for Special Populations*.

Students with Disabilities

CLEAR Public Charter School is dedicated to providing an exceptional education for all students. CLEAR educators and professionals will meet the needs of all students, including students with disabilities that qualify for special education services while encouraging personalized student success and growth. Students will be served in the least restrictive environment (LRE) according to their Individualized Education Program (IEP). CLEAR will follow the Special Education Rules and Regulations while providing a nurturing environment for learning. CLEAR will comply with section 504 of the rehabilitation act of 1974, the Americans Disability Act (ADA) of 1990 and Texas Education Code Chapter 29 Subchapter A. Special Education Program. CLEAR's leadership team and certified special education professionals will ensure that students who qualify for the special education program receive all services and opportunities that meet their needs for academic, social and emotional success and according to their Individualized Education Program (IEP). For more information on CLEAR's special education program, see *Supports for Special Populations*.

(<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm>)

Differentiated Learning Experiences for All Students

CLEAR's curriculum includes differentiated instruction including blended learning opportunities, both digital and hands on experiences, individually guided instruction, small groups, peer to peer and intervention and enrichment. CLEAR's instruction and curriculum is diversified and differentiated for all student groups including students with disabilities, English Learners, gifted and talented students, students at risk, students with 504 plans and all other students.

Examples of Differentiated Learning Experiences

1st grade Student with a Learning Disability

CLEAR has a first-grade student with a learning disability who struggles with reading and math. He has an Individualized Education Program (IEP). He is reading at a kindergarten level. At his previous school, he was pulled out of his classroom at various times of the day to close the gaps in his learning. His parents were concerned that he was missing core learning opportunities with his peers. They were seeking an inclusive environment that focused on his individual needs where he could contribute and make progress at the same time. CLEAR's Fostering Communities of Learners (FCL) model and focus on meeting kids where they are academically and socially is the educational model his parents were seeking.

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Example of Differentiated Writer's Workshop Lesson

The teacher teaches a lesson on writing using sensory details and connects the lesson to prior knowledge of the 5 senses. She helps students prepare for writing through visualization. Mrs. Jones prompts students to describe how popcorn looks, feels, tastes, smells and sounds like. Students pair and share about ways they would describe popcorn. In order to streamline this student's thoughts and help him organize his ideas. The teacher asks him to focus on what the popcorn looks like and tastes like. This helps the student to not become overwhelmed. The teacher has collaborated with the special education teacher prior to the lesson in order to modify his assignment to meet his needs and support his IEP. During independent work time the student completes a sentence by completing the sentence stem "Popcorn looks" and "Popcorn tastes". The teacher gives him one step directions and checks for understanding. She praises him for completing a task then prompts him to complete the next step. He reads his sentences to his partner during share time.

1st Grade Student on Grade Level

This student is an average first grade student who recently attended the local neighborhood independent school district. As a kindergarten student she met standards, however, her family felt that she was not meeting her full potential and chose to enroll her in CLEAR Public Charter School as a first-grade master learner. The student thrives in settings where she has opportunities for leadership, to work in flexible spaces and at a pace that suits her learning abilities and are developmentally appropriate. Her teacher and parents have already had a conference to determine Madison's interests, academic levels and her personal and academic goals.

Example of Learning Stations and Enrichment

The student has set two goals for personal and academic growth with help from her parents and teacher. She is working on developing leadership and building strong literacy. Although she is reading on grade level she is slightly behind in fluency. Her parents have agreed to help at home by playing fun games to help her identify common high frequency words as well as reading aloud. This provides the student with models of fluent reading. At school she is working on building fluency as well. During learning stations, the student practices self-determined learning with guidance from peers and her teacher by participating in reader's theatre. She and 2 other learners practice reading a short story with expression and intonation. They are learning to interpret the text. She loves learning in the community setting and feels free to be expressive while working toward her goals.

1st grade English Learner

This first-grade student has recently moved to the area. She was identified as an English Learner in Kindergarten at her previous school. Her home language is Spanish. The student is at the beginning level in listening, speaking, reading and writing. The teacher has an ESL certification. The teacher and the LPAC committee agree that the following accommodations support the student's learning and will be included throughout daily instruction in order to support her progress and growth.

ESL Accommodations: gestures for added emphasis, simple conversations, visuals and/or verbal cues to reinforce spoken or written words, pre-teach vocabulary, rephrase, repeat, or slow, wait time, extra time for complex material and/or assignments, clarify directions, read and model

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think aloud, drawing or pictorial representation (<https://projects.esc20.net/page/lpac.framework-documents>).

Example of Math Lesson

When students return from lunch, they begin the Go Math! lesson that involves solving addition and subtraction problems within 20. Students participate in a brief whole group lesson where students are actively engaged through modeling, reciprocal teaching and pair/share. The teacher speaks slowly so that the English Learner has time to process during instruction. The teacher uses several visual and concrete objects to demonstrate solving problems. She invites learners to help. The EL responds well. During individual work time she sits at a table with another English Learner and two non-English Learner.

Instructional Materials (See Foundation and Enrichment Curriculum above)

- Lucy Calkins Units of Study in Phonics, Lucy Calkins Units of Study in Reading and Writing, Fountas and Pinnell Benchmark Assessments and LLI
- Go Math!, Reasoning Minds
- Science Fusion, Quirkles, STEMscopes
- STEAM Education
- code.org
- Second Step (SEL)

High-Quality Instruction

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR Public Charter School is dedicated to providing rigorous, high quality learning experiences for students of low-income households, students at-risk, students with disabilities, English Learners and all students that benefit from CLEAR's model and educational program. CLEAR's approach to teaching and learning is 'Fostering Communities of Learners' (FCL). FCL promotes student-centered and inquiry-based learning in a collaborative environment. FCL supports CLEAR's mission, vision and core beliefs as well as builds a foundation for our personalized learning model which includes CLEAR's key design elements, curricular programs, special programs and extracurricular activities that best meet the needs of our target population.

Instructional Methods

CLEAR's instructional methods include our key design elements FCL, multi-year looping and mastery-based progression as well as instructional practices such as our reader's and writer's workshop, balanced literacy instruction, inquiry based and student-centered instruction. Each of these methods have been included in CLEAR's design to support a personalized learning model that meets the needs of all learners.

'Fostering Communities of Learners' (FCL)

CLEAR will use FCL as an innovative, researched based approach to teaching and learning including routines and instructional strategies. (See Characteristics of FCL Classroom in *School Design*) FCL is a "constructivist teaching model that emphasizes democratic, student-centered, and inquiry-based instruction oriented toward the development of higher-order understanding by means of complex, authentic tasks, collaborative scientific research, and reciprocal teaching"

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(van den Broek, 2012). This approach offers students and teachers to create an environment that stimulates research and exploration all while promoting critical and deep thinking.

Multi-Year Looping

CLEAR Public Charter School has chosen multi-year looping as an approach to instruction that supports our mission, vision, personalized learning model as well as our approach to teaching and learning, ‘Fostering Communities of Learners’ (FCL). Educators at CLEAR will follow students for two consecutive years providing consistency in instructional practices, academic accountability, social and emotional learning, relationships, systems and procedures.

Mastery-Based Progression

Mastery based progression is an innovative and transparent system of tracking student progress and reflecting individualized growth. This grading and reporting system is focused on progress towards mastery of the Texas Essential Knowledge and Skills (TEKS) and will reflect and document all student growth, proficiency and academic objectives as well as non-academic factors which include social and ethical behaviors that contribute to overall student success. Mastery-based progression will support student learning through a personalized approach where students can set goals based on their mastery of the TEKS and teachers drive instruction based on student progress.

Reader and Writer Workshop and Balanced Literacy

The reader/writer workshop model supports our balanced literacy program. CLEAR expects that we will serve many students who are behind grade level in reading. This method allows teachers to provide direct and explicit instruction through a developed mini lesson. Then students will receive individualized support and instruction through small group guided reading and individual work. Teachers will monitor student progress and provide strategic and individualized instruction. Students will receive daily reading intervention through guiding reading, phonics instruction, and writing. This model will best serve our target population and allow teachers to measure student progress through running records, fluency checks and phonemic awareness in order to develop and monitor ongoing reading and writing instruction.

Student-Centered and Inquiry-Based Instruction

CLEAR will use student-centered and inquiry-based instruction throughout our curriculum including ELAR, math, science and social studies. Students will participate in learning experiences driven by their interests, hands-on activities, service learning and community service projects, field experiences where students learn in the community as well as digital learning. Each of these components serve a diverse population of students and provide exposure to rigorous, high quality learning opportunities.

Social and Emotional Learning (SEL)

At CLEAR we understand that many students may have specific social and emotional needs, lack of support from home, limited access to resources that support education and learning as well as limited exposure to vocabulary, life and worldly experiences. We also know there are differences among various groups of students and believe in recognizing those differences as well as the specific needs our students may demonstrate. CLEAR will use Second Step as our SEL curriculum. “Second Step provides instruction in social and emotional learning with units

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on skills for learning, empathy, emotion management, friendship skills, and problem solving” (<https://casel.org/guideprogramssecond-step/>). Second Step is one of the Collaborative for Academic, Social, and Emotional Learning (CASEL) SELect programs that was evaluated and identified as a program that has shown positive outcomes in social and emotional learning including “increased positive social behavior, reduced conduct problems, reduced emotional distress, improved social and emotional skill performance” (<https://casel.org/guideprogramssecond-step/>). This campus wide SEL program will support students’ social and emotional wellbeing. CLEAR’s SEL program along with our restorative practices (see school culture) will maintain a “proactive and responsive” environment where students’ needs are always first. At CLEAR, we strongly believe that for students to be successful academically we must foster healthy habits, social and emotional intelligence and overall wellness (TEA’s Effective Schools Framework, lever 3 action 3)

Process of Evaluating, Developing and Improving Curriculum

CLEAR will evaluate our curriculum based on (1) student progress, (2) the personalized model and mission, (3) curriculum planning and implementation and (4) improvement and refinement of curriculum.

1. Student Progress

- Academic Indicators and Metrics: The governing board will monitor and oversee the progress of the academic indicators. (See performance management for academic indicators)
- Assessments: The CAO, other campus leaders and teacher leaders will monitor student assessment data. (STAAR, TELPAS, MAP, Fountas and Pinnell F&P, benchmarks and local checkpoints)
- Mastery Based Progression Learning Scale Scores, grade level proficiency and mastery of TEKS: Teachers will monitor student progress and mastery of the TEKS.
- Academic Process of Intervention (See below)

2. Personalized Model and Mission

- Alignment with personalized learning model: Surveys completed by teachers.
- Alignment with mission: Surveys completed by teachers, parents, students and other stakeholders.
- Ongoing evaluations and dialogue of curriculum implementation and personalized learning model among educators and school leaders through data meetings, master learner sessions and grade level discussions.
- Observations by school leaders of integration of personalized learning model and curriculum.

3. Curriculum implementation and instruction

- Implementation: Teachers provide feedback on ease of implementation. CAO and campus leadership team observe instruction.
- Lesson plan design and effectiveness: CAO and school leaders review lesson plans.

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- Student engagement: student surveys and conversations
 - Annual Review of Scope and Sequence: CAO, school leaders and teacher leaders
4. Improvement and Refinement of Curriculum
- CAO, school leaders and teacher leaders review curriculum evaluation and feedback in order to determine any updates needing to be made to the curriculum.
 - CAO shares curriculum review and updates with CEO, COO and governing board.

Academic Process of Intervention

CLEAR will accomplish our mission and maintain student growth by implementing the CLEAR Academic Process of Intervention (API) which includes the following key components:

(1) Student Learning Goals, (2) Assessments and Progress Monitoring, (3) Strategic Team Planning and Collaboration, (4) Professional Training and Development, (5) Academic Intervention and Individualized Instruction. Throughout this process, the CLEAR team will monitor and identify strengths and weaknesses as well as gaps in curriculum, instruction and overall educational program. The CLEAR leadership and educator team will have monthly alignment meetings and curriculum meetings to discuss student progress and align curriculum and instruction across grade levels.

(1) Student Learning Goals

Individual student learning goals will be developed based on student data and progress from student assessments, teacher observations and student self-reflections. Learning goals identify what students will learn or be able to do as a result of instruction and are clearly expressed to students or by students at the start of each study, lesson or activity. Student learning goals are based on the needs of individual students, small groups or whole classes.

(2) Assessment and Progress Monitoring

CLEAR will assess and monitor student progress with diagnostic, interim, formative and summative assessments. Assessments will be aligned with content standards and learning goals as well as provide reliable information on students' strengths and weaknesses relative to those goals. In order to develop individual student learning goals and guide instruction, teachers will use ongoing checkpoints in core subjects, local benchmarks, various diagnostic assessments as well as continuous observations through student-centered instruction and practice. CLEAR will focus on closing the achievement gap in literacy by assessing each student's instructional and independent reading level using the Fountas and Pinnell Reading Benchmark Assessment System. This allows teachers to truly witness and understand their students' reading identities and behaviors. Educators will monitor student progress and collaborate with colleagues during weekly PLC's, master learner sessions and monthly alignment meetings.

(3) Strategic Team Planning and Collaboration

CLEAR's unique model of teaching and learning through 'Fostering Communities of Learners' and multi-year looping allows for an exceptional professional and collaborative environment. Individual intervention plans, student goals and community learning opportunities are all part of strategic planning within grade level teams, multi-grade level (looping) teams, special support teams (Special-Ed, ESL, instructional support staff and special area teachers) and leadership teams. Teachers and staff will work together to optimize the highest level of instruction and

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intervention for every student at CLEAR. Through team collaboration during formal and informal discussions CLEAR educators and leaders will be able to identify weaknesses in CLEAR's curriculum, instruction and educational program. These moments will allow CLEAR to adjust and improve any and all aspects of our educational program.

(4) Professional Training and Development

CLEAR will have a strong emphasis on professional training and development which enhances overall student achievement. Educators will participate in professional learning communities (PLCs). CLEAR will focus on instructional coaching, ongoing training, planning opportunities and school leadership development. Educators will become experts on individualized instruction and intervention through focused training or instructional practices and collaborative processes of professional development.

(5) Academic Intervention and Individualized Instruction

Individualized instruction and academic intervention will be based on student learning goals and progress. Students at CLEAR who are not meeting expectations will be strongly monitored in order to provide the most appropriate intervention plan for that student. Levels of intervention will be based on each individual child's needs. Educators at CLEAR will plan collaboratively to target learning objectives that are specific to student progress and needs. Students may receive additional instruction and support before, during and after school. Intervention may take place within the classroom through additional teacher instruction, peer tutoring or independent-guided practice. Every student will receive 90 minutes of intervention per week. Students who earn more than one grade level below in reading will receive an additional half hour of literacy instruction and practice each day. Every student will participate in guided reading instruction. All interventions will include specific, formalized steps to address the needs of each student. CLEAR believes in providing quick targeted intervention on specific skills for every child. Continual progress monitoring will guide instruction and intervention for all students at CLEAR.

Program Costs

CLEAR has allocated \$25,200 for textbooks/workbooks for the initial start and the first year. Each year thereafter \$25 per student is allocated for textbooks/workbooks. Specific costs include Lucy Calkins - \$180 per ELAR teacher; Leveled Readers - \$600 per classroom; Go Math! Consumable - \$15 per student; Science Fusion Consumable - \$10 per student; Quirkles Kit - \$299; 6 Robotics kits - \$75 each; STEMScopes - \$5 per student; STEAM Curricular - \$1,500; SEL Curricular; \$1,950

For technology we have allocated \$95,280 for the initial start and the first year \$56,460 for each year after. Specific costs include: 144 student Chromebooks - \$250 and 27 staff laptops - \$450.

Strategies for Assessment of Learning and Data-Driven Instruction

Clear Public Charter School believes in using an assessment and academic progress monitoring plan that focuses on individual student growth which provides the most accurate picture of student learning. CLEAR's goal is to improve student learning by reporting student data that is

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relevant, accurate, consistent, meaningful and supportive of learning in a balanced program of assessments, including diagnostic, formative, interim and summative assessments. This balance of assessments provides a holistic view of academic performance and will be completely aligned with the Texas Essential Knowledge and Skills (TEKS).

Measuring Student Academic Progress

CLEAR's assessment and academic progress monitoring: (1) *Mastery-based progression*, (2) *TEA-Required Assessments*, (3) *Local Formative and Summative Assessments*

(1) *Mastery-Based Progression*: CLEAR Public Charter School will use Mastery-Based Progression grading and reporting to accurately assess students' mastery of the Texas Essential Knowledge and Skills (TEKS). Continuous assessment will track student growth, provide immediate and clear feedback and identify any needs for either intervention or enrichment. Learning is a process that takes place over time and requires active participation by all associated with that process – teacher (providing feedback), student (opportunities to practice and present knowledge/skills) and parent/families (supporting the process). Mastery-based progression creates a scenario in which all parties can engage in pointed and meaningful conversations about that learning process. As learning is reflected, instruction adapts to support continued student growth. CLEAR has a grading, reporting, promotion and retention handbook, a sample report card built by Schoolrunner, learning goals for mastery-based progression, and academic behavior scoring rubric (<https://clearpubliccharter.org/mastery-based-progression>).

(2) *TEA-Required Assessments*

- STAAR Assessment: Mathematics (Grade 3-8), Reading (Grade 3-8), Writing (Grades 4,7), Science (Grades 5, 8), Social Studies (Grade 8)
- TELPAS: Texas English Language Proficiency Assessment System (TELPAS): Assess English Learners (Grades K-8)
- PreLas and Las Links: Language Proficiency Assessment for English Learners
- Early Dyslexia Screening and Related Disorders: Kindergarten, 1st grade (TEC §38.003)
- Reading Assessment: 1st, 2nd and 7th (TEC §28.006) CLEAR will assess K-8th grades using Measure of Academic Progress (MAP) in reading.
- Kindergarten Assessment: TX-KEA

(3) *Local Formative and Summative Assessments*

- Measure of Academic Progress (MAP): formative and summative K-8th grades
- Fountas & Pinnell Reading Benchmark Assessment System: formative and summative K-8th grades
- Reasoning Minds: formative math assessment K-8th grades
- Local Checkpoints: formative math, reading, science and social studies assessments K-8th grades
- Local Benchmarks: summative math, reading, science and social studies assessments K-8th grades
- STAAR Readiness Benchmarks: K-8th grades

CLEAR Outline of Assessments, Rationale and Schedule

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CLEAR has selected assessments that meet state requirements, are aligned with state standards (TEKS) and support our personalized learning model. These assessments will provide a holistic review of student growth and progress. CLEAR will continually evaluate the use of these assessments in order to update our assessment and academic progress monitoring process to best provide data-driven instruction and meet the needs of all learners.

Dyslexia Screening K and 1st grade: CLEAR will use easyCBM dyslexia screener for Kindergarten and 1st. Kindergarten will be screened by the end of each year and first grade students will be screened no later than January 31st. (<https://help.easycbm.com/dyslexia-measures-on-easycbm/>)

Kindergarten Assessment: CLEAR will use the Texas Kindergarten Entry Assessment (TX-KEA) which assesses language, literacy, STEM, social emotional, executive function, academic motor skills. Students will be assessed beginning of year and there will be two additional waves of progress monitoring in the middle and end of year that include language, literacy, STEM, social and emotional competences. (<https://cliengage.org/public/tools/assessment/tx-kea/>)

Fountas and Pinnell Reading Benchmark Assessment System: CLEAR will focus on closing the achievement gap in literacy by assessing students' instructional and independent reading levels in grades K-8 using F&P Reading Benchmark Assessment System beginning, middle and end of the year. Educators will use ongoing running records to measure student progress in phonemic awareness, fluency and comprehension. This allows educators the opportunity to witness and understand their students' reading abilities and behaviors. Educators use this data to build literacy instruction, individual student goals and small group instruction aligned with the TEKS. (<https://www.fountasandpinnell.com/assessment/>)

Local Designed Checkpoints and Benchmarks: CLEAR will use locally designed checkpoints and benchmarks based on the TEKS to monitor student progress. Checkpoints will be given every 2-4 units of study. Checkpoints will be brief assessments designed by the CLEAR leadership team and professionals to support student learning and will determine areas of need that drive ongoing instruction. Benchmarks may be administered at the beginning, middle and end of year and will assess student strengths and weaknesses and provide insight into the direction educators need to guide instruction.

Measure of Academic Progress (MAP): CLEAR will use MAP in grades K-8th as a norm-referenced computer assessment for reading and math. Assessment data will show where students are academically and what students are ready to learn. This assessment supports our personalized learning model and gives educators specific data to drive and inform instruction.

Math Diagnostic Assessments: CLEAR Reasoning Mind Math to measure monthly student growth in math. Educators will be able to monitor student progress by standards (TEKS) and have access to reports that identify student needs that will guide instruction and intervention. (<https://www.reasoningmind.org/>)

PreLas and Las Links: CLEAR will use preLas for assessing Kindergarten students in language proficiency and Las Links for assessing 1st - 8th grade in language proficiency in order to

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identify English Learners and provide support through the English as a Second Language program. (<https://laslinks.com/>)

STAAR Readiness Benchmarks: STAAR readiness benchmarks will be administered mid-year in the following grade levels. (3rd-8th grade will take a reading and math benchmark, 4th and 7th grades will take a writing benchmark, 5th and 8th grades will take a science benchmark and 8th grade will take a social studies benchmark) CLEAR will utilize previous STAAR released tests in order to assess student mastery of the TEKS. These assessments will serve as practice for upcoming STAAR tests, provide opportunity for exposure to STAAR formats and give CLEAR educators specific details about instruction including isolated and global areas of weakness.

STAAR Assessment: Mathematics (Grades 3-8), Reading (Grades 3-8), Writing (Grades 4, 7), Science (Grades 5, 8), Social Studies (Grade 8) annually as required by TEA. STAAR results will be used to show how CLEAR students are performing compared to the state and neighboring districts and schools. This data will provide CLEAR with information of how the overall population is performing as well as sub populations. CLEAR will use STAAR data to identify readiness and supporting standards that need improvement and will develop professional development, alignment meetings and professional learning community (PLC) discussions around these areas.

(https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness)

TELPAS: Texas English Language Proficiency Assessment System (TELPAS) will holistically assess English Learners (EL) in grades K-8 in listening, speaking, reading and writing annually as required by TEA. TELPAS will be administered in the spring of each year and will provide data that shows if our EL population is advancing in language acquisition. This evaluation will also support mastery of the ELPS, LPAC committee decisions and curriculum and instruction decisions. (https://tea.texas.gov/Student_Testing_and_Accountability/Testing/TELPAS)

Data Collection and Analysis

CLEAR's unique model of teaching and learning through 'Fostering Communities of Learning' and Looping allows for an exceptional professional and collaborative environment. Individual intervention plans, student goals and community learning opportunities are all part of strategic planning within grade level teams, multi-grade level (looping) teams, special support teams (Special-Ed, instructional support staff and special area teachers) and leadership teams. Teachers and staff will work together to optimize the highest level of instruction and intervention for every student at CLEAR.

These teams will come together on a regular basis through alignment meetings that will occur during our master learner session (4 times per semester; 1 hour each) to analyze data and to adjust instructional practices based on the data presented. The teachers will provide adequate time and accommodations for all students on all assessments. The Campus Academic Officer (CAO) will facilitate all alignment meetings and will work as a collaborative team to improve all areas of teaching and learning. *These results will be utilized in the alignment meetings as the basis for collaboration, discussion, refinement and improvement creating opportunities for growth towards mastery.* The data will be used to make connections about what teaching and learning methods are working and what needs attention.

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CLEAR's mastery-based progression will be the foundation for all students' growth and achievement of the Texas Essential Knowledge and Skills (TEKS) across all content areas. The alignment meetings will interconnect specific formative assessments (Mastery-Based Progression, diagnostics; which monitors student learning) to summative assessment (which evaluates learning cumulatively) data in order to get a clear picture of the overall teaching and learning. The goal is to shape teaching according to the learning needs of the students based on the assessment data and student performance. Meeting individual needs is the key to not only closing gaps but moving every student towards mastery of the TEKS.

Each member of the team has specific roles and responsibilities that will ensure a robust plan for not just collecting data but using data to drive teaching and learning. Recognizing that all stake holders play an important role, please note that the list below is not in any ranked order. Roles and responsibilities are listed below:

Board of Directors:

The board will be presented with data quarterly, semi-annually and annually according to the academic performance indicators (see *Performance Management* for academic indicators). The academic committee will analyze and interpret results, ask questions for understanding and provide input and advice to the CEO, COO and CAO. The overall responsibility for the board is to provide oversight to the academic program and progress towards our academic goals.

School Officers (CEO, COO, CAO):

The job for the officers is to oversee the details of the program and provide feedback, solutions, resources and clear oversight to all teaching and learning methods. This team will facilitate growth towards mastery for not only staff but students as well. The CAO will facilitate all alignment meetings.

Teachers:

The teachers will ensure all assessments windows are met and continually monitor and adjust teaching and learning methods accordingly. The teachers will work with students and families to inform growth and progress towards mastery according to each skill. This is essential in creating an environment where the student takes an active role in their own learning.

Students, Families, Parents and Guardians:

CLEAR's Mastery-based progression provides an opportunity for students and families to clearly understand where the child is and where they are going. Data will be clearly defined as it will spotlight exactly where the student is at a point in time and the opportunities for continual growth.

This overall plan creates a robust system that has accountability transparency built in. Every stakeholder will have a significant role and responsibility for the success of the assessment and academic program. Fidelity, consistency, flexibility and engagement are key. CLEAR's team is committed to providing the best progress monitoring system with sustainability as compared to any school across the State of Texas. It's not just about collecting data it's about what you do with the data you collected. We will continually monitor data to ensure we are staying up with the latest research-based methods and procedures and ensure we get the best data for our community of learners.

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Instruction and Intervention

Teachers will become experts on individualized instruction and intervention through focused training of instructional practices and collaborative processes of professional development, CLEAR master learner session and PLCs. CLEAR Public Charter School believes every student can reach his/her potential and is committed to closing academic achievement gaps. CLEAR will specifically focus on gaps in literacy and mathematics for all students. CLEAR believes that building an early literacy foundation is key to future success in all other disciplines and life experiences. We will have a continued commitment to developing an instructional model and academic progress monitoring plan that builds a community and desire to engage in self-determined learning and high academic achievement.

Procedure for taking Corrective Action

CLEAR will accomplish our mission and maintain student growth and take corrective action by implementing the CLEAR Academic Process of Intervention (API) which includes the following key components: (1) Student Learning Goals, (2) Assessments and Progress Monitoring, (3) Strategic Team Planning and Collaboration, (4) Professional Training and Development, (5) Academic Intervention and Individualized Instruction. (See *Curriculum and instruction* for more details on API) We believe that through our ‘Fostering Communities of Learners’ (FCL) model of teaching and learning, mastery-based progression, academic process of intervention and progress monitoring through formal and informal assessments CLEAR will provide the exceptional and individualized instruction that meets the needs of all students. (see curriculum and instruction)

CLEAR’s model of assessments will allow CLEAR to monitor student progress, identify areas for improvement in teaching and learning as well as serve as a metric for our curriculum and instruction. We understand that assessments and some forms of testing may impact student confidence and mindset. CLEAR is committed to social and emotional learning, student growth through goal setting, building growth mindsets and resiliency in every student. We acknowledge that not every assessment will provide a true picture of every student. However, we will use a variety of assessments that will emphasize student strengths and areas of need in order to collect a comprehensive student progress portfolio that drives instruction. CLEAR has developed an assessment and progress monitoring plan that provides an overall view of each individual student.

Assessment Program Costs

CLEAR has budgeted \$14,400 (\$50 per student) for assessment and progress monitoring costs. This includes both formative and summative assessments, required assessments and assessments for identification of special populations and student groups. CLEAR has budgeted \$4,000 for the Measure of Academic Progress (MAP) assessment, \$1,700 for Fountas & Pinnell Benchmark Assessment kits K-2 & 3-8th, and \$8,700 for other assessments.

Supports for Special Populations

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CLEAR Public Charter School believes that all students can reach their fullest potential and performing at high levels both academically and socially. CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future. We are committed to providing all students with opportunities to grow and be successful in school and in life. CLEAR will use both resources and professionals to ensure that all students, including special populations such as students with disabilities, English Learners and gifted and talented learners receive the very best education, services and resources. CLEAR's co-founders have a combined eight years of experience leading and managing special population programs and are dedicated to meeting the needs of all learners at CLEAR. CLEAR Public Charter School will follow all federal and state requirements and use allocated funds and resources to best serve these special populations and all students.

Projections of Special Populations

Our student population will comprise mostly of students from low socioeconomic status (LSES) as well as those that are of Hispanic descent; as CLEAR will mirror the local and surrounding student population with 74% Economically Disadvantaged, 74% Hispanic. Special populations include 55% At Risk, 12% English Learners, 9% Special Education and 7% Gifted and Talented.

Students with Disabilities

CLEAR educators and professionals will meet the needs of all students, including students with disabilities that qualify for special education services while encouraging individualized student success and growth. We will comply with the Individuals with Disabilities Education Act of 2004 (IDEA 2004). Students with disabilities at CLEAR will receive a Free and Appropriate Education (FAPE) in the least restrictive environment. CLEAR is fully aware of the federal laws and state obligations and requirements and will comply with section 504 of the rehabilitation act of 1974, the Americans Disability Act (ADA) of 1990, the Texas Education Code Chapter 29 Subchapter A Special Education Program, Texas State Laws and the Commissioner of Education and State Board of Education rules. CLEAR Public Charter School is dedicated to providing an exceptional education for all students.

Identification

CLEAR Public Charter School will hire special education professionals who have a special education certificate and experience with special education laws, services, diagnostic screenings and assessments, Individualized Education Program (IEP) and the Admission Review and Dismissal (ARD) process. CLEAR will contract necessary special education services upon identification of students needing screenings as well as services such as speech therapy, occupational therapy and physical therapy. Any provider must possess all necessary certifications and licenses and have experience and success working with students with special needs. The CLEAR leadership team, Campus Academic Officer and special education professionals will work together to ensure that students in need of special education services are identified and receive services according to all laws, rules and regulations. As part of IDEA and Child Find, CLEAR will ensure that we seek children beginning at birth from any source including childcare facilities and preschools who may be eligible for special education services. "All children with disabilities in Texas, regardless of the severity of their disabilities,

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and who are in need of special education and related services, must be identified, located, and evaluated” (<http://www.texasprojectfirst.org/node/125>).

CLEAR is dedicated to seeking any and all professional resources and partners including TEA and Region XIII to ensure that all professional staff have up to date training and knowledge on identifying students who may qualify for special education, 504 and dyslexia services. CLEAR will comply with all screening and identification criteria for special education, 504 and dyslexia. CLEAR has also developed an extensive amount of professional development throughout the school year to ensure that educators receive all necessary PD as well as additional time for collaboration with the CLEAR leadership team and other CLEAR professionals. The CLEAR co-founders/leadership team have a combined eight years of experience with leading screening, referral and identification in special education, 504 and dyslexia.

CLEAR will have a defined referral process for identifying and screening students at-risk who may benefit from special education, 504 and dyslexia services. A child study team will meet to provide the best effort in ensuring that the student is receiving all necessary support prior to screening and will continue to advocate for the child throughout the referral process. If the team believes the child might qualify for special education services or any other services, the child will be referred. Once referred, the Campus Academic Officer determines what areas need to be evaluated and who will be involved in the evaluation process. This results in an evaluation determination plan that is reviewed with the parents. Parents must give their permission to proceed with an evaluation if the student has never received special education support or any other previous services support. Once CLEAR receives parental permission, the evaluation will be completed. An ARD meeting will be set up with the parent to review the results of the evaluation and determine if the student qualifies for support services.

*Noted - RTI will not be a mitigating factor to referral. If any person feels a child needs an evaluation under IDEA, then that child will be referred.

Parents can request an evaluation of their child to see if they qualify for special education services. This request can be in writing or given verbally. It should be submitted to the Campus Academic Officer or the special education professional. It is important to include specific information about the education concerns of the student, as this will help the CLEAR team identify what components of the evaluation process to include. An evaluation will then be completed. Once the evaluation is completed, an ARD meeting will be set up with the parent to review the results of the evaluation and determine if the student qualifies for support services.

Accommodations and Instruction

CLEAR will be a high performing school with high expectations for both students and professionals. Students with special needs and disabilities will learn in the least restrictive environment (LRE) and will be in the general education setting and part of CLEAR’s community of learners to the maximum extent appropriate. CLEAR’s leadership team and certified special education professionals will ensure that students who qualify for the special education program receive all services, accommodations and modifications that meet their needs for academic, social and emotional success according to their Individualized Education Program (IEP).

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The ARD committee will develop an Individualized Education Program (IEP) that is appropriate and best meets the needs of the child. The IEP will be applied within the least restrictive environment. CLEAR's special education professional will provide support in making sure the IEP is implemented with fidelity and provide any additional support with instruction.

Placement

The ARD committee will decide on the best placement for each individual child based on the least restrictive environment and IEP goals. CLEAR believes that every student has the right to reach their learning potential and is committed to providing the very best learning environment and experience for every child.

English Learners (ELs)

CLEAR Public Charter School understands that all learners come with unique abilities and challenges. We believe that all students have the right to reach their potential and are committed to ensuring that all student needs are met. Students who are identified as English Learners (ELs) with Limited English Proficiency (LEP) will have the opportunity to participate in the English as a Second Language (ESL) program (Texas Education Code, §29.051 -29.064). CLEAR will comply with all federal and state laws and regulations that impact English Language Learners. CLEAR Public Charter School will provide all families with a home language survey during enrollment. Students whose home language is a language other than English will be assessed in order to identify their language proficiency level. CLEAR will use The Las Battery of Assessments including preLAS for kindergarten and Las Links for 1st-8th grade (<https://laslinks.com/texas/>). All families will be notified in writing of their child's assessment results. If the student qualifies and upon parent permission, the student will be placed in the ESL program. CLEAR's goal is to seek 100% participation within the ESL program to best meet the needs of English Learners (ELs).

Instruction

CLEAR educators will be ESL certified and use best practices in providing high quality learning experiences for all students including students who qualify for the English as a Second Language program. CLEAR will consult with Region 13's bilingual/ESL department for training and testing availability. CLEAR will serve English Learners (ELs) in the ESL program within the general education setting. CLEAR will continue to evaluate the ESL program based on student enrollment. If 20 or more English Learners (ELs) enroll in the same grade level, CLEAR will create a bilingual program.

The Language Proficiency Assessment Committee (LPAC) and the CLEAR leadership team will ensure that all English Learners (ELs) perform at high academic levels as well as show growth according to TELPAS in listening, speaking, reading and writing skills. It is our goal for ELs to become proficient in each of the English Language Proficiency Standards (ELPS). We believe CLEAR's educational model of teaching and learning 'Fostering Communities of Learners' (FCL), instructional methods and curriculum will support the ESL program and students. Educators will participate in ongoing training of the English Language Proficiency Standards (ELPS) and will collaborate in order to incorporate the ELPS in all lesson plans and instruction.

Monitoring Progress

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All ELs will take the Texas English Language Assessment System (TELPAS). The TELPAS will provide CLEAR with student proficiency levels in listening, speaking, reading and writing. The CLEAR leadership team, LPAC committee and educators will monitor student progress. The LPAC committee will determine when the student can exit the ESL program based on state requirements/criteria. In order to be reclassified or exited from the program students must score Advanced High in Listening, Speaking, Reading and Writing on TELPAS, 1st-2nd graders be within the 40th percentile on the TEA approved norm-referenced test and 3rd-8th graders receive masters, meets or approaches distinction on STAAR as well as the Subjective Teacher Evaluation (<https://www.elltx.org/Leaders>). English Learners with cognitive disabilities may be reclassified using the “Individualized Reclassification Process for a Student with a Significant Cognitive Disability” (<https://www.elltx.org/Leaders/Compliance>). Students who are no longer considered Limited English Proficient and who have been reclassified will be monitored for 4 years.

Gifted and Talented

CLEAR Public Charter School is committed to an educational program that recognizes the special needs and talents of each individual learner. CLEAR will provide appropriate educational services for identified gifted and talented students within the general educational setting as part of its overall K-8 program. The needs of all students will be met through differentiation, student learning goals and student interests. CLEAR’s mission, core beliefs and overall model support meeting the needs of each individual through our ‘Fostering Communities of Learners’ model of teaching and learning, multi-year looping and mastery-based progression. CLEAR will define local policies approved by the board that are aligned with the “Texas State Plan for the Education of Gifted/Talented Students”

(https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/). CLEAR’s CEO and COO both have experience with managing and overseeing the referral and identification process for Gifted and Talented students. CLEAR’s COO has experience in working with district leaders to develop a district Gifted and Talented handbook and referral and identification process.

Screenings

CLEAR will identify gifted and talented students as defined by the Texas Education Code section 29.121. Students will be referred using a nomination and referral process. All educators at CLEAR will complete the 30-hour gifted and talented training as well as the six-hour update. This will support educators with recognizing students who may exhibit giftedness. CLEAR will provide information to parents and families regarding information about giftedness, referral procedures, nominations, assessments and identification. CLEAR will also hold an awareness informational meeting for parents and families.

CLEAR will develop a GT committee of at least three educators which have completed 30 hours of gifted and talented training and the six-hour update. CLEAR will use at least three criteria and both quantitative and qualitative data to identify students who are “performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment” (Texas Education Code §29.121). The GT committee will review the data and use an approved scoring rubric in order to identify gifted and talented students.

Accommodations and Instruction

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CLEAR Public Charter School has developed an educational program built on the foundation of our mission, vision and core beliefs. The ‘Fostering Communities of Learners’ (FCL) model is a collaborative approach to teaching and learning. CLEAR believes this model along with multi-year looping and mastery-based progression support personalized instruction for all learners in order to reach their potential. Educators will facilitate high academic achievement by being master learners and empowering students to become master learners. CLEAR students will develop and take ownership over the process of learning which encourages interest, passion, motivation, creativity, desire and resiliency. CLEAR will provide learning experiences that support high performance for all students, including students identified as gifted and talented. These experiences will include inquiry-based learning, STEAM education, balanced literacy and authentic texts, coding and computer science and special opportunities outside the traditional school environment. CLEAR will continue to develop opportunities for all students including GT students as CLEAR leaders and educational professionals collaborate and continue to build the foundation for CLEAR.

Placements

Students identified as gifted and talented will be placed in the general education setting with a heterogeneous group of learners. CLEAR will provide GT students with opportunities to experience “instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently” (Texas Administrative Code §89.3(1))

School Culture and Safety

CLEAR Public Charter School’s culture will be built around our **(1) mission, vision and core beliefs, (2) personalized learning model and high achievement, (3) leadership and resiliency, (4) restorative practices, and (5) social and emotional learning.** These embody how we will build a positive, nurturing, supportive, empowering school culture and personalized learning environment. These components are the substantiating truth’s, underlying convictions and best practices that will drive success and maintain focus on the foundation and personalized learning model of CLEAR.

(1) Mission, Vision and Core Beliefs (see school design)

CLEAR’s Mission

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

CLEAR’s Vision (see CLEAR’s full vision above in School Design)

Community: self-determined learning, diverse student body, community partnerships

Leadership: foster leadership opportunities, students take ownership, decision making

Empowerment: choice and collaboration, exploring student interests, deeper knowledge through exploration

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Achievement: high academic expectations, teachers and students are master learners, positive school culture, social and emotional learning

Resiliency: foster a growth mindset, model resilience and supportive relationships, independent thinking

CLEAR's Core Beliefs

1. Students at CLEAR have the right to reach their learning potential.
2. Teachers will facilitate high academic achievement by being master learners and empowering students to become master learners.
3. Parents/Guardians take responsibility for our school supporting each other as a community and protecting the rights of each child.
4. The community will be the fabric that holds the values and beliefs together for sustainability.

In order to develop CLEAR's culture from the beginning we will take critical steps to prepare before we open our doors to students. The selection of CLEAR candidates will be critical in the beginning of building our culture as described. CLEAR will hire professionals who are committed to CLEAR's mission, vision, core beliefs and personalized learning model. This sets the stage for building a strong culture and foundation into the depths of our mission, vision and core beliefs. CLEAR will hold 8 days of professional development and culture building during our summer consortium at the beginning of the new school year. This will be a powerful and critical time where the culture is established and built for every staff member. CLEAR has also built in 88 hours of professional development into each semester that allows for time to further support our teachers and staff in learning and sustaining CLEAR's culture.

Parents will be involved as we welcome them into our school. Every parent will receive a personalized visit from a staff member encouraging and promoting our school culture. As the school year moves along and new community members are added, each new student will receive a buddy and staff members will be assigned a mentor that will be a guide, confidant, and trusting person in which to lean on while the transition takes place. CLEAR's success will be measured by cultural surveys offered to all staff, parents and every student in 3rd grade and above.

(2) Personalized Learning and Achievement

CLEAR's culture will be built into everyday life at CLEAR. This positive engaging culture starts with our personalized learning model supported by 'Fostering Communities of Learners'. CLEAR's model provides a collaborative learning and teaching environment where students, teachers, parents, and community members feel valued, safe, respected, and responsible for their own self as well as others. This creates a sense of belonging and pride to be part of something bigger than one's own self. We will encourage positivity and growth mindsets. These values will overtake negativity, all while building a capacity for resiliency, optimism, supportive relationships, determination and growth. Our personalized learning model will play an integral role in establishing a school culture that supports all learners including English Learners, students with disabilities, gifted and talented students, students at-risk, student of LSES and all other student groups.

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CLEAR has high standards for achievement and believes that all students can perform and excel at high levels. For all students to reach their fullest potential, teachers and campus leaders will continuously monitor student progress through mastery-based progression, mastery of TEKS and other assessments. Student will also monitor their own progress by setting goals and reflecting on their growth. CLEAR believes that students have the capability to monitor and self-reflect on the work they are doing, their accomplishments and their overall performance.

(3) Leadership and Resiliency

CLEAR believes that all individuals have the potential to be leaders in some capacity. CLEAR's personalized learning model and teaching/learning pedagogy, 'Fostering Communities of Learners' (FCL) encourages learning and collaboration where all learners take various roles in the learning process. This encourages every students who may be more reserved to develop and practice leadership skills. We believe that by incorporating leadership opportunities into CLEAR's culture, students will be able to express themselves through the talents and passions that motivate and bring out the best in them.

These opportunities will instill confidence and a belief that they can achieve anything. In order to build leadership, Clear students will participate in service-learning experiences and community service. CLEAR will offer a diverse educational program that includes strong foundation curriculum and enrichment curriculum, STEAM, computer science, music, art and extracurricular opportunities that allow students to find elements in their learning that inspires their interests and fosters the talents and leadership within them.

At CLEAR we understand the challenges students are facing and aspire to embrace them by educating students through our personalized learning model. While exploring their passions and interests, students will be encouraged to take risks, refocus their challenges, and learn through making mistakes. Resilience will be an important part of CLEAR's culture. Even when children fail, they are able to succeed by acknowledging what they learn from the process. CLEAR's mastery-based progression allows students to reflect on their learning goals and work to accomplish those goals with guidance from their teachers, peers, and community. CLEAR Public Charter School will strive to promote resilience, optimism, supportive relationships and a growth mindset in all students.

(4) Restorative Practices

CLEAR will utilize restorative practices as a discipline model that is not without consequences but puts its focus on reflection, honesty, integrity, learning from mistakes, taking ownership and restoring what has been lost or taken away. We know that children make mistakes and that a caring respectful relationship is key in guiding their future successes in decision making. CLEAR will use restorative practices that foster belonging while building a sustainable school culture and community. These practices will include but are not limited to: classroom circles, student reflections, collaborative conversation, compassion and empathetic modeling, a resolution of issues through conferences, behavioral contracts, teaching confliction resolution, daily SEL, limiting school push outs, maintained classroom and instructional time, focus on a sense of community, building of a whole school commitment. (*International Institute of Restorative Practices*, Porter, 2007)

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(5) Social and Emotional Learning

We understand that many students may have specific social and emotional needs, lack of support from home, limited access to resources that support education as well as limited exposure to vocabulary, life and worldly experiences. We also know there are differences among various groups of students and believe in recognizing those differences as well as the specific needs those students may demonstrate. Our students will participate in social and emotional learning, circles and restorative practices that will be embedded throughout the school culture. CLEAR will use the Second Step program in Kindergarten - 8th grade that is aligned across grade levels (see curriculum and instruction).

Student Discipline

CLEAR has developed a discipline policy based on restorative practices. Our culture will be centered around building relationships with students and their families, reflecting on actions and giving opportunities for students to grow emotionally and intellectually which encourages them to make positive and sound decisions. While we will hold students to high standards we believe in teaching and providing learning opportunities.

See Attachment 8 - Discipline Policy

Plan for Disseminating Discipline Policy

CLEAR's discipline policy will be posted on our website for all teachers, parents and students to access at any time.

Teachers and Staff: CLEAR's discipline policy will be given to all teachers and staff before the beginning of each year. They will have access to a hard copy, emailed version and online access through CLEAR's website. This policy will be thoroughly reviewed by all teachers at the beginning of the year during professional development and PLCs prior to the start of the year.

Parents/Guardians and Students: Parents/guardians and students will be provided with a copy (hard/email) of the discipline policy upon enrollment. All parents and students will have online access through our school website. CLEAR will also hold information sessions at the beginning of the year that will include a presentation of school systems and policies including the discipline policy. Parents/Guardians will have opportunities to ask questions regarding these policies. School leaders and teachers will review discipline procedures with students at the start of the year in order to set students up for success.

Dress Code

CLEAR Public Charter School empowers students to be leaders, building self-determination while achieving and excelling in all areas of their academics and life. CLEAR believes in building a reputation of professionalism and high standards. Students will be expected to practice sound judgment in personal appearance and represent themselves in a professional manner. These habits will ensure high standards and contribute to student success as well as the overall reputation and progress of our students and school.

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Tops: Solid colors of white, navy, black, light/dark green, light/dark blue dress shirts, blouses, t-shirts, Henleys (collared less polo shirt) or polo shirts; tank tops, large sweatshirts and athletic wear are not acceptable; shoulders should be covered at all times.

Bottoms: Solid colors of navy, black, denim, khaki, or white dress pants, jeans (no holes), dress shorts, skirts, dresses, chinos and capri pants; athletic wear and leggings are not acceptable; shorts, skirts and dresses should go beyond the fingertips*.

Footwear: Comfortable shoes, tennis shoes, athletic shoes, casual walking shoes, flats and sandals; flip flops and shower shoes are not acceptable.

*Fingertip Rule: When arms are extended down by sides the bottom of the clothing should go beyond the longest finger.

Note: This general and flexible dress code was developed with our target student groups and economic backgrounds in mind.

Safety and Security Plan

CLEAR has developed an Emergency Operations Plan that includes the Standard Response Protocol (SRP) and ALICE Active Shooter Training.

Standard Response Protocol (SRP)

CLEAR will use Standard Response Protocol - K12 as a school safety plan. The SRP, developed by The “I Love U Guys” Foundation, focuses on the following actions: Lockout, Lockdown, Evacuate and Shelter (<https://iloveuguy.org/srp.html>). Standard Response Protocol is based on “any given situation” instead of scenarios. SRP uses common vocabulary and actions. “By standardizing the vocabulary, all stakeholders can understand the response and status of the event.” CLEAR’s co-founder, Dr. Jason Harris was trained at Texas State Texas School Safety Center in Standard Response Protocol (SRP) (<https://txssc.txstate.edu>). Both Dr. Harris and Mrs. Janak have implemented the Standard Response Protocol and trained teachers and staff school wide as campus administrators. Both founders are currently using and implementing this program at Austin Achieve Public Schools.

ALICE Active Shooter Training

CLEAR will train all staff for preparedness of an active shooter situation using “Active Shooter Training & Preparedness Solutions with ALICE”. ALICE actions include: Alert, Lockdown, Inform, Counter, and Evacuate (www.alicetraining.com). Dr. Harris is a certified ALICE instructor and has completed the ALICE Instructor Training Certification Program. Dr. Harris has implemented this program and trained staff districtwide.

Security

CLEAR will use the Raptor System as a system to screen school visitors. It is our goal to utilize a controlled keyless entry. CLEAR takes safety very seriously and plans take all measures to ensure the safety of our students and school community. CLEAR will utilize the Texas State Texas School Safety Center as a resource for access to the latest research regarding safety, training and implementation of security measures.

Promotion and Graduation Requirements

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CLEAR Public Charter School will promote students from one grade level to the next only if all skills and concepts from the TEKS are at a “3” scale score which level that prepares them to be successful at the next grade level. Our reporting and grading system based on a ‘Mastery-Based Progression’ model will provide a much more detailed insight into student learning for the teacher, parents and students alike. CLEAR’s leadership team has developed a school report card handbook and sample report card that is both informational as well as providing policies and procedures for our ‘Mastery-Based Progression’ model (<https://clearpubliccharter.org/mastery-based-progression>). This model focuses its efforts solely on progress towards mastery of the TEKS and will reflect and document every aspect of growth, proficiency and ultimately mastery for every Texas Essential Knowledge and Skills (TEKS) as well as non-academic factors. Students will be able to adequately demonstrate evidence of grade level standards or learning goals before being promoted to the next grade level.

Non-academic factors will be reported on a works-habit rubric which include main categories consisting of; completes work (punctuality, neatness, makes up work), is prepared to learn (on time, has materials), participates in learning (works well with others, shares ideas) and follows classroom rules (on-task, follows rules). Academic factors will be reported using a scale 0-4 that represents a learning continuum. Students will demonstrate low levels of understanding as they are introduced to new skills and content. Each level builds on itself as the student demonstrates increasing levels of proficiency on the scale. For example, a student may start on the scale at a “1” or “2” but eventually earn a “3” once proficiency is demonstrated, which is the goal for all students as this is the standard for promotion from one grade level to the next.

Learning Scale Score Descriptors

4.0 Masters-Performance thoroughly demonstrates evidence of grade level standards. The student continually performs at an advanced level. Student friendly description: I have demonstrated deep understanding that goes beyond the learning goal.

3.0 Meets-Performance adequately demonstrates evidence of grade level standards. The student continually performs at a proficient level. Student friendly description: I have met the learning goal.

2.0 Approaching-Performance partially demonstrates evidence of grade level standards. The student continually performs at a proficient level (below grade level). Student friendly description: I have the foundational skills and knowledge for the learning goal, and I am almost there.

1.0 Does Not Meet-Performance minimally demonstrates evidence of grade level standards. The student continually performs at a basic level (well below grade level). Student friendly description: The evidence that I’ve submitted shows I have a long way to go to reach the learning goal.

0 Even with assistance from the teacher, the student shows no understanding of the material.

*Zeros are not intended to be punitive but are clear indicators of need for guided intervention.

Each scale score descriptor will be articulated by a descriptive performance expectation for each TEKS from every content area.

Sample Scale Score Rubric:

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2nd Grade Reading

TEKS 2.4 – Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

For a student to earn a “3” Meets, they must adequately demonstrate evidence of these standards.

Example:

- *Reads grade level text with fluency.
- *Reads at an appropriate rate of 90-120 words per minute.
- *Highly automatic word recognition.
- *Uses pitch, stress, and timing to convey meaning.
- *Utilizes strategies to increase comprehension such as monitoring (does it make sense), making connections (using personal experience and world knowledge), questioning (asks questions and provides evidence from text), inferring (create meaning), synthesizing (retells story in sequential, logical manner), visualizing (uses sensory images) and able to determine important concepts.

Promotion and Retention Guidelines

One of the key components of our mission is empowering personalized learning and achievement through resiliency. CLEAR’s students will always be progressing forward. There will be no negative environment, no fixed mindset, no “I can’t do this, no “I’m not good at math”, but a continuing learning process that takes place over time with the support and participation of the teacher, student, parents and community as stated in our mission. This continued learning will be monitored closely with various assessments both accurately measuring performance (summative) and practice (formative). This living environment constantly grows towards mastery instead of continually being penalized as in the case for the traditional 100-point system of grading. Also, no student will be penalized for not displaying mastery on the initial assessment. The student will be provided multiple opportunities to show progress towards mastery of a skill or concept. Outside the core curriculum i.e.; Physical Education, Music, Fine Arts, Foreign Language, Technology Applications, etc. standards will be built around the TEKS. If no TEKS are available, local standards will be put into place by the leadership team and the corresponding educator for that course using CLEAR’s ‘Mastery-Based Progression’ model.

Promotion and retention guidelines (CLEAR Promotion and Retention Handbook) has been developed by the leadership team to specifically address all areas of promotion and retention. When it comes to a ‘Mastery-Based Progression’ school-wide model the teachers will be given a guide for performance expectations. CLEAR’s leadership team has developed the standards criteria and learning goals for each TEKS in the content area they are teaching based on their assessments. CLEAR’s metrics and intention is for all students to reach a “3” Meets on the learning continuum. Parents and students will have access to the school report card and promotion and retention handbooks. CLEAR will offer several informational sessions to parents

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and students before the beginning of the school year as well as having a progress report sent home at the 3rd and 6th week and a report card sent at the end of the 9-week period.

Communication to parents of students who are not progressing or showing signs of growth will start at the end of the first nine-week period and continue until progress is being adequately made. If a student does not meet the criteria (all “3’s”) by the end of the year, a Grade-Placement Committee (GPC) consisting of parent/s and teacher/s of record and administrator will meet and be the deciding entity for promotion or retention. For special populations such as students in Special Education (SPED) and English Learners (EL’s), decision will be made according to an admission, review, and dismissal (ARD) committee decision for SPED students and a language proficiency assessment committee (LPAC) for all EL students. All areas will be addressed when a decision is being made including; academic weakness and strengths, social, emotional, and mental maturity, attendance, and other uncontrollable factors (mobility, sickness, environmental and family constraints, etc.), and interventions and accommodations provided and/or needed, as these will all play into the overall decision. However, the decision will be in the best interest of the student and will be made to give that student the best opportunity to continue learning in the right environment until mastery is reached.

Students who are at risk of dropping out and/or not meeting the promotion requirements will have specific systems in place such as CLEAR’s Mastery-based progression monitoring which will identify specifically each area of weakness and strength. As early as possible, students identified will begin our Academic Process of Intervention (API) (see Curriculum and Instruction; API). Differentiated curriculum and instruction will allow adjustments to be made for that student that best supports their personalized learning (see Curriculum and Instruction; differentiation and Assessment of Learning and Data Driven Instruction)

Students in STAAR tested grades, will be required to score at the “Meets Grade-Level” or above on grade appropriate STAAR test for promotion to the next grade. If a student scores a “Does Not Meet” or “Approaches Grade-Level”, GPC meetings will be initiated and the decision for promotion or retention will be made. During 5th and 8th grade Student Success Initiatives are put into place according to Texas Education Code 28.0211. During this process if a student “Does Not Meet” the standard for Math and/or Reading on the first assessment that student will have 2 additional opportunities to demonstrate proficiency (a score other than “Does Not Meet”). Each one of these windows will require a GPC meeting and a plan will be put into place for intense and intentional intervention. If after the 3rd administration, the student does not demonstrate proficiency then the student will be retained. The parents will be notified and given their right to appeal. If appealed, the GPC committee will make the final decision keeping in mind the best interest of the student when it comes to future success and best opportunity for future learning until mastery is reached.

*Note - Students who do not meet grade level standards will receive accelerated instruction using state compensatory education resources according to TEC §29.089.

As Robert Marzano, an educational best practice expert, states, “Why would anyone want to change current grading practices? The answer is quite simple: Grades are so imprecise that they are almost meaningless.” CLEAR’s model, mission and vision will not align with the traditional

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100-point grading system. CLEAR believes in building capacity for growth, focusing on the process not the end result, focusing on mastery not just passing, setting the stage for achievement not failure, taking a deeper look into ever skill and measuring student’s proficiency towards mastery, providing meaningful qualitative data instead of quantitative data that has no real meaning, challenging the status quo, and developing students for a rapidly approaching future. This is the reason CLEAR will utilize a ‘Mastery-Based Progression’ model.

(document sources used in the development of CLEAR’s Mastery-Based Progression model: Berrien Springs Public School www.homeoftheshamrocks.org, Michigan, Des Moines Public Schools, Great Schools Partnership www.greatschoolspartnership.org, and Lead4Ward) (Student Success Initiative – Texas Education Agency 2018, <https://tea.texas.gov/student.assessment/ssi/>)

Family and Community Engagement

“Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs” (<https://www.nea.org>). CLEAR Public Charter School is committed to providing the very best opportunities for both students and their families. CLEAR understands that without parent, family and community support, overall student and school success will be limited.

CLEAR’s belief is that through community school partnerships all children will maximize their potential for learning. CLEAR will strive to involve all stakeholders including parents/guardians, community members, neighborhood partners, businesses and organizations. CLEAR has developed a plan for community school partnerships with families and the community of San Marcos and the surrounding area in order to foster a culture of continual learning with a multitude of resources available to our students and staff.

Parent/Family Engagement Plan

CLEAR has made great strides in building awareness about the opportunities we will provide. CLEAR’s co-founders, board members, advisory council and all supporters will continue to spread awareness and engage parents and families through various strategies including 5 activities for recruiting, family information nights, social media posts and other forms of communication and engagement. CLEAR has been and will continue to recruit families and students throughout the pre-charter period.

Five Activities for Recruiting and Engaging Families

- Activity One: Community Outreach and Awareness
- Activity Two: Preschool Outreach
- Activity Three: Mailings
- Activity Four: Information Sessions
- Activity Five: Family-to-Family

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The CLEAR team including the leadership team, board, advisory council and professional staff will be dedicated to building family school partnerships. CLEAR will focus this work around Joyce Epstein's research-based framework for involvement which include:

“Six Types of Involvement” (Salinas, K. and Epstein J., 2004)

- “Parenting. Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- Communicating. Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
- Volunteering. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.
- Learning at Home. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- Decision Making. Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.
- Collaborating with the Community. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.”

Engaging Parents - Language other than English

CLEAR's targeted population includes English Learners and a high percentage of Hispanic students. We understand that many of our families will speak languages other than English with the majority of those being Spanish speakers. We will hire a parent liaison who speaks Spanish who can assist with providing communication in Spanish and languages other than English to support communication through personal conversations, translated documents and forms, student progress, social media and marketing information. CLEAR will also hire a secretary who speaks Spanish and English and will seek to hire other Spanish speaking professionals.

Parent Satisfaction and Engagement Data

CLEAR will seek continuous feedback from parents, families and the community. Currently CLEAR has collected input from families through a community survey and had success with collecting information and data that has helped to develop CLEAR's foundation and support our mission. We will continue to seek input from families and the community through surveys, verbal communication, school committees, home visits, school website, teacher/parent conferences and other forms of communication.

CLEAR will complete an annual survey measuring overall satisfaction. If these goals are not met the governing board, CEO, COO and CAO will determine actions to be taken to improve parent satisfaction and engagement.

Parent Satisfaction Data Measurements

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- 90% of families agree or strongly agree that they would recommend CLEAR to other families
- 90% of families report being satisfied or very satisfied with the overall education of the school
- 90% of families report being satisfied or very satisfied with the overall school culture
- 90% of families agree or strongly agree that they understand and are aware of their child's progress

Parent Engagement and Academic Achievement

CLEAR will use mastery-based progression as a grading and reporting system in order to measure individual student growth according to the TEKS while working closely with students and families to create an individualized plan for every child. CLEAR educators will build profound relationships with both students and their families. Parents/guardians will have opportunities to participate in regularly scheduled conferences, and conversations which allow them to have access to ongoing student progress, narrative based progress reports, individualized learning plans, student goals and accomplishments. Parents/Guardians will take responsibility by supporting and protecting the rights of their child while being a part of a whole school community through school wide events and experiences.

Community Resources

The San Marcos Area Chamber of Commerce provides partnerships and educational support to educational entities in the San Marcos Area. CLEAR Public Charter School is a member of the San Marcos Area Chamber of Commerce and participates in the monthly Education Committee meetings and STEAM Fair meetings hosted by the Chamber with many local school organizations.

The San Marcos Public Library will serve as a resource for CLEAR as well as students and families. The library hosts many children's literacy events, a summer children's program as well as provides resources for families and adults such as resume and job search support, legal services advice, computer and printing access as well as many other services.

CLEAR Public Charter School will work with Texas State University's College of Education and teacher mentor program in order to provide a community for future educators to experience real world situations in a safe and nurturing environment. Students and educators at CLEAR will learn and grow with some of the top future educators in Texas while having access to cutting edge practices studied at the university level. The university has an abundance of other resources that will benefit students and families at CLEAR.

CLEAR will continue to seek community resources, organizations and partners that may benefit our students at school and home. Some resources may include: San Marcos Public Library and surrounding libraries, Texas State University, San Marcos Area Food Bank, Greater San Marcos Youth Council, School Fuel San Marcos, Connections Individuals and Family Services.

Leadership and Governance

Board Structure and Qualifications

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Proposed board member	Area of expertise	Brief description of experience in this area
Jeremy Jones	Personalized Learning/Mastery-Based Progression/School Finance	Mr. Jones is currently a managing partner at The Learning Accelerator. He has extensive expertise in the charter world as both teacher and leader. He is a former Teach for America fellow. His work in school turn around extends from Texas to Tennessee with significant results in the most under-served areas of Texas and Tennessee.
Todd Armstrong	IT Infrastructure/School Finance	Mr. Armstrong has spent his adult life in education serving diverse populations in several different countries through his faith-based organization and within public education in Texas. He has utilized his IT expertise in charter schools and traditional public schools transforming many of these schools utilizing cost-effective school IT infrastructure design and equipping students and staff with contemporary devices.
Abbey Carnes	Marketing/Financial Planning	Mrs. Carnes is a Texas State graduate where she studied history, technical writing and religious studies. She brings a wealth of knowledge in marketing, financial management and community banking. She currently is a financial support and marketing specialist for Oakwell Private Wealth Management.
Molly Ann Rosas-Garcia	Community Partnerships/Fundraising	Mrs. Rosas Garcia is a native San Marcan that serves as a community leader formerly and currently serving on several boards and committees. She was a founding member of The Woman's Council, a non-profit who awards yearly grants to Women's and Children non-profits in Hays county. She currently serves as a community liaison and board member of School Fuel serving over 900 students who are at risk and little or no food at home.
George Helfenstine	Founder and Executive Director of Noble Educational Leadership	Mr. Helfenstine is from San Marcos and has spent the last 10 years in education developing leadership capacity across a wide range of educational entities. His expertise is focused on

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		facilitating implementation of the Effective Schools Framework from TEA.
Maggie Hernandez Moreno	Legal/Community Engagement/Parent Involvement	Mrs. Moreno is a mother of two young children and a long time San Marcan resident. She currently serves as a Justice of the Peace PCT 1, Place 2. She was elected initially in 2016 and reclaimed her seat in 2018. She is passionate about school choice and offering families of San Marcos an opportunity to seek options for their children's education and their future.
Terri Key	Teacher Development/Early Literacy Development	Mrs. Key is currently a professor in the department of education at Texas State University. She has many years of experience in early childhood education with a specific expertise in early literacy. She also is the lead instructor for the department's teacher preparatory and field studies program.
Lance Kruse	Commercial Lending and Regulations/Finance	Mr. Kruse has over 16 years in the financial sector with broad experience in business operations, financial analysis, corporate finance, credit and collections. He currently serves as Senior Vice president of commercial lending for Ozona Bank in San Marcos.

Composition, Roles and Structure of Governing Board

The governing board will be comprised of 5-9 members and all members will be domiciled in Texas. Each member will serve a 3-year term. These terms will be staggered in order to create consistency and continuity in upholding and carrying out the mission and vision of CLEAR. The sitting board members will ensure any open seat be filled with these qualifications in mind: a strong unwavering belief in the mission, vision and core beliefs of CLEAR, commitment to serving children and believing CLEAR is the best option for those families seeking something better for their children, a belief in a bright future for all children by upholding high expectations for all stakeholders of CLEAR, a commitment to support the school leaders and staff of CLEAR, commitment to providing one's own expertise to better serve the board of CLEAR (law, business, education, finance, community relations, marketing and strategic planning) and a commitment to give oneself to assist and manage fundraising, gathering donations, community service and being a part of the school and involved in all activities of the school. These qualifications will serve the board well and contribute to the overall success and governance of CLEAR.

The board's role has been to provide expertise and oversight collectively during the pre-charter stages and will continue thereon as CLEAR gets chartered and grows to capacity. The team was instrumental in building connections in and around the community as well as creating

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partnerships with businesses and family's interest in CLEAR's mission. The board's roles included:

- Oversight of academic and financial model
- Review and recommendation to CLEAR's 7-year strategic plan
- Planning and coordinating CLEAR's community forum event and fundraiser
- Attending meetings and functions with CLEAR's co-founders
- Creating and Raising community support through outreach to create networks

Officers and Committees of the Board

The board will consist of three officer positions; President, Vice President and secretary. Two committees will be established by the board. These committees include a financial performance committee and an academic performance committee. These two committees will have two or more members from the board sit on each committee. The board president will select the committee members and the board will approve those members. The roles of the officers and committees are as such as outlined in CLEAR's adopted bylaws (source of bylaws from Texas Charter School Association adapted for CLEAR Public Charter School, see attachment 10)

Board Officers

President: Jeremy Jones

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.

Vice President: Molly Ann Rosas-Garcia

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.

Secretary: George Helfenstine

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 President.

Board Committees

Financial Committee: Abbey Carnes, Lance Kruse, Todd Armstrong

This committee will provide detailed oversight of school budget and ensure the financial health of the school. The committee will use the financial performance indicators to assess monthly,

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quarterly and yearly financial review and make recommendations to the CEO, COO, CFO and the board.

Academic Performance Committee: Terri Key, George Helfenstine, Jeremy Jones

This committee will provide detailed oversight of the academic performance of the school. The committee will use the academic performance indicators to assess monthly, quarterly and yearly academic review and make recommendations to the CEO, COO, CAO and the board.

Governance Board

The governing board will abide and conduct all business according to all applicable, local, state and federal law which will include but not be limited to the Texas Open Records Act, Texas Education and Government Code, non-delegable duties according to 19 TAC 100.1017 and 100.1033(c)(7) and all articles of the bylaws established under CLEAR Public Charter School. Board training will be required for each member according to TEC Section §12.123 and TAC Chapter §100.1102 - 100.1105. The board will meet once a month for a time period deemed by the president of the board. The CEO shall report to the board of directors as directed by the bylaws unless told otherwise by the board and perform such duties as delegated and assigned by the board. The CEO will be evaluated by the board on a yearly basis in June. The performance evaluation to be used is described in the Superintendent/CEO narrative. The board and the CEO will work diligently together for one purpose; to ensure the mission, vision and core beliefs of CLEAR Public Charter School are upheld and maintained with fidelity and commitment in order to serve the families and their children that attend CLEAR.

Board Self-Evaluation, Training, Board Self-Evaluation, Training and School Involvement-Self-Evaluation

CLEAR Public Charter School's board will perform self-evaluations on a regular basis in order to focus efforts in maintaining a high-performing board as well as a high-performing charter school. These focuses are highlighted in the financial and academic performance indicators as well as governance policies in 19 TAC §100 Charters, Subchapter A. Open-Enrollment Charter Schools. Upon CLEAR's charter approval the board will adopt a self-assessment tool that will build and maintain a high-performing and effective board that will in turn support a high performing charter school. Building Charter School Quality is an effective resource utilized by many high-performing charters and will be utilized by CLEAR's board in establishing such self-evaluation tools for assessment (<http://charterschoolquality.org>).

Training

CLEAR's board of directors will model the master learner model that has been built into CLEAR's core beliefs. Each member of the board will be proactive in required board training as well as seek additional training according to interest, expertise, and committee appointment. All board members are responsible for continuing education hours requirements defined in 19 TAC §100.1102. According to 19 TAC §100.1102 subsection (a) training requirements, "a member of the governing body of a charter holder or member of the governing body of a charter school must complete a training course consisting of 12 instructional hours, excluding breaks, administrative tasks, and other non-instructional time, delivered by a course provider registered under

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§100.1107.” The board chair or vice chair may have other board members trained in certain areas that meet the needs of the board and the school if they have had the initial 12 hours of training. At this time all board members have taken the charter 101 training through TCSA and will receive 6 hours of in-house training during early summer utilizing TCSA certified board trainers.

CLEAR’s board of directors will oversee the effectiveness of the school’s CEO and ensure that the decisions and ultimately the direction of the organization align with the mission, vision and core beliefs. The board will set policies and strategic goals both short term and long term, authorize major financial transactions, oversee the financial and educational model but not make decisions or approvals of specific matters and day-to-day operations (schools leader's responsibility), help manage risk, be good stewards of the overall health of the school for the long term and provide mentorship, resources and advice to the CEO and other school leaders. The board will be expected to attend and help with community and school events, outreach, fundraising and build an overall support for CLEAR. The board will abide by the Texas Open Records Act in conducting business when attending events as this will allow input from all stakeholders during public meetings according to law.

The board of directors will utilize the Texas Association of School Boards (TASB) recommended Superintendent Evaluation Instrument as the metrics to evaluate the Superintendent/CEO (<https://www.tasb.org/Services/Leadership-Team-Services/Resources/Superintendent-Evaluation.aspx>). This metric includes the commissioner’s recommendation of having a student performance domain as part of the Superintendent/CEO’s evaluation and the metrics to provide measured performance in these areas according to TASB’s instrument:

- (i) Governance and Board Relations - Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose. Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures. Recommendations and appropriate supporting materials on matters for board decision. Evidence that the superintendent’s actions appropriately supported board policy and decisions with the staff and community.
- (ii) Community Relations - Information detailing the district’s internal and external communication strategies. Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- (iii) Staff Relations - Annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success. An annual report on the success of the staff development program as demonstrated by administration defined measures.
- (iv) Business and Finance - Budget assumptions and priorities, prior to the development of the budget. Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years. Recommended budget in line with established

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assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget. End of year results that are generally consistent with adopted budget. Administrative procedures instituted to reduce the risk of fraud.

(v) Instructional Leadership - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum. An annual report of instructional areas needing attention, as revealed by the system. Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available. A trend of ongoing improvement as reflected in longitudinal data on student scores.”

The Superintendent/CEO will be evaluated in June of each school year. The specific measures will be as such; E-Exceptional, P-Proficient, N-Needs Improvement. The board will unanimously decide on the performance in each area of the instrument. The secretary of the board will document on the instrument, the performance of each area according to consensus. The president of the board will get unanimous approval of the instrument then proceed to formalizing the evaluation.

Proposed Superintendent Qualifications

Superintendent/CEO

The board has identified Dr. Jason Harris to serve as the Superintendent/CEO of CLEAR Public Charter School. The board acknowledges that one of the key components to CLEAR’s success is a strong leader with leadership experience not only in education but outside education as well. This coupled with the ability to articulate the mission, vision and core beliefs to all stakeholders will be the most important asset that the superintendent can have in order to lead a charter school that is built in the mission, vision and core beliefs established by the founding board. Dr. Harris received a Master’s degree from Lamar University in Educational Administration and a Doctorate from Walden University in Educational Leadership. Dr. Harris is currently pursuing his superintendent certification through University of Texas Arlington and plans to graduate in May 2021. He has extensive leadership experience in the U.S military. During his 21 years serving in the Air Force, he led many teams and aviators during non-combat and combat missions. He served as a team leader, section leader, squadron leader and as an operational superintendent overseeing all enlisted aviators in his squadron during his final deployment to Afghanistan. As the deployment senior enlisted superintendent, he also accumulated 169 combat and combat support sorties flown in hostile environments across the entire region of the Middle east. Dr. Harris also has served as an educational leader in several Independent School Districts across Texas as well as his current position with Austin Achieve Public School. He served as teacher, teacher mentor, assistant principal, principal and held several district level positions over the course of 10 years in both traditional and charter schools. He managed a 2.2-million-dollar yearly budget during his administration role and was part of a committee that had oversight for an 11.5-million-dollar school bond project. He also served as president-elect for Texas

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Elementary Principals and Supervisor Association (TEPSA) Region 3 and was president for a short period before moving on to another region in Texas. Dr. Harris also became a part of the Future Ready Superintendent Leadership Network. This network has limited seats available and invites those Texas leaders that have a vision for the future of education and the students of Texas. Dr. Harris spent 1 year with the top educational leaders of Texas studying and collaborating with top leaders from around the state. Also, Dr. Harris is a member of The National Society of Leadership and Success through Walden University. This is an exclusive society that develops top leaders in their profession around the country. Dr. Harris was one of the original co-founders of CLEAR. His commitment to a true community school where leadership opportunities lead to student empowerment and high academic achievement for the future generation of community leaders is found in the original foundation of CLEAR's mission and vision. His development of the original core beliefs is strongly influenced in the final version. Dr. Harris is passionate about learning; becoming and being a master learner is specifically written into one of the core beliefs. It states, 'Teachers will facilitate high academic achievement by being master learners and empowering students to become master learners.' He feels that the community of CLEAR must embrace the passion for learning and the lifelong pursuit of learning those things that interest them. Now that CLEAR is just a short time away from providing the community of San Marcos a school that they can be proud of it is clear that Dr. Harris has the leadership skills, experience, determination and dedication to ensure that CLEAR stays true to its mission, vision and core beliefs. The board will offer Dr. Harris a starting salary of \$90,000 as indicated in the financial plan workbook. This is considering his leadership experience both inside and outside of education, formal education and a salary comparison from the local area of comparable districts and the responsibilities of the Superintendent/CEO.

Proposed Instructional Leadership Team

Dr. Harris and Mrs. Janak, co-founders of CLEAR, have a combined 25 years in both charter and traditional public schools with 10 years of leadership in public schools at the campus and district level. They've spent all their time in Title 1 schools. They currently serve students in several different capacities at Austin Achieve Public Schools in Austin, Texas.

Campus Academic Officer/COO

Mrs. Janak holds a bachelor's degree from Texas A&M University and master's degree from the University of Texas at Arlington. She is currently pursuing a superintendent certification. She has served students for over 15 years at the elementary level as a teacher, teacher leader, reading interventionist and as an administrator at the campus level. As an exemplary teacher, students were very successful both socially and academically under her guidance. Mrs. Janak's continual data-driven decision making guided her instruction which led to the overall success of her students as compared to her peers. She led several initiatives at the district level identifying deficiencies in several programs that governed special populations such as G/T, ESL and LPAC. Her strong relationships and connections with the region center allowed her to validate those deficiencies while leading a district team to identify, create and set policy to come into

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compliance with those programs. She was instrumental in bringing those programs into compliance as well as setting the stage for not only compliance but building those programs to a robust level. As a campus leader, Mrs. Janak led 24 staff members evaluating teacher performance, curriculum adoption and alignment, assessment building aligning with TEKS, leading alignment meetings and creating professional development opportunities for staff. Mrs. Janak has several years' experience as ARD administrator as well as being the district coordinator for its ESL/EL program and LPAC. She currently serves as a reading interventionist at Austin Achieve serving a population of students that are predominantly LSES and EL. She works with the current leadership team in identifying strategies and techniques to collect data, drive instruction through data and building attainable goals in order to see the students are at or beyond grade level by the 3rd grade.

Mrs. Janak is a local of the greater San Marcos area growing up in Luling and now living in Lockhart. She is very familiar with these communities as she taught in the local area for 10 years. She was instrumental in organizing CLEAR's community events which engaged nearly 200 parents and community members over the last 12 months.

The initial leadership team still needs to fill some key areas of the team including a Campus Academic Officer (CAO) and Campus Academic Assistants (CAA). Mrs. Janak will serve as the CAO until year 2. Once the CAO is hired, the remaining assistants will be on-boarded as CLEAR grows. Funding will affect when these key leadership positions are filled. The CEO and COO will fill all unfilled positions until funding is available.

CLEAR will utilize the Texas Principal Evaluation and Support System (T-PESS) as an evaluation tool for the Campus Academic Officer. The CEO will evaluate the CAO on a yearly basis. T-PESS will be modified for the CAA's as their duties may not be applicable or to the level of responsibility of the CAO. T-PESS utilizes a proficiency-based evaluation system that relies on continual growth as its focus. This evaluation tool directly aligns with CLEAR's mastery-based progression model that will be utilized for student growth towards mastery. The CEO will provide support for school leaders through continual feedback loops improving the effectiveness of CLEAR's school leaders. The evaluation tool that will be utilized for the Chief Operations Officer will be according to the performance of the Charter School Performance Framework according to the Operations Framework Indicators and the subsequent overall score for that school year. The CEO will work closely with the CAO and COO to ensure the development of all school leaders' professional growth and guide those individuals towards the development of their skills and strengths.

The starting salary as indicated in the financial plan workbook include: COO - \$75,00, CAO - \$65,000, CAA - \$57,000

Proposed Financial and Operations Leadership Teams

Finance

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CLEAR's current leadership team as well as several board members have many years of experience in public education finance including; budget development, financial management, accounting and developing internal controls as well as fundraising. Dr. Harris, Jeremy Jones, George Helfenstine, and Todd Armstrong have all developed, monitored and maintained tight budgetary constraints in order to maintain a balanced yearly budget. Dr. Harris, specifically, developed and managed a \$2.5 - \$3 million dollar budget as a campus and district leader. During his time, he managed to start and grow programs and increase student services as well as increase staff salaries all while additional state add (ASATAR) funding reduction was hitting the overall budget by 15%. CLEAR will utilize Cassandra Tongas of BookReport and her team as its contracted CFO and back office services. Cassandra and her team serve several large charters in the state and have developed a financial oversight model that is easy to read and follow. This team combined will be effective in implementing a financially sound budget and follow through with monitoring the financial health through its developed financial performance indicators. CLEAR Public Charter School will utilize the governing board as an oversight mechanism to analyze and determine if the financial performance indicators are being held within the thresholds and all spending aligns with the mission, vision and core beliefs of CLEAR. This will ensure that the financial performance levels are on target for success or adjustments need to be made as an intervention protocol to get back on track financially in both compliance and health. The specific financial indicators and metrics to be monitored for CLEAR include 10 key areas found in the 'Performance Management' section of this application.

CLEAR's Finance Committee

The board will ensure that a financial committee be set up and maintained to serve as the oversight experts to lead and review the financial performance indicators. Each indicator has a metric and threshold in order to maintain focus, clarity and criteria to maintain a healthy financial model.

Lance Kruse: Mr. Kruse has over 16 years in the financial sector with broad experience in business operations, financial analysis, corporate finance, credit and collections. He currently serves as Senior Vice president of commercial lending for Ozona Bank in San Marcos.

Abbey Carnes: As a board member, Abbey Carnes will serve on the financial committee. Abbey has been in banking, high-end hospitality and wealth management for over 11 years. She currently serves as a financial support and marketing specialist for Oakwell Private Wealth Management. She also served as assistant vice president for Ozona Bank. In June of 2018 Abbey was elected as president of the Independent Bankers of Texas (IBAT) board Region 7 and will hold that position until her term expires in 2020. She brings a wealth of knowledge in marketing, financial management and community banking. Her experience with her leadership role in IBAT includes financial auditing, budget reconciliations, developing budgets and maintaining sound financial decision making within her department and as president of region 7 IBAT board.

Todd Armstrong: Mr. Armstrong has spent many years in education serving diverse populations in several different countries through his faith-based organization and within public education in Texas. He has utilized his financial savviness and IT expertise in charter schools and traditional public schools transforming many of these schools utilizing cost-effective school IT infrastructure design and equipping students and staff with contemporary devices. Todd is very

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experienced with school budgets and constraints and has still delivered the most comprehensive and robust learning devices around this state to thousands of staff and students.

Operations

CLEAR's leadership team and several key board members combine many years of experience in the overall operations of schools. However, the daily operations of the school will be the responsibility of the school officers. Dr. Harris and Mrs. Janak have over 8 years combined operating and managing all aspects of a successfully run school. As a campus and district school leader, Dr. Harris has extensive experience in the general operations of a school including overseeing all aspects of the building of an \$8.5 million-dollar elementary school. This included acquiring 18 portables to serve 500 students and 52 staff members for 18 months during the build-out. During his time as an administrator he had sole responsibility for all contracts including renewals and non-renewals, recruiting, hiring and managing staff. With Dr. Harris being a certified SRP and ALICE trainer and certified from the Emergency Management Institute, he developed, managed and led the district emergency operation policies and procedures. Mrs. Janak has several years as a campus administrator developing campus and district policies from yearly TASB updates to G/T and ESL/EL policies. She has spent over 15 years in Title I schools and has a broad range of knowledge when it comes to federal compliance. Mrs. Janak served as the campus safety coordinator and complied with the Texas State Safety Center recommendations for school safety. She has worked with local law enforcement and fire department to ensure a safe school setting. In her years as a campus leader she worked closely with the PEIMS coordinator to ensure compliance with all laws and regulations when it comes to reporting. Her leadership in this area was indicated by the nearly perfect reporting in PEIMS throughout her time. She also was instrumental in student enrollment as she worked closely with the school secretary to ensure compliance with all state and federal mandates on each student that enrolled.

Public Education Information Management System (PEIMS)

Education: Associate degree required; Bachelor's degree preferred

Experience: Texas Student Management Systems and PEIMS experience preferred; 2 years' experience in school PEIMS required; 1-year experience in an office environment/administrative work required; Must have data collecting and processing experience as well as strong organizational, communication and interpersonal skills.

On-boarding, training and salary: CLEAR will hire a PEIMS coordinator in March 2021. This will provide the PEIMS coordinator time to be trained in the student management software system as well attending Region 13 trainings by requirement and/or by need depending on experience of the coordinator hired. These trainings will be on-going professional development utilizing the expertise of the region center. CLEAR's PEIMS coordinator will also relate to other coordinators in the charter community which will allow for collaboration and professional relationships. Also, the coordinator will assist in the admissions and enrollment of students during CLEAR's open-enrollment period and lottery (if needed) and any other related responsibilities to admission and enrollment during this time period. \$2500 has been set aside during start-up for training, development and travel. Starting Salary Range: \$40,000 - \$55,000

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Performance Management

CLEAR Public Charter School has set comprehensive and measurable financial, academic and operational indicators. Along with these CLEAR will ensure that it performs at the 'Meets Expectations' in all applicable areas according to the Charter School Performance Framework. CLEAR will utilize the governing board as an oversight mechanism to analyze and determine if the financial, academic and operational performance indicators are being held within the thresholds and all performances align with the mission, vision and core beliefs of CLEAR. This will ensure that the performance levels are on target for success or adjustments made as an intervention protocol to get back on track financially, academically and/or operationally. Any indicators that do not meet the threshold will immediately trigger corrective action. These corrective actions will be the CEO's responsibility in implementation. These indicators will be monitored monthly by the board until the corrective action has brought it back to expectations. The specific indicators and metrics to be monitored include these key areas:

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD I;

YTD revenue and expenses versus approved budget (monthly)

Annual projected revenue versus annual projected expenditure divergence

YTD expenditures should not exceed current revenue

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD II;

YTD personnel cost versus approved budget (Quarterly)

Annual projected personnel cost versus annual projected expenditure divergence

Total personnel cost should remain between 65 - 70% of total revenues

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD III;

Actual Average Daily Attendance (ADA) versus Estimated Average Daily Attendance (monthly)

Actual ADA - estimated ADA/estimated ADA

Variance of actual ADA to estimated ADA should less than or equal to 10%

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD IV;

YTD facilities expenditures (quarterly)

Annual facilities expenses versus annual projected revenue

Total facilities expenditures should be less than 15% of yearly revenue

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD V;

Payment of debt agreements (monthly)

Monthly projected debt payments versus actual debt payments

All debt payments will be made on schedule according to the debt agreement

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD VI;

Completion of annual finance report (AFR) (yearly)

Licensed CPA review, board approved, and TEA submission of AFR according to fiscal year end date of June 30

AFR will be submitted no later than November 27

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD VII;

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Payments to Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and/or other government agencies (monthly)

Total payments outstanding/due versus total payments made

All payments to TRS, TWC, IRS and/or other government agencies made on/before the due date

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD VIII;

Charter school cash on hand (monthly)

Number of days of cash on hand to sufficiently cover operating cost

Total days of cash on hand will be no less than 40 days

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD IX;

YTD current assets to current liabilities ratio (monthly)

Measure of current assets to current liabilities ratio to cover short-term debt

Current assets to current liabilities ratio should be greater than or equal to 1.50

FINANCIAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD X;

Financial transparency in accordance with all Government Codes and all other statutes, laws and rules (yearly)

Required financial information posted on website

100% compliant with posting all required financial information on the school's website according to all codes, statutes, laws and rules.

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD I;

Student Growth in Reading (quarterly)

Students see at least 1-year of growth in reading

End of year - 90% of K-6th grade students see at least 1-year growth in reading

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD II;

Student Growth in math (quarterly)

Students see at least 1-year of growth in math

End of year - 90% of K-6th grade students see at least 1-year growth in reading.

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD III;

Student growth in reading according to percentile ranking (PR) nationally (semi-annual)

Bottom 25th PR at beginning of year versus 40th PR by end of year

Bottom 25th PR students in reading reach 40th PR by end of year

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD IV;

Student growth in reading according to percentile ranking (PR) nationally (semi-annual)

Middle 25th - 75th PR at beginning of year versus 25th - 75th PR by end of year

Middle 25th - 75th PR students in reading reach at least 15% growth by end of year

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD V;

Student growth in reading according to percentile ranking (PR) nationally (semi-annual)

Top 25th PR at beginning of year versus those at 85th PR by end of year

Top 25th PR students in reading reach at least 85% PR by end of year

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD VI;

Student performance on STAAR; Math, Reading and Writing (yearly)

Percentages of students Approaching, Meeting or Mastering grade level standards

All students will perform at least 10% higher in Approaching, 7% higher in Meeting and 5 % higher in Mastery of grade level expectations

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ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD VII;

Average Daily Attendance (ADA) for school year (yearly)

Percentage of ADA during each school year

Percentage of ADA will be at or above 95%

ACADEMIC PERFORMANCE INDICATOR, METRIC AND THRESHOLD VIII;

Staff retention for school year

Percentage of staff retention for each school year

Percentage of staff retention will be at or above 75% in year one and 90% thereafter

OPERATIONAL PERFORMANCE INDICATOR, METRIC AND THRESHOLD I;

Staff education and certificates (beginning of year)

Percentage of core teachers with at least a bachelor's degree, SBEC certified in their content area and ESL certified

Percentage of staff will be at 100%

School leaders and staff will continuously collect, analyze and use data to drive performance in all areas of academics, financials and operations. Chief and campus officers will work alongside teacher leaders to ensure high quality data is collected in a timely fashion and that data is analyzed thoroughly to identify any areas for growth. Utilizing collaboration amongst the campus team, a robust plan will be put into place with attainable goals both short term and long term to ensure a path to meet those goals. The CEO will create continuous feedback loops within the leadership team to ensure full support, offer remedies and monitoring of decisions made by campus leaders. The key is collecting timely evidence that ensures those actions that are put into place are working to improve areas identified as requiring growth. When specifically analyzing academic data, teachers need continual support in utilizing data to inform instruction. This ensures that the data being collected, and the evidence identified shows that the plan is effective and on target to meet the goals. Data in all areas will be presented to the board at applicable times to inform areas of growth and the plan in place to drive towards improvement.

CLEAR's board have a broad range of experiences as noted previously in this application. One of the most important aspects of analyzing data is the ability to ask insightful questions to clarify any interpretations or questions that may be at hand. Several key board members with the capacity and experience to analyze specific areas of the academic, financial and operations, if not all areas of performance include; Jeremy Jones (all areas), Todd Armstrong (all areas), Abbey Carnes (finance), Lance Kruse (finance), George Helfenstine (academics and operations), Terri Key (academics), Molly Ann Rosas Garcia (academics), Maggie Moreno (academics and operations). (See resumes for full experience and qualifications.)

Talent Management and Development

Talent Management Plan

In Year 1 CLEAR will serve 288 students, 688 students by year 5 and 896 students at full capacity. During the first 5 years, CLEAR will hire approximately 57 staff including highly qualified teachers, instructional support/paraprofessionals, office staff and

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administration/leadership personnel. CLEAR will seek to select highly qualified teachers and staff that have exemplary qualities and bring a master learner mindset. The source of these applicants will come from Texas State University teacher graduates, CLEAR's teacher talent pool, associate teachers and teacher applications submitted from state targeted areas through our 'Applitrack' system as well as from Education Region Center and TASBO job posting boards. These targeted areas include the Greater San Marcos area, metro districts surrounding the San Marcos area as well as the areas around Texas' top education universities and colleges such as Texas Tech, Texas A&M and the University of Texas to name a few. This approach will bring potential teachers and educational experts from both local and state targeted areas. We will focus our attention on three areas including employee referrals, internal pipelines and university partnerships in order to identify, recruit and hire individuals to support operation of the proposed school.

Employee Referrals

Employee referrals will be an important source in hiring volume, quality, speed & cost. Within in our leadership team's 8 years of experience in recruiting and hiring staff; this specific area has been the most used method in bringing on quality staff. We acknowledge that this source will be utilized after CLEAR is established and once the founding staff has been hired. We have included other sources for talent recruitment that will be utilized during the early stages of start-up.

Internal Pipelines

CLEAR will hire associate teachers that will be trained and gain experience from our professional staff. These associates will be candidates for future full-time teaching positions. CLEAR will also create a summer and/or yearlong apprenticeship and volunteer program to build our internal pipeline. Texas State will be instrumental in this process as we utilize student teacher graduates to build a teacher talent program.

University Partnerships

We will forge relationships with local universities and utilize their job fairs as a platform to recruit staff. Texas State will be instrumental as we build a teacher talent program through CLEAR.

Experience, Roles and Responsibilities of Talent Management and Recruitment Team

The proposed CEO and COO have experience utilizing talent recruitment methods. The key to a successful talent recruitment is finding those individuals that share in the belief that all students have the right to reach their learning potential. With this, a strong resignation and commitment to supporting CLEAR's mission through its vision and internal commitment through its core beliefs will be the key to a successful talent development and recruitment. The proposed CEO, Dr. Jason Harris and proposed COO, Ginny Janak have a combined 10 years of experience in leadership/administration and have recruited and hired staff at the district and campus level. Both have dealt with teacher shortages, under and over recruitment, and other challenges when operating a school. Their knowledge and expertise will impact the success of CLEAR as to hire the most highly qualified staff to serve the students and the community of CLEAR. In the initial stages, the CEO and COO will oversee all aspects of planning, implementation, and evaluation of recruitment strategies as well as ensuring that all requirements are being met when it comes to

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educational and/or experience required. HR will also play a role as to ensure all applicable laws and procedures are in place and implemented. HR will ensure our staff are fully certified according to their position and meet all TEA requirements as well as meet all state and federal law when it comes to human resources for educational entities. The CEO has final authority over all staff hiring.

Chief Executive Officer (CEO)

Experience Requirements; Master's Degree required; Superintendent Certification preferred; 5 years' experience in management/leadership positions that require hiring, leading and evaluating staff; preferable in an educational setting. The CEO will have final authority over all hiring processes. The CEO will head all candidate selections, interviewing and make final decision on all officer positions.

Chief Operations Officer (COO)

Experience Requirements; Bachelor's Degree required, Master's Degree preferred; 2 years' experience in school operations, management, and leadership. The COO will head all non-instructional candidate selections, interviewing and make final decision on all non-instructional school positions; excluding officer positions. The COO will present all selected candidates to the CEO for final approval. The COO will assist the CEO in all aspects of the hiring process.

Campus Academic Officer (CAO)

Experience Requirements; Bachelor's Degree required, Master's Degree preferred; Experience in management/leadership positions that require hiring, leading and evaluating staff; preferable in an educational setting preferred. The CAO will head all campus candidate selections, interviewing and make final decision on all campus positions. The CAO will present all selected candidates to the CEO for review and approval.

High Quality Teachers and Staff

CLEAR believes in the master learner concept. Teachers are the number one factor when it comes to student success with leadership falling second. Our teachers will foster and model the master learner concept as the learning process should never cease to exist. CLEAR's master learner environment will be the cornerstone for our students as they grow into master learners. With this model it is imperative that we identify potential staff that have a life-long learning mindset and meet the qualifications of the position. In education, if learning isn't happening every single day then the gap between innovation, best practice and creativity exponentially becomes stagnant.

We are building a relationship with one of the largest teacher producing universities in the State, Texas State University. CLEAR will build a teacher talent pool through mentors, our associate teacher program and teacher recruiting opportunities. This along with being centralized in the fastest growing area in the state of Texas we will be in a prime position to have an abundant pool of applicants that share our mission, vision and core beliefs. We plan to utilize our personalized learning model, key design elements, culture, and community atmosphere to recruit and hire the best staff possible.

CLEAR will hire approximately 60 staff over the next 5 years to fill teacher, administration, support, and leadership positions. Attitude, positivity, enthusiasm, desire, passion and number
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one of all attributes; a love for kids will be the key components for CLEAR's hiring process. The process will be rigorous as the candidates must meet high expectations and bring those qualities that we see as important to fulfilling CLEAR's model.

Candidates will be screened (application) and identified for a phone call. This call will be an initial informal conversation in order to get to know the candidate. The candidate will be invited to send a short video clip of a lesson taught or the way a lesson would be taught for initial evaluation of knowledge, skills and capabilities. The selection process will continue with a formal interview invitation with the leadership team. If the candidate meets the CLEAR candidate profile then a formal invitation will be initiated to present a 30-minute lesson in person with feedback from the leadership team for knowledge, skills, adaptability, presentation, presence and responsiveness to immediate feedback. If after this point the team feels that the candidate is a good fit for CLEAR's mission, vision, core beliefs, and personalized learning model then an official offer will be made pending HR approval. From this point all applicable laws will be covered including providing all certifications for areas of specialization (i.e., Special Education, ESL, content certification, etc.) must be proven and filed with the school. Pending a background check, the offer will be signed and recorded.

Dismissal of Personnel

When personnel are not meeting the expectations of CLEAR's mission, model and core beliefs or an ethics violation that deters or hinders the performance of their duties or responsibilities or in the best interest of CLEAR and after all interventions have been applied then an employee may be asked to step down as an employee of CLEAR Public Charter School.

CLEAR will conduct criminal background checks for all staff before hiring utilizing the Texas Department of Public Safety (<https://records.txdps.state.tx.us/DpsWebsite/CriminalHistory/>).

Obstacles to Recruiting Staff

CLEAR will begin staff recruitment as soon as the charter is granted. We will seek to fill positions as early as possible and try to have all positions filled by June of 2021 before school starts. However, some obstacles may arise. We will attend to these obstacles in these ways:

- Number of candidates is less than the number of positions to be filled. We will identify this trend as early as possible in the hiring process so that we can address the issue. We will focus on those strategies that have seemed to be most successful in getting potential candidates.
- Potential candidates may be hesitant or unwilling to be part of the charter because of the lack of knowledge of what a charter is and the benefits associated with a charter. We will address this with info on benefits such as compensation, TRS eligibility, professional development opportunities and the chance to be part of the founding team as CLEAR begins its first year. This should entice potential candidates to consider such a movement.

Staff Shortages

CLEAR's intention is to create an environment where there is an overabundance of educators who want to be a part of an innovative school, community culture and personalized learning model. However, there may be times where certain circumstances arise that may need special attention such as a teacher leaving during the year for special reasons. This is part of any

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business or school. The CEO has many years of experience with these situations especially in education. When a situation arises as this the first course of action is a short-term solution. This may include utilizing an associate teacher to fill a long-term position until the position is filled with a full-time teacher as well as utilizing non-instructional staff to fill in until the position can be filled. A job posting will be immediately activated in the 'Applitrak System', local newspaper, throughout social media and an immediate implementation of our three areas of recruitment which include employee referrals, internal pipelines and university partnerships.

To meet the shortage challenge we will begin recruitment early and ensure that salaries are aligned with the local area and meet if not exceed market value. Also, all teachers will get 88 hours of development time per semester. It is our experience that just a few hundred dollars and professional time are the key ingredients to recruiting. Our rigorous process of identifying candidates and ultimately bringing them into the CLEAR community is key to long-term success. The team will provide as many accommodations necessary to give every candidate the best opportunity available to join the CLEAR team. Our school is built on individual plans and we see this no different with our staff. In order to reduce reluctance, we started promoting our school nearly a year ago. We have built trust and faith in many people that want to see us succeed. We will draw on these people to continue their support as they are very influential in the community. This combined with candidates being part of the development of a school and an important part of the overall success as the initial founding core teacher team will be looked at as an exciting opportunity to make critical decisions and bring those that want to see change in education. From what we have learned through our community engagement is that there are many that want to be a part of CLEAR. If after all resources and strategies have failed and we still have a shortage, we will realign our staffing for the period of shortage and still ensure that our students receive a great education from a great model.

Evaluation of Talent Management Program

CLEAR's CEO, COO and board will evaluate the recruiting strategies and effectiveness in order to adapt CLEAR's talent management and development plan for future success.

CLEAR will evaluate using the following:

Metric for ensuring high qualified teachers and staff: CLEAR leadership will utilize both informal and formal evaluations to measure performance. The Texas Teacher Evaluation and Support System (T-TESS) will be used as a formal metric for measuring teacher performance. Highly qualified teachers should score proficient, accomplished or distinguished using the T-TESS scoring rubric. This action will show the effectiveness of our talent management plan by allowing us to effectively track the performance of our teacher core.

Hiring Target: CEO, COO and board will evaluate the timeline of staff recruitment. All staff should be hired no later than June of the preceding year

Professional Development and Evaluation

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CLEAR Public Charter School's professional development plan describes a vision for master learning that is collaborative, continuous, embedded in daily practice and focused on high student achievement. This model builds on strengths that exist within our professional staff. We will strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice. We believe every CLEAR professional is a master learner and with this comes continual professional development, collaboration and commitment to our students while always supporting CLEAR's mission, vision and core beliefs. CLEAR recognizes that the goal of professional development is improved student learning. CLEAR believes in the master learner concept. Our teachers will be master learners as learning should never cease to exist in the life of humans. Teachers have long-lasting impacts on the lives of their students and the greatest teachers inspire students toward greatness.

The purpose of CLEAR Public Charter School's professional development plan is to improve the quality of teaching and learning and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards and shared decision-making. Professional development is a multi-faceted, information-based process that is strategically planned to provide solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum and instruction content, design and delivery.

Core Components of Professional Development Plan

(1) Professional Development Standards

At CLEAR, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive and cutting-edge instruction. As such, the quality of our professional development program will be influenced by a variety of factors. The National Development Council recognizes these variables as the essential standards for professional development in education and CLEAR will use these standards for all professional development (<http://www.sedl.org/pubs/sedl-letter/v19n01/nsdc-standards-tools.html>).

NSDC's Staff Development Standards (<http://www.sedl.org/pubs/sedl-letter/v19n01/nsdc-standards-tools.html>)

Context Standards

Learning Communities

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership

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Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

Data-Driven

Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation

Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based

Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning

Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration

Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

Equity

Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.

Quality Teaching

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Family Involvement

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.”

(2) CLEAR’s Summer Consortium

CLEAR’s educators and staff will attend an 8-day Summer Consortium in August prior to beginning school. This team building event will provide an in-depth look at CLEAR’s mission,

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vision, core beliefs, model of teaching and learning, curriculum, instructional practices, student and classroom management practices, professional evaluations and feedback and professional development as well as school procedures and protocols. CLEAR's CEO, COO, Campus Academic Officer, professional leaders and other professional partners including the Children's Literacy Initiative team will develop and deliver this one-week professional learning experience.

(3) Professional Development and Training

All of CLEAR's professional development will support our mission, vision and core beliefs. We believe that as professionals our educators and staff have a great amount of knowledge and experience to offer. CLEAR educators and staff will be encouraged and empowered to share their knowledge and strengths through developing internal professional development experiences. Any and all external PD will be based on student needs, research-based practices and support CLEAR's mission, vision and core beliefs. *Teachers and leaders K-3rd grade will attend the TEA Reading Academies according to HB3.*

(4) Coaching, Children's Literacy Initiative and Professional Development

CLEAR will work together with Children's Literacy Initiative (CLI) to implement their model of coaching and professional development which includes one-on-one individualized coaching grade level coaching, small group coaching, leadership coaching and leadership development (cli.org). Educators will participate in 20 plus hours of coaching including pre-conferences and post conferences that support literacy instruction. According to CLI this approach "promotes research-based practices", will "improve teacher content knowledge, instructional practices, classroom environments and classroom structure" and will "develop the teachers' ability to think and reflect about student learning and how to use this knowledge to plan for future instruction" (www.cli.org).

(5) Master Learner Sessions

CLEAR will include weekly master learner sessions as part of our professional development and collaborative planning model. These days will occur in 4-hour blocks once a week for all staff. There will also be an 8-hour block twice each semester for a total of 88 hours of professional development and planning per semester.

(6) Professional Learning Communities (PLC)

The scope of professional development (PD) at CLEAR Public Charter School will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process again. This work is best done with colleagues and not alone, because each is limited by our own perception and knowledge of possible solutions. Our process is to develop Professional Learning Communities (PLC) that will work to sustain this structure as one of our PD avenues. Professional Learning Communities (PLC) will incorporate strategic planning within grade level teams, multi-grade level (looping) teams, special support teams (Special-Ed, instructional support staff and special area teachers) and leadership teams.

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Roles and Responsibilities of Planning and Implementing PD

CLEAR's leadership team will be the driving force behind the continued development, on-going instructional evaluation, feedback, master learner concept, problem solving, solution minded and positive model for the CLEAR community. The CLEAR leadership team will facilitate curriculum alignment and data meetings in order to monitor student progress and identify strengths in instruction, content areas and grade levels. This process creates an ongoing collaborative environment which promotes growth in both professionals and students.

Leadership development will be on-going and never ending. Our model will be to identify leadership potential from inside our master learner community and develop CLEAR's leaders for the future. CLEAR's leadership model will be to train our professionals in high impact instructional practices with continued feedback and support. This is the CLEAR model for success. As part of the overall leadership role at CLEAR, these items will be the focus for training and instructional practices.

Process of Evaluating Teachers

CLEAR Public Charter School will utilize the Texas Teacher Evaluation and Support System (T-TESS) as a framework for appraising and evaluating educator growth and performance. "The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth" (<https://teachfortexas.org>). CLEAR's leadership team, CEO and COO, have a combined eight years of experience with teacher evaluations and professional growth and have experience with using T-TESS. CLEAR's CEO and COO are T-TESS certified and have developed and implemented a method for using T-TESS. This method has produced growth for both professionals and students. Teachers will receive initial training during the beginning of the year and receive focused training on all dimensions embedded in the four domains of the T-TESS rubric throughout the first year. Teachers will not be evaluated until their second year at CLEAR.

CLEAR's Process of Teacher Evaluation includes:

- Timeline for formal observations
- Re-Evaluation opportunities for developing and improvement needed evaluations
- Pre-conferences and Post-conferences
- Lesson Plan Review
- Focused Walkthroughs and Reflections based on T-TESS dimensions
- Power-walks (observation, feedback, growth analysis, reflection)
- Master Learner sessions
- Goal Setting and Professional Development (T-TESS)
- Student Learning Objectives (SLO)
- Processes of growth utilizing Texas Teacher Evaluation and Support System (T- TESS)

Retention

Attracting and retaining high quality staff is the one most important components to driving a well-functioning school. This comes with the fact that teachers are preparing a diverse student

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body with many complex circumstances to be ready for a future economy that is driven by knowledge, real world problems and solutions. CLEAR's talent management plan will rely on these key factors in order to retain high-quality staff; salaries and compensation, hiring management, entry preparation, support and induction and working conditions.

Salaries and compensation (Responsibility; CLEAR's Board - established each year)
CLEAR will be very competitive with salaries as compared to the local area. In the early years, CLEAR will pay teachers slightly more than the local district. This salary will be about \$1000.00 more than the local district teacher salary with 6-10 years' experience. The local district pays on average \$52,615 while CLEAR will pay teachers with the same experience \$53,500. CLEAR will drive towards becoming one of the highest paid schools in the area in order to lower teacher attrition and provide equitable compensation to retain the best teachers and staff. Also, staff will be eligible for Teacher Retirement System and health care benefits. When CLEAR's financial model can support more compensation, we plan to provide several teachers each year with financial support to further their education.

Hiring Management (Responsibility; CEO, COO, CAO, CAA's - Starting January each year)
As noted in *Talent Management and Development*, we have laid out a robust and comprehensive plan to recruit and hire quality staff who will support our school model and mission. It is most important that CLEAR hires early, utilizing all information necessary to select the right candidate. Also note that we want to 'Grow Our Own' when it comes to teachers, leaders and administrators. This will provide a ladder effect for professional growth within our organization. As mentioned, before we have an advantage being near Texas State University, as we see this as an opportunity to recruit talented teachers into our teacher core or as an associate teacher in our associate teacher program.

Entry Preparation (Responsibility; COO, CAO, CAA - Early August each year)
As staff enter, we will provide them with a multitude of resources and support mechanisms in order to prepare them to be effective teachers and leaders in improving student achievement. Some of these resources may include; observation of master teachers, continual 360 feedback loops, offering courses in content area or instructional theory, selecting instructional material and time to prepare well-thought lesson plans as well as collaborate with other teachers and staff. As you will note from *Professional Development and Evaluation*, we have modeled 88 hours of PD, Master-Learner sessions, each semester. This total provides 4 hours a week and an 8-hour session each nine weeks. Along with this we will provide 8 days of in-service training to comprehensively prepare new teachers and staff for the beginning of the school year.

Support and Induction (Responsibility; CAO, CAA's, teacher leaders - Early August and continuing throughout the year)
We will provide new teachers with all the support necessary to be successful from classroom supplies to the assignment of a mentor teacher or teachers within content or grade-level. The mentor teacher will provide continual mentoring, coaching and feedback. Also, CLEAR will provide opportunities for new teachers to observe master teachers, as well as attend seminars and

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training. Lastly, new teachers need to have reduced workloads and extra classroom assistance from other teachers and staff. These supports of induction will have a great impact on our newest teachers as they grow professionally and one day turn the favor for future new teachers.

Working Conditions (Responsibilities; All school leaders - on a continuing basis)

Several key components to creating a great working environment or culture can be attributed to higher teacher and staff retention rates. These components include; school leadership, accountability system, available resources and professional collaboration. CLEAR will develop its school leaders by establishing strong connections to its mission and model. We will invest in all school leaders including our CAO and CAA's to establish a culture of collaboration who work to include all stakeholders, especially teachers in decision making and in the fostering of positive school culture as well as periodic 360 feedback loops. In the days of stringent high stakes accountability teachers and staff must have the ability to share in autonomy and let their teaching talents shine without repercussions from the school focusing solely on state testing, test preparation and a one-size fits all mentality to adopted curriculum and instructional practices. Teachers and staff must have adequate resources to include training, curriculum and supplements as well as time for collaboration amongst peers and colleagues to improve efficacy, job satisfaction and ultimately long-term retention.

It is the duty of every school leader within CLEAR to adhere, refine and improve this talent management plan. Knowing that these strategies are in place will give every leader a strong focus of our talent management model. But nothing goes unchecked as this model will continue to grow in order to meet the needs of all members of the CLEAR team. Just as our model 'Personalized Learning' signifies our desire to serve students this model will be utilized to support our staff and high performing teachers as well. Just as every student deserves an individualized plan for success then so be it with our teachers and staff as well. Every employee has varying motives to job satisfaction. CLEAR's school leaders will build strong relationships with each and every staff member in order to target support to achieve high retention rates and satisfaction among CLEAR's staff. \$2500 has been set aside during start-up for training, development and travel. Budget for year 1 in-service training is \$20,400 (\$125 per day per teacher).

Note: Much of this plan can be funded through local funds and Title II of ESSA

Operational and Financial Plans

School Calendar and Schedule

School Calendar and Alignment with Educational Program

CLEAR has developed a school calendar that supports our educational program, personalized learning model and student population. We realize that most of our students will come from both low-income to mixed-income families with approximately 74% of those being students of Low Socioeconomic Status (LSES). Children that come from low-income families have limited educational resources outside of school as compared to affluent peers of the same age. CLEAR

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believes in providing additional instructional time in order to close gaps that we see in children of LSES. CLEAR will have an extended day and year with over 82,000 minutes and 180 days of instruction. “Students from low socioeconomic backgrounds and students at lower ability levels appear to benefit most from extended learning time in any form” (Chalkboard Project, 2008; Silva, 2007; Cotton, 1989). However, we are cognizant that more time does not necessarily correlate to higher academic achievement. What does matter is the amount of time students are engaged in the learning opportunities presented. In traditional settings, as much as 30-40% of instructional time is lost due to other activities (Schmoker, 2009; Smith, 1998). These activities can include; taking attendance, passing between classes, recess, lunch, announcements, assemblies and poor classroom management (Adler, 2009; Chalkboard Project, 2008; Aronson et al., 1999). With this, CLEAR will provide extended time as well as create an engaged personalized learning environment that supports the most vulnerable learners. Our personalized learning model and teaching and learning pedagogy, Fostering Communities of Learners’ (FCL) will create such an environment as students fill their time with self-determined and self-motivated learning.

CLEAR will offer over 82,000 minutes of instructional time and an extended year in order to close the door on what sometimes is referred to as the “Summer Slide”. Our multi-year looping builds strong relationships and will create a bridge for students and teachers to continue learning over the summer break. CLEAR’s total instructional minutes for the 2021 - 2022 school year will be 82,440 minutes. This is 6,840 minutes more than the required minimum of 75,600. This can equate to over two extra weeks of instruction. We will start school July 29, 2021 and end on May 27, 2022.

Proposed School Calendar (see attachment 25)

Structure of School Day and Week

CLEAR has developed an 8.5-hour daily schedule that is aligned with our personalized learning model and educational program. This daily schedule includes both foundation and enrichment curriculum (see curriculum and instruction). CLEAR is focused on closing learning gaps and has included additional learning time in our daily schedule. Our balanced literacy program will be the foundation for all other content, knowledge and skills. We will focus heavily on closing all reading gaps by the third grade. We have allocated ample time and resources to support this model. Our daily schedule will reflect the same kind of dedication to early literacy as we feel this is the linchpin to mastery in all areas of academics as well as building strong leaders that are resilient to the challenges a rapidly approaching future has in store. We have dedicated 105 minutes a day (60 minutes on our early release day) for a total of 480 minutes a week for literacy instruction and English Language Arts (Reading, Writing, Speaking, Listening and Viewing) with an additional 120 minutes a week of intervention for reading and math. CLEAR has built in 90 minutes a day (30 minutes on our half day) for a total of 390 minutes a week of math instruction. We have included 80 minutes a day and 320 minutes a week of science and social studies instruction with an additional 90-minute block of cross curricular learning through STEAM, inquiry-based learning and community service projects.

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CLEAR believes that in order to optimize learning students must be engaged in meaningful and relevant learning experiences. CLEAR's personalized learning model and 'Fostering Communities of Learners' allows for student-centered and inquiry-based learning while meeting students where they are academically, socially and emotionally. CLEAR's daily and weekly schedule is directly correlated to our personalized learning model and educational program. In order to maintain and become a master learner there must be time for both engaged activities as well as reflective time in order to assess progress towards mastery. We strongly agree in purposeful time allocated to teachers to do just that. CLEAR will include weekly master learner sessions as part of our professional development and collaborative planning model. These days will occur in 4-hour blocks once a week for all staff. There will also be an 8-hour block twice each semester for a total of 88 hours of professional development and planning per semester.

See Attachment 26: Proposed School Schedules

Student Recruitment and Enrollment

Student Marketing and Recruitment Plan

In year one, CLEAR will open its doors to 288 students and their families that see our model as beneficial to the success of their children in a rapidly approaching future. Families have the right to have opportunities and options to choose from for their children, especially when it comes to education. Many families, business owners and local community members have expressed the same philosophy.

Target Population

Our targeted student populations include students of low socioeconomic status, students at risk and other diverse student populations. LSES students make up nearly 74% of the current student population in San Marcos as well as those other areas indicated in our identified geographic boundary. CLEAR's recruitment strategies will focus on educational opportunities that otherwise don't exist for many families. However, as we have brought our model and mission to the community, we have received overwhelming support from a diverse group of citizens. As mentioned in our community survey results, 97% of those surveyed agree or strongly agree that they would send their child to CLEAR because of its mission. This is a strong statement for the support CLEAR has and the desperation that families are dealing with when it comes to educational decisions and lack of options they face.

Recruitment Strategies

CLEAR has been and will continue to recruit families and students throughout the pre-charter period. Once CLEAR receives authorization we will launch a robust recruitment plan. CLEAR has currently collected a list of interested families with nearly 50 children that could attend CLEAR. Our main objective is to fill all 96 seats for each grade-level Kindergarten - 2nd grade. As San Marcos has a thriving preschool program, many of these students have not yet filtered into the public-school system. From talking with these leaders, many families that have their children in these preschool programs have commented that they are seeking other educational Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

programs as the local ISD has not been successful in maintaining a positive perception within the community and maintained academic success. With this we feel that kindergarten will be the easiest to fill as students are filtering into their prospective attendance zone campus. First and second grade will be more difficult to fill as most have already attended a school in their local zone. In order to fill our seats, we will pursue full enrollment utilizing 5 activities for recruiting students during our admission period.

Activity One: Community Outreach and Awareness

- Door to door outreach within areas of San Marcos identified for potential recruitment zones. This will include board and advisory council members as well as CLEAR's leadership team and volunteers.
- Targeted outreach from interested families connected through community events, learning camps, website, Facebook, Instagram, LinkedIn, Twitter, etc.
- Promotional material distributed throughout community (library, chamber of commerce, preschools, daycares, community centers, etc.) as well as the local papers and media outlets.

Activity Two: Preschool Outreach

- Informational sessions will be arranged through the local preschool programs.
- Promotional material distributed to all preschool programs and childcare facilities.
- Continued involvement with local library during preschool fairs, activities, book readings and other library events.

Activity Three: Mailings

- Before the registration window we will target families through LeadsPlease and distribute mailings to these families. These mailers will be simple to read (provided in English and Spanish) and give a brief overview about CLEAR and the registration process.

Activity Four: Information Sessions

- We will offer several information sessions prior to the registration deadline offering information, material and question/answer sessions from CLEAR's team. These sessions will be advertised through CLEAR's social media, local media, school website, newspapers, local media outlets, and local businesses.

Activity Five: Family-to-Family

- We will use current registered families to reach out to other families, friends, colleagues and neighbors. Yard signs will be distributed to registered families that will display the CLEAR logo, my child goes to CLEAR and contact information. This will be an effective way to develop school awareness and interest as well as school pride.
- Visits to registered students to offer support and resources before the start of school. This would include our staff, board members, advisory council, and volunteers.

Metrics for Evaluating Effectiveness of Student Recruitment

Roles, Responsibilities and Timelines

June – October 2020

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During the early stages of planning, implementing, or evaluating recruitment activities, the CEO and COO will begin the recruitment effort for the start-up year and continue to maintain relationships with interested families obtained in pre-charter. The governing board will begin review of recruitment strategies alongside the CEO and COO in August of 2020. November will be the first month where student recruiting will be monitored when it comes to the metrics that determine the effectiveness of the recruiting activities. Strategies and outcomes will be monitored each month until all seats are filled.

November 2020 - January 2020

The CLEAR team will continue the 5 activities during this time as well as begin to provide easy availability to parents and to assist them in filling out the application during the open-enrollment period. Some of the strategies include; informational sessions arranged through the local preschool and daycare programs as well as setting up tables and booths at local events.

February - March 2021

CLEAR's Open-Enrollment will come to an end on March 31. The CEO and the COO will assess the student admission and enrollment numbers and the strategies that seem to be making the most impact on recruitment. This information will be presented to the governing board. The CEO, COO/CAO and board will look at making short term adjustments if needed as well as long-term decision-making strategies as the school continues to grow for the next five years. (see *Recruitment Goals and Metrics* below)

April - July 2021

This time period will be critical in the success of CLEAR maintaining its enrollment. The CEO, COO/CAO, executive secretary, PEIMS coordinator and the board will work diligently to ensure those families that have enrolled their students at CLEAR get the utmost attention during this period leading up to the start of school. Activities will be planned throughout this period which include home visit for every family enrolled, at least 2 family nights focusing on CLEAR's model, mission, vision and core beliefs as well as building CLEAR's culture and community. We will have several informational sessions for students and families on CLEAR's waitlist as well as school updates for all as the start of school approaches. CLEAR will replicate its strategies from the community forum events as it was very successful. These strategies will be increased with intensity as well as monitored and adjusted on a weekly basis from the time Open-Enrollment begins to the time it closes. The board and CLEAR's leadership team had a strong commitment during the planning of our community forum and efforts to gain participation from families and the community. Every team member exceeded expectations in recruiting participation, and we know this will be the case during student recruitment. CLEAR has 50 families committed on an informal basis with continuous interests and questions from others nearly two years out from CLEAR opening. This is an indicator that once there is approval for the charter and they see tangible and visual evidence of CLEAR many more will commit to CLEAR.

Recruitment Goals and Metrics

Year 0 and Year 1

CLEAR Public Charter School will seek a **minimum** of 2 applications to every one seat available (grades k-2) in Year 0. This will ensure at least a positive ratio of 2:1 that will allow for some decline in numbers in the application to enrollment process, if that occurs. CLEAR's team

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and board will monitor this extensively on a month to month basis during the Open-Enrollment period from November 1, 2020 to March 31, 2021. With each grade level K-2 having 96 available seats, we will seek 188 applications for each grade level offered. Once the enrollment period ends, we will continue to monitor the waitlist as well as continue to implement those strategies listed above, especially in maintaining a high percentage of students that are initially enrolled and then begin school in August of 2021. Monthly recruitment goals for Year 0 is outlined below:

Evaluation of Recruitment Strategies

Year 0 Recruitment Metrics

November 2020 - 60 applications per grade

December 2020 - 90 applications per grade

January 2021 - 120 applications per grade

February 2021 - 150 applications per grade

March 2021 - 188 or more applications per grade

Year 1 Recruitment Metrics

November 2021 - 60 applications for kindergarten

December 2021 - 90 applications for kindergarten

January 2022 - 120 applications for kindergarten

February 2022 - 150 applications for kindergarten

March 2022 - 188 or more applications for kindergarten

A goal of 85% retention rate for FY 2021/2022 school year will be set. We will seek a minimum of 2:1 applications per available seats throughout the Open-Enrollment period.

*Note: In Year 1 CLEAR will continue to recruit for grades 1, 2 and 3 and monitor student enrollment and retention for these grades. The board and leadership team (CEO, COO/CAO) will continue to monitor the effectiveness of our recruiting strategies.

Student Recruitment Contingency Plan and Funding

We are confident that we will meet our target enrollment by the end of the Open-Enrollment period. With this we feel that kindergarten will be the easiest to fill as students are filtering into their prospective attendance zone campus. First and second grade will be more difficult to fill as most have already attended a school in their local zone. If at any time enrollment numbers come in lower than expected according to our monthly goals and metrics, we will initiate these steps:

- The CLEAR team will evaluate recruitment strategies and decide which strategies have been most successful in reaching families as well as those families that have registered. Once we identify the most effective strategy, we will increase the intensity of that strategy moving forward.

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- We will initiate an increased presence in daycares and preschools. The leadership team, board and advisory council will all be given specific directions and tasks on the daycares and preschools to target and what information to be shared in order to increase awareness and ease of registering their child or children.
- A door to door initiative will be implemented. Each CLEAR team member will specifically be assigned to target 20 potential families and recruit at least 10 to register. This could potentially be over 200 families targeted with 100 students registered during this initiative.

Note: If CLEAR does not meet our projected numbers after exhausting all efforts and using extensive measures for recruitment we will take the following actions: reduce the number of personnel hired in those specific grade levels, re-evaluate marketing and recruitment strategies and determine a new plan of action.

Costs: Recruitment and Marketing

We have allocated \$10,000 in Year 0 and \$5,000 each year after for student recruitment. We feel that these amounts are necessary as it will take more resources initially to recruit for a brand-new school. We will utilize these funds for various activities such as marketing, hosting informational events and other outreach activities along the way. Each year will be monitored and adjustments made as needed as the budget is formed and approved in June of each year.

Facility Acquisition

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

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

Facility Identified

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

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

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

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

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

Facility Not Identified

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

Facility Acquisition

CLEAR's desired facility will be intentional by design. The exterior as well as the interior design and functionality will reflect CLEAR's community model and will create an environment that is best suited to meet our mission and conform to our personalized learning environment model 'Fostering Communities of Learners' (FCL). Based on our FCL model learning will be both collaborative and open. Our younger students will learn in an open environment where knowledge is shared amongst the learners as each master the concepts and objectives being taught. Learning spaces will open but provide some access to private spaces for self-directed and self-determined learning. Teachers will work together in grade levels creating a grade-level community uninhibited by walls, doors and barriers. Some learning spaces will be designed more traditionally to accommodate science, art, and music as well as CLEAR's Academic Process of Intervention program. Learning spaces will be added each year as new grade levels join the community. No commercial kitchen will be required as breakfast and lunches will be prepared off-site and delivered to the students. Our commitment to hold true to our model, our mission and vision and our core beliefs will all be reflected in every part of our campus.

Facility Plan

CLEAR will seek to locate a campus in an area along the I-35 corridor in San Marcos, Texas. This will give most families easy access to our campus. Our target area, as we use I-35 as a reference, is the eastside of San Marcos between Ranch Road 12 and Hwy 80. The location will be dependent on availability, family interest and philanthropic support. We feel strongly about bringing a school to the community instead of the community coming to us. CLEAR is engaged with community members, leaders, facilities consultants, architectural firms and philanthropist to help us determine the best placement for our campus all while serving the needs of the Greater San Marcos families. As we continue to assess financial impact, availability of facilities and stakeholders, we will narrow our focus and efforts in establishing the right facility for our students.

Our focus and efforts will be based on these criteria:

- Easy accessibility from both mixed-income and low-income neighborhoods in San Marcos and the surrounding geographic zone we will serve.
- Proximity to main highways and roads for easy access in and out of the school, and those areas that will see exponential growth in the next 20 years.
- Availability of facilities that can contain our planned enrollment goals and fall within budget.
- Concentrated clusters of young family housing (i.e. East and North San Marcos)

Primary areas we are considering for CLEAR are located near Stagecoach as well as the Master's School property (16 acres) which closed summer of 2019. Secondary options include several properties on Highway 21 near the airport and as well as another on Post Rd and 159 on the northside of San Marcos. These are properties that could provide us a temporary space until Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

something more permanent becomes available. Other options include several standing facilities including Dick's Classic Car Museum and several local pre-existing buildings near our target area.

Future K-8th Grade Facility Model and Design

CLEAR is focused on finding a facility that suits the needs of our staff, students and the community. CLEAR's pre-existing facility plan is to lease a building for years 1 - 2. Based on enrollment projections CLEAR will seek approximately 20,000 square feet to serve CLEAR for two years. During year 2 we will seek a new site approximately 40,000 square feet that will provide enough space for years three through five. These options will allow us some time to create sustainability within our financial and academic model. In year five, CLEAR will be able to seek philanthropic support for an initial down payment to construct or buy a campus that is intentional in design and adaptable for future growth. Current financial projections show that facility expenses (Building and Land Rent/Lease) of 15% of state revenue will generate approximately \$400,00.00 in each of the first 2 year and grow to \$700,000 from year 3 on.

Facilities Model

We are currently working with a facilities consultant and their firm, InSite Educational Facilities Services, which have accumulated many years of experience working with charter schools in Texas. As we further investigate and identify properties that are available, we will have a better idea of the options and availabilities for CLEAR's campus. The CLEAR team has experience with educational facilities construction and have strong connections with architectural firms as well as contractors. CLEAR is consulting with Charter Schools Development Corporation to acquire financial support such as financing and credit acquisition. They focus on supporting new charter schools serving low-income families. To open our doors to students in August of 2021, we will need to identify our options by early fall 2020. Current financial projections assume facility expenses of approximately 19.5% of state revenue (including facility operations and maintenance), or approximately \$495,500 in the first year for 288 students.

Facilities Timelines and Consulting Organizations

Sept 2020 - Feb 2021; Purchase/Lease/Donation. We are currently seeking a long-term lease, including The Master's School (16 acres with portables, closed summer 2019) and Dick's Classic Car Museum (5 acres, 43,500 sqft). We will work with InSite Educational Facilities Services for these acquisitions or other options that may become available during our search.

Note: If leasing, the applicant will NOT be within the third degree of consanguinity or affinity to the lessor.

Dec 2020 - August 2021; Pre-existing facility identified and lease agreement approved. Pre-existing buildout plan developed, buildout approved, and work completed by beginning of June. Occupy pre-existing facility and Certificate of Occupancy with an "E" or Education rating for the facility issued by local authority and sent to TEA. Also, we will ensure that the facilities maintain compliance with the Americans with Disabilities Act (ADA).

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Transportation

CLEAR Public Charter School is proposed to be a “neighborhood campus” in which it is foreseeable that at least 50% of the enrolled student body resides will reside within five miles of the campus. CLEAR looks to bring a school to the community rather than the community coming to CLEAR. We are looking to place a campus on the East side of I-35 from Highway 80 to Centerpoint Rd or within a short distance from there. Many young families live in this corridor. This would allow easy access to CLEAR as the Interstate and Highway system is very conducive to quick travel and access to and from the Greater San Marcos area especially this area on the East side of town. Many of the students will come from the east, as our geo-boundary not only includes San Marcos, but several struggling communities described in the geographic boundary narrative. CLEAR will not provide daily bus transportation at this time. Transportation is a costly part of any school system and the increased liability puts a new school at a higher risk. San Marcos, currently, does not have a public transportation system. CLEAR will seek transportation by law and ensure compliance with 34 CFR 300.34(c) (16) of the Individuals with Disabilities Education Act (IDEA) for any students that require transportation due to their Individualized Education Plan (IEP). Any provider must provide references of integrity, timeliness, dependability and safety as well as pass a mandatory background check. Experience working with children with special needs is highly desirable. Transportation services will be sought, negotiated, selected and approved no later than April 2020. We have set aside \$5,000 a year for these services. We will seek every option available to provide the best access to our school.

Start-up Plan

CLEAR’s start-up plan will provide guidance and direction for a successful start of school come July 2021. Many actions must be thought through and followed through so that all moving parts come together as one unison effort. This cannot be completed without expertise, knowledge from a strong board and leadership team working together. Co-Founder Dr. Harris provided the template for the start-up plan which includes specific tasks, timelines and individuals responsible for those tasks. The board made recommendations and had questions on certain areas of the start-up plan. Those recommendations were incorporated, and questions were answered to the board’s satisfaction. The start-up plan is shown below.

Start-Up Funding

We have secured \$23,000 from local donors and the Moody Foundation. Our commitments from donors and the board upon charter approval total \$50,000. (See attachment 33)

Start-up Activities

1. Personnel

The CEO and the COO will start soon after SBOE contracts are issued. Projections include CEO (.67 FTE) \$60,300; COO (.67 FTE) \$50,250; Executive Secretary/HR (.25 FTE) \$11,250; PEIMS Coordinator (.25 FTE) \$11,250; Director of Technology (.25 FTE) \$15,000; (total payroll and taxes \$20,357).

2. Service Costs

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Accounting and Audit services \$5000 - Grant management, yearly audit services
Legal \$8000 - Policy development, legal guidance, purchase/lease agreements
Finance Consult \$15,000 - Payroll, accounting, financial workbook, board reports

3. School Operation Board Expenses: \$5,000. Required training

Classroom / Teaching Supplies & Materials: \$10,000

Special Ed Supplies & Materials: \$1,000

Textbooks / Workbooks: \$18,000

Supplies & Materials other: \$5,000

Equipment / Furniture: \$40,000

Telephone: \$1,200

Technology: \$20,000

Office Expense: \$1,000

Staff Development \$1,000

Staff Recruitment: \$2,500

Student Recruitment / Marketing: \$10,000

Travel (Staff): \$1,500

4. Facility Operation and Maintenance

Insurance: \$5,000

Janitorial Services: \$1,000

Building and Land Rent/Lease: \$20,000

Utilities: \$1,800

Internet: \$1,000

Building Lease deposit: \$10,000

Total expenses \$351,407

Facilities: Present - December 2020

The CEO, COO, financial committee and InSite EFS are currently looking at several pre-existing facilities that meets CLEAR's needs and budget. We have and will continue to consult with InSite EFS on any properties that may become available. We estimate a budget for leasing to include \$30,000 in start-up (lease and deposit). We are currently in conversations with the former Dick's Classic Car Museum building, and a private school.

Details: Identify property – Jan 2021; Negotiate and sign lease term – Feb 2021; Collect three bids for renovations and repairs – Mar 2021; Complete renovations and/or repairs – May 2021; Secure insurance and all permit to occupy – June 2021; An "E" occupancy certificate will be sent to TEA by July 1. Team leads: CEO, COO, Board

January - July 15

The COO will finalize all furniture, technology and classroom materials and have master schedule and room assignments completed. All rooms will be equipped by July 1 to ensure teachers and students have everything needed to start school.

Community, Student Engagement and Enrollment: October 2020

Five activities have been designed to ensure full enrollment for year 1. These activities will be launched soon after charter approval. The COO, education committee, advisory council and volunteers will coordinate and launch all engagements efforts. (See Student Recruitment and Enrollment)

Financial Management: October - June 2021

The board, CEO and the CFO consultant will schedule, review and analyze current assets and accounting practices as well as develop financial policies and procedures. The CFO consultant

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will manage all accounting and payroll beginning in October 2020 as grants and donations begin to come in. The CEO and CFO consultant will prepare and submit the 2021-2022 budget for approval to the board in June 2021.

Staff Recruitment: October 2020 - July 2021

The COO alongside the CEO will begin to recruit and hire staff according to the year one staffing model. During the first year, CLEAR will hire approximately 26 staff to fill educator, administration and support positions. CLEAR will seek to select educational experts that have exemplary qualities and bring a master learner mindset. The source of these applicants will come from Texas State University teacher graduates, CLEAR's teacher talent pool and teacher applications submitted from state targeted areas through our 'Applitrack' system. These targeted areas include the Greater San Marcos area, metro districts surrounding the San Marcos area as well as the areas around Texas' top education universities and colleges such as Texas Tech, Texas A&M and the University of Texas to name a few. This approach will bring potential educational experts from both local and state targeted areas. Hiring timeline detailed below:

- March 2020 – Director of Technology, Executive Secretary/HR and PEIMS Coordinator hired
- June 2020 - Teachers, IT coordinator, support and all other positions hired

(Note: we have had nearly 25 candidates reach out to us for potential positions to date)

Academics and Curriculum: October 2020 - June 2021

The COO will create a master schedule for academics and daily calendar, scope and sequence for all subjects K-2 grade, an assessment schedule, staff duty schedule, emergency drill calendar and schedule (according to Texas State School Safety), finalize master-learner development plan and schedule as well as the summer consortium (alongside the CEO), finalize mastery-based progression policies and software (Schoolrunner) and assessment policies (alongside the CEO) and teacher and leader evaluation schedule (TTESS and TPESS). All curriculum will be ordered by May 2021. All items that need board approval will be presented during in June 2021.

Special Services: March 2021

The CEO will finalize negotiations and contracts with special education services. The PEIMS coordinator alongside the COO will identify any students needing or receiving special education services, gather all records and documents after the enrollment period (April - July 2021). During the Summer Consortium the COO and the special education teacher will schedule all ARDS. The COO will also schedule all 504 and EL meetings according to student identification and need.

Operations: January - April 2021

The CEO and COO will identify all vendors and providers which include; Student, Financial and Academic Information Systems, food vendors, nurse services, janitorial services, uniform providers and all other contracted services (see contracted services narrative). The COO will finalize CLEAR's policy and procedures handbook, employee handbook, parent/student handbook, front office procedures, develop the final school calendar (school calendar board approved by February 2021). All policies, procedures and handbooks will be approved by June 2021. Student schedules will be finalized and published by July 19, 2021.

Procurement: June 2021

All vendors, providers or otherwise contracted services will be presented by the CEO and approved by the board.

Contingency Plan

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We have estimated that \$351,407 will be the total expenses for start-up in order to get ready for a July 2021 school opening. If funds are not available our contingency plan includes these options.

1. The CEO will not take a salary until July 2021. Also, the COO will not take a salary until July 2021. This is a savings of approximately \$127,000.
2. Equipment/Furniture can be delayed until the new fiscal year (1st year budget \$85,100) as well as apply for credit on any Equipment/Furniture purchases. This could save approximately \$40,000.
3. Technology budget can be reduced by \$10,000 and not hire Director of Technology until year 1 (\$17,000 savings). Purchase the rest of technology in new fiscal year (1st year budget \$75,280).
4. Clear will also seek a line of credit to cover cost until the new fiscal year as we have developed several relationships with local banks in the area. CLEAR will also seek to raise additional funds from our potential larger donors to cover costs during start-up. CLEAR also intends to apply for the Charter Start-Up Grant but has not included it in any of our projected revenues. Total savings: approximately \$194,000. The Board will continue to monitor the creation, adoption and implementation of the start-up plan and associated budget on a monthly basis during the board meetings as well as have some responsibility for carrying out the start-up plan as described above.

Mitigate Waste, Fraud and Abuse

As stewards of public money, CLEAR will mitigate any waste, fraud and abuse. It is our fiduciary responsibility as public school to spend dollars wisely and as efficiently and effectively as possible. The board and the officers of the school must oversee and be charged with that duty. The measures listed below will be implemented in order to mitigate any waste, fraud and abuse.

1. Identify and Assess risk - The finance committee will oversee the overall impact and identify and assess any and all risk when it comes to school budgeting and spending.
2. Transparency - All Board members and Officers of the school will be transparent with all budgeting and spending as well as recognize and call out any budgeting or spending that raises question or concern. All funds expended must be aligned and support CLEAR's mission, values, core beliefs and model.
3. Segregation of Duties and Controls - The board will adopt policies and procedures for all transactions of funds which include multiple approvals before any funds be deposited, withdrawn, distributed and/or spent.
4. Documentation - All transactions will be documented and presented to the board for oversight and approval if needed.
5. Protection of Assets - Records of inventory will be documented, reviewed and kept up to date. A yearly internal audit will be conducted by the COO for accountability and findings presented to the CEO and board.
6. Competitive Bidding - All projects will be competitively bid out for cost efficiency, quality of work, reputation, timeliness of completion and referenced background.
7. Authorization - All purchases will be approved by the CEO. Any purchase over \$5,000 must be approved by the board.

Board Oversight of Start-Up Plan

The board will be presented with a calendar timeline of all activities detailed in the start-up plan. This will give them an oversight tool that can be monitored during monthly board meetings. During start-up, board meetings will focus on each activity detailing the implementation and outcomes to date for those activities including financial data according plan. This data will be presented by the CEO.

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Financial Planning

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

Systems, Policies, and Processes

We have developed a robust plan to ensure that we comply with all state and federal financial reporting including the School Financial Integrity Rating System of Texas (FIRST). This is key in maintaining our financial responsibilities and managing our resources. We have also developed internal financial indicators that will help guide the board in overseeing the financial health of the school (see Performance Management page 86 for financial indicators). The board has several members that are well versed in school finance and can provide critical critique to ensure fiduciary responsibility of public monies. The CEO has extensive expertise in school finance and oversight of budgets as well as developing budgets. All school officers will be responsible for building their own specific budgets in accordance with the law and presenting that budget to the board for approval in June of each year. CLEAR will utilize “bookreport” to manage all finances and back-office services. They serve several large charters in Texas and are very familiar with accounting, purchasing, and payroll. The board president will ensure engagement of a yearly external audit by a Texas CPA licensed through the Texas State Board of Public Accountancy and registered as a provider of public accounting services.

Internal Controls

As stewards of public money, CLEAR will mitigate any waste, fraud and abuse. It is our fiduciary responsibility as public school to spend dollars wisely and as efficiently and effectively as possible. The board and the officers of the school must oversee and be charged with that duty. The measures listed below will be implemented internal controls mitigate any waste, fraud and abuse.

1. Identify and Assess risk - The finance committee will oversee the overall impact and identify and assess any and all risk when it comes to school budgeting and spending.
2. Transparency - All Board members and Officers of the school will be transparent with all budgeting and spending as well as recognize and call out any budgeting or spending that raises question or concern. All funds expended must be aligned and support CLEAR’s mission, values, core beliefs and model.
3. Segregation of Duties and Controls - The board will adopt policies and procedures for all transactions of funds which include multiple approvals before any funds be deposited, withdrawn, distributed and/or spent.
4. Documentation - All transactions will be documented and presented to the board for oversight and approval if needed.
5. Protection of Assets - Records of inventory will be documented, reviewed and kept up to date.

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A yearly internal audit will be conducted by the COO for accountability and findings presented to the CEO and board.

6. Competitive Bidding - All projects will be competitively bid out for cost efficiency, quality of work, reputation, timeliness of completion and referenced background.

7. Authorization - All purchases will be approved by the CEO. Any purchase over \$5,000 must be approved by the board.

Roles and Responsibilities

The CEO will ensure annual budgeting and processes are in accordance with the budgeting section of the Texas Education Agency's financial accountability resource guide. The CEO is responsible for the overall development and preparation of the annual budget. 'bookreport' will assist in insuring compliance with all laws as it pertains to the CLEAR's yearly budget. All school officers and directors will have subsets of the budget and will present their budget to the CEO by May of each year for a June approval by the board. The board president and finance committee will have oversight of the final draft of the budget and will recommend adoption of the presented budget. The executive secretary will post the adopted budget for public display on the school's website. In addition to this, the annual financial and compliance report will be posted on the school's website and will be available as a hard copy at the request of any person. All will be available at the school for dissemination.

Contracted Services

Back Office Services and Finance Consultant

CLEAR will utilize Cassandra Tognoni Gerdes with 'bookreport' to manage all back-office services and finance. She has years of experience with Texas charters managing general accounting, board reporting, human resources, payroll and annual audits. We have set aside \$15,000 for start-up and \$24,000 year 1 with an increase each year for inflation and complexity. CLEAR will also hire an independent auditor (CPA certified) for all yearly audits. We have set aside \$18,000 year 1 with an increase each year for inflation and complexity.

Food Services

CLEAR will seek to contract food services as this can incur high cost and liability. We will issue a Request for Proposal (RFP) and then identify the most efficient vendor that can meet the needs of serving our students specifically in schools. The vendor must have experience in and hold the certification to provide child nutrition services. The vendor must also provide compliance records that show good standing with the Texas Department of Agriculture and USDA requirements. Food services will be sought, negotiated, selected and approved no later than April 2021. We have set aside \$124,416 for the first year for these services. This will increase each year with additional student enrollment. CLEAR's National School Lunch Program will generate \$101,088 in reimbursements in year 1.

Transportation

CLEAR will seek transportation for any students that require transportation due to their Individualized Education Plan (IEP). Any provider must provide references of integrity, timeliness, dependability and safety as well as pass a mandatory background check. Experience working with children with special needs is highly desirable. Transportation services will be sought, negotiated, selected and approved no later than April 2021. We have set aside \$5,000 a year for these services.

Janitorial

CLEAR will seek janitorial services from a trusted provider that has experience working with schools or similar environment. The provider must be insured and bonded and provide proof of

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such coverages. Any provider must provide references of integrity, timeliness, dependability and safety as well as pass a mandatory background check. Janitorial services will be sought, negotiated, selected and approved no later than April 2021. We have set aside \$12,000 for the first year for these services. This will increase each year with additional square footage added as the school grow in capacity.

Nurse

CLEAR will seek nurse services in order to provide mandated hearing and vision screenings for kindergarten, 1st, 3rd and 5th grade students. Any provider must provide references of integrity, timeliness, dependability and safety as well as pass a mandatory background check. Janitorial services will be sought, negotiated, selected and approved no later than April 2021. We have set aside \$7,200 for the first year for these services. This will increase each year with additional student enrollment in those grade level that have mandated hearing and vision screening requirements.

Special Education (SPED)

CLEAR will seek SPED services upon identification of students needing services such as; speech therapy, occupational therapy and physical therapy. We anticipate 9% of our students needing some sort of SPED services. Any provider must possess all necessary certifications and licenses and have experience and success working with students with special needs. SPED services will be sought, negotiated, selected and approved no later than April 2021. CLEAR will contract diagnostic services and for screening as well. We have set aside \$35,840 for the first year for these services. This will increase each year with additional anticipated SPED enrollment.

Legal Consultation

CLEAR will seek legal expertise services (board certified) in order to provide legal guidance, expertise and/or review on legal agreements, board policies, state and federal education law and any other legal advice that is consistent with good oversight and best practice for operating an educational entity. The legal services must be admitted the Texas State Bar and carry all necessary insurance. They must also have school experience and be very familiar with school law. Legal services will be sought, negotiated, selected and approved no later than April 2021. We have set aside \$5,000 a year for these services.

Real Properties

CLEAR Public Charter School will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

*Each of these services and their estimated cost can be viewed in the Financial Workbook.

Overall Budget Assumptions and Expenditures

CLEAR will open to a kindergarten through 2nd grade campus in August 2021 and will serve 288 students. We will grow by one grade level each year until CLEAR becomes a kindergarten through 8th grade campus serving 896 students. Kindergarten through 4th grades will maintain a 24:1 student teacher ratio and 5th through 8th grade will maintain a 26:1 student teacher ratio. In the first year we have estimated 88% attendance. We wanted to be conservative and assume that the attendance rate will increase by 2% in year 2 and then 1% each year thereafter. The average attendance rate for the elementary level can be anywhere from 94% - 97% depending on the district or charter. San Marcos CISD attendance rate from the latest TAPR 2018 indicates they had a 93.9% attendance rate district wide. We have estimated our attendance to be lower than this due to the newness of the charter but anticipate a better rate than projected as the school

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becomes established and matures. In addition, we recognize that the model must also include an estimation for not being fully subscribed as we build our reputation and therefore waitlist in the community.

Based on the San Marcos and surrounding area demographics, we anticipate 74% of our student to qualify as low socioeconomic (LSES). CLEAR's other projections include 55% at-risk, 7% gifted and talented, 12% bilingual/ESL and 9% special education. CLEAR's projections as defined in the financial workbook which include state and federal revenue are calculated from ADA and these demographic percentages. We anticipate a revenue stream of \$2.52 million in the first year (\$8,784 revenue per pupil; \$8,685 expense per pupil, 253 students ADA at 88% attendance) and increase to \$6.34 million by year five (\$9,222 revenue per pupil; \$8,294 expense per pupil, 639 students ADA at 93% attendance). IDEA and Title funds are not included in our initial financial workbook. We assume substantial funding from these revenue sources but in order to maintain a conservative plan we have not calculated them into our budget.

*Average Daily Attendance (ADA)

If funding is not available and we do borrow to offset expenditures, we will comply with the lenders contract for repayment and meet our obligations until all borrowed funds are paid in full.

Expenditures

Personnel Costs

Administrative Staff: \$314,320 first year. 2% staff raise each year built in.

Instructional Staff: \$896,500 first year. 2% staff raise each year built in.

Total Personnel Expenses: \$1,210,820

Payroll, Taxes and Benefits

CLEAR will participate in the Teacher Retirement System (TRS) and contribute accordingly.

This is estimated at 2.5% of total personnel expense.

Medicare: budgeted at 1.45% of total personnel expense.

State Unemployment: estimated at .45% total personnel expense.

Health Insurance: estimated at 6% total personnel expense.

Dental Insurance: estimated at .6% total personnel expense.

Vision Insurance: estimated at .25% total personnel expense.

Life Insurance: estimated at .1% total personnel expense.

Total Personal Tax and Benefits Expenses: \$1,395,470

Contracted Services

Accounting/Audit: \$18,000 each year

Legal: \$5,000 each year

Nurse Services: \$7,200 first year and increase with enrollment.

Food Services: \$124,416 first year and increase with enrollment.

Special Education Services: \$35,840 first year and increase with enrollment.

Finance and Student Software: \$40,000 each year.

Financial Consulting (CFO contract): \$24,000 each year.

Library: \$1,000 first year and increase with enrollment.

School Operations

Board Expenses: \$5,000 each year.

Classroom / Teaching Supplies & Materials: \$6,000 first year and increase with enrollment.

Special Ed Supplies & Materials: \$4,200 first year and increase with enrollment.

Textbooks / Workbooks: \$7,200 first year and increase with enrollment.

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Supplies & Materials other: \$6,550 first year and increase with enrollment
Equipment / Furniture: \$85,100 first year; \$63,825 each year thereafter.
Telephone: \$12,000 each year.
Technology: \$75,280 first year; \$56,460 each year thereafter.
Student Testing & Assessment: \$50 per student; first year \$14,400 and increase with enrollment.
Field Trips: \$25 per student; first year \$7,200 and increase with enrollment.
Transportation (student): \$5,000 each year.
Student Services - other: \$5,000 each year and increase with enrollment.
Office Expense: \$1,000 each year
Staff Development: \$13,100 and increase with added staff.
Staff Recruitment: \$2,500 each year.
Student Recruitment / Marketing: \$5,000 each year thereafter.
CLI: Year 1 \$75,000 (partial implementation), Year 5 \$366,211 (full implementation)
In-Service: Year 1 \$20,400 and increase with staff (\$125 per staff per day)
Travel (Staff): \$1,500 and increase each year.

Facilities, Operations and Maintenance

Insurance: \$12,000 first year and increase with facilities growth.
Janitorial Services: \$12,000 first year and increase with facilities growth.
Building and Land Rent / Lease: \$400,000 first and second year. \$700,000 will be budgeted for year 3-5.
Repairs & Maintenance: \$10,000 first year, \$11,000 second year. Increases to \$26,620 by year 5. This increases due to larger facility size in year 3 and wear and tear from school operation.
Security Services: \$12,000 each year. This includes but not limited to cameras and software, ALICE training, Standard Response Protocol training and security and safety software (Raptor system). This will increase each year to cover larger facility and to add additional safety measures.
Utilities: \$37,500 first year, \$43,125 second year, \$97,031 (due to larger facility) and increase slightly for the additional usage of larger facility.

Contingencies Year 1

Assuming start-up funding is realized, CLEAR will start year 1 with everything needed to begin school in July of 2021. Each year thereafter we will build on our fund balance as such; year 1 - \$23,095; year 2 - \$241,628; year 3 - \$69,526; year 4 - \$334,450; year 5 - \$625,321. This will give us approximately 60 days cash on hand by year 5. If anticipated revenues are not received or are lower than estimated, several options will be utilized which can include reduction in staffing numbers, pay increase freeze and a reduction in technology allotment. This alone could save nearly \$200,000. Also, a reduction in CEO salary could be negotiated to offset costs. We will also ask for a larger donation from our funders and seek additional funding through outside and local resources. CLEAR's overall financial health will be good going into year 1. Strong oversight from the finance committee as well as guidance from our experienced CFO consultant will be very beneficial in maintaining the financial health of CLEAR in the beginning as well into the future.

Grants and Fundraising

CLEAR is seeking financial commitments from several foundations, local donors and grants for the sum of \$278,407 for startup as we have already raised over \$70,000 to date. Some of these funds may be granted, donated and/or matching as well as in-kind. These start-up funds will provide salaries, technology, furniture, marketing, recruiting, curriculum, etc. for CLEAR to

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have everything needed for day one of school. CLEAR's board of directors have committed to a \$10,000 dollar donation through fundraising starting after charter approval and each year thereafter. All commitment letters are attached and can be found in Attachment 33. We anticipate funding to increase dramatically as we get approval and launch CLEAR. We will seek more donations both dollars and in-kind as well as fundraising activities that will be ignited after charter approval. CLEAR has requested donations and grants from several entities. CLEAR has made grant requests totaling about \$700,000. CLEAR will utilize the 'Discount Methodology' by Nonprofit Finance Fund in anticipating revenue on a yearly basis from contributed revenue sources (<https://nff.org/blog/art-forecasting-contributed-revenue>). This method assigns risk percentages to each potential donor based on previous relationships, expected outcomes and probability of receiving what was asked. CLEAR assigned risk percentages for each of our requests from 5% to as high as 75%. For example, if we ask for a \$10,000 donation and assign a 20% probability of getting that request then we can assume that we will get \$2,000. We then add all our request to get a total anticipated contribution from those requests. To be conservative CLEAR has 'Discounted' the entities at 40%. This will generate approximately \$280,000 for CLEAR's start-up expenses. Those entities include:

KLE Foundation - NewSchools Venture Fund Invent Grant - Walton Family Foundation - Louis Calder Foundation - American Honda Foundation - Brown Foundation - Ed Rachel Foundation - Ozona Bank - The Lowe Foundation - Moody Foundation - Women's Council of CTMC - Grande Communication - Local Private Donors

CLEAR does plan to apply for the Charter School Start-Up Grant funded through TEA upon approval which could provide an additional \$450,000 - \$800,000 revenue stream but this revenue has not been included in our budget.

CLEAR has built fundraising goals into its budget. With fundraising experience at the campus and district level we have set realistic targets for this activity. Those goals and targets are listed here and can be seen in 'Total Local and Other Revenue' in the financial workbook.

Year 1: \$50,000

Year 2: \$68,000

Year 3: \$85,680

Year 4: \$105,386

Year 5: \$125,410

Note: These totals include \$10,000 board commitment.

These fundraising events will vary. Some events will be grade-level, and some will be campus level. The CAO and CAA's will be responsible for the overall fundraising event. In year 2, we will hire a Director of Communications, Grants, and Fundraising. This person will lead all fundraising events for CLEAR. And will work closely with the campus administrators and staff to ensure good quality and legitimate fundraising opportunities to reach CLEAR's fundraising goals.

Liability Insurance

CLEAR is consulting with John Armbrust, CEO Austin Achieve Public School, to connect with the right company to provide the necessary liability insurance for CLEAR. We have provided an example and a company that we are working with to prepare a coverage for CLEAR (see attachment 37).

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Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 21, 2020**.

Texas Certificate of Filing

Corporations Section
P.O. Box 13697
Austin, Texas 78711-3697

Carlos H. Cascos
Secretary of State



Office of the Secretary of State
CERTIFICATE OF FILING
OF

File Number:

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of:

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: 07/24/2015
Effective: 07/24/2015




Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Gustafson

Come visit us on the internet at <http://www.assc.state.tx.us>
FAX: (512) 463-5709
TDD:

Dial 711 for Relay Services
Document:

Texas Certificate of Formation

Form 202
(Revised 05/11)

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



This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 – Entity Name and Type

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

Article 2 – Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

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

OR

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Form 202

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



**Certificate of Formation
Nonprofit Corporation**

Filing Fee: \$25

Filed in the Office of the
Secretary of State of Texas
Filing #: 802902806 01/10/2018
Document #: 787523420003
Image Generated Electronically
for Web Filing

Article 1 - Corporate Name

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

CLEAR Public Charter School

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:

Jason Harris

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

Street Address:

1013 Deer Trail Rd Weimar TX 78962

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: **Jason Harris**

Title: **Director**

Address: **1013 Deer Trail Rd Weimar TX, USA 78962**

Director 2: **Ginny Janaki**

Title: **Director**

Address: **1504 Paintbrush Dr Lockhart TX, USA 78644**

Director 3: **Richard Robbins**

Title: **Director**

Address: **2546 Otter Way New Braunfels TX, USA 78132**

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:

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under

501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The specific purpose is to provide Primary Education to children.

Supplemental Provisions / Information

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of section 501(c)(3) purposes. No substantial part of the activities of the corporation shall be carrying on of propaganda, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

Upon dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of the County in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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

Effectiveness of Filing

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

OR

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

Organizer

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

Jason Harris **1013 Deer Trail Rd. Weimar, TX 78962**

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.

Jason Harris

Signature of organizer.



Office of the Secretary of State

CERTIFICATE OF FILING OF

CLEAR Public Charter School
File Number: 802902806

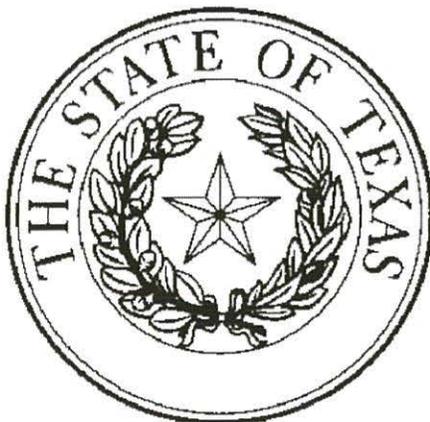
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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: 01/10/2018

Effective: 01/10/2018



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

Rolando B. Pablos
Secretary of State

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

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

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

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

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

DEPARTMENT OF THE TREASURY

JUL 23 2018

Date:

CLEAR PUBLIC CHARTER SCHOOL
C/O FLOYD GREEN JR
3114 MERCER UNIVERSITY DR STE 200
ATLANTA, GA 30341

Employer Identification Number:
82-3981476
DLN:
17053047329018
Contact Person:
PAUL F CAPPEL II ID# 31665
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
January 10, 2018
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

Letter 947

CLEAR PUBLIC CHARTER SCHOOL

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen a. martin

Director, Exempt Organizations
Rulings and Agreements

Letter 947

Attachment 3: Applicant Information Session Documentation

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

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

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

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: CLEAR Public Charter School

Sponsoring Entity Name as reflected on the 501(c)(3) form: CLEAR Public Charter School

Application Contact Name: Jason Harris, Ginny Janak

Title/Role: Founder/CEO, Founder/COO

Email: jharris@clearcharter.org Phone: 979-733-3770

Board Member Attending: Jeremy Jones

Board Member Attending: Molly Ann Rosas-Garcia

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

Attachment 4: Evidence of Community Demand

Provide the following:

- **Evidence of support.** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- **Meeting Agenda.** The formal agenda that was followed during each public meeting.
- **Public meeting protocol.** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- **Letter(s) of support.** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Evidence of Support

Why CLEAR?

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.



Innovations

-  Theory & Practice of Teaching
'Fostering a Community of Learner's'
Constructivist teaching model (FCL)
-  Multi-Year Looping
-  Community School Partnership
-  Mastery Based Progression

Curriculum & Instruction

-  Individually Guided Early Literacy
-  Coding & Computer Science
-  Social & Emotional Learning
-  S.T.E.A.M Academics

A Personalized Model Empowering
Student Centered & Inquiry-Based Learning

serving students in grades K-8



clearcharter.org

CONTACT US

jharris@clearcharter.org
gjanak@clearcharter.org

clearcharter.org

PO Box 1784
San Marcos, TX 78667

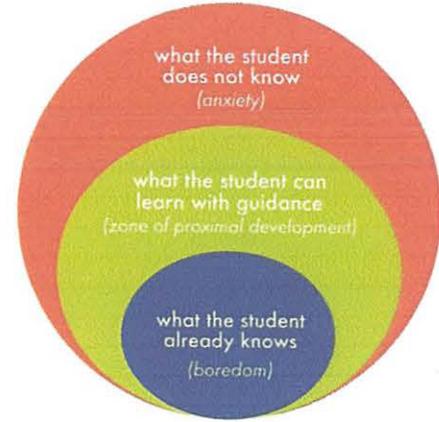
Why CLEAR?

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

Our Theory & Practice of Teaching

'Fostering a Community of Learners'

Constructivist teaching model (FCL)



Innovations



Multi-Year Looping



Community School Partnership



Mastery Based Progression

Curriculum & Instruction



Individually Guided Early Literacy



Coding & Computer Science



Social & Emotional Learning



S.T.E.A.M Academics

THE CLEAR difference

A Personalized Model Empowering Student Centered & Inquiry-Based Learning

serving students in grades K-8



clearcharter.org

CONTACT US

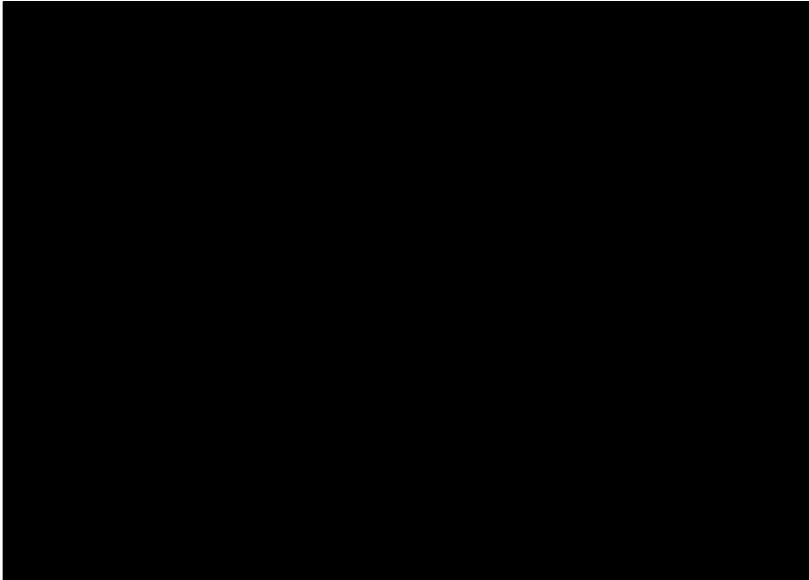
jharris@clearcharter.org
gjanak@clearcharter.org

clearcharter.org

PO Box 1784
San Marcos, TX 78667



Public Charter School



Kindergarten – 8th grade

the CLEAR difference

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.



The CLEAR Difference

Personalized Learning

'Fostering a Community of Learners' (FCL)

Multi-Year Looping

Mastery-Based Progression

CLEARcharter.org

PO Box 1784

San Marcos, TX 78666

jharris@clearcharter.org

gjanak@clearcharter.org

www.clearcharter.org

CLEAR



Public Charter School



CONTACT US

clearcharter.org

PO Box 1784
San Marcos, TX 78667

jharris@clearcharter.org
gjanak@clearcharter.org



the CLEAR difference

A Personalized Model
Empowering Student Centered & Inquiry-
Based Learning

serving students in grades K-8



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Public Charter School

CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

CHOICE
LEADERSHIP
RESILIENCY



OUR MODEL

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

Community Survey on Education for your Child

This survey may be completed on **SurveyMonkey** at the following site or by use of the provided **QR code**. You may also complete this paper copy and return to your provider to be collected. Thanks for your participation!!!

<https://www.surveymonkey.com/r/BVJRG9G>

Please circle one of the following choices which best reflects your views on the situations described in the sentence:



1. The school that my child will attend for the next 5 to 6 years may not best prepare my child for future success.

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

2. If I had other schools to choose from for my child to attend, other than the school in my attendance zone, I would consider those options for my child.

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

3. The local Independent School District's elementary schools may not provide the best path for my child to be successful in secondary school (6th-12th grade).

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

4. I would be interested in sending my child to a school that is focused on building a community that empowers learning and achievement through choice (empowering students to explore content through their interests), leadership (instilling confidence and a belief that they can achieve anything), and resiliency (allowing students to think independently, solve problems, and communicate with others).

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

5. I would be interested in sending my child to a school that focuses on individual student goals set by the community which includes teachers, parents and students rather than an over emphasis on numerical grades.

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree

6. I would like for my child to attend a school that believes in building a community that empowers learning through choice, leadership and resiliency in a rapidly approaching future.

- (5) Strongly agree
- (4) Agree
- (3) Neutral, i.e. neither agree nor disagree
- (2) Disagree
- (1) Strongly disagree



Public Charter School

COMMUNITY FORUM EVENT

Monday, November 5th - 6:00-7:00 pm

Old Fish Hatchery Community Building

206 N CM Allen Parkway

San Marcos, TX 78666

Come learn more about CLEAR!!!!

FOOD, DRINKS AND KID ACTIVITIES!!!

Prizes and Goodies for every child that attends!!!!

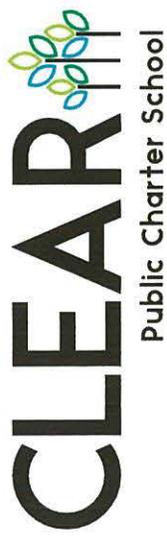
Tuition Free, Open Enrollment

Serving students in grade K-6

CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

CLEARcharter.org

gjanak@clearcharter.org – jharris@clearcharter.org



NOV 5, 2018

COMMUNITY FORUM

6PM Old Fish Hatchery
Community Building

join us for a **COMMUNITY FORUM EVENT** &
learn more about CLEAR public charter school,
a K-5 tuition free elementary campus



PO Box 1784
San Marcos, TX 78666

FOOD, DRINKS & KID'S ACTIVITIES

6:00 - 7:00PM

Old Fish Hatchery Community Building
206 N CM Allen Parkway
San Marcos, TX 78666



CLEAR is a community that empowers learning and achievement through
choice, leadership and resiliency in a rapidly approaching future.

CLEARcharter.org
gjanak@clearcharter.org · jharris@clearcharter.org

134



Public Charter School

Public Information Meeting

Coffee and Pastries

Thursday, November 29th - 8:00-9:00 am

Splash Coworking

326 N LBJ Drive

San Marcos, TX 78666

Sponsored by VeoRide

Tuition Free, Open Enrollment

Serving students in grade K-6

CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

CLEARcharter.org

gjanak@clearcharter.org – jharris@clearcharter.org



Public Charter School

COMMUNITY FORUM

Saturday, October 12th - 11:00 am - 12:00 pm

San Marcos BBQ

2601 Hunter Rd

San Marcos, TX 78666

Come learn more about CLEAR!!!!

Serving students in grade K-8

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

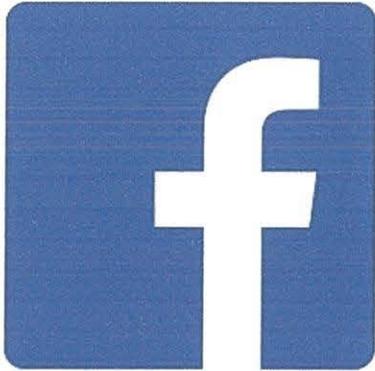
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gjanak@clearcharter.org – jharris@clearcharter.org

Social Media

STAY INFORMED!!!

Follow our social media pages.



@CLEARPublicCharter



@clearcharter



@CLEARcharter



@CLEAR Public Charter School



Edit profile

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@CLEARcharter

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

San Marcos, TX CLEARcharter.org



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CLEAR Public Charter School updated their profile picture.

August 7, 2018 · 🌐



CLEAR Public Charter S...



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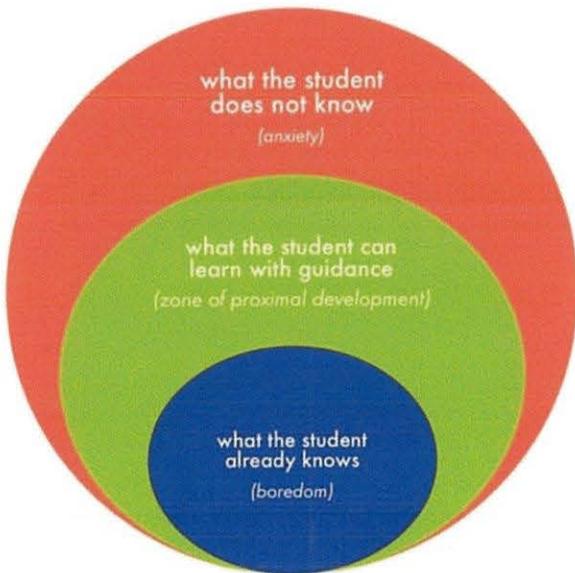
CLEAR Public Charter School

August 20, 2018 · 🌐

Visit the CLEAR team at the San Marcos business expo this Thursday, August 23 at the Embassy Suite conference center. To learn more visit our booth and pick up some freebies. www.clearcharter.org



CLEAR's model 'Fostering Communities of Learners' is a model empowering student-centered & inquiry-based learning oriented toward the development of higher-order understanding by means of complex, authentic tasks, collaborative scientific research, and reciprocal teaching. The goal is to aim learning activities towards the Zone of Proximal Development until the child learns to become independently proficient at tasks that they could only accomplish with help.



Welcome to San Marcos Business Expo!!!!
#SMTXbizEXPO

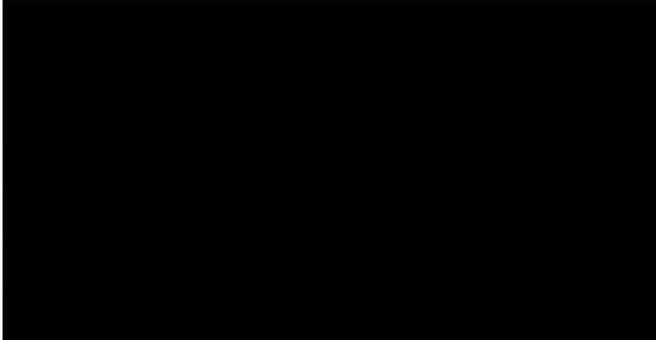


CLEAR believes computer science (CS) and coding is so important in today's world and in the future for children. Here's why we think this:

- CS & Coding drives innovation.
- CS & Coding allows kids to be creative.
- CS & Coding builds confidence.
- CS & Coding is best learned early.
- CS & Coding translates to success in other areas such as math, reading and science.

At CLEAR, every student starting in Kindergarten will participate in a computer science program and have the opportunity to engage in coding, robotics and computational activities.

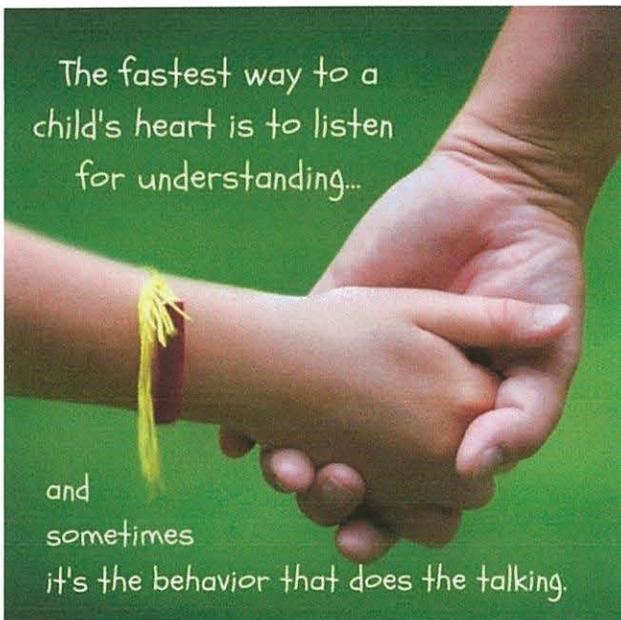
 CLEAR Public Charter School added an event. September 26, 2018 · 🌐



MON, NOV 5, 2018
Community Forum Event
San Marcos Old Fish Hatchery · San Mar... [GOING](#) ▾

 CLEAR Public Charter School October 19, 2018 · 🌐

CLEAR believes is building relationships with students which creates a trusting and loving environment that opens their hearts to learning forever!!!



 CLEAR Public Charter School November 23, 2018 · 🌐

Join CLEAR Thursday, November 29th for coffee and pastries!
Public Information Meeting
8:00-9:00 am
Splash Coworking
326 LBJ Drive, San Marcos



< ⚙️

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CLEAR Public Charter School ...
 January 21, 2019 · 🌐

Built into everyday life at CLEAR, the community will be the key component to developing and fostering a love for learning as well as a desire to engage in self-determined learning that matters to them. From staff to students, parents, friends surrounding neighbors, business owners, volunteers and all interested in building relationships to foster a culture of continual learning, CLEAR will be at the forefront of this community.

#community #CLEAR #education #kidsarethefuture



< ⚙️

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CLEAR Public Charter School added an event. ...
 September 16, 2019 · 🌐

SAT, OCT 12, 2019
Community Forum and Lunch
 San Marcos BBQ · San Marcos, TX

GOING ▼

< ⚙️

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CLEAR Public Charter School ...
 September 9, 2019 · 🌐

**Community
 Forum and Lunch**

**Saturday, October 12 at 11:00 AM
 to 12:00 PM**

CLEAR Public Charter School

**San Marcos BBQ
 2601 Hunter Road
 San Marcos TX 78666**



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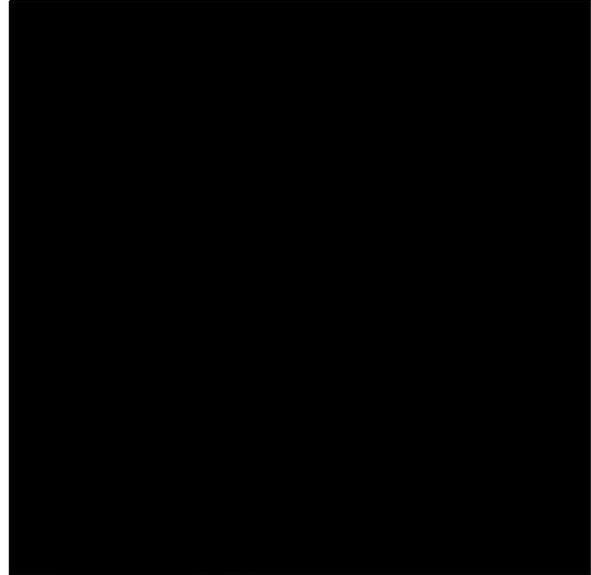
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clearcharter CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

realistically.fit

August 2, 2018

clearcharter The CLEAR team enjoyed volunteering at the San Marcos Public Library Literacy Festival!!!
August 1, 2018



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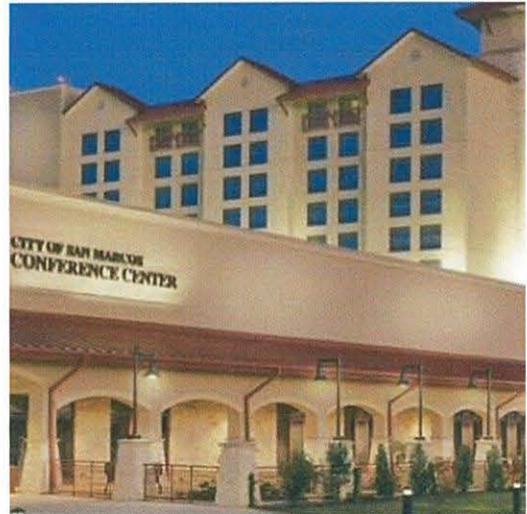
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August 23, 2018



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5 likes

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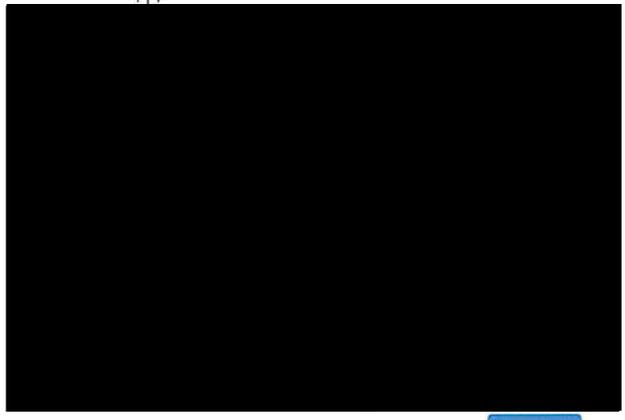
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Public Information Meeting
8:00-9:00 am
Splash Coworking
326 LBJ Drive, San Marcos



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Liked by cyclebarnewbraunfels and 7 others
clearcharter CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future. #theCLEARdifference #personalizedlearning
September 9, 2019



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2 likes
clearcharter Thanks to Buffalo Wings & Rings for these awesome kid's meal coupons for CLEAR's community event!!!!
November 4, 2018

Community Forum and Lunch
Saturday, October 12 at 11:00 AM to 12:00 PM
CLEAR Public Charter School
San Marcos BBQ
2601 Hunter Road
San Marcos TX 78666

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4 likes
clearcharter Come learn about CLEAR!!!
September 9, 2019

← CLEARCHARTER Posts

clearcharter

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5 likes

clearcharter #theCLEARdifference #personalizedlearning #EducatingTheFuture

November 8, 2019

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CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
1yr • 🌱

CLEAR believes this is the future as it will utilize a mastery based progression approach to assess student growth and performance.

Quentin Woods, Ed.D. • 2nd
Educational Consultant at Dr Q Consulting, LLC
1yr • 🌱

Grades vocabulary	No-grades vocabulary
grading	assessing
score	assess
"What grade did I get?"	"What did I learn?"
"This is wrong."	"Try another way."
problem	challenge, opportunity
judgment or criticism	feedback
get good grades	achieve proficiency or mastery

Shifting the Grading Mindset Starts With Our Words
blogs.edweek.org

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Be the first to comment on this

CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
1yr • 🌱

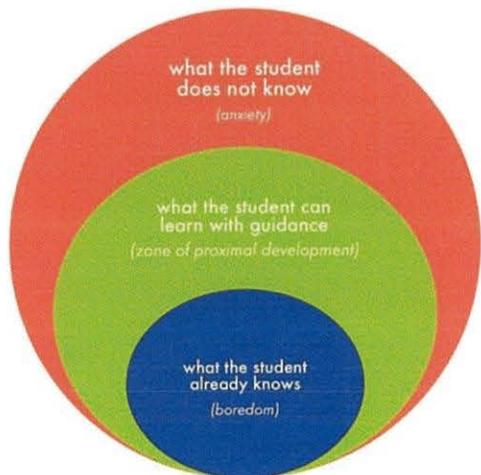
Welcome to CLEAR Public Charter School!
the CLEAR difference...A Community Model Empowering Student Centered & Inquiry-Based Learning
www.CLEARcharter.org

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1yr • 🌱

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CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
1yr •

CLEAR Community Forum Meeting and Event!!!

Monday, November 5th
6-7 pm
Old Fish Hatchery
San Marcos, Tx

Come learn more about CLEAR!!!!!!!

< Articles, posts & more...

All activity Articles Posts Documents



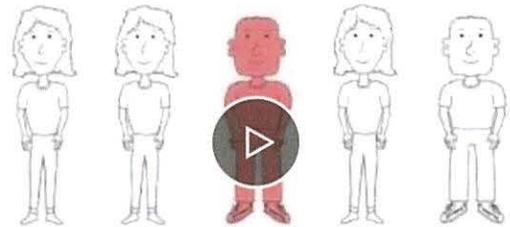
CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
1yr •

We believe in the power of reading, balanced literary instruction and effective teaching.



Children's Literacy Initiative
12,769 followers
1yr •

Simply learning to read is an extraordinarily freeing act. We envision a nation where every child, regardless of socio-economic background, has the power of ...see more



1 IN 5 KIDS

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CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
1yr •

CLEAR Public Information Meeting
Coffee and Pastries
Thursday, November 29
8-9 AM
Splash Coworking
326 N LBJ Drive, San Marcos, Tx

< Articles, posts & more...

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CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
7mo •

SEEKING BOARD MEMBERS

CLEAR is a proposed K-8 charter school. We are seeking interested individuals who have the desire to volunteer their energy and experience in order to provide opportunities to students and fulfill CLEAR's mission.

CLEAR is a community that empowers personalized learning through choice, leadership and resiliency in a rapidly approaching future.

Please visit the link below to complete a board interest form.
[#charterschool](#) [#personalizedlearning](#) [#students](#)
[#theCLEARdifference](#)

Articles, posts & more...

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CLEAR Public Charter School
Non-Profit at CLEAR Public Charter School
4mo • ©

Community Forum and Lunch

Saturday, October 12 at 11:00 AM to 12:00 PM

CLEAR Public Charter School

San Marcos BBQ
2601 Hunter Road
San Marcos TX 78666

CLEAR Public Charter School
90 Tweets

Tweets Tweets & replies Media Likes



CLEAR Public Charter Sch... · 8/20/18
Visit the CLEAR team at the San Marcos business expo this Thursday, August 23 at the Embassy Suite conference center. To learn more visit our booth and pick up some freebies. clearcharter.org



1 4

You Retweeted



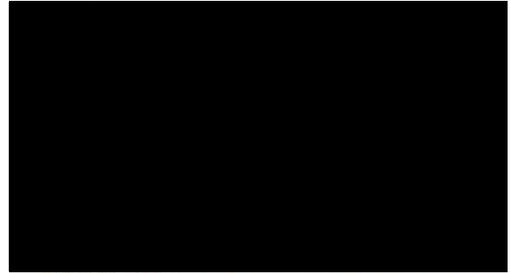
Youth Code Jam @YouthCo... · 8/16/18
With the support of funders like @googlefiber, our nonprofit organization has been able to expand from one annual code event to smaller code jams, camps, and more all year. Thank you! #csforall #nonprofit #sanantonio #satx #nonprofit #thanks #csforall

CLEAR Public Charter School
90 Tweets

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CLEAR Public Charter School · 8/1/18
the CLEAR difference...A Community Model Empowering Student Centered & Inquiry-Based Learning



1 2



CLEAR Public Charter School · 8/1/18
Welcome to CLEAR Public Charter School!!!!



CLEAR Public Charter School
90 Tweets

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CLEAR Public Charter Sch... · 8/23/18
Welcome to San Marcos Expo!!!!
#SMTXbizEXPO #theCLEARdifference



1 2



CLEAR Public Charter Sch... · 8/22/18
The CLEAR team will be at the San Marcos Business Expo this Thursday, August 23 at the Embassy Suite Conference Center. To learn more visit our booth and pick up some freebies. clearcharter.org

CLEAR Public Charter School
90 Tweets

Tweets **Tweets & replies** Media Likes



CLEAR Public Charter Sc... · 10/10/18
CLEAR believes in individualized learning, goals and mastery based progression.
[#everychildcanlearn](#)

Education Week · 10/10/18

A new national report summarizes what decades of research tell us about how students' culture and connections shape how they learn.
edwk.it/2IJUxt2

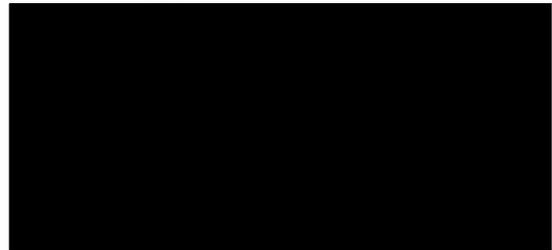


CLEAR Public Charter School
90 Tweets

Tweets **Tweets & replies** Media Likes



CLEAR Public Charter Sch... · 10/7/18
CLEAR's core belief: Parents/Guardians take responsibility for our school supporting each other as a community and protecting the rights of each child.



3 Great Tips for Story-time with Your Toddler - Children's Literacy Initiative
cli.org

CLEAR Public Charter School
90 Tweets

Tweets **Tweets & replies** Media Likes



CLEAR Public Charter School · 9/9/19
[#theCLEARdifference](#)

Forum and Lunch

Saturday, October 12 at 11:00 AM to 12:00 PM

CLEAR Public Charter School

San Marcos BBQ
2601 Hunter Road
San Marcos TX 78666



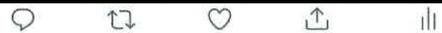
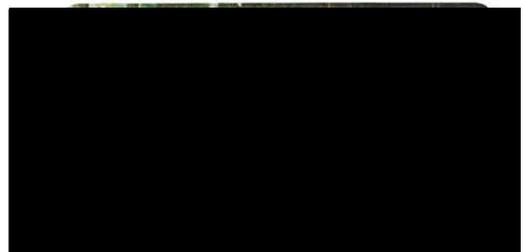
CLEAR Public Charter School · 9/9/19
CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.
[#theCLEARdifference](#)
[#personalizedlearning](#)

CLEAR Public Charter School
90 Tweets

Tweets **Tweets & replies** Media Likes



CLEAR Public Charter Sch... · 9/24/19
CLEAR will serve students in K-8th grades.
Visit:
clearcharter.org
[#theCLEARdifference](#)



CLEAR Public Charter Sch... · 9/18/19



CLEAR Public Charter Sch... · 9/18/19

Tweets **Tweets & replies** Media Likes



CLEAR Public Charter Sch... · 11/8/19 ▾

#education #personalizedlearning #theCLEARdifference



OUR MODEL

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.



CLEAR Public Charter School · 11/7/19 ▾

As educators and leaders of today, we must foster leadership opportunities for our youth. Real problems of the future will be solved by children of today. We must foster today what will be solved tomorrow.

#CLEARPUBLICCHARTERSCHOOL #leadership

...eativethinkers-com.cdn.ampproject.org/c/s/www.raisin...



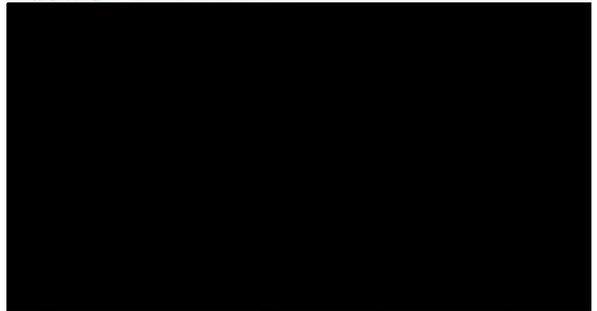
Tweets **Tweets & replies** Media Likes



CLEAR Public Charter Sch... · 9/24/19 ▾

CLEAR will serve students in K-8th grades.

Visit:
clearcharter.org
#theCLEARdifference



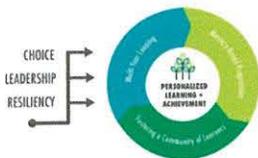
CLEAR Public Charter Sch... · 9/18/19 ▾



CLEAR Public Charter Sch... · 9/...



Personalized Learning



OUR MODEL
CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

Teaching and Learning

CLEAR will use "Fostering Communities of Learner research based approach to teaching and learn focuses on individual student growth and collabor, a model of teaching and learning which "emboc traditions of democratic, student-centered, and in instruction" (Mintrop, 2004).



CLEAR's Grading and Reporti

Attached Adobe Reader PDF file...

.PDF

CLEAR's Sample Report Card

Attached Adobe Reader PDF file...

.PDF



CLEAR's Academic Behavior Scoring

Attached Adobe Reader PDF file...

.PDF

Public Meeting Protocol

Public Meetings Protocol

1. When will CLEAR open? August 2021.
2. What grades levels will you have? Kinder - 2nd grade the first year then add a grade level each year thereafter until the eighth year where CLEAR will serve K - 8th grade.
3. Will my child be able to attend CLEAR? CLEAR is an open-enrollment public school which means that any child that lives in the designated geographic boundary can apply for admissions.
4. How much is the tuition? CLEAR is a free public school
5. Where will CLEAR be located? CLEAR is seeking a pre-existing facility in San Marcos that fits our model.
6. What is CLEAR's model? CLEAR has a personalized model supported by 'Fostering Communities of Learners' (FCL), multi-year looping and master-based progression.

Meeting Agenda



Public Charter School

Community Forum Agenda

November 5, 2018

6:00pm – 7:00pm

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

6:00

- **Welcome Guests and Sign in**

6:20

- **CLEAR's Founders Address**
 - **Jason Harris – CLEAR's Mission**
 - **Ginny Janak – CLEAR's Personalized Model**
- **Introduction of Board Members**
 - **Patti Daly, Phyllis Raemsch, Molly Ann Rosas-Garcia, Abbey Karnes**

- **Questions and Answers**

6:55

- **Closing and Thank You**



Public Charter School

Community Forum Agenda

November 29, 2018

8:00am – 9:00am

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

8:00

- **Welcome Guests and Sign in**

9:20

- **CLEAR's Founders Address**
 - **Jason Harris – CLEAR's Mission**
 - **Ginny Janak – CLEAR's Personalized Model**
- **Introduction of Board Members**
 - **Patti Daly, Phyllis Raemsch, Molly Ann Rosas-Garcia**

- **Questions and Answers**

9:55

- **Closing and Thank You**



Public Charter School

Community Forum Agenda

October 12, 2019

11:00 – 12:00

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

11:00

- **Welcome Guests and Sign in**

11:20

- **CLEAR's Founders Address**
 - **Dr. Jason Harris – CLEAR's Mission**
 - **Ginny Janak – CLEAR's Personalized Model**
- **Introduction of Board Members**
 - **Todd Armstrong, Abbey Carnes, Molly Ann Rosas-Garcia, Jeremy Jones, Roger Jones, Terri Key, Maggie Moreno**

- **Questions and Answers**

11:55

- **Closing and Thank You**



LETTERS OF SUPPORT

School Leaders and Charters

John Armbrust - Austin Achieve Public Schools, CEO & Founder
Jerry Lager - Ki Charter Academy, Superintendent of Schools
Ambika Dani - PROMESA ACADEMY CHARTER SCHOOL, CEO/Superintendent
Stephanie Hall Powell - San Antonio Preparatory Charter School, CEO/Superintendent
Ivan Rudnicki, Brooke Charter Schools, Computer Science Department Chair
Aaron Daffern - Author, Instructional and Educational Leadership Coach
Diana Salinas - Grace Lutheran Preschool, Assistant Director
Tucker Blythe - The Master's School, Former Head of School

Partnering Entities

Joel Zarrow - Children's Literacy Initiative, CEO
David J. Ruff - GREAT SCHOOLS PARTNERSHIP, Executive Director
Kimberly C. Kieschnick - Imagine Learning/Reasoning Mind, National Curriculum Consultant
Beth Wright - STEAM Education, Curriculum Director
Samantha Kohl - Schoolrunner, Partnerships Development Representative

Business Partners and Organizations

Margaret Lindsey - San Marcos Area Chamber of Commerce, Membership Director
Melissa Jewett and Terra Rivers - Corridor News, Publisher and Managing Editor
Shane Scott - City of San Marcos, Former City Councilman; German Elite, Owner
Justin Pearson - San Marcos BBQ, Owner
Marques Roberts - HEADDOWNPUSHING, Author - Motivational Speaker
Reverend Mark C. Bigley - Church of Annunciation Episcopal
Richard Robbins - Oakwell Private Wealth Management, Partner
Aly Daily - Workhorse Marketing, Account Producer
Paige Johnson - The Seton Foundation, Development Officer

Parents, Educators and Community Members

Mark Rodgers - Austin Achieve Public Schools, Teacher
Stephanie Doig - Austin Achieve Public Schools, Reading Interventionist
Blake Robertson - Austin Achieve Public Schools, Reading Interventionist
Todd Armstrong - Director of Technology
Rebecca Stevenson - Trinity Charter Schools, Teacher
Connie Peters - Teacher/Community Member
Allison Smith - Parent/Community Member
Marisol Gomez Mendoza - Parent/Community Member

January 6, 2020

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

Dear Commissioner Morath,

It is with great pleasure that I write this letter of support for CLEAR Public Charter School. In the two years, I have had the opportunity to meet with Jason Harris and Ginny Janak, the two co-founders of the school. They have a strong vision for their school, and I'm confident that upon approval, they will be providing an innovative public school option in the San Marcos community.

Having founded a charter school myself, I find it to be refreshing and exciting when others who wish to do the same proactively reach out with a strong sense of humility to listen and learn from others who have gone before them. Their willingness to listen to others, both the mistakes to avoid and the suggestions of things that have worked, make it clear to me that Jason and Ginny possess the right, growth-oriented mindset that any founding school leader needs to have.

Moreover, after applying last year and seeing growth opportunities, they both chose to come join the Austin Achieve team as instructional leaders. It has been my team's pleasure to provide ongoing coaching and support to them during this second application phase, and I can attest with confidence they will be submitting an even better application this upcoming year.

Additionally, their wealth of experience in education and the fact that they are quickly surrounding themselves with a team of others who can help them with the operations/facilities component of running a school leads me to be very confident that they are well on their way to founding a very successful school.

I believe the impact that CLEAR can have on the families and their children in the San Marcos area would be one good point. Also, our ability and willingness to align with strong charter leaders that CLEAR can utilize for advice and expertise as we move forward in the process. Lastly, it is always good to hear those that support our mission, vision and core beliefs.

Sincerely,



John Armbrust, CEO & Founder
Austin Achieve Public Schools



Jerry Lager
Superintendent of Schools
Ki Charter Academy
120 Bert Brown Road
San Marcos, TX 78666
Jerry.lager@kicharter.org

January 6, 2020

To Whom It May Concern:

I am writing to express my support for CLEAR Public Charter School. I am not only a school leader, but I am a resident of San Marcos, and I firmly believe CLEAR Public Charter School will be an asset to our community. CLEAR Public Charter School will provide families a viable and hopeful educational choice for, one with rigorous academics and deep-rooted core values, coupled with personalized learning, mastery based progression and multi-year looping. High standards combined with CLEAR's components of community, leadership, empowerment, achievement and resiliency will prepare students for success and create contributing, connected citizens.

Jason Harris and Ginny Janak have vehemently embedded themselves within the community of San Marcos and surrounding areas to educate stakeholders about CLEAR's mission and vision. They have attended district trainings, supported philanthropic endeavors, and met with key leaders within their proposed boundaries.

I support the approval of CLEAR Public Charter School to serve students in our community. Please call me if you have any questions.

Sincerely,

Jerry Lager, Ph.D.
Superintendent of Schools
Ki Charter Academy
Cell (254)-291-3912



December 2, 2018

RE: CLEAR Public Charter School

Dear Commissioner Morath,

It is with great pleasure that I write this letter of support for CLEAR Public Charter School. I have had the pleasure of meeting with two of CLEAR's founding board members, Jason Harris and Ginny Janak, and feel confident that they, along with the rest of their founding team of San Marcos natives, are prepared to found an innovative charter school for the children of San Marcos.

Both Jason and Ginny are strong educators, with many years of experience working in public schools. After working in public schools for many years, they have come together to develop a unique vision for what their community and they believe is best for children.

CLEAR has a thoughtful model towards elementary education. The founders have done significant research into what works best for children at this age and have decided to implement practices such as multi-year looping and a strong social-emotional learning program at CLEAR. These are elements that have great promise and that their community is truly excited about.

Since deciding to found CLEAR, both Jason and Ginny, along with other members of their founding board, have been very engaged in their community. They have held multiple community meetings and continue to seek out input and feedback from their community regarding their school model. They have also made an active effort to connect with other schools and founders as they further prepare themselves for founding a strong school.

I am proud to be associated with the founders of CLEAR Public Charter School as we share a strong commitment to ensuring that every child has access to a quality public education. The founders of CLEAR are devoted to their community and I have no doubt that their school will be a huge asset to the city of San Marcos.

Sincerely,

Ambika Dani

Ambika Dani

CEO/Superintendent of Promesa Academy



December 1, 2019

Stephanie Hall Powell, Superintendent/CEO
San Antonio Preparatory Charter School
Foster Rd.
San Antonio, TX 78244

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

RE: Letter of Support | 2020 Application to the Texas Education Agency | CLEAR Public Charter School_Generation 25

Dear Commissioner Morath,

This letter is to express our support for CLEAR Public Charter School for the Generation 25 charter application cycle. As a newly authorized charter school we appreciate the rigorous process of submitting an application and recognize the level of commitment that the CLEAR PCS leaders have to running an equitable school for children in their community.

San Antonio Prep is committed to providing equitable education to children of color in San Antonio and support any and all schools and organizations that seek equity for all children. CLEAR's five key components of community, leadership, empowerment, achievement, and resiliency demonstrate their passion to give students a school that cares about their learning and growth as human beings.

I personally believe that this second round has pushed CLEAR leaders to be more thoughtful and intentional about what students and the community need in a great school. They are committed to making the school their community needs. I hope that this letter is a small deposit of hope into their ability to be great leaders for a great school for students in San Marcos.

Sincerely,

Stephanie Hall Powell
Superintendent/CEO

San Antonio Prep
Foster Rd, San Antonio TX 78244
(210) 473-2698
www.saprep.org



Board of Trustees

- Scott Oran, *Chair*
- LaRoy Brantley, *Treasurer*
- Alex Finkelstein
- Lauren Kushman
- Charles H. Ledley
- Devita McConnell
- Tom O'Rourke
- Trevor L. Rozier-Byrd
- Jon Clark, *ex officio*
- Kimberly Steadman, *ex officio*

October 18, 2018

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

**Co-Directors,
Brooke Charter Schools**

- Jon Clark
- Kimberly Steadman

Dear Commissioner Morath,

On behalf of the Edward Brooke Charter Schools in Boston, Massachusetts, I am writing to express my strong support for CLEAR Charter School's K-6 charter application, and in particular its proposed curriculum focus on computer science.

Principal,

Brooke Mattapan
Abigail Waldman

At the Brooke Schools, we view computer science as a core literacy for all students and essential preparation for those interested in STEM careers. Our elementary and middle school teachers teach computer science 60 to 90 minutes per week, starting in the first grade. At Brooke High School, we require every student to take three year-long computer science courses, including an Advanced Placement course.

Principal,

Brooke East Boston
Elza Mathieu

Principal,

Brooke Eighth Grade Academy
Danielle Blair

I believe students in San Marcos, Texas, and surrounding areas deserve the same learning opportunities, and I would be happy to consult with CLEAR's leadership in the development of their computer science program.

Principal,

Brooke High School
Kathryn Megrian

Best regards,

Ivan Rudnicki
Computer Science Department Chair

BROOKE ROSLINDALE
190 Cummins Highway
Roslindale, MA 02131
P: 617-325-7977
F: 617-325-2260
ebrooke.org

BROOKE MATTAPAN
150 American Legion Highway
Mattapan, MA 02124
P: 617-268-1006
F: 617-474-4612
ebrooke.org

BROOKE EAST BOSTON
94 Horace Street
East Boston, MA 02128
P: 617-409-5150
F: 617-567-5295
ebrooke.org

**BROOKE HIGH SCHOOL
BROOKE EIGHTH GRADE ACADEMY**
200 American Legion Highway
Mattapan, MA 02124
P: 617-874-5515
F: 857-401-3010
ebrooke.org

November 29, 2018

To Whom It May Concern,

I am writing to you on behalf of CLEAR Public Charter School, an elementary K-6 campus hoping to open their doors to the students of San Marcos in August 2020. As a lifelong Texas educator and experienced charter school administrator, I firmly believe in the power of charter schools to improve the lives of Texas students.

CLEAR Charter School's mission, to empower learning through choice, leadership, and resiliency provides a powerful call for how schools of the 21st century need to operate. More than simply communicating knowledge, most of which is readily available through a few online searches, students need to grow in the "soft" skills of collaboration, communication, and creativity. Having these areas outlined in the mission statement helps CLEAR Charter School keep their focus on teaching the whole child, not just the state standards.

As is evident in their application, the name itself (CLEAR) embodies the spirit of what they hope to accomplish in the San Marcos area. Building community, developing leadership opportunities, and empowering students are lofty and essential goals of progressive schools. More than that, though, CLEAR will keep a firm eye on achievement and developing student resiliency. With a focus on guided literacy through the reading/writing workshop model, social-emotional learning, and an emphasis on STEAM, the waitlist for vacant seats will surely be lengthy.

The educational benefits of having a quality charter school, though, stretch beyond the school's four walls. I had the privilege of working as a campus and district administrator of Arlington Classics Academy (ACA), a generation-three charter school in Arlington, TX, for seven years. Within that time, ACA tripled in enrollment and opened two new campuses. Not only did its educational services improve to meet a growing demand, it also had a profoundly positive impact on the local district, Arlington ISD.

As parents continued to bring their students to ACA and other quality charter schools in the area, Arlington ISD made several changes to adapt to the competitive education marketplace. They restructured their elementary campuses, creating magnet schools and dual-language academies to draw parents back. In the seven years I was at ACA, I saw that the greatest beneficiaries were the students and parents. Creating schooling options improves education at both the charter school and the surrounding districts.

I strongly recommend the approval of the charter for CLEAR Public Charter School.

Aaron Daffern

Aaron Daffern

Author, Instructional & Educational Leadership Coach


AaronDaffern.com

Grace Lutheran Preschool
108 N. Medina
Lockhart, TX 78644

December 5, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter on behalf of CLEAR Public Charter School. CLEAR's founders, board members and staff will provide a learning environment for students that is student-centered, collaborative and focused on high achievement. CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR Public Charter School is dedicated to building early literacy and closing reading gaps. Co-founder, Ginny Janak, has extensive experience educating and working with young children in early childhood and elementary school environments. I have personally seen her success and can attest to her reputation as an educator and school leader.

As the Assistant Director of Grace Lutheran Preschool, I work with students and families in the early stages of learning. Grace Lutheran Preschool was founded in 1977. We provide quality early childhood education to preschool students in our community. It is our goal to expose our students to fundamental skills and rich learning experiences. As a leader of our preschool program I am continuously seeking educational opportunities beyond the preschool years. Parents are looking for schools for their children that are developmentally appropriate yet challenging and meet their academic and social and emotional needs. I believe that CLEAR will provide this for many children and families.

Without any hesitation I fully recommend CLEAR Public Charter School and have complete confidence in their success. I look forward to working with them in the future to advocate for equitable student opportunities in education.

Sincerely,



Diana Salinas
Assistant Director



The Master's School

O F S A N M A R C O S

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Dear Commissioner Morath,

I'm privileged to lend my support to CLEAR Charter School, an excellent educational option for young learners. From my conversations with CLEAR founders, Jason Harris and Ginny Janak, I am confident and excited for what they envision for the San Marcos area.

Thirty-plus years as a public and private school administrator has shown me parents need quality options in order to tailor the educational needs of their children. As a former TEA program monitor, I was afforded the opportunity to see the good and not-so-good options available among public and charter schools. CLEAR has the solid and well-thought-out foundation critical to the success of a fledgling program.

Founders Mr. Harris and Ms. Janak enter this coming from successful careers as school administrators, bringing a vision that promotes quality student performance. Coupled with their enthusiasm, passion, and organizational skills, there can be no doubt of their success. From their academic experiences, Mr. Harris and Ms. Janak established well-defined core beliefs and a mission to undergird those beliefs.

Armed with guiding principles, supported by a Board of Directors and Advisory team, the founders adopted well-researched best practices with an emphasis on early literacy. Along with strong programs in academics, the "whole child" will be addressed through a specifically selected program targeting the various aspects of social and emotional needs of the learner.

The attention to detail in the planning of CLEAR Charter is impressive. Well-organized, surrounded by an experienced Board and Advisory team, every aspect necessary to guarantee student success is addressed. This is a charter that will make Texas proud. CLEAR is a charter the San Marcos area deserves.

Sincerely,

Tucker Blythe
Head of School
The Master's School of San Marcos



CHILDREN'S LITERACY INITIATIVE
Investing in Teachers, Improving Early Literacy

October 15, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

Dear Commissioner Morath:

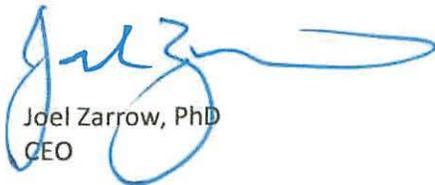
Please accept this letter in support of CLEAR Public Charter School, and their application to the Texas Education Agency.

CLEAR Public Charter School's mission is to provide a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR is committed to closing achievement gaps especially for the underserved students in the San Marcos community. CLEAR will develop individually guided literacy instruction through strategic planning using literacy blocks and a reading and writing workshop model.

Established in 1988, Children's Literacy Initiative (CLI) is a national 501(c)(3) non-profit organization that is focused on improving literacy instruction in public, charter, and parochial schools to ensure that students can read on grade level. In my role as CEO, I have witnessed firsthand the learning outcomes that are possible when innovative public charter schools incorporate research-based best practices in literacy instruction into their educational model and curriculum. While CLI hasn't worked in the San Marcos area, we have been providing teacher professional development in Houston Independent School District since 2015.

I recommend CLEAR Public Charter School and believe their unique model that combines community, student leadership, and research-based educational strategies is promising for young at-risk students in San Marcos. If you have any questions about this endorsement or Children's Literacy Initiative, please contact me at jjarrow@cli.org.

Sincerely,



Joel Zarrow, PhD
CEO



December 12, 2018

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

Dear Commissioner Morath,

Over the past several months, I have had the pleasure of meeting Jason Harris, co-founder of CLEAR Public Charter School through a series of email and phone conversations. Jason initiated these conversations as part of their design process to implement a proficiency-based learning model at the school. I am pleased that his research lead him to Great Schools Partnership and the numerous resources we have developed to help educators implement these ideas.

Through these conversations, I was able to lay out the lessons we have learned as schools have either transitioned to proficiency or started anew with these ideas. A new venture for most educators, implementation of proficiency requires rethinking of many common activities in our schools as students and educators transition from a time-based structure to a learning-based structure. I am excited that Jason intends to use many of the resources available on our site and believe these will be big assets for Jason and his team of educators.

As part of our mission to spread this work to as many students across the country as possible, I have let Jason know that GSP staff would be happy to follow up with him and his colleagues regarding implementation questions. I think they can make great progress even as I also recognize that they will need some ongoing support as unseen but expected hurdles arise.

Sincerely,

A handwritten signature in blue ink, appearing to read "David J. Ruff", written over a light blue horizontal line.

David J. Ruff
executive director

12.17.2018

RE: CLEAR Public Charter School Letter of Support

To Whom It May Concern:

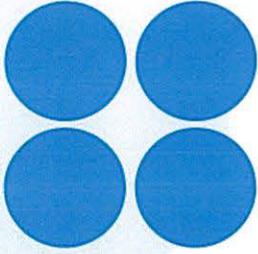
Please accept this letter of support for CLEAR Public Charter School on behalf of Reasoning Mind, now part of Imagine Learning. **Community, Leadership, Empowerment, Achievement, and Resiliency** reflect the true mission of empowering teachers and providing opportunities for all children to excel and achieve academic success. Having met and worked with Jason Harris and Ginny Janak, Founders of CLEAR Public Charter School, it is evident that their genuine passion for children and innovative education efforts in the Central Texas area is the driving force behind the work that they do every single day and the hope that they have for children now and in the future.

Our mission at Reasoning Mind, now Imagine Learning: We teach language, literacy, and mathematics to the children of the world, changing lives and opening doors of opportunity. The work behind CLEAR Public Charter School focuses on three key components: 1.) Dedicated Educators, 2.) Proven Innovation, and 3.) United Mission. Our vision for personalizing learning for every individual student is very well aligned.

Having met and talked with leadership teams from CLEAR Public Charter School, I feel confident that the individual child is at the heart of the work that they do. Proactively researching curriculum programs that support the mission, and consulting with representatives from the community and colleagues from the education industry, has prepared this school well for the work that lies ahead. Thank you for allowing me to submit this letter of support or CLEAR Public Charter School.

Sincerely,

Kimberly C. Kieschnick
National Curriculum Consultant
Email: [REDACTED]
Phone: 409.692.1691



Beth Wright
Educational Consultant

116 Hidden Lane
Red Oak, Tx 75154
214-642-4951

December 18, 2018

Dear Commissioner Morath,

My name is Beth Wright, a retired educator. I taught in the Dallas area for 31 years and have been a mentor for new teachers through the Texas A&M University PACT program for 16 years. I have worked as a consultant for Region X and currently work for the founder of S.T.E.A.M Education.

I met Ginny Janak at the ITEA conference in Atlanta this Spring. We connected immediately as I am a graduate of Southwest Tx State University and San Marcos is where I learned to be a Master Teacher. Ginny, Jason Harris, and I have been collaborating since May to bring STEAM theory and practice to CLEAR Public Charter Schools.

I taught in a STEAM setting for 3 years in DeSoto, Tx and know the advantages a program like this can bring to the table for teachers and students. I have committed to work with Ginny and Jason to develop a specialized curriculum with lesson plans and units focusing on science, technology, engineering, arts, and math. The integrated plans make learning cohesive and personal for everyone involved. It will be a privilege to work with the staff as we focus on what is best for students to prepare them for the finest possible future.

I admire Ginny and Jason for this undertaking, but I believe they have the vision, motivation, and support to provide quality education to the students of San Marcos. I look forward to assisting them in this endeavor.

Sincerely,

Beth Wright

Curriculum Director for STEAM Education

December 10, 2018

Commissioner Morath Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

Dear Commissioner Morath,

I am writing this letter in support of CLEAR Public Charter School. I had the pleasure of meeting CLEAR co-founders Jason Harris and Ginny Janak for the first time at the Texas Charter Schools Conference this past October. A former educator with experience teaching in some of the most underserved public school districts in the country, I am excited for the possibility of CLEAR being an educational option for the San Marcos community.

Upon meeting Jason and Ginny, one of the first things that struck me is their deep commitment to the CLEAR vision and their intentionality in defining the five guiding themes of their school - community, leadership, empowerment, achievement, and resiliency. These themes are evident not only in the name of the school, but in their student-centric innovations, curriculum, and instructional model as well, all of which value students as whole human beings.

Schoolrunner is a real-time data management tool that captures the whole story of student success. Within one intuitive and integrative system, teachers and administrators can easily aggregate, analyze, and act upon student data to best ensure high levels of engagement, academic achievement, and support for the whole child. Schoolrunner partners with charter schools in Texas and across the nation who use our system to support standards- or mastery-based grading, which is the model CLEAR will use to track student progression. As a Partnerships Development Representative at Schoolrunner, I have observed tremendous cultural shifts in schools who leverage our system for mastery-based grading - moving students and staff alike from a fixed mindset to a growth mindset.

I recommend CLEAR Public Charter School and believe that their model is promising for the students of San Marcos. The founders are undoubtedly committed to the San Marcos community and the students they will be serving.

Sincerely,

Samantha Kohl

Samantha Kohl
Partnerships Development Representative at Schoolrunner



San Marcos Area Chamber of Commerce

202 North C.M. Allen Parkway • San Marcos, Texas 78666

www.SanMarcosTexas.com

December 18, 2018

Mike Morath, Commissioner of Education
TEXAS EDUCATION AGENCY
1701 North Congress Avenue
Austin, TX 78291

RE: Support for CLEAR Public Charter School

Dear Commissioner Morath:

It is a pleasure to express my support for CLEAR Public Charter School, a proposed Kindergarten through 6th grade public charter school serving students in the greater San Marcos area. Education is a vitally important issue in our community and we welcome another school with small classes to help young learners get ahead!

I support CLEAR's mission, vision and core beliefs and feel that the CLEAR model will offer an exceptional learning opportunity for students in the San Marcos and surrounding area. CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

It has been a pleasure to work with the leaders of the school, Jason Harris and Ginny Janak, and help them integrate into our business community during the past year. Both of them are sincere in their desire to bring meaningful education to children in San Marcos, thereby helping to close achievement gaps, especially for underserved students.

Our organization will continue to work with CLEAR Public Charter School to help them achieve success. They have put a great deal of effort into getting to know this community better and to spread the word about the expectations of their school.

It is without hesitation that I highly recommend CLEAR Public chart School. You may contact me at (512) 393-5910 or [REDACTED] if I can provide you with more information or answer any questions you may have.

Yours truly,

Margaret Lindsey
Membership Director

Corridor News

512-938-1120 | P.O. Box 2512 | San Marcos, Texas 78667

12/17/2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School. CLEAR is a proposed Kindergarten through 6th-grade public charter school that would serve students and families in the San Marcos area.

CLEAR is a community that empowers learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

Ginny Janak, Co-Founder & COO of CLEAR Public Charter School, reached out to us in October to talk about advertising.

In the short time we've worked with Ms. Janak, it became clear to us that her passion for education and children was the drive behind her efforts to bring CLEAR Public Charter School to San Marcos.

As local media, we've worked closely with non-profit organizations from throughout the county like CLEAR on a regular basis. We've witnessed the impact each of them has on our community and recognize the effect that they will continue to have.

We feel CLEAR Public Charter School will bring educational opportunities to families and students in San Marcos that are currently out of reach. Unlike the local public schools, CLEAR Charter will be able to design its classrooms around the needs of the students and adapt curriculums in ways local public schools cannot.

San Marcos has a higher than average poverty rate with 70 percent of students qualifying for free or reduced lunch programs. With the area's demographics, we feel CLEAR Charter will benefit students in the area by allowing parents to become more involved in their children's education and allowing teachers and students to thrive in an environment designed for them versus for the average student.

We recommend CLEAR Public Charter School and fully support their mission, vision, and core beliefs. They will serve the San Marcos community well!

Sincerely,

Melissa Jewett, Publisher, and Terra Rivers, Managing Editor



December 19th, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School. CLEAR is a proposed Kindergarten through 6th grade public charter school that would serve students and families in the San Marcos area.

CLEAR is a community that empowers learning and achievement through choice, leadership, and resiliency in a rapidly approaching future. As a former City Councilman of San Marcos and a father of 2, education is very important to me. In our community there are not very many options. Clear Public Charter School is really needed. Many parents in our area look for other options and Clear brings to the community what others do not have. Having great schools is important to our city and surrounding areas. Big companies look at our schools and housing for their employees and it can be a deciding factor when determining what city they will build in.

I recommend CLEAR Public Charter School and fully support their mission, vision, and core beliefs. They will serve the San Marcos community well!

Sincerely,

Shane Scott
City of San Marcos
Former City Councilman
Owner German Elite

**San Marcos BBQ
2601 Hunter Rd.
San Marcos, TX 78666
512-938-1019**

December 10, 2019

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

It is a pleasure to express my support for CLEAR Public Charter School. CLEAR is a proposed K-8 charter school that will be located in San Marcos, Texas. CLEAR will serve students in the Greater San Marcos area. CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

I am the owner of San Marcos BBQ and work with schools and organizations to better serve families and the members of San Marcos. I have also worked with children and families through Little League baseball and understand the needs of the growing community. The Greater San Marcos area will benefit from another option in education like CLEAR Public Charter School.

I have personally known co-founder, Ginny Janak, for many years and have complete confidence in her leadership of CLEAR. I recommend CLEAR Public Charter School and support their mission, vision, and core beliefs. I look forward to the much-needed impact CLEAR will have of the Greater San Marcos community.

Please do not hesitate to contact me at 512-938-1019 should you have any questions.

Sincerely,

Justin Pearson

Justin Pearson
Owner - San Marcos BBQ




December 20, 2019

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School, a proposed Kindergarten through 8th grade public charter school for students and families of the greater San Marcos area. As a lifelong member and servant of this community I personally know the magnitude of this initiative for the community is immeasurable. The mission and values of CLEAR truly set them apart. Using community to empower students to be resilient leaders will not only create change in the students, but also the families of everyone engaged.

Founder Ginny Janak has been a person of high integrity her whole life. For her to take the lead in driving this initiative tells me the cause is something she is truly passionate about. That being said, her high character provides me reassurance that the values and mission will be embodied in all facets of operations. Knowing the infectiousness of her being, I am excited to witness the impact of her selflessness and empathy in the lives of the leaders, staff, students, and the community.

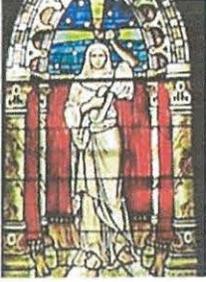
An institution seeking to serve individuals beyond teaching to a state standard not only challenges the students, but also the educators which creates an environment where the teachers have to model the values they teach. Jason and Ginny aren't leaders who are out of touch. They are leaders who were in the trenches that refuse to settle for the status quo. Their resiliency led to a vision, a vision they remain committed to, which is evident in their thorough research, detailed approach, and their dedication to empower students with a renewed perspective for how they see themselves and how they see themselves in this world.

It is with great pleasure I submit this letter of recommendation for CLEAR Public Charter School as they will be a tremendous asset to San Marcos and the surrounding areas.

Sincerely,

Marques Roberts

Author - Motivational Speaker



Church of Annunciation. Episcopal
301 S. Walnut, P.O. Box 106
Luling, Texas 78648
(830) 875-5155
rectorcoaluling@gmail.com

July 30, 2018

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

Dear Mr. Morath:

I write in support asking your support for the CLEAR School Mission. A school with a Mission Statement that “empowers learning and achievement through choice, leadership and resiliency” would bless many children’s lives. The long term effect would be a growing community of learners who would be a positive impact in our communities.

As a parish priest, Licensed Clinical Social Worker, and Chaplain and teacher in Episcopal Schools, I am more than aware of the needs for children to learn how to function interpersonally in a community of learners. Personally witnessing the deteriorating social skills of children in our society points to this need for interpersonal learning and development. The majority of children and youth I encounter reveal to me how bored they are in school and how little motivation they have to participate. This can create apathy and a loss of development in their potential to develop psychosocially and educationally. An educational system such as CLEAR would address many of these issues through their focus on inquiry based learning and application which would be far more inspiring than teaching to influence test data. Learning must be keyed to meaning in life.

There are many gifted children in Luling who could benefit from such as school that would meet and challenge them at their level of development and parents who would be willing to travel to place them in such a fulfilling educational environment.

Please contact me if I can offer you further support in CLEAR and its purposefulness.

Sincerely,

The Rev. Mark C. Bigley, M.Div., M.A., LCSW

December 4, 2019

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I would like to express my support of CLEAR Public Charter School. CLEAR is a proposed Public Charter school that will serve Kindergarten through 6th graders in the greater San Marcos area.

I believe in the mission, vision and core beliefs of the CLEAR model. CLEAR will not only educate the youth of San Marcos and the surrounding area, but they will develop leaders of the community for generations to come. You only need to know their five key components; which are community, leadership, empowerment, achievement, and resiliency to understand how they will accomplish their vision.

As a father of a 7th grader and 4th grader I am excited to see a school that will utilize technology to teach to the future but will not lose sight of the fundamentals of the past. Math and Language arts are a base that all children should have, but our children should not be educated the same way I was 30 years ago or as my parents were 50 years ago. Education should be evolving and that is why the acronym STEAM is so important. STEAM stands for Science, Technology, Engineering, Arts, & Mathematics.

Now as a business owner I am drawn towards the vision of CLEAR which is community, leadership, empowerment, achievement, and resiliency. Our children are going through school so focused on passing one test per year that soft skills are nonexistent. They need to learn how to win, but at the same time learn that the greatest achievements come after multiple failures. I look forward to employing the future leaders that will be educated by CLEAR.

I have seen first hand the passion and vision of CLEAR's Executive staff and Board of Directors. They love to educate, they have a clear vision, and they understand that only through our children will we create a stronger community. I know that CLEAR will be a successful institution and the children and families that are so blessed to be educated by CLEAR will be better for doing so.

I recommend CLEAR Public Charter School and fully support their mission, vision, and core beliefs. They will build our leaders of tomorrow.

Sincerely,

Richard Robbins

Richard Robbins
Partner
Oakwell Private Wealth Management

WORKHORSE

December 1, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School. CLEAR is a proposed Kindergarten through 6th grade public charter school that would serve students and families in the San Marcos area.

CLEAR is a community that empowers learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

Growing up in San Marcos, I have personally felt the need for an institution that will fill in the gaps of what the current educational landscape is missing. I did not attend K-12 education in San Marcos due to a better perceived education in a surrounding community. However, I am extremely excited for the possibility of CLEAR Public Charter School being an educational option for those in my home community, in the very near future.

I have had the pleasure of working closely with the founders and leaders of CLEAR, and can say in full confidence that I have not met a more dedicated, passionate and enthusiastic group of individuals who genuinely care more for the educational future of all children.

I recommend CLEAR Public Charter School and fully support their mission, vision, and core beliefs. They will serve the San Marcos community well!

Sincerely,

Aly Daily



Account Producer
Workhorse Marketing

December 8, 2019

To the Texas Education Agency Selection Committee:

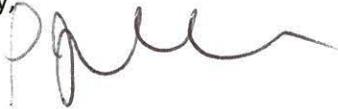
As a member of the CLEAR advisory council and a parent, I am writing this letter in support of CLEAR Public Charter School's mission to better our community through youth education. CLEAR Public Charter School is proposing acceptance to move forward with establishing their institution in San Marcos, Texas.

I have known Ginny Janak for many years and we serve together in various volunteer capacities at our local church. I've come to know her as exceptionally intelligent and passionate about youth education. More importantly, she shows empathy towards students and is considerate of their personal lives, in addition to their academic performance. In my opinion, this makes for a great educator who has the opportunity to have a positive impact on the children of the community.

When I met Jason Harris I instantly felt the passion he has for CLEAR and the vision they have to make it remarkable. He is constantly focused on the best interest of the children and parents. When Ginny and Jason asked me to be a small part of making CLEAR's mission a reality, I was honored to accept the position. They were diligent in ensuring their advisory council had as many backgrounds as possible with a wide range of expertise to allow accurate representation of the community.

Parents of these communities not only want an additional choice for their child or children, but need one given the rapidly expanding area and the current choices available. With the upmost confidence, I believe Ginny and Jason would be the academic leaders that many children need to thrive. As a parent, I believe with the upmost confidence CLEAR Public Charter School would enhance the San Marcos community and surrounding area and urge your committee to accept their proposal.

Respectfully,



E. Paige Johnson
Development Officer of South Market
The Seton Foundation

Mark Rogers
Teacher, Austin Achieve Public Schools
7424 E Hwy 290
Austin, TX 78723

November 29, 2019

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

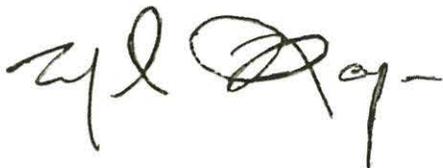
Re: Support of CLEAR Public Charter School

I am writing this letter on behalf of CLEAR Public Charter School because I wholeheartedly believe in the leadership of one of the school's founders, Ginny Janak. Ginny came to Austin Achieve in July 2019 to learn the strategies of a highly effective charter school. She didn't merely shadow leadership for a few weeks – she chose to work full-time as a reading interventionist to fully experience what's required to recruit, train, retain, and inspire great teachers. This decision shows where her priorities lie – a classroom teacher will make the greatest in a child's education, so Ms. Janak's vision for CLEAR Public Charter School is to make sure every child has a teacher that can have an outsized positive impact.

Beyond her work as a reading interventionist, Ms. Janak has also created a strong support system of fellow educational leaders by reaching out to founders of other public charter schools like John Armbrust of Austin Achieve and Ambika Dani at Promesa Academy. These connections will help the team at CLEAR Public Charter School problem-solve the challenges that arise from opening a new school.

What also impresses me about the leadership nucleus at CLEAR is their willingness to try research-backed strategies that are not yet widely-adopted in schools. As the number one fan of looping, I am eager to see how consistent-cohort, multi-year teaching models lead to successful outcomes for kids attending CLEAR Public Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Rogers', with a stylized flourish at the end.

Mark Rogers
Teacher, Austin Achieve Public Schools

Dear Commissioner Morath,

My name is Stephanie Doig and I am writing to you on behalf of CLEAR Public Charter School. CLEAR Public Charter School is a proposed K-6 school in San Marcos. This school is co-founded by Dr. Jason Harris and Ginny Janak.

I have had the pleasure of working with Ginny Janak for the last year as a reading interventionist. I have witnessed Ginny's immense passion for education and for students. She is a passionate and dedicated educator who holds all stakeholders to the highest level in order to achieve what is best for children.

As an educator myself, I have been on the founding staff of two public charter schools. I have first-handedly seen the positive effects that an innovative charter school can have on not only the students, but on the community as a whole. With CLEAR's mission of personalized learning and achievement through choice, leadership, and resiliency, they are empowering students to be skilled members of their community.

CLEAR's mission of personalized learning will not only meet students within their zone of proximal development, but will also provide them with learning opportunities that are personalized and authentic to them. This mission will also help to create 21st Century problem solvers, thinkers, and leaders. It is evident that this mission has the promise to prepare students for their future with a strong foundation.

Another aspect of CLEAR that sets it apart from other schools is its' use of multi-year looping and their model of Fostering Communities of Learning. By having teachers and students promoted to the next grade level together, they will be able to form strong relationships, have consistent instructional practices and procedures, and grow in their social and emotional learning. As a teacher, I have previously looped-up with my kindergarten class to first grade and saw immense growth and benefits in doing so.

In conclusion, I am in full support of CLEAR Public Charter School and their mission, vision, and core values. I strongly recommend the charter approval for their school.

Sincerely,

Stephanie Doig

Reading Interventionist at Austin Achieve Public Charter Schools

Blake Robertson

719-375-9037 [REDACTED]

December 20, 2019

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School, a proposed Kindergarten through 8th grade charter school that will serve students and families of the greater San Marcos area.

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future. It is a school community, where teachers will first be master learners, where students will be encouraged to become master learners themselves, and where both teachers and students will be empowered to be leaders. CLEAR's model will provide a learning environment for students and families seeking a different option for education.

This year, I have had the pleasure of working closely with one of CLEAR's founders, Ginny Janak. Ginny is a forward-thinker, she is proactive, and is constantly thinking about what is best for the scholars in our program. Ginny upholds CLEAR's core belief of being a master learner. She has so much classroom and educational leadership experience, but is still constantly asking questions, in order to continue learning and growing for the sake of student success. She is a passionate, dedicated, and persistent educational leader, and I have full confidence that her leadership will cause CLEAR to be an exceptional place for students and teachers alike.

It is with full confidence that I recommend CLEAR Public Charter School. I fully support their mission, vision, and core beliefs. They will serve the San Marcos Community well!

Sincerely,

Blake Robertson

Blake Robertson
Reading Interventionist
Austin Achieve Public Schools



From: Todd Armstrong
Lindsay ISD Technology Director
495 W. 6th Street
Lindsay, TX 76250

Re: Letter of Support

Date: December 6, 2018

To Whom It May Concern,

As district-wide IT Manager at Hallettsville Independent School District, I had the great privilege of working with both Mr. Jason Harris and Ms. Ginny Janak for 2 years, from July 2015 to June 2017, while they served as Elementary Principal and Assistant Principal.

I personally have 5 years of experience in Texas charter schools (IDEA and STET), so when I first heard of their plans to establish a new charter school in the San Marcos area, I immediately realized they were excellent candidates to do a quality work in that city. As they shared details of their innovative educational strategies, strong community support model and student-centered technology emphasis, I became convinced that this would indeed be a noteworthy, successful institution of learning.

Having previously taught in Texas' Rio Grande Valley, I can state without hesitation that Mr. Harris and Ms. Janak are the types of dynamic, energetic and caring educational leaders who most certainly will effect positive change in a varied student population. They are up to the challenge, their hearts are in the right place, and they have assembled a first-rate team of board members and advisory council members to strengthen their cause.

Therefore CLEAR Public Charter School has my unwavering support of confidence and personal commitment to offer extensive technology guidance, as they prepare to equip and launch their first high-tech campus.

Feel free to contact me anytime for additional information.

Sincerely,

Todd Armstrong
tarmstrong@lindsayisd.org
(956)391-9178

Rebecca Stevenson
(512) 618-1489 stevenson.rebecca90@gmail.com

December 3, 2018

Commissioner Morath

Texas Education Agency

1701 North Congress Ave.

Austin, Texas 78201

Re: Support of CLEAR Public Charter School

I am writing this letter in support of CLEAR Public Charter School, a proposed Kindergarten through 6th grade public charter school for students and families of the greater San Marcos area.

CLEAR's model will provide a learning environment for those students and families seeking a different option for education. CLEAR is a community that empowers learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

As a parent and as an educator, I feel that the schools in our area are overall great places for many students. However, I happen to have a child who is well ahead of the kindergarten curriculum, and I have been searching for alternative options that will truly meet her where she is and allow her to thrive as a learner. It wasn't until I attended the informational meeting for CLEAR that I felt I had finally found exactly the forward-thinking, student-centered environment she needs. I am excited for the future of CLEAR Public Charter and feel that it's going to be an exceptional place that will turn out exceptional for students.

I recommend CLEAR Public Charter School and fully support their mission, vision, and core beliefs. They will serve the San Marcos community well!

Sincerely,

Rebecca Stevenson
Teacher, Trinity Charter Schools

1600 State Park Road
Lockhart, Texas 78644
December 12, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78201

Dear Commissioner Morath,

The children and families of San Marcos, Texas have the opportunity for an outstanding education option in their future. Ginny Janak and Jason Harris have designed a charter school which is based on solid research and experience in childhood education. I write to you today to provide information about my knowledge of Ginny Janak.

From the time I met Ginny I was impressed by her energetic and professional commitment to any task to which she volunteered or was assigned. Ginny immediately attends to responsibilities and issues with expertise, common sense, and enthusiasm. She has a "take care of it today" approach which quietly inspires those around her to be proactive and organized.

I had daily opportunities to witness Ginny's superior work ethic as we were colleagues for several years as teachers with Lockhart Independent School District. Ginny has excellent rapport with students, parents, administration and colleagues. In fact, the school could not accommodate all the parent requests to have their child placed in Ginny's class. At a much needed time, Ginny instituted a new classroom management system which more effectively inspires positive student behavior than any method I had seen in my twelve years of classroom experience.

Ginny was chosen as Master Teacher during that time, a role which requires strong leadership and interpersonal skills, as well as, in-depth curriculum knowledge. She did an outstanding job of coordinating all these additional responsibilities while continuing to be innovative and effective with her students. The faces of her students reflected her positive attitude and dedication to their education.

Since the time Ginny and I worked together, she has completed a Masters of Education in Leadership and Policy Studies, an ESL certification and the Principal Certification. All her preparation speaks to her motivation to educate and equip children.

Ginny is a remarkable individual who will lead CLEAR Public Charter School with wisdom, integrity and knowledge of what guides children best as lifelong learners. Without any reservation, I am truly pleased to recommend Ginny Janak as a founder of CLEAR Public Charter School.

Sincerely,

Connie Peters
Kindergarten teacher
Clear Fork Elementary School
Lockhart, Texas

Allison Scott Smith

7200 South US Hwy 183
Lockhart, Texas 78644

December 5, 2018

Commissioner Morath
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78201

Re: Support of CLEAR Public Charter School

Commissioner Morath:

I am eager for the opportunity to strongly support CLEAR Public Charter School, a proposed Kindergarten through 6th grade public charter school serving students in the greater San Marcos area.

As I read CLEAR's mission, vision, and core beliefs, it is evident that their intentionality and heart for our community will ensure their success. Furthermore, this institution will be a much-needed resource in our area of the state for years to come. CLEAR is a community that empowers learning and achievement through choice, leadership, and resiliency in a rapidly approaching future. As a mother, the values upheld by this institution give me hope for the rigorousness of the curriculum and the accountability of the faculty.

My career in state government, working in the Texas House of Representatives for many years, has given me a firm understanding of the myriad issues involved with the education of the children of Texas. I do not give this recommendation lightly, as I am gravely concerned about the future of education in our state. With that said, I wholeheartedly recommend CLEAR Public Charter School to you and am confident that the CLEAR model will offer an exceptional learning opportunity for students in the San Marcos and surrounding areas.

If you have any questions whatsoever, please do not hesitate to contact me at [REDACTED] or at (512) 791-6353.

Sincerely,



Allison Scott Smith

November 27, 2018

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78201

RE: Support of CLEAR Public Charter School

Dear Commissioner Morath:

It is a pleasure to express my support of CLEAR Public Charter School, a proposed kindergarten through 6th grade public charter school serving students in the Greater San Marcos Area.

I support CLEAR's mission, vision and core beliefs and feel that the CLEAR model will offer an exceptional learning opportunity for students in the San Marcos and surrounding areas. CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

I strongly believe that the Clear Public Charter school would be a great school to have in San Marcos. It's mission, vision and core values speak highly of what they are trying to accomplish with students. As a parent, I believe that Clear's focus and encouragement along with the five key components that they value will enable them to succeed in the community.

Without hesitation, I highly recommend CLEAR Public Charter School. Please contact me at (737) 400-7534 if you have any questions or concerns.

Sincerely,

Marisol Gomez Mendoza
(Mrs. Gabriel Mendoza)

Attachment 5: Certified Mail Receipt Cards

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

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

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

Mailing address **must** include the name of the school district to which the information was sent.

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

Statement of Impact Forms are available on the [Subchapter D](#) application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card	Certified Mail Receipt																
<div style="border: 1px solid black; padding: 5px;"> <p>SENDER: COMPLETE THIS SECTION</p> <p>■ Complete items 1, 2, and 3. ■ Print your name and address on the reverse so that we can return the card to you. ■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p style="text-align: center; font-size: 2em; font-weight: bold; color: gray;">SAMPLE</p> <p style="text-align: center;">9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from service label)</p> <p style="font-size: 0.8em;">PS Form 3811, July 2015 PSN 7530-02-000-9053</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">CERTIFIED MAIL</p> <p style="text-align: center;">7003 2310 0005 0665 6437</p> <p style="text-align: center;">7003 2310 0005 0665 6437</p> <p style="text-align: center;">7003 2310 0005 0665 6437</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; font-size: 0.8em;">U.S. Postal Service CERTIFIED MAIL RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)</p> <p style="text-align: center; font-size: 1.2em; font-weight: bold; color: gray;">OFFICIAL USE</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Postage</td> <td style="width: 50%; text-align: right;">\$</td> </tr> <tr> <td>Certified Fee</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Return Receipt Fee (Endorsement Required)</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Restricted Delivery Fee (Endorsement Required)</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Total Postage & Fees</td> <td style="text-align: right;">\$</td> </tr> </table> </td> <td style="width: 50%; border-right: 1px solid black;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Postage</td> <td style="width: 50%; text-align: right;">\$</td> </tr> <tr> <td>Postage</td> <td style="text-align: right;">\$</td> </tr> </table> </td> </tr> </table> <p style="font-size: 0.8em;">Sent To: Street Apt. No. / PO Box No. City, State ZIP+4</p> <p style="font-size: 0.8em;">©2015 USPS, January 2015</p> </div> </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Postage</td> <td style="width: 50%; text-align: right;">\$</td> </tr> <tr> <td>Certified Fee</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Return Receipt Fee (Endorsement Required)</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Restricted Delivery Fee (Endorsement Required)</td> <td style="text-align: right;">\$</td> </tr> <tr> <td>Total Postage & Fees</td> <td style="text-align: right;">\$</td> </tr> </table>	Postage	\$	Certified Fee	\$	Return Receipt Fee (Endorsement Required)	\$	Restricted Delivery Fee (Endorsement Required)	\$	Total Postage & Fees	\$	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Postage</td> <td style="width: 50%; text-align: right;">\$</td> </tr> <tr> <td>Postage</td> <td style="text-align: right;">\$</td> </tr> </table>	Postage	\$	Postage	\$
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Postage	\$																

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>



January 3, 2019

CLEAR Public Charter School
PO Box 1784
San Marcos, Tx 78667

Dear Sir/Ma'am:

This letter is to inform you that CLEAR Public Charter School intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Five Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Application Coversheet to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: Comal ISD, Hays CISD, Lockhart ISD, Luling ISD, Navarro ISD, New Braunfels ISD, Prairie Lea ISD, San Marcos CISD, Seguin ISD and Wimberley ISD.

The attached Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than Friday, February 21, 2020, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact CLEAR Public Charter School at 979-733-3770.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jason Harris", is written over a large, stylized blue scribble.

Jason Harris; CEO, CLEAR Public Charter School

Enclosures: Statement of Impact form
Application Coversheet
cc: Legislative Representative(s)
State Board of Education member

**GENERATION TWENTY-FIVE
OPEN-ENROLLMENT CHARTER APPLICATION**

Statement of Impact

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the President of the Board of Trustees of each traditional district and charter from which the proposed school intends to draw students, to each member of the legislature, and the State Board of Education member that represents the geographic area to be served by the proposed school. A school district may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, and any other information that a district wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Should you choose, to respond, return the completed form no later than Friday, February 21, 2020 to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: _____

Physical Address or General Location of Proposed Charter School: _____

Check the appropriate response below:

- The proposed open-enrollment charter school **is not** expected to adversely impact the district to a significant degree.
- The proposed open-enrollment charter school **is** expected to have a major impact on the district in the following manner:

(Describe the impact in the space below and/or attach any supporting documentation.)

_____ District Name _____ County-District Identification Number

_____ District Address _____

_____ Signature of Superintendent _____ Signature of Board President

_____ Print Superintendent's Name _____ Print Board President's Name

_____ Date _____ Phone Number

Applicant Cover Sheet

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

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* No If yes, identify the CMO: _____

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

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Dr. Jason Harris	Dr. Jason Harris	Jeremy Jones
Mailing address	P.O. Box 1784 San Marcos, Texas 78667	P.O. Box 1784 San Marcos, Texas 78667	P.O. Box 1784 San Marcos, Texas 78667
Email address	jharris@clearcharter.org	jharris@clearcharter.org	jjones@clearcharter.org
Phone number	979-733-3770	979-733-3770	737-231-8887

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.

Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	Kindergarten - 2nd grade
Number of students served in Year 1	288
Grade levels served at capacity	Kindergarten - 8th grade
Number of students served at capacity	896
Number of campuses requested	2
Number of districts within geographic boundary	10

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

Address of Proposed Administrative Offices (if different from above):
Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Hays County, San Marcos, TX

III. GOVERNANCE/LEADERSHIP

Number of Board Members	8
Chairperson of the Governing Board	Jeremy Jones
Chief Executive Officer of the Sponsoring Entity	Dr. Jason Harris
Superintendent of Proposed Charter School	Dr. Jason Harris
Board Member Who Attended Applicant Conference	Jeremy Jones

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

IV. APPLICATION TEAM MEMBERS

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

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Dr. Jason Harris	Educator - Austin Achieve Public Schools BlueScope Group Consultant	Chief Executive Officer
Ginny Janak	Educator - Austin Achieve Public Schools	Chief Operations Officer

Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Jeremy Jones	Managing Partner - The Learning Accelerator	Board President
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5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?	
Texas Charter School Association	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Floyd Green CPA	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Kimber Fuccello - Financial Consultant	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Eugene and Associates - Legal Counsel	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Book Report - Financial and back office Consultant	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 (<i>Blue Ink</i>)	20 Jan 2020 Date	JASON E. HARRIS Printed Name
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Generation 25: <<CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

7019 1120 0000 8097 8982

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NEW BRAUNFELS, TX 78130

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

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Postmark
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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

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Street and Ap
City, State, Zi

Board President-Comal ISD
1404 IH 35 North
New Braunfels, TX 78130

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

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Extra Services & Fees (check box, add fee as appropriate)	\$2.80
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
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<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

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Street and A
City, State, Zi

Superintendent-Comal ISD
1404 IH 35 North
New Braunfels, TX 78130

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

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KYLE, TX 78640

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Extra Services & Fees (check box, add fee as appropriate)	\$2.80
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<input type="checkbox"/> Return Receipt (electronic)	\$0.00
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<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

Sent To
Street and Ap
City, State, Zi

Board President-Hays CISD
21003 Interstate 35 Frontage Road
Kyle, TX 78640

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

7019 1120 0000 8097 9019

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KYLE, TX 78640

Certified Mail Fee	\$3.50
Extra Services & Fees (check box, add fee as appropriate)	\$2.80
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<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

Sent To
Street and
City, State

Superintendent-Hays CISD
21003 Interstate 35 Frontage Road
Kyle, TX 78640

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SEGUIN, TX 78155

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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

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Postmark
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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

Sent To
Street
City, S

Board President-Navarro ISD
6450 N. State Hwy 123
Seguin, TX 78155

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SEGUIN, TX 78155

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

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12

Postmark
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Postage	\$0.70
Total Postage	\$7.00

01/13/2020

Sent To
Street and Ap
City, State, Zi

Superintendent-Navarro ISD
6450 N. State Hwy 123
Seguin, TX 78155

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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	\$0.70	
Total Postage	\$7.00	01/13/2020

Sent To
 Street and Apt. Board President-New Braunfels ISD
 430 W. Mill Street
 City, State, ZIP New Braunfels, TX 78130

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	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)		
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Postage	\$0.70	
Total Po	\$7.00	01/13/2020

Sent To
 Street Superintendent-New Braunfels ISD
 430 W. Mill Street
 City, Sta. New Braunfels, TX 78130

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LOCKHART, TX 78644

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Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
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Postage	\$0.70	
Total Po	\$7.00	01/13/2020

Sent To
 Street Superintendent-Lockhart ISD
 419 Bois D'Arc Street
 City, Sta Lockhart, TX 78644

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LOCKHART, TX 78644

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	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)		
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
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Postage	\$0.70	
Total Po	\$7.00	01/13/2020

Sent To
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 419 Bois D'Arc Street
 City Lockhart, TX 78644

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LULING, TX 78648

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Extra Services & Fees (check box, add fee as appropriate)		
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<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.70	
Total Po	\$7.00	01/13/2020

Sent To
 Street Superintendent-Luling ISD
 212 E. Bowie
 City, State Luling, TX 78648

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<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	
Postage	\$0.70	
Total	\$7.00	01/13/2020

Sent
 Street Board President-Luling ISD
 212 E. Bowie
 City, Luling, TX 78648

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

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PRAIRIE LEA, TX 78661

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
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Postage \$0.70
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Sent To Board President-Prairie Lea ISD
Street PO Box 9
City, St Prairie Lea, Tx 78661

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PRAIRIE LEA, TX 78661

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.70
\$ Total P \$7.00 01/13/2020

Sent To Superintendent-Prairie Lea ISD
Street PO Box 9
City, St Prairie Lea, Tx 78661

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

7019 1120 0000 8097 9125

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SAN MARCOS, TX 78667

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.70
\$ Total P \$7.00 01/13/2020

Sent To Board President-San Marcos CISD
Street PO Box 1087
City, St San Marcos, Tx 78667

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

7019 1120 0000 8097 9156

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SAN MARCOS, TX 78667

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.70
\$ Total P \$7.00 01/13/2020

Sent To Superintendent-San Marcos CISD
Street PO Box 1087
City, St San Marcos, Tx 78667

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

7019 1120 0000 8097 9132

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SEGUIN, TX 78155

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.70
\$ Total P \$7.00 01/13/2020

Sent To Board President-Seguin ISD
Street 1221 E. Kingsbury
City, St Seguin, Tx 78155

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

7019 1120 0000 8097 9163

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SEGUIN, TX 78155

Certified Mail Fee	\$3.50	0125
\$	\$2.80	12
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$0.70
\$ Total P \$7.00 01/13/2020

Sent To Superintendent-Seguin ISD
Street 1221 E. Kingsbury
City, St Seguin, Tx 78155

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

7019 1120 0000 8097 9170

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WIMBERLEY, TX 78676

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total P \$7.00
 01/13/2020

Sent To Board President-Wimberley ISD
 Street 951 FM 2325
 City, St Wimberley, Tx 78676

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

7019 1120 0000 8097 9187

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WIMBERLEY, TX 78676

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total P \$7.00
 01/13/2020

Sent To Superintendent-Wimberley ISD
 Street 951 FM 2325
 City, St Wimberley, Tx 78676

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

7019 1120 0000 8097 9200

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SAN ANTONIO, TX 78232

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total P \$7.00
 01/13/2020

Sent To Texas State Senate District 25
 Senator Donna Campbell
 13750 San Pedro
 Suite 250, Commercial Bank Plaza Bldg
 San Antonio, TX 78232

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

7019 1120 0000 8097 9217

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LAREDO, TX 78042

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total P \$7.00
 01/13/2020

Sent To Texas State Senate District 21
 Senator Judith Zaffrini
 PO Box 627
 Laredo, TX 78042

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

7019 1120 0000 8097 9309

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FREDERICKSBURG, TX 78624

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total Postage at \$7.00
 01/13/2020

Sent To Texas State House District 230
 Representative Kyle Biedermann
 616 W Main St., Ste 101
 Fredericksburg, TX 78624

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

7019 1120 0000 8097 9279

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BASTROP, TX 78602

OFFICIAL USE

Certified Mail Fee	\$3.50	0125 12	Postmark Here
\$	\$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 \$0.70
 Total Pos \$7.00
 01/13/2020

Sent To Texas State House District 17
 Representative John Cyrier
 1017 Main Street
 Bastrop, TX 78602

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

7019 1120 0000 8097 9286

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SEGUIN, TX 78155

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

0125
12

Postmark
Here

Postage \$0.70

Total Postage and Fees \$7.00

Texas State House District 44
Representative John Kuempel
523 E. Donegan, Suite 5
Seguin, TX 78155

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

7019 1120 0000 8097 9347

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AUSTIN, TX 78768

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

0125
12

Postmark
Here

Postage \$0.70

Total Postage and Fees \$7.00

Texas State House District 54
Representative Eddie Rodriguez
PO Box 2910
Austin, TX 78678

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

7019 1120 0000 8097 9330

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

KYLE, TX 78640

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

0125
12

Postmark
Here

Postage \$0.70

Total Postage and Fees \$7.00

Texas State House District 45
Representative Erin Zwiener
225 S Main St. Unit 102
Kyle, TX 78640

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

7019 1120 0000 8097 9194

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SAN ANTONIO, TX 78278

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

0125
12

Postmark
Here

Postage \$0.70

Total Postage and Fees \$7.00

Texas SBOE District 5 – Ken Merrett
PO Box 781301
San Antonio, TX 78278-1301

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

7019 1120 0000 8099 1530

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

BELTON, TX 76513

OFFICIAL USE

Certified Mail Fee	\$3.55	0125
\$	\$2.85	05
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	



Postage \$0.70
 Total \$7.10

Sent To: Texas State Senate District 24
 Senator Dawn Buckingham
 410 N. Main
 Belton, TX 76513

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

7019 2280 0001 2905 5146

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Cured During Remedy Period

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	\$3.55	0125
\$	\$2.85	05
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	



Postage \$0.70
 Total Postage and Fees \$7.10

Sent To: Texas State House District 21
 Representative Steve Allison
 PO Box 2910
 Austin, TX 78768

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

7019 1120 0000 8099 1547

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	\$3.55	0125
\$	\$2.85	05
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
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<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 \$0.70
 Total \$7.10

Sent To: Texas State House District 27
 Representative Vikki Goodwin
 PO Box 2910
 Austin, TX 78768

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

7019 1120 0000 8099 1551

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SAN ANTONIO, TX 78232

OFFICIAL USE

Certified Mail Fee	\$3.55	0125
\$	\$2.85	05
Extra Services & Fees (check box, add fee as appropriate)	\$0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	



Postage \$0.70
 Total \$7.10

Sent To: Texas State House District 24
 Representative Lyle Larson
 16607 Blanco Road #1405
 San Antonio, TX 78232

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



February 12, 2020

CLEAR Public Charter School
PO Box 1784
San Marcos, Tx 78667

Dear Sir/Ma'am:

This letter is to inform you that CLEAR Public Charter School has submitted an application to the Texas Education Agency in response to the Generation Twenty- Five Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Application Coversheet to each district (Superintendent and Board of Trustees) that may be affected by the proposed charter school and each representative of the Texas Legislature who represents the geographic areas(s) to be served by the proposed charter school. The Generation Twenty-Five Open- Enrollment charter school application also states that each Texas State Board of Education member who represents the geographic area(s) to be served by the proposed charter school must receive the Statement of Impact and Application Coversheet. You are receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: Comal ISD, Hays CISD, Lockhart ISD, Luling ISD, Navarro ISD, New Braunfels ISD, Prairie Lea ISD, San Marcos CISD, Seguin ISD and Wimberley ISD.

The attached Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: John Garland
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received no later than Friday, March 20, 2020, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-3533 or visit http://tea.texas.gov/Texas_Schools/Charter_Schools/. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. If you would like a complete application prior to that date, please contact CLEAR Public Charter School at 979-733-3770.

Sincerely,



Jason Harris; CEO, CLEAR Public Charter School

Enclosures: Statement of Impact form
Application Coversheet
cc: Legislative Representative(s)
State Board of Education member

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

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

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the [Texas State Board of Education](#) (SBOE) and the [Texas state legislature](#) who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

San Marcos Publishing, LP
San Marcos Daily Record
P.O. Box 1109, San Marcos, Texas 78667
(512) 392-2458

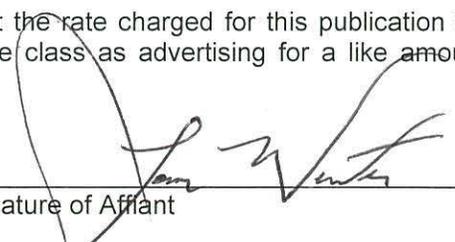
State of Texas
County of Hays

Before me, the undersigned authority, holding the office of Notary Public in and for Hays County, Texas, personally appeared Lance Winter, who being by me here and now duly sworn, upon oath says:

My name is Lance Winter, and I am the Publisher, of the San Marcos Daily Record, a newspaper of general circulation in Hays County and Caldwell County, Texas, and a newspaper which has been regularly and continuously published in San Marcos, Hays County, Texas, for a period of more than one year immediately preceding the date of publications of the following, and that the said notice, a copy of which follows, was published in the regular edition of said newspaper for a period of

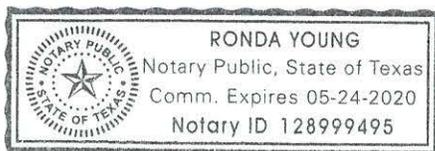
1 day on the following dates:
October 6, 2019

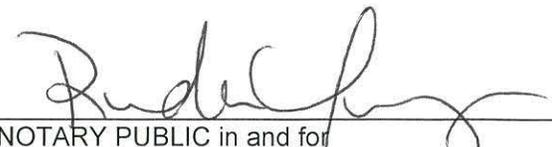
The said Publisher, Lance Winter further states that the rate charged for this publication is the lowest rate charged to commercial advertisers for the same class as advertising for a like amount of space.



Signature of Affiant

Subscribed and Sworn to me, by the said Publisher Lance Winter this 10th day of, October, 2019 to certify which witness my hand and seal of office.





NOTARY PUBLIC in and for
Hays County, Texas

city policies

ceration. Every week, the Record gives its readers the opportunity to voice their opinions on different topics. This poll does not, and does not purport to accurately depict public opinion. It is only intended to inspire thought-provoking discussion within the community.

SMDR's new poll is available online now and asks for readers' opinions on whether think Cape's Dam should be preserved. It can be voted on now at www.sanmarcosrecord.com.


Twitter:
[@rachelcantweet](https://twitter.com/rachelcantweet)

that and they get them to those services before having to take them to jail," Winkenwerder said. "If it's someone in crisis and they have a minor offense they can work through that program with a deferment for mental health, so we do have one part of that program already in place."

"It's not simply a matter of telling the police they need to start using LEAD, they need to have those tools," District Attorney Wes Mau said. "So finding those tools is the important part of that."

Cox ultimately suggested the current criminal justice task force — the Criminal Justice Reform

Texas execution halted over claims judge was anti-Semitic

JUAN A LOZANO
ASSOCIATED PRESS

HOUSTON (AP) — A Jewish death row inmate who was part of the "Texas 7" gang of escaped prisoners and faced execution in less than a week has won a reprieve after claiming the former judge at his trial was anti-Semitic and frequently used racial slurs.

The Texas Court of Criminal Appeals on Friday granted a stay of execution for Randy Halprin, who had been scheduled

to receive a lethal injection on Oct. 10.

Halprin alleges in his appeal that ex-Dallas County Judge Vickers Cunningham referred to him with anti-Semitic language.

Cunningham declined to comment about the case on Friday.

Halprin was among the inmates who escaped from a South Texas prison in 2000 and committed numerous robberies, including one in which a suburban Dallas police officer was fatally shot.

PLEASE RECYCLE AFTER READING

CLEAR

Public Charter School

COMMUNITY FORUM EVENT

Saturday, October 12th - 11:00 am - 12:00 pm

San Marcos BBQ

2601 Hunter Rd., San Marcos, TX 78666

Come learn more about CLEAR!!!!

Tuition Free, Open Enrollment

Serving students in grade K-8

CLEAR is a community that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

CLEARcharter.org

gjanak@clearcharter.org - jharris@clearcharter.org

Board of Directors: Todd Armstrong, Abbey Carnes, Molly Ann Rosas-Garcia, Jeremy Jones, Roger Jones, Terri Key, and Maggie Moreno.

Founders: Jason Harris, Ginny Janak

Tired of being  and  to death when it comes to the fees you are paying on your annuity?

A Hermann Son Life annuity could be the answer

290



Ginny Janak <gjanak@clearcharter.org>

Generation 25: Open Enrollment Charter School Published Notice of Public Meetings

1 message

Ginny Janak <gjanak@clearcharter.org>
To: ken.mercer@tea.texas.gov
Cc: charterapplication@tea.texas.gov
Bcc: Jason Harris <jharris@clearcharter.org>

Wed, Oct 9, 2019 at 11:17 AM

Proposed School: CLEAR Public Charter School

Sponsoring Entity: CLEAR Public Charter School

October 12, 2019
11:00 am-12:00 pm
San Marcos BBQ
2601 Hunter Rd.
San Marcos, TX 78666

Board Members: Todd Armstrong, Abbey Carnes, Molly Ann Rosas-Garcia, Jeremy Jones, Roger Jones, Terri Key, Maggie Moreno

Thank you,

Ginny Janak, Co-Founder & COO
Jason Harris, Co-Founder & CEO

CLEAR Public Charter School
San Marcos, TX 78667
512-963-8344
www.CLEARcharter.org

200A

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Kindergarten Mathematics Scope and Sequence

1st Nine Weeks	45 Days	
	Dates 8/13-10/15	
Unit	TEKS	Modules - Go Math!
Unit 1: Number and Operations: Represent, Count, Write, and Compare Numbers to 20	K.2A, K.2B, K.2C, K.2D, K.2E, K.2F, K.2G, K.2H	Count, Write and Represent 1-4
		Count, Write, and Represent Numbers Through 5
		Compare Numbers Through 5
		Represent, Count, and Write Numbers Through 8
		Represent, Count, and Write Numbers Through 10
		Compare Numbers Through 10
2nd Nine Weeks	39 Days	
	Dates 10/19-12/18	
Unit	TEKS	Modules - Go Math!
Unit 1: Number and Operations: Represent, Count, Write, and Compare Numbers to 20	K.2B, K.2C, K.2F, K.2H	Count, Write, and Represent Numbers Through 15
		Count, Write, and Represent Numbers Through 20
Unit 2: Number and Operations: Compose and Decompose Numbers, Add and Subtract, Coins	K.2I, K.3A, K.3B, K.3C	Compose and Decompose Numbers Up to 5
		Compose and Decompose Numbers Up to 10
		Addition Up to 5

CLEAR

Public Charter School

	48 Days	
3rd Nine Weeks	Date 1/5 - 3/19	
Unit	TEKS	Modules - Go Math!
Unit 2: Number and Operations: Compose and Decompose Numbers, Add and Subtract, Coins	K.3A, K.3B, K.3C, K.4A	Subtraction Within 5
		Addition Up to 10
		Subtraction Within 10
		Coins
Unit 3: Algebraic Reasoning	K.5	Count to 100
	48 Days	
4th Nine Weeks	Dates 3/22-5/28	
Unit	TEKS	Modules - Go Math!
Unit 4: Geometry and Measurement	K.6A, K.6B, K.6C, K.6D, K.6E, K.6F	Two-Dimensional Shapes
		Three-Dimensional Solids
		Measurement
Unit 5: Data Analysis	K.8A, K.8B, K.8C	Data
Unit 6: Personal Financial Literacy	K.9A, K.9B, K.9C, K.9D	Financial Literacy

Scope and Sequence based on CLEAR's proposed math curriculum:
Houghton Mifflin Harcourt; Go Math!

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Student Code of Conduct

The Purpose of the Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all scholars by recognizing, valuing, and addressing the individual needs of each scholar. For students to benefit from the school's academic program, the school must be safe and orderly. This Student Code of Conduct ("the Code") has been developed to foster an orderly and distraction-free environment.

Adoption of a scholar code of conduct by a charter school is a legal requirement. This Code has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences for misconduct, and procedures for administering discipline. Both students and parents must become familiar with this Student Code of Conduct.

In accordance with state law, the Code will be posted on campus or will be available for review at the Chief Executive Officer's office. Parents will be notified of any violation that may result in a student being suspended or expelled from CLEAR.

All students must be familiar with the standards set forth in the Code, as well as campus and classroom rules. The Code does not define all types and aspects of student behavior, and CLEAR classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. When students participate in student activities, they will also be expected to follow the campus or classroom rules in addition to those found in the Code. These rules may be posted in guidelines and constitutions that further specify the organization's expectations, student behavior and consequences.

Social Events

School rules apply to school social events to which students bring guests. Guests are expected to observe the same rules as scholars attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. The school cannot assume responsibility for scholars who leave a school activity without permission.

Jurisdiction

CLEAR has disciplinary authority over a student.

- During the regular school day and while the scholar is going to and from school.
- While the student attends any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- For any mandatory expulsion offense committed while on school property or while attending

a school-sponsored or school-related activity of another district in Texas;

- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When the scholar commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
- When criminal mischief is committed on or off school property or at a school-related event.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to an appropriate law enforcement agency.

Standards for Scholar Conduct

The school must be a safe and secure place for all the scholars attending. Accordingly, each scholar is expected to:

- Avoid violations of the Scholar Code of Conduct.
- Refrain from fighting.
- Obey all campus and classroom rules.
- Behave in a responsible manner, always exercising self-discipline.
- Cooperate with and assist school staff in maintaining safety, order, and discipline.
- Demonstrate courtesy at all times.
- Eat lunch and play in assigned areas.
- Follow rules of games and exhibit good sportsmanship.
- Meet school standards for grooming and dress.
- Respect the property of others, including school property and facilities.
- Respect the rights and privileges of other scholars and of teachers and other school staff.

Discipline Management Techniques

Our goal is to provide a positive classroom environment that promotes learning and fosters a safe and caring school experience for scholars and staff. In order to accomplish this goal, scholars are made aware of the school's expectations for proper behavior, especially during the first week of the school year.

In general, discipline will be designed to correct misconduct and to encourage all scholars to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be correlated to the seriousness of the offense, the scholar's age and grade level, the frequency of misbehavior, the scholar's attitude, and the effect of the misconduct on the school environment.

The following discipline management techniques may be used, alone or in combination, for misbehavior violating the Student Code of Conduct, campus rules, or classroom rules:

- Behavioral contracts
- Character-building activities
- Cooling-off time or "time out"
- Written reflection paper or apology letter
- Public apology

- Counseling to determine underlying reason(s) for the behavior
- Expulsion
- Grade reductions as permitted by policy
- Lunch Reflection / After-School Reflection
- Parent communication
- Suspension
- Parent-teacher conferences
- Mandatory parent shadowing
- Referral to an outside agency and/or legal authority for criminal prosecution
- Referral to the Campus Leadership Team or Principal
- Reminder of and positive reinforcement for appropriate behavior
- Restitution for damage caused to or theft of property or materials
- School-assessed and school-administered probation
- Classroom seating changes
- Sending the scholar to the Principal or other assigned area
- Techniques or penalties identified by scholar organizations and extracurricular activities
- Confiscation of items that disrupt the educational process
- Verbal correction
- Withdrawal of privileges, such as participation in extracurricular activities and/or membership in school-sponsored clubs or organizations
- Withdrawal or restriction of bus privileges
- Placement in the Restorative Justice program
- Other strategies and consequences as appropriate and necessary

Restorative Practice Program

We prefer not to suspend students at CLEAR. Suspensions tell scholars that they are not a part of our community and do not build skill sets to change the behavior. This is the easy way out. At CLEAR, we have invested in the Restorative Practice Program (RP) because it is our responsibility to ensure our students have the resiliency to come back and succeed after a mistake as well as think independently, solve problems and communicate before making that mistake again. Our RP program is intended to help students build the social and emotional skills they need to truly restore damage they have done to their community without falling behind academically. In RP students receive the following:

- Daily Student and family restorative circles
- Daily academic support
- Social service/counseling support/peer mentoring
- Guidance in creating a proposal that describes what sparked the RP assignment, who has been affected, why it happened, and how they will make it right.

In order to return to normal classes, the student must go before a RP Committee (RPC) and get their approval. The committee may consist of administration, teachers, students and the parents of the student in RP to determine when the RP student has restored the damage done to the community and are ready to return to class.

Offenses and Consequences

Level I Offenses:

The following behaviors are prohibited at all school and school-related activities. They are categorized by three levels of severity.

1. Accessing off-limits areas
2. Cheating or copying the work of another
3. Computer systems violations, including violations of the Acceptable Use Policy
4. Defacing or damaging school property, including, but not limited to, books, furniture, and other equipment, with graffiti or by other means, and causing minor damage.
5. Disobeying conduct rules regarding school transportation
6. Engaging in offensive conduct of a sexual nature, whether verbal or physical, directed toward another person
7. Engaging in threatening behavior toward another person on or off school property
8. Excessive tardiness (up to three in any one semester)
9. Failure to attend class or tutorial sessions
10. Failure to complete assigned homework
11. Failure to report harassment or bullying of Scholars
12. Inappropriate physical contact not defined as a Level II or III offense (i.e. horseplay, hugging)
13. Using a cellular telephone or other prohibited electronic device at school during the school day
14. Participation in extracurricular activities during Academic Probation status
15. Possessing matches, lighters, etc.
16. Possessing pornographic material
17. Posting materials or holding Scholar gatherings without administrative approval
18. Profanity or obscene gestures (in general, not directed at another person)
19. Use of a skateboard, scooter, and/or roller blades while on school property
20. Violating dress and grooming standards as communicated in the Handbook

Level II Offenses:

1. Two or more Level I offenses within a semester
2. Abusing prescription drugs, giving a prescription drug to another Student, or possessing or being under the influence of another person's prescription drug
3. Cheating or copying the work of another (2nd offense)
4. Falsifying records, passes, or other school-related documents
5. Directing profanity, vulgar language, or obscene gestures toward another person
6. Engaging in any conduct that constitutes sexual harassment (See "Freedom from Discrimination, Harassment, and Retaliation section.)
7. Engaging in conduct that constitutes dating violence (See "Dating Violence section)
8. Failure to comply with directives of school staff (insubordination/defiance)
9. Violations of the school's medication policies. (See "Administration of Medication section)
10. Fighting
11. Gambling
12. Hazing

13. Verbal harassment or bullying of Students
14. Verbal or written abuse – i.e., name-calling, racial or ethnic slurs, or derogatory statements
15. Improperly discharging a fire extinguisher
16. Inappropriate or indecent exposure of a Scholar's private body parts
17. Interference with school activities or discipline
18. Intimidating or harassing others
19. Leaving a classroom, school property, or school-sponsored events without permission
20. Possessing drug paraphernalia
21. Possessing or using fireworks, smoke or stink bombs, pyrotechnics, or other explosive devices
22. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
23. Retaliation in any form against Scholars or staff members
24. Truancy
25. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with Scholars
26. Using the Internet or other electronic communications to threaten Scholars or employees or cause disruption to the school program
27. Willful destruction of property belonging to the school, another Scholar, or a school employee/volunteer

Level III Offenses

1. Four or more Level I offenses committed in any one school year
2. Two or more Level II offenses committed in any one school year
3. Any offense listed in Sections 37.006(a) or 37.007 (a), (b), and (d) of the Texas Education Code, no matter when or where the offense takes place.
4. Arson, or setting or attempting to set a fire on school property (not arson)
5. Assault, sexual assault, aggravated assault, aggravated sexual assault, kidnapping, aggravated kidnapping, robbery, or aggravated robbery
6. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public-school fraternity, sorority, or gang
7. Bullying and/or cyber-bullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence
8. Burglary of a motor vehicle on campus
9. Capital murder, murder, manslaughter, criminal attempt to commit murder or capital murder, equipment, with graffiti or by other means, and causing major damage or criminally negligent homicide
10. Commission of a felony offense listed under Title 5, Texas Penal Code, or any conduct punishable as a felony
11. Any conduct endangering the health and safety of others
12. Defacing or damaging school property, including textbooks, lockers, furniture, and other
13. Deliberate destruction or tampering with school computer data or networks
14. False alarm, false fire alarm, or false report

15. Felony criminal mischief against school property, another Scholar, or school staff
16. Indecency with a child, indecent exposure, inappropriate sexual conduct, or public lewdness, required registration as a sex offender, or sexual abuse of a young child or children
17. Possessing, selling, distributing, or being under the influence of any drug or look-alike substances, drug paraphernalia, non-approved prescription, or over-the-counter medication
18. Possessing, selling, distributing, or being under the influence of alcohol
19. Possessing, selling, or distributing any tobacco or tobacco products
20. Targeting another individual for bodily harm
21. Theft (stealing property belonging to the school or another person)
22. Using a razor, box cutter, chain, or any other object in a way that threatens or inflicts bodily injury to another person
23. Use, exhibition, or possession of a firearm, illegal knife, club, or prohibited weapon
24. Verbal or physical threats or actions against school employees

Self-Defense

To claim self-defense, the Student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Interactions prior to the encounter will also be considered.

Consequences

After School Reflection

At CLEAR, our goal is to have focused, on-task classrooms where disruptions are minimal. We execute behavior management in this way because we always want students learning. We believe that when teachers have high standards, and they do not allow removal from class to be an option, all scholars will be able to remain in class; disruptive behaviors will be minimized rather than highlighted, and oftentimes will even go unnoticed. Teachers accomplish this aim by working patiently and consistently with scholar, parents, and administrators.

Below is the typical escalation of a scholar's consequences:

We refuse to let negative scholar choices disrupt the learning environment. We praise and reward scholars who show academic focus, maturity, and engagement. We trust our teachers to take the right steps so that we can have their backs 100% of the time when needed.

1. **Deduction:** The student may receive an in-class consequence (points off assignment, move seats, etc.) or loose privileges throughout the day or week.
2. **Lunch Reflection (LR):** The student will eat silently in an assigned area during lunch while completing a Reflection.
3. **After School Reflection (ASR):** The scholar will serve ASR for one hour after dismissal, the same day that the consequence is earned.

All scholars are given several opportunities to reflect upon their behavior before they are assigned ASR. **If the scholar receives ASR, it is the responsibility of the parent/guardian to provide transportation.** Please note that teachers require students to contact parents/guardians

regarding the ASR assignment (Age Appropriate, 3rd grade and up; Teacher will call for younger students). The ASR assignment is not negotiable, or optional, and must be served the day it was assigned (no exceptions). Students in lunch or after-school reflection must, in addition to all school rules and the Students Code of Conduct, follow these general rules:

1. Students will follow all rules concerning behavior and all directions given by the supervising staff member. Failure to comply may result in additional consequences.
2. Any scholar assigned to a reflection must stay the entire time. Students who intentionally leave early, arrive late, or threaten or attempt to leave early or arrive late may receive additional consequences.
3. Students should bring materials to complete their reflection. Students arriving without materials or assignments may be given additional time to serve.
4. Students will not be permitted to leave the room.
5. Talking and other forms of communication are not permitted, except to the supervising staff member with permission. Students are expected to remain silent and work alone.
6. Getting out of one's seat is not permitted, except with permission from the supervising staff member.
7. The best place to learn is in the classroom; lunch and after-school reflection are not an opportunity for academic help or tutoring.
8. Scholars and/or families with concerns about consequences should arrange a meeting with the Campus Leadership Team.

Conferences, Hearings, and Appeals

All Students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Notification to Parents/Guardians

If the CAO or administrator determines the Students conduct warrants RP placement during the school day, the Principal or administrator will make reasonable effort to notify the Students parent(s) or guardian(s) that the Student has been suspended before the Student is sent home. CAO or administrator will notify Students parent(s) or guardian(s) of the placement, the reasons, and the time and place for an opportunity to confer with the CAO or administrator.

Process for Expulsions

Notice

school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the Scholar:

1. May be present;
2. Shall have an opportunity to present evidence;
5. May be represented by an attorney.

Hearing Before Chief Executive Officer or Campus Academic Officer

The Chief Executive Officer or Campus Academic Officer may audio record the hearing. When the CAO or designee determines that a Scholar's conduct warrants expulsion, but prior to taking any expulsion action, the CAO or designee will provide the Students parent(s) with notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the CEO or CAO, within five
3. Shall be apprised and informed of the school's evidence;
4. May be accompanied by his or her parent(s); and

The school shall make a good faith effort to inform the Student and the Students parent(s) of the time and place for the hearing, and the school shall hold the hearing regardless of whether the Students, the Students parent(s) or another adult representing the Student attends. Immediately following the hearing, the CEO or CAO will notify the Scholar and the Scholar's parent(s) in writing of his or her decision. The decision shall specify:

1. The length of the expulsion, if any;
2. When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
3. The right to appeal the Chief Executive Officer's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeal to the Board of Directors

The scholar or his or her parent(s) may appeal the expulsion decision to the Board of Directors by notifying the Chief Executive Officer in writing within seven calendar days of the date of receipt of the Chief Executive Officer or CAO's decision. The Board will review the audio or transcribed record from the hearing before the Chief Executive Officer or CAO at a specially called meeting. The Board will notify the scholar and his or her parent(s) of its decision, in writing, within five calendar days of the hearing. The decision of the Board is final and may not be appealed. Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

No Credit Earned

Except when required by law, Scholars will not earn academic credit during a period of expulsion.

Emergency Placement and Expulsion

If the CAO or designee reasonably believes a Students behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with Students in a class, with the ability of a Students classmates to learn, or with the operation of the school or a school-sponsored activity, the CAO or designee may order immediate removal of the Student. Immediate removal may be imposed by the CAO or designee if he or she reasonably believes such action is necessary to protect persons or property from harm. At the time of such an emergency removal, the Student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Scholars with Disabilities

RJ/Expulsion Requirement

Gun-Free Schools Act

For the purposes of this law, “firearm” means:

All disciplinary actions regarding Students with disabilities shall be conducted in accordance with the most current federal and state laws. A Student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a Students with a disability shall remain in the present education setting, unless the school and parents agree otherwise.

In accordance with the Gun-Free Schools Act, the school shall expel, from the Students regular program for a period of one year, any Student who is determined to have brought a firearm, as defined by federal law, to school. The Chief Executive Officer or CAO may modify the term of expulsion for a Student or assess another comparable penalty that results in the Students expulsion from the regular school program on a case-by-case basis.

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. “Destructive device” means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device like any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

CLEAR Public Charter School’s code of conduct is modeled from Austin Achieve Public School student code of conduct. <https://austinachieve.org> December, 2019.

Attachment 9: Evidence of Community Support

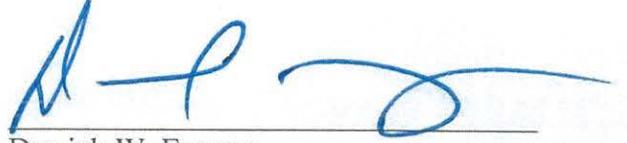
Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Please contact me if you have any questions. I am pleased to have this opportunity to be of service and to work with you.

Sincerely,

Eugene & Associates, PC



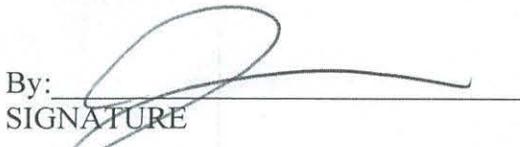
Darrick W. Eugene

AGREED TO AND ACCEPTED:

On behalf of CLEAR CHARTER SCHOOL

By:

SIGNATURE



Jason Harris

22 NOV 19

NAME

If the foregoing reflects our mutual understanding, please execute the enclosed duplicate of this Engagement in the space provided below and return it to us.

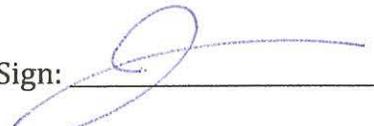
Very truly yours,
InSite EFS, Inc.



By: Benson P. Sainsbury
Title: President

Accepted and Agreed,

CLEAR Public Charter School

Sign:  _____

Print: Jason Harris
Title: Director

Date: 15 JAN 2020

PROPRIETARY MATERIAL

3 pages have been withheld

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

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Amended and Restated
Bylaws
of
CLEAR Public Charter School

ARTICLE I
NAME

The name of the corporation is CLEAR Public Charter School (the "Corporation"), a Texas non-profit organization.

ARTICLE II
PURPOSE

The Corporation is the charter holder of a Texas open-enrollment public charter school CLEAR Public Charter School (hereinafter, the "Charter School"). The Corporation is formed for charitable and 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 of 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.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law. The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any manner prohibited by law. The Charter School will not deny admission to the Charter School based on sex; gender; sexual orientation; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the Charter School the child would otherwise attend under state law, or any other factors prohibited by state or federal law.

**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 nine (9). 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 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.

(a) **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).

(b) **Emergency Meetings:** In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the

telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

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 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;
- (d) a cancellation of an event requiring winding up under Chapter 11;

- (e) a reinstatement under Section 11.202;
- (f) a distribution plan under Section 22.305;
- (g) a plan of merger under Subchapter F;
- (h) a sale of all or substantially all of the assets of the Corporation;
- (i) a plan of conversion under Subchapter F; or
- (j) a plan of exchange under Subchapter F.

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 ground 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 videoconference 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 of 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 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 President of the Board, a Vice-President of the Board, and a Secretary, and such other officers that the Board may from time to time as established by a majority of 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 officer 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.

7.8 **Chief Executive Officer/Superintendent.** The Board shall employ a Chief Executive Officer to be employed by the Corporation. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if he/she is a member of the Board of Directors, he/she shall resign such position on the Board immediately upon hiring if required by state law. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be the Superintendent of the Charter School as provided by the Texas Education Code and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School. The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law.

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

9.01 **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.

9.02 **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 [July 1 or September 1] of each year and will end on [June 30 or 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

The undersigned, as Secretary of the Board of the Directors of the Corporation, hereby certifies that these bylaws were adopted and made effective by the Board of Directors of the Corporation at a meeting held on 12-19-2019.

By: 
Name:
Title: Secretary of the Board of Directors

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

EXHIBIT A

Ethics, Conflicts of Interest, & Nepotism Policy

CLEAR Public Charter School

Preamble

This Policy is adopted by the Board of Directors (collectively, the “Board” or the “Directors” and individually a “Director”) of CLEAR Public Charter School (the “Charter School”). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Charter School are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Charter School at all times paramount in order to 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 the Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to Charter school and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Charter School manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Charter School and the students and community in which it operates. It ensures that all spending practices

and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Charter School uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Charter School and not the private interests of Directors or Officers.

C. Public Accountability. The Charter School provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Charter School such as the 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.

D. Accuracy and Retention of Records. The Charter School will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Charter School is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Charter School Name and Affiliation. The Charter School's 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 Charter School Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Charter School and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Charter School, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Charter School.

II. Conflicts of Interest

A. Statement on State Law. The Charter School 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 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. 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 C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official 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 (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) 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.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Charter School or if the Charter School is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Charter School is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Charter School is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Charter School not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Charter School of the alleged violation.

The Charter School must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Charter School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A “disqualified person” includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Charter School and its Officer and Directors shall comply with the most restrictive requirement.

i. 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 the Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School 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 II.A(ii) above.

ii. 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.

C. Conflict of Interest Procedures

i. 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 Chief Executive Officer/Superintendent or designee. 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.

ii. 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.

iii. Vote by Disinterested Directors

(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 A(ii)(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 (as defined above) 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 the Charter School 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: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) 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, (1) current independent appraisals of the property and (2) 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 the Charter School. In conformity with the above determination, it 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 (iv) below.

iv. 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.

(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.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local 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 Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. **Director.** 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 or an agent of a board director.

ii. **Officer.** 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, or an agent of an officer, 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 100.1.011(16).

iii. **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.

iv. 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.

v. 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.

vi. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vii. 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.

III. Nepotism

A. Nepotism Generally Prohibited. Except as provided by Section III.A. above and applicable law, a Director or CEO may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

i. The person is related to the Director or CEO by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

ii. The Director or CEO 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. *Local Gov't Code 573.002, 573.041.*

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.

C. 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. *Local Gov't Code 573.083; 19 T.A.C. § 100.1116.*

D. 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. *Local Gov't Code 573.022.*

E. 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 sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). *Local Gov't 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.

F. 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. *Local Gov't Code 573.024.*

G. 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.

H. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

I. 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 CEO 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 CEO is appointed; or
- ii. Six months, if the Director or CEO is elected.
- iii. One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

J. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

K. 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. *Local Gov't 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. *Local Gov't Code 573.061.*

L. 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 prohibited 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. *Local Gov't Code 573.044.*

M. 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).*

N. Nepotism Exceptions. The nepotism exceptions described in 19 T.A.C. § 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.

O. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director of Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Charter School. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of the Charter School 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.

IV. Confidentiality

A. 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 the Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Charter School 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.

V. Disclosure and Annual Review

A. 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.

B. Periodic Review. To ensure that the Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a

minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School'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.

C. 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 to the extent permitted by law.

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 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 Charter School 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 Charter School's 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 Charter 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 Ethics, Conflict of Interest and Nepotism Policy of the Charter School that is currently in effect.

Signature: _____

Date: _____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

Exhibit A-1: Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 and Affidavit of Abstention
— 2 pages

Exhibit A-2: ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board and the Superintendent by Local Government Code 176.003–.004 is attached and available on the Texas Ethics Commission Web site at: http://www.ethics.state.tx.us/whatsnew/conflict_forms.htm

EXHIBIT A-1

**AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST
IN A BUSINESS ENTITY OR REAL PROPERTY
& AFFIDAVIT OF ABSTENTION**

STATE OF TEXAS
COUNTY OF [_____]

I, _____ (*name*), as a local public official of CLEAR Public Charter School, make this affidavit and hereby on oath state the following: I, or a person(s) related to me in the first degree, have a substantial interest in:

a business entity, as those terms are defined in Local Government Code Sections 171.001–171.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

or

real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

The business entity or real property is (*name/address of business or description of property*):

_____.

_____ (*"I" or name of relative and relationship*) (have)(has) a substantial interest in this business entity or real property as follows: (*check all that apply*)

- Ownership of ten percent or more of the voting stock or shares of the business entity.
- Ownership of ten percent or more of the fair market value of the business entity.
- Ownership of \$15,000 or more of the fair market value of the business entity.
- Funds received from the business entity exceed ten percent of _____ (*my, her, his*) gross income for the previous year.
- Real property is involved and _____ (*I, she, he*) (have)(has) an equitable or legal ownership with a fair market value of at least \$2,500.

The statements contained herein are based on my personal knowledge and are true and correct.

Abstention. Upon the filing of this affidavit with the Board's Secretary, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

Signed this _____ day of _____ (month), _____ (year).

Signature of official _____

Title _____

ACKNOWLEDGEMENT

STATE OF TEXAS
COUNTY OF [_____]

Sworn to and subscribed before me on this _____ day of _____
(month), _____ (year).

_____, Notary Public in and for the State of Texas

EXHIBIT A-2

**LOCAL GOVERNMENT OFFICER
CONFLICTS DISCLOSURE STATEMENT**

FORM CIS

(Instructions for completing and filing this form are provided on the next page.)

<p>This questionnaire reflects changes made to the law by H.B. 1491, 80th Leg., Regular Session.</p> <p>This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.</p>	<p>OFFICE USE ONLY</p>
<p>1 Name of Local Government Officer</p>	<p>Date Received</p>
<p>2 Office Held</p>	
<p>3 Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code</p>	
<p>4 Description of the nature and extent of employment or other business relationship with person named in item 3</p>	
<p>5 List gifts accepted by the local government officer and any family member, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250 during the 12-month period described by Section 176.003(a)(2)(B)</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p>Date Gift Accepted _____ Description of Gift _____</p> <p style="text-align: center;">(attach additional forms as necessary)</p>	
<p>6 AFFIDAVIT</p> <p style="text-align: center;">I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to a family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a), Local Government Code.</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">Signature of Local Government Officer</p> <p>AFFIX NOTARY STAMP / SEAL ABOVE</p> <p>Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20____, to certify which, witness my hand and seal of office.</p> <p>_____ Signature of officer administering oath Printed name of officer administering oath Title of officer administering oath</p>	

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. **Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
2. **Office Held.** Enter the name of the office held by the local government officer filing this statement.
3. **Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code.** Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.
4. **Description of the nature and extent of employment or business relationship with person named in item 3.** Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.
5. **List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250.** List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.
6. **Affidavit.** Signature of local government officer.

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the [Subchapter D](#) application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.

TODD ARMSTRONG

todd@toddarmstrong.com (956)391-9178

OBJECTIVE	To responsibly serve CLEAR Public Charter School as a board member, providing IT assistance as needed.
EXPERIENCE	
Jul '19 – Present	➤ North Zulch ISD - <i>Director of Technology</i> North Zulch, Texas [<i>Updating all systems with 21st-century, feature-rich computing tools for staff and students.</i>] <ul style="list-style-type: none">Improving student labs, office machines and audio-visuals, with replacement teacher devices on the horizon.
Jul '17 – Jun '19	➤ Lindsay ISD - <i>Technology Director</i> Lindsay, Texas [<i>Ushered in contemporary technology, while maintaining and improving existing systems.</i>] <ul style="list-style-type: none">Stabilized and sped up network infrastructure while decreasing expenses and vendor dependency.Replacing outdated computing with affordable, reliable touch-based laptops and all-in-one lab machines.
Jul '15 – Jun '17	➤ Hallettsville ISD - <i>IT Manager</i> Hallettsville, Texas [<i>Guided IT department to improve and mature technologically, financially and strategically.</i>] <ul style="list-style-type: none">Emphasized ownership, documentation and cross-training of all systems for cost savings and stability.Personally managed all phases of a 22-mile wiring project for a newly constructed elementary campus.
Aug '10 – Jun '14	➤ S.T.E.T. / Horizon Montessori - <i>Technology Coordinator</i> Weslaco, Texas [<i>Oversaw all aspects of technology, serving multiple campuses spanning 3 cities</i>] <ul style="list-style-type: none">Customized and managed an efficient, online tech support system to track workload.Improved all facets of IT-related computing and introduced many contemporary tools.
Oct '08 – Jun '09	➤ IDEA PUBLIC SCHOOLS / Quest Academy - <i>Technology Teacher</i> Edinburg, Texas [<i>Taught introductory computer & Internet skills to 500 K-4 students each week</i>] <ul style="list-style-type: none">Designed interesting, challenging, kid-friendly lessons and assisted with morning assembly audio/visual.Created password-protected online student directory, with educational links for at-home use.
Jul '14 – Jun '15 Jun '04 – Sep '08 Jan '99 – Jul '03	➤ INTERNET MISSIONS - <i>Web Designer/Entrepreneur/Consultant (self-employed)</i> Various Cities [<i>Designed web site solutions for advertising, retail, non-profit and missionary organizations</i>] <ul style="list-style-type: none">Experienced financial success buying, developing, and selling valuable .com & .tv domain names.Worked with e-commerce software for both retail and non-profit/fund-raising entities.Spent considerable free-time volunteering & leading various youth programs (see next 3 sections).
Jun '07 – Aug '07	➤ VISION QUEST / Camp C.C.Y. - <i>Child Care Worker III</i> Franklin, Pennsylvania [<i>Supervised and interacted with over 100 teens in a juvenile detention camp in NW Pennsylvania</i>] <ul style="list-style-type: none">Proposed basketball program, while caring daily for students who had a very tough start in life.
Jan '06 – May '06	➤ FIRST BAPTIST CHURCH - <i>Youth Group Leader</i> Pella, Iowa [<i>Led weekly Bible studies, camp retreats, lock-ins and provided guest sermons</i>] <ul style="list-style-type: none">Served as the salaried high school and junior high youth group leader at my local church.Created and implemented budget for new staff computers, software and wireless network.
Jun '04 – Jan '06	➤ REGIONAL YOUTH MINISTRY - <i>Student Leader/Speaker/Event Designer</i> Iowa/Kansas [<i>Worked with summer camping programs, winter retreats and discipleship development teams</i>] <ul style="list-style-type: none">Coached/mentored mature college & high school students in two leadership training programs.Served as camp teacher and counselor. Promoted discipleship events via web, email and print media.
Aug '03 – Jun '04	➤ SANTIAGO CHRISTIAN SCHOOL - <i>Computer Instructor & Youth Speaker</i> Dominican Republic [<i>Instructed high school students in Microsoft Office, programming and Internet skills</i>] <ul style="list-style-type: none">Taught MS Office tools, web page design, and created a contemporary curriculum.Shared messages with hundreds of JH & HS students in campus chapel services.
Jul '98 – Dec '98	➤ IOWA COMPUTER ENTERPRISES - <i>Information Technology Consultant</i> Pella, Iowa [<i>Served several hospital clients with various IT tasks, including meetings and classroom education</i>] <ul style="list-style-type: none">Researched, packaged and promoted a corporate client e-mail and Internet surfing solution.
Aug '96 – May '98 -and- Jul '92 – May '93	➤ KODAIKANAL INTERNATIONAL SCHOOL - <i>Computer Teacher & Youth Worker</i> India [<i>Instructed students and trained co-workers in Pascal programming and multimedia design</i>] <ul style="list-style-type: none">Assisted department head with planning, budgeting, problem solving, and overall direction.Spoke to over 600 international students in assemblies, chapels, and weekly dorm devotions.
Aug '93 – Aug '95	➤ YOUTH FOR CHRIST - <i>Campus Life Director</i> Pella, Iowa [<i>Pioneered and coordinated city & state-wide youth events for middle and high school students</i>] <ul style="list-style-type: none">Planned and hosted the 1995 state basketball tournament for 380 athletes & 80 coaches.Coordinated weekly JH & HS club meetings, as well as larger city-wide events for 400+ teens.
Aug '90 – Jun '92	➤ PORT ISABEL HIGH SCHOOL - <i>Computer Teacher</i> Port Isabel, Texas [<i>Instructed 6 sections of high school microcomputer applications plus 1 programming class</i>] <ul style="list-style-type: none">Fostered a challenging, rewarding environment to enhance students' desire to learn.
Jun '88 – Jun '90	➤ GRINNELL MUTUAL REINSURANCE COMPANY - <i>PC Office Automation Specialist</i> Grinnell, Iowa [<i>Installed PC software/hardware, performed troubleshooting, and designed data base applications</i>] <ul style="list-style-type: none">Mentored college student interns and new co-workers in application development.

EDUCATION	MORNINGSIDE COLLEGE Sioux City, Iowa
Aug '83 – Dec '87	BS in Computer Science (<i>Math Emphasis</i>) with Sociology Minor. Resident assistant. Deans list. Honorable Mention All-Conference in baseball. FCA student leader. Texas teacher certification ('92).

ABBHEY CARNES

PROFILE

Dedicated banker responsible for successfully facilitating general organizational growth for the mutual benefit of the communities, customers, and employees I serve.

Ozona National Bank, chartered in 1905, is a full-service Texas independent community bank with four locations serving Ozona, Wimberley, San Marcos, & San Antonio.

Proud to carry the culture of a great organization and dedicated to serving the communities we call home.

ACADEMICS

Texas State University | San Marcos, Texas
2010-2012: Completed 122 hours towards Bachelor of Arts-General Studies

Federal Reserve Bank of Dallas
Banking on the Leaders of Tomorrow (BOLT)
22 hours

Microsoft Office Specialist
Certified in 2016

COMMUNITY

Independent Bankers Association of Texas
Austin, Texas
Leadership Division Region 7 President

Independent Bankers Association of Texas
Austin, Texas
PAC Leader
Raised \$142,975 in 2017

Ozona Chamber of Commerce
2016 - Current: Vice Chairman

CLEAR Public Charter School
2018 - Current: Vice Chairman

CONTACT

C: 210.244.3080

E: abbey.m.carnes@gmail.com

M: PO Box 2055 | Ozona, TX 76943



[linkedin.com/in/abbeycarnes](https://www.linkedin.com/in/abbeycarnes)

EXPERIENCE

2014 - 2019

Assistant Vice President/Director of Marketing & Sales
Ozona National Bank
Ozona, Texas

- Lead creator in developing the banks corporate marketing strategy and overarching brand message, along with budgeting for fiscal year and tracking spending on campaigns.
- Develop sales presentations and proposals to existing & potential clients to grow Ozona Bank's client base, deposits, and loan portfolio.
- Driver of development & implementation of annual client marketing plans and media strategies. This includes concept, designing, creating, and delivering the marketing and brand programs through various channels, including: print materials/collateral items, on line advertising, email, social media, and radio.
- Provide market research & analysis to clients for the purposes of planning and executing specific product campaigns. Information collected includes; trends, competition, demographics, new products, and pricing.
- Prepare and present monthly board reports as required by bank policy.
- Deposit portfolio of \$4.2MM.
- Cooperatively responsible for generating \$7.9MM in new loans since January 2016.
- Streamlined personal and commercial deposit product offerings from 47 products to 12; including complete core integration, collateral materials, and sales training for entire bank staff. Products launched in 2018.
- Established the brand standards for an inherited logo after 109 years of no standardized brand representation.
- Marketing Planning; create and implement advertising and media plans for each market (OZ, WB, SM, SA) to reach specialized goals and ROI.
- Cooperatively responsible for designing and building the following websites: ozonabank.com and ozonabankblog.com.
- Manager and strategist of all client social media accounts, communications, and results.
- Comprehensive knowledge and manager of Google/search engine strategy; SEO, Analytics, and Google business listings. Integration of these elements are crucial to website performance and reach of target audience.
- Solely responsible for all trade show booth concepts, materials, and presentation.

REFERENCES

David Seitze
Senior Vice President
Frost Bank
San Antonio, Texas
210.220.4323
[REDACTED]

Lydia Gonzales
Senior Vice President
First National Bank of Beeville
San Antonio, Texas
210.710.6569
[REDACTED]

Lance Kruse
Senior Vice President
Ozona National Bank
San Marcos, Texas
858.414.9139
[REDACTED]

MOLLY ANN ROSAS-GARCIA

201 Field Corn Ln. | San Marcos, TX 78666 | 512-787-1018 | mollyann.garcia@gmail.com

PROFESSIONAL PROFILE

Highly Motivated Community Activist, with over 10 years' experience with non-profits and a goal of making a difference in our community.

PROFESSIONAL EXPERIENCE

Main Street Advisory Board- *Chairwoman of the Board*

March 2008- March 2015

- Responsible for budget, approve and make recommendations and oversee expenditures.
- Ensure staff is filing all necessary reports with the City and per Texas/ National Main Street guidelines.
- Work with Manager to prepare monthly agenda, add or remove agenda items as necessary a week prior to meeting to ensure it is posted on website in accordance with our bylaws.
- Assign Staff activities/Goals Board approves.
- Oversee entire program.

Leadership San Marcos- *Secretary/ Vice President*

2011-2012 and April 2014- Present

- **Secretary-** Record minutes from board meetings and present them to the board for approval. Store minutes in master file in accordance with our by-laws.
- **Vice-President** – Work with President and Executive Director in preparing the budget for the year. Also plan all activities and approve class sessions. Promote Leadership SM Program in the community. Assist the By-law committee in any recommendations to bring to the board including changes to our policies and procedures as needed.

Grande Communications- *Community Relations/Sales Manager*

March 2007- June 2013

341 Carlson Circle, San Marcos, TX

- Served as liaison to the community, City of San Marcos and Texas State University. Interact with community to create and maintain new partnerships and relationships.
- Served on numerous boards throughout the community representing Grande.
- Plan, coordinate, and execute a marketing plan within the area to increase company sales.
- Work on a regular basis with Marketing to create campaigns to brand and market our products with mailers, fliers, tag lines, billboards, commercials and any other advertising.
- Prepare, submit and manage Community Relations budget and expenses including sales. Create annual budget and track all expenses on a monthly basis.
- Hire, train and supervise a team of Territory Managers.
- Develop, coordinate, and implement Community Relations strategies and programs in San Marcos and surrounding areas, as well as planning and coordinating all sponsored events and recruiting all volunteers.
- Advisor to Grande Cares Board (non-profit); seek new relations with non-profits in the community. Create awareness and promote the Grande Cares program in the area to receive more grant applications.
- Supervise our MDU (Apartment) coordinator with over 14k apartments between Austin and San Marcos. Manage MDU budget
- Maintain employee records confidentially and conduct annual reviews/evaluations of staff per Human Resource policy.

San Marcos Hispanic Chamber of Commerce- *Chairwoman/ Executive Board of Directors*

2005-2009

- Work with President and staff in implementing policies establish by Board of Directors.
- Analyze and evaluate operations and make changes where appropriate to fit our budget.
- Assist President in making sure all bills were paid, oversee monies in our accounts, reports were accurate and sign all staff paychecks.
- Represent SMHCC on a state level at Texas Association of Mexican American Chambers of Commerce (TAMACC) meetings and events.

MOLLY ANN ROSAS-GARCIA

201 Field Corn Ln. | San Marcos, TX 78666 | 512-787-1018 |
mollyann.garcia@gmail.com

OBJECTIVE

To fully utilize my skills in Community Relations and Marketing to achieve meaningful outcomes for the organizations or businesses for which I work.

KEY QUALIFICATIONS

- Over 14 years work experience in direct sales including 9 years in Sales Management.
- Over 6 years work experience in Community Relations and serving as the primary liaison to the City of San Marcos, Texas State University and the general public.
- Over 18 years involvement in the community, serving on numerous boards and committees.
- Proven record of closing deals and meeting targets in addition to cultivating a large clientele base.
- Very good communication skills; great public speaker and making presentations. Also fluent in Spanish.
- Excellent computer skills including Microsoft Windows and Microsoft Office Suite.

EMPLOYMENT HISTORY

**Grande Communications- Community
Relations/Sales Manager** 341 Carlson Circle, San
Marcos, TX 78666

March 2007- June 2013

- Develop, coordinate, and implement Community Relations strategies and programs in San Marcos, including coordinating volunteers for all of our sponsored events and setting up booths.
- Work on a regular basis with Marketing to create campaigns to brand and market our products with mailers, fliers, tag lines, billboards, commercials and any other advertising.
- Served as liaison to the community, City of San Marcos and Texas State University. Interact with community to create and maintain new partnerships and relationships.
- Served on numerous boards throughout the community representing Grande.
- Advisor to Grande Cares Board (non-profit); seek new relations with non-profits in the community. Create awareness and promote the Grande Cares program in the area to receive more grant applications.
- Handle Public Service Announcements (media) with local organizations and negotiate trade deals.
- Plan, coordinate, and execute a marketing plan to increase public awareness and visibility.
- Hire, train and supervise a team of Territory Managers (direct sales reps).
- Supervise our MDU (Apartment) coordinator with over 14,000 apartments between Austin and San Marcos and MDU budget.
- Assist MDU Coordinator in maintaining relationships with property owners and seek out new properties to sign contracts with Grande for services.
- Prepare, submit and manage Community Relations and Sales budget. Track all expenses on a monthly basis. Provide weekly reports for all activities.
- Headed special projects when needed among other duties.

San Marcos Auto Outlet- Floor Manager
2990 IH-35S., San Marcos, TX

February 2000-February 2007

- Lead and motivated a sales team to accomplish their sales goals and objectives, up to 20 sales reps. In addition to assisting with closing deals.
- Maximize profits on deals to achieve double commissions than the national average.
- Expert Trainer and knowledge on: incoming and outgoing sales calls, follow-ups, prospecting, repeat and referral business, handling customers' objections and closing the sale.
- Earned the local title of "Used Car Queen" due to many successful sales and cultivating a very large clientele.

COMMUNITY LEADERSHIP

- **City of San Marcos Main Street Advisory Board**- Chair of the Board (Present & 2008-2011), Board of Directors (2008-present), Texas Natural Task Force committee (2008-2010).
- **Texas State University's Friends of Fine Arts & Communications**- Board of Directors (2009-2012), Young Friends Committee (2011-2012), Member (Present).
- **Leadership San Marcos**- Board of Directors- President Elect (present), Secretary (2011-2012), Class of 2010, Alumni (present)
- **Central Texas Medical Center's The Women's Council**- Founder (2010-present), Grants Committee (2010-present). Outreach/Marketing committee (2012-present).
- **San Marcos Hispanic Chamber of Commerce**- Board of Directors (2004-2008), Chair of the Board (2006-2007), Vice-Chair of the Board (2005-2006), Past Chair (2007-2008), numerous committees Chair (2001-2008).
- **Heritage Association of San Marcos**- Board of Directors (2010-2011), Home Tour Chair (2010), Home Tour Committee (2009-2011), Member (Present).
- **Prevent A Littler (PALS) 7th Annual PETFEST**- Event Co-chair & PETFEST Committee (2009-2010).
- **San Marcos Area Chamber of Commerce**- Member, Special Events Committee (2007-2010).
- **Texas Association of Mexican American Chambers of Commerce**- Board of Directors (2005-2008).
- **Church of God of Prophecy**- Piano Player (1998-2010), Youth Pastor (2003-2005), Sunday school Teacher (2004-2007), Church Treasurer (2007-present).

SPECIAL AWARDS AND HONORS

- **San Marcos Shining Stars under 40** – 2011
- **Leadership San Marcos**- Class of 2010
- **Bobcat Build**- Certificate of Appreciation (2008-2009)
- **San Marcos Hispanic Chamber of Commerce**- Chairman's Award (2009), Los Amigos of the Year Award (2004 & 2009), Board service Award (2008).
- **Boys and Girls Club of South Central Texas**- Honorary S.M.A.R.T Girls Award (2008).
- **Grande Communications**- Graduate of Leadership Fundamentals Award (2008), 5-year Pin (2012).
- **Texas State University's Friends of Fine Arts & Communications**- Board Service Award (2012).
- **San Marcos Area Chamber of Commerce**- Certificate of Appreciation (2008 & 2009).

EDUCATION

San Marcos High School 1994- 1998

Graduated Advance with Honors

Austin Community College 1997-2000

Major: Psychology

George Helfenstine

(808) 446-2978

105 Rimrock Lane | San Marcos, Texas 78666

ghelfenstine@gmail.com

Education and Certification

Miami University, Oxford, Ohio

Bachelor of Science in Education, Dual Certification Life Science and Physics
Major: Secondary Education 156 credit hours

May 2010

Certifications

National Board Certification:	Early Adolescence/Science
Hawaii Standard License:	Science 6-12 (expired)
Highly Qualified:	Biology and Physics
National Outdoor Leadership School:	Wilderness First Responder

Leadership Experience

Founder - Noble Educational Leadership

San Marcos, Texas

October, 2018 - present

- Facilitate implementation of the Effective Schools Framework from TEA
- Develop leadership capacity of various principals, assistant principals, and district leaders
- Plan and support prioritized execution of yearly goals aligned to the mission of nonprofit
- Create comprehensive programs supporting instruction and RTI, school culture, and leadership
- Identify and recruit potential clients, and manage client relationships

Assistant Principal – Wayside Schools,

Austin, Texas

December, 2017 – present

- Supervise and evaluate Math, Science, and Engineering/Computer Science departments
- Create and manage campus-wide implementation of high leverage strategies from RELAY GSE
 - Observation – Feedback cycles weekly for STAAR tested areas, bi-weekly for others
 - Weekly Data Meetings for STAAR tested areas, bi-weekly for others
 - Planning meetings weekly for all instructional staff
- Develop and evaluate implementation of Campus Improvement Plan
- Lead campus culture committee in creating traditions and events for scholars
- Implement Restorative Practices to improve campus culture and discipline referrals
- Manage discipline and scholar crises with systematic data collection and interventions
- Responsible for RTI and Section 504 services for scholars and data for eligibility determination

District Science Specialist – Wayside Schools,

Austin, Texas

June 2015 – December, 2017

- Design District Improvement Plan and support creation of Campus Improvement Plan
- Create and maintain all district science scope and sequence and curriculum materials
- Develop District Instructional Intervention Program
- Oversee, coordinate, and systemize instructional materials purchasing for all campuses
- Coach and mentor teachers from multiple content areas to promote student success
- Construct and implement student progress monitoring and formative assessment initiative
- Participate in Region 13 Science Leadership Network
- Determine district priorities for science/STEM and facilitate improvement in relevant areas

SmartRoots Global – Non-Profit

Phoenix, Arizona

January 2014 – present

Chief Program Officer – Create mission and vision of global educational non-profit; plan for long-term goals and intended outcomes; head all programming and product development; create and implement Human Impact Lab incorporating sustainability, Design Thinking and Project Management

Chair of Program Development Committee – Align lessons with Common Core and Next Generation Science Standards; develop evaluation model for program efficacy; create teacher-training program; generate project models for class, school, and community implementation

Iao Intermediate School

Wailuku, Hawaii

October 2013 – June 2015

School Community Council

Chair – Modify and oversee school's Academic and Financial Plan; increase stakeholder input on school operations; reform school policy; evaluate administration

School Leadership Team

Determine strategies supporting, and monitor implementation of, school's Academic and Financial Plan
Provide direction on school priorities and programs
Coordinate with consultants to improve instruction and provide targeted professional development

School Climate and Discipline Committee

Assess existing school climate and discipline practices
Design and implement plan to improve sense of community and decrease discipline referrals
Assess success of strategy and modify quarterly

Mission and Vision Committee

Solicit input from stakeholders regarding the school mission and vision
Develop mission and vision with Victoria L. Bernhardt's Continuous School Improvement Framework

Teaching Experience

Classroom Teacher – Iao Intermediate School

Wailuku, Hawaii

July 2012 – June 2015

Teach 7th Grade Life Science
Implement Hawaii Content and Performance Standards as well as Common Core State Standards
Evaluate student progress and modify instruction appropriately via ongoing formative assessment
Engage students in hands on, project based, student-centered learning activities
Employ a positive discipline plan promoting student responsibility, independence, and accountability
Use explicit content and language objectives to guide student learning
Provide ample opportunity for students to develop intellectually as well as socially and emotionally

Classroom Teacher – Bethel Regional High School

Bethel, Alaska

August 2010 – June 2012

Teach 7th Grade Life Science, 8th Grade Physical Science, Physics
Plan for and teach inaugural Academy of Engineering cohort from various villages in the district
Utilize multimedia for both instruction and assessment in meaningful ways for diverse students
Work with other science personnel to create grade level appropriate Minimum Proficiency Exams

Professional Development Highlights

RELAY Graduate School of Education
SC-700/900 Leading Student Culture
DDI-700/900 Weekly Data Meeting
OF-700/900 Observation – Feedback
PL-700/900 Practice Lab
Certified Associate in Project Management Coursework
Six Sigma Black Belt (coursework)
Google Apps For Education Global Summit
Instructional Leadership Conference - Hawaii Alliance
Hawaii Long-term Planning Conference - Hawaii Alliance
Training in SIOP and CHAMPS
UTeach Science Collaborative Mentor (200+ hrs)

PROFESSIONAL EXPERIENCE & LEADERSHIP

The Learning Accelerator, Austin, TX

JULY2019 -

PRESENT

Managing Partner, Schools & Systems Strategy

- Ensure schools and systems have the knowledge, tools and networks to successfully implement personalized, mastery-based, and data-driven teaching and learning practices and system strategies

Texas Education Agency, Austin, TX

MAY2019 -

PRESENT

Effective Schools Framework (ESF) Facilitator (Contractor/Consultant)

- Clearly communicate diagnostic process expectations, roles, and responsibilities with principal supervisors/DCSIs and campus principals
- Complete diagnostic pre-visit activities with assigned campus principal supervisors/DCSIs and principals
- Schedule and execute well-structured diagnostic on-site activities: leadership interviews, teacher focus groups, and campus, classroom, and PLC observations

Democracy Prep Public Schools, San Antonio, TX

APRIL2018 – APRIL2019

Founding Executive Director

- Launched new region of turn-around partnership schools for Democracy Prep and San Antonio Independent School District to transform persistently failing schools in the local district under HB 1882
- Secured commitments from the local district to serve 2,500 students at two pre-k - 12 schools in phase one expansion in San Antonio including agreements on 5 year performance framework
- Crafted expansion vision for phase two of growth for the region and in partnership with other districts
- Deepened relationships with community stakeholders to advance our local work and create a fertile ground for expansion efforts and influence policy
- Managed a 5 million dollar budget including two grant streams for school start up and turn around in the first year of operations
- Serve as state appointed DCSI (District Coordinator for School Improvement) for our turn around campus that was previously in IR (Improvement Required) status

YES Prep Public Schools, Houston, TX

APRIL2014 – APRIL2018

School Director, Northbrook Middle School, SKY Partnership

- One of six principals in a one of a kind district/charter collaboration with Spring Branch Independent School District, KIPP Houston, and YES Prep, seeking to offer additional choices for families EPand increase the number of low-income students in northwest Houston that are accepted into a four-year college
- Work in collaboration with district officials and my partner principal to reduce structural barriers, create efficiencies and create strong adult and student culture in our building, all in service of student achievement
- Selected as a 2017 Digital Promise School, a partnership with the Verizon Foundation that provided 100% of our students and staff with tablets to increase achievement and engagement
- Rated the highest in employee engagement among 15 YES Prep campuses with a 94% Q12 quotient in the 15-16 school year (Q12 is an employee engagement survey administered by Gallop to organizations nationwide)
- Increased fluency rates by 22% (an increase of ten percentage points) in the 15-16 school year
- Directly manage four leadership team members, build culture for a staff of 32 people, collaborate with stakeholders across three organizations (YES Prep, KIPP Houston and Spring Branch ISD) and drive the achievement of 420 students

Achievement School District, Nashville/Memphis, TN

JUNE2013 – APRIL2014

School Leadership Fellow, Westside Achievement Middle and 9th Grade Academy

- Supported building principal in transition from district to state control through the state-run Achievement School District

- 9th Grade students achieved 36-49 percentage points higher on state achievement tests compared to local zoned high school
- Coached and evaluated five teachers through weekly sessions, increasing effectiveness with students
- Created a comprehensive Response to Intervention program, tracking 100% of the students, categorizing them into tiers to provide targeted behavioral and academic support
- Implemented wrap-around services tools to connect community services to families in need
- Hired/managed the campus counselor who provided social-emotional counseling for students

Achievement School District, Nashville/Memphis, TN

JANUARY2012 - JUNE2013

Statewide Communications Director

- Build communications infrastructure for external/internal audiences including email systems, cadences, communications culture and protocols, with a robust online presence and media engagement
- Represent the ASD in local and national media, ensuring our organizations values are promoted
- Liaise with local and state political officials, community groups and other stakeholders to advance our strategy

YES Prep Public Schools, Houston, TX

AUGUST2008 - AUGUST2011

Senior Director of Recruitment & Selection

- Increased applications from 400 to 6,250 in three years with strategic, national recruitment and marketing campaigns
- Screened and selected 400 teachers and staff throughout three school years to help organizational expansion
- Built applicant pipeline quality to ensure School Directors had at least 2-3 outstanding candidates per open position
- Refined selection tools based on survey and performance data of the top, middle and lowest tiered teachers at YES Prep
- Ensure departmental fiscal responsibility and effectiveness with an operating budget of \$300,000

TeachForAmerica Houston Summer Training Institute, Houston, TX

SUMMER2010

School Director, F.M. Black Middle School

- Increased the technical proficiency of 48 TFA Corps Members in five week training program
- 93% of our students achieved summer growth goal in the four major content areas
- Coached a 6 person TeachForAmerica team and 12 mentor teachers to increase the effectiveness of our new teachers

Breakthrough Collaborative, Houston, TX

JANUARY2008 - JULY2008

Dean of Faculty, Breakthrough Houston

- Amend teacher training program to ensure teachers have immediate academic impact
- Critically evaluate teachers on performance, provide guidance to maximize strengths, isolate opportunities for growth

Breakthrough Collaborative Leadership Fellow, San Juan Capistrano, CA

SUMMER2007

Dean of Faculty & Math Department Coach

- Designed & delivered a teacher training protocol for a staff of 12 novice teachers and 4 mentors
- Provided curricular, pedagogical, planning and delivery support for teachers in weekly observations
- Coordinated observation schedules and training curriculum for four department heads/mentor teachers

YES Prep Public Schools North Central, Houston, TX

JANUARY2006 -

MAY2008

Teacher, Middle School Math, Science & Technology

- Earned a Mastery/Exceptional Quality level performance in Classroom Management, Organizational Responsibilities and Upholding Organizational Values through observations by the campus Dean of Instruction and School Director
- 95% of students I taught passed the 2008 TAKS test with 60% of those earning a commended rating (highest possible); 96% of students passed the 2007 TAKS test with 52% of those earning a commended rating (highest possible); 91% of students passed the 2006 TAKS test with 41% of those earning a commended rating (highest possible)

COMMUNITY LEADERSHIP

CLEAR Public Charter School, San Marcos, TX

President, Board of Directors

EDUCATION

Texas A&M University: College Station, TX

Bachelor of Arts, Political Science

JUNE2019 - PRESENT

DECEMBER2004

TEXAS STATE VITA

I. Academic/Professional Background

A. Name: Terri Cearley-Key

Title: Senior Lecturer

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
MED	2007	Texas State University	Elementary Education	
BSIS	1995	Texas State University	Interdisciplinary Studies (Physical Ed)	

C. University Experience

<i>Position</i>	<i>University</i>	<i>Comments</i>	<i>Dates</i>
Field Experience Coordinator, Education	Texas State University, San Marcos, TX, United States		June 2018 - Present
Senior Lecturer, Unit not specified Co-Advisor, Education	Texas State University., TX San Marcos Reading Council, San Marcos, TX, United States		January 2012 - Present June 2015 - June 2017
Lecturer, Unit not specified	Texas State University., TX		January 2010 - December 2012
Faculty Exchange Teacher, Unit not specified	Texas State University., TX		January 2005 - December 2010
Part Time Lecturer, Unit not specified	Texas State University., TX		January 2005 - December 2010

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Comments</i>	<i>Dates</i>
University Coordinator	HEB Family Literacy Program		January 2013 - Present
Mentor of Mentors	Teacher Fellows Program		January 2010 - December 2012
Teacher Fellows Exchange Teacher	Teacher Fellows Program		January 2005 - December 2010
Classroom Teacher	Hays CISD, Kyle, TX		January 2001 - December 2005

Education Director	Huntington Learning Center	January 1998 - December 2001
Classroom Teacher	Lockhart ISD	January 1995 - December 1998

E. Other Professional Credentials (licensure, certification, etc.)

"Not the Danielson Training", Texas State. (September 28, 2018 - Present).

Field Supervisor Observation Training, Region 13 Education Service Center. (September 12, 2018 - Present). License Number: SU1839437.

Certificate of Achievement, Kagan Cooperative Learning. (March 3, 2018 - Present).

Certificate of Achievement, Kagan Cooperative Learning. (March 15, 2017 - Present).

Certificate of Achievement, Teachscape. (July 7, 2014 - Present).

Teachscape Framework for Teaching Evaluation Instrument Proficiency, Issuing Authority Not Specified. (July 6, 2014 - Present).

Texas State. (May 15, 2013 - Present).

Academic Development Certificate Preparing Students for Global Citizenship, Issuing Authority Not Specified. (May 15, 2013 - Present).

Multicultural Course Designation, Center for Multicultural & Gender Studies. (May 14, 2013 - Present).

TEAM Teacher Evaluation Observer, National Institute in Excellence for Teaching. (August 31, 2012 - Present).

TEAM Teacher Evaluator, National Institute for Excellence in Teaching. (August 31, 2012 - Present).

ESL/Supplemental Certification, State Board of Educator Certification. (July 18, 2011 - Present).

ESL Supplemental Certification, Texas Education Agency. (July 8, 2011 - Present).

Trainer of Trainers, Ginger Tucker First Year Teacher Academy. (July 2, 2010 - Present).

Trainer of Trainers, Dinah Zykes. (June 30, 2009 - Present).

II. TEACHING

A. Teaching Honors and Awards:

Award / Honor Recipient: Kappa Delta Pi Fall Banquet.
January 1, 2011 - December 1, 2011

Award / Honor Recipient: Hays First Year Teacher Academy.
January 1, 2009 - December 1, 2011

Award / Honor Recipient: Faculty Exchange Teacher.
January 1, 2005 - December 1, 2010

Award / Honor Recipient: Kyle Elementary.
January 1, 2005 - December 1, 2010

Award / Honor Recipient: Teacher of the Year Finalist, Lockhart ISD.
January 1, 1996 - January 1, 1998

B. Courses Taught:

Texas State University:

CI 3338 - SOCIAL STUD ELE MS

ED 4380 - DIR TCHNG ELEM

ED 4387 - DIR TCH KINDGTN

RDG 3315 - ASSESS LIT EC6

RDG 3315 - ASSESS RDG & WRTNG

RDG 3320 - INTEGRAT RDG & WRT

RDG 3321 - DEV RDG EC-4

RDG 3321 - LITERACY INSTR EC6

D. Courses Prepared and Curriculum Development:

Social Studies for Elementary Teachers, First Time Course Preparation, Texas State University. Taught: January 2015 - May 2015.

New Course. Taught: May 2012.

Multicultural Curriculum Transformation and Research Institute, Revise Existing Course, Texas State University. Taught: August 2012.

F. Other:

Faculty Reviewer, Teacher Fellows Poster Presentation, Teacher Fellows Program. San Marcos, TX, United States. (May 7, 2018).

Guest Lecture, Nathan Bonds's Graduate Leadership Class. Austin, TX. 12. (June 22, 2017 - Present).

Guest Lecture. Austin, TX. 12. (July 19, 2016).

Guest Lecture. San Marcos, TX. 8. (June 1, 2015).

Guest Lecture. San Marcos, TX. 36. (April 1, 2015).

Guest Lecture, Kappa Delta Pi Professional Development, Kappa Delta Pi. San Marcos, TX. 23. (October 1, 2014).

HEB Read 3 Summer Literacy Program, HEB. San Marcos, TX. 35. (June 1, 2016 - Present).

Invited Presenter, Stickland School Professional Development, Stickland School. Austin, TX. 10. (May 20, 2016).

Member Advisory Council, Advisory Council, CLEAR Pubic Charter School. San Marcos, TX, United States. (June 2018 - Present).

Seminar, Field Block Orientation for New Instructors, Texas State University Teacher Education Preparation. San Marcos, TX, United States. (August 14, 2018).

Teacher Fellows Action Research Poster Presentation Reviewer, Teacher Fellows Program. San Marcos, TX. (May 1, 2017).

Teacher Fellows Summer Literacy Program. (June 1, 2014 - June 28, 2016).

University Liaison, HEB Read 3, HEB Foundation. San Marcos, TX. (June 7, 2014 - Present).

G. Teaching Professional Development Activities Attended

Forum, "Teacher Education Forum," Texas State University, Round Rock, TX. (November 14, 2016 - Present).

Conference Attendance, "They Can't Fix What They Don't Understand!," International Literacy Association, St. Louis, MO. (July 15, 2016 - Present).

Workshop, "Children's Literacy Initiative Writing Workshop," CLEAR PUBLIC CHARTER SCHOOL, Houston. (November 15, 2018).

Conference Attendance, "CSOTTE - Embracing Change," Consortium of State Organizations for Texas Teacher Education, San Antonio, TX, United States. (October 21, 2018 - October 23, 2018).

Workshop, "Not the Danielson Training," Texas State University Teacher Educator Preparation, San Marcos, TX, United States. (September 21, 2018).

Conference Attendance, "62nd Annual International Literacy Association Convention," International Literacy Association, Austin. (July 20, 2018 - July 23, 2018).

Seminar, "Brain Friendly Teaching Pt. III," Texas State University Teacher Fellows, San Marcos, TX, United States. (March 1, 2018 - March 2, 2018).

Workshop, "Brain Friendly Teaching Pt. II," Texas State Teacher Fellows, Austin, TX. (March 14, 2017 - March 15, 2017).

Professional Development, "Teaching Social Studies for Elementary Teachers," Texas State University, San Marcos, TX. (July 15, 2016).

Conference Attendance, "61st Annual International Literacy Association Convention," International Literacy Association, Boston, MA. (July 9, 2016 - July 12, 2016).

Self-Study Program, "Teachscape Framework for Teaching Focus modules." (June 14, 2016).

Workshop, "Brain Friendly Teaching," Texas State Teacher Fellows, San Marcos, TX. (March 15, 2016).

Conference Attendance, "Texas Association of Literacy Educators," International Literacy Association, San Antonio, TX. (February 12, 2016).

Conference Attendance, "Igniting a Passion for Reading," Texas Association of Literacy Educators, The Woodlands, TX. (February 15, 2015).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books:

Refereed:

Cearley-Key, T., & Davis, B. (Accepted / In Press). Teacher Fellows: A School/University Partnership for Beginning Teachers. In *Handbook of Research on Professional Development for Quality Teaching and Learning*.

Non-refereed:

Davis, B., Gilles, C., McGlamery, S., Shillingstad, S., Cearley-Key, T., Wang, Y., ... Stegall, J. (Accepted / In Press). Teachers of leaders: School/university induction programs foster leadership through mentoring. In N. Bond (Ed.), *Perspectives on Teacher Leadership*. Indianapolis, IN: Kappa Delta Pi Publications.

2. Articles:

a. Refereed Journal Articles:

Key, T., Davis, B. H., & Peterson, K. E. (2017). Summer Literacy: A Public School/University Partnership That Benefits Young Learners and Beginning Teachers. *Literacy Practice & Research*, 41. Accepted / In Press. Retrieved from 2514 Coatbridge Drive

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

Cearley-Key, T., Peterson, K., Round Table Session, "Summer Literacy: Exploring Reflective Pedagogy Through Literacy Centers," Organization of Teacher Educators in Literacy, St. Louis, MO. (July 15, 2016).

Cearley-Key, T., Peterson, K., Special Interest Group/International Literacy Association Conference, "Transforming the Teaching of Literacy Through Inquiry," Teaching as a Researching Profession, St. Louis, MO. (July 15, 2016).

Cearley-Key, T., Davis, Barbara, Duhon, Laura, Association of Teacher Educator Conference, "Exemplary Programs in Teacher Education," Teacher Fellows Program, Phoenix, AZ. (February 15, 2016).

Cearley-Key, T., Peterson, K., Round Table Session, "Leading Through Literacy: Practicing Teachers Guide Preservice Teachers in a Community Based, Summer Literacy Project," Texas Association of Literacy Educators, The Woodlands, TX. (February 15, 2016).

Davis, B., Key, T., Davis, L., International Reading Association Annual Convention, "Preservice teachers learn about diversity through field-based assignments," San Antonio, TX, United States. (May 13, 2016).

Davis, B., Cearley-Key, T., Texas Association of Literacy Educators, "Beginning Teachers Learn about Literacy and Leadership Through Reading Council Projects," Round Rock, TX, United States. (February 14, 2016).

McGlamery, S., Shillingstad, S., Gilles, C., Davis, B., Key, T., 2014 Association of Teacher Educators Annual Meeting, "Mentor teachers' perspectives of teacher leadership: Looking across induction programs," Association of Teacher Educators, St. Louis, MO, United States. (February 14, 2016).

Cearley-Key, T., 2014 International Reading Association Conference, "Teaching as a Reseraching Profession SIG: Transforming the Teaching of Literacy Through Inquiry," New Orleans, LA, United States. (2014).

2. Invited Talks, Lectures, and Presentations:

Key, T., International Literacy Association/OTEL, "Implementing Guided Reading in a Field-Based Teacher Preparation Program: A collaborative Self-Study," ILA, Austin Convention Center, Austin. (July 22, 2018).

Cearley-Key, T., 62nd Annual International Literacy Association Conference, "Summer Literacy: A Public School/University Partnership," International Literacy, Orlando, FL, United States. (July 15, 2017).

Key, T., Guest Lecture for Nathan Bond's Graduate Leadership Class, "Mentorship Matters," Austin. (June 22, 2017).

Davis, B., Key, T., Davis, L., Anderson, C., Cotlow, K., Laurel, G., Rocha, J., Stevenson, A., Panel presentation at Texas Association for Literacy Education at Texas State University, "Beginning teachers learn about literacy and leadership through reading council projects," Round Rock, TX, United States. (October 13, 2016).

Davis, B., Key, T., Davis, L., San Marcos Reading Council at Texas State University, "Using Foldables to enhance vocabulary development." (October 13, 2016).

Davis, B., Key, T., Teacher Fellows Program, Texas State University, "Using Foldables to enhance student learning." (July 13, 2016).

Davis, B., Key, T., Teacher Fellows Program, Texas State University, "Using Foldables to enhance student learning." (June 13, 2016).

Key, T. L. (Presenter), Peterson, K. E., TALE Leadership Summit, "Summer Literacy: A Public School/University Partnership," Texas Association of Literacy Educators, San Antonio, TX. (February 13, 2016).

Cearley-Key, T., Dr. Bond's Leadership Class, Texas State University, "Guest Speaker," San Marcos, TX, United States. (2014).

Cearley-Key, T., San Marcos Reading Council, Texas State University, "Presenter," San Marcos, TX, United States. (2014).

Cearley-Key, T., Kappa Delta Pi Leadership Conference, St. Edwards University, "Teacher Panelist," Austin, TX, United States. (2012).

Cearley-Key, T., ACEI, Texas State University, "Presenter," San Marcos, TX, United States. (2011).

Cearley-Key, T., San Marcos Reading Council, Texas State University, "Presenter," San Marcos, TX, United States. (2011).

Cearley-Key, T., Dr. Bond's Leadership Class, Texas State University, "Guest Speaker," San Marcos, TX, United States. (2009).

4. Workshops:

Key, T., "Foldables & DRT: Promoting Student Engagement Through Visual, Kinesthetic Graphic Organizers." (July 14, 2016).

Davis, B., Key, T., Teacher Fellows Program, Texas State University, "Using Foldables to enhance student learning." (July 13, 2016).

Key, T., Teacher Fellows Program, Texas State University, "Making the most of Literacy Work Stations," San Marcos, TX, United States. (July 10, 2016).

Cearley-Key, T., Professional Development, "Writing Celebrations: 6 + 1 Writing Training," Strickland School, Austin, TX. (May 15, 2016).

Davis, B., Key, T., TCTELA Conference, Texas State University, "Promoting Student Engagement Through Hands-On Vocabulary Activities," San Marcos, TX, United States. (2012).

Davis, B., Davis, L., Key, T., TAIR Conference, Texas State University, "Fun with Foldables," San Marcos, TX, United States. (2011).

Davis, B., Davis, L., Key, T., TCTELA Conference, Texas State University, "Using Foldables with English Language Learners," San Marcos, TX, United States. (2011).

Barrera, M., Reue, A., Warren, P., Craig, M., Key, T., Hays CISD, "First Year Teacher Academy," Kyle, TX, United States. (2010).

Davis, B., Key, T., Teacher Fellows Saturday Seminar, "Literacy Centers & Foldables," Kyle, TX, United States. (2010).

Barrera, M., Meyer, E., Key, T., Mentor Training, Hays CISD, "Saving Our Greatest Resource: Helping New Teachers Succeed," Kyle, TX, United States. (2010).

Davis, B., Davis, L., Cearley-Key, T., Texas State Reading Association Literacy Conference, "Foldables: Hands-on Vocabulary Instruction for ELLs," Dallas, TX, United States. (2009).

5. Other Works not in Print:

a. Works "submitted" or "under review":

Journal Articles:

Davis, B. H., Peterson, K. E., & Cearley-Key, T. (Submitted / Under Review). Summer Literacy: A School/University Partnership That Benefits Young Learners and Beginning Teachers. *Journal of Literacy Practice and Research*.

D. Scholarly / Creative Fellowships, Awards, Honors:

Award / Honor Recipient: Proficiency Certification, Framework for Teaching Evaluation Instrument.

July 1, 2014

Award / Honor Recipient: Significant Faculty Contributor, Graduating Student Recognition of Campus Support Program.

May 1, 2014

December 1, 2013

January 1, 2012

Award / Honor Nominee: Association of Teacher Educators.

September 1, 2013

September 1, 2013

Award / Honor Recipient: Connecting Reading & Writing.

May 1, 2013

E. Scholarly / Creative Professional Development Activities Attended:

Seminar, "StrengthFinders Seminar," Texas State University, San Marcos, TX. (October 14, 2016 - Present).

Workshop, "WP Personal Websites Faculty Training," San Marcos, TX. (October 14, 2016).

IV. SERVICE

A. Institutional

1. University:

Faculty Liason/coordinator, HEB Summer READ 3 Program, San Marcos, TX. (January 1, 2013 - Present).

Co-Advisor, San Marcos Reading Council. (January 1, 2011 - Present).

Faculty Reviewer, Teacher Fellows Portfolio Presentations. (January 1, 2011 - Present).

Volunteer, Student Organization Fall Fair, Texas State University. (January 1, 2011 - Present).

Participant, Bowie Elementary Guest Reader Dr. Seuss Day. (November 14, 2018).

Undergraduate Advisor, San Marcos Student Reading Council. (August 1, 2012 - June 2017).

Volunteer, Tomas Rivera Award Celebration. (September 1, 2015).

Evaluator, Hays Teacher Fellows cohort, HCISD, Kyle, TX. (December 1, 2014).

Member, Graduate Scholarship Review Committee. (January 1, 2014 - December 1, 2014).

Volunteer, Tomas Rivera Award Celebration. (September 1, 2014).

Guest Reader, Texas State PPCD, Dr. Seuss's Birthday Celebration. (March 1, 2013).

Panelist, Freshman Interviews & 1100 Class. (January 1, 2012 - December 1, 2012).

Member, Interview Committee, Teacher Fellows Selection. (January 1, 2011 - December 1, 2011).

2. College:

Organizer, Not the Danielson Training. (September 21, 2018).

Member, Scholarship Committee. (August 20, 2015 - May 1, 2016).

3. Department/School:

Member, Elementary Education Scope & Sequence Committee. (August 2018 - Present).

University Mentor. (August 1, 2017 - Present).

Evaluator/Observer, Teacher Fellows. (December 1, 2014 - Present).

Member, Committee on Learning Outcomes. (January 1, 2012 - Present).

Member, EC-6 Generalist Committee. (January 1, 2012 - Present).

Research Assistant, Teacher Fellows Program. (January 1, 2012 - Present).

Member, Teacher Observation Instrument Committee. (January 1, 2011 - Present).

University Mentor, Katie Hernandez. (January 1, 2011 - Present).

Organizer, Field Base Block Orientation. (August 14, 2018).

Participant, Annual C & I Fall Retreat. (August 1, 2015).

Participant, Annual C & I Fall Retreat. (August 1, 2014).

Member, Teacher Observation Committee. (January 1, 2014).

Mentor of Mentors, Teacher Fellows Program. (January 1, 2012 - May 1, 2012).

B. Professional:

Coordinator / Organizer, HEB Read 3 Summer Literacy Partnership, Austin, TX, United States. (January 1, 2014 - Present).

Judge, Texas Association of Future Educators, San Antonio, TX, United States. (November 2, 2018).

Co-Chair, Teaching as a Research Profession SIG, Austin. (January 1, 2016 - August 2018).

Attendee / Participant, Teaching as a Research Profession SIG, Austin. (July 23, 2018).

Treasurer, International Reading Association, SIG. (January 1, 2015 - December 1, 2015).

Member, Yearbook Review Board, Texas Association of Literacy Educators. (January 1, 2014 - December 1, 2014).

Treasurer, International Reading Association, SIG. (January 1, 2014 - December 1, 2014).

Chair, TRP Special Interest Group, International Reading Association Conference, New Orleans, LA. (May 1, 2014).

C. Community:

Guest Reader, Bowie Elementary Storyville Day, San Marcos, TX. (November 15, 2018 - Present).

Board of Directors, CLEAR Public Charter School, San Marcos, TX. (June 2018 - Present).

Volunteer, Stephen Ministry, Austin. (January 1, 2017 - Present).

HEB READ 3 Program, San Marcos, TX. (June 2014 - Present).

Texas Association Literacy Educators. (2011 - Present).

Kappa Delta Pi. (1996 - 2014).

G. Service Professional Development Activities Attended:

Book Study Group, "Tomas Rivera Study Group," Texas State University, San Marcos, TX. (July 15, 2016 - Present).

Conference Attendance, "Exemplary Programs in Teacher Education," Association of Teacher Educators, Phoenix, AZ. (February 15, 2016 - Present).

Seminar, "Field Block Orientation," Texas State University, San Marcos, TX, United States. (December 7, 2018).

Program Meeting, "Elementary Education Program Meeting," Texas State University, San Marcos, TX, United States. (November 30, 2018).

Guest Reader, "Dr. Seuss Day," Bowie Elementary, San Marcos, TX. (November 2018).

"CLEAR Public Charter School Community Forum," CLEAR PUBLIC CHARTER SCHOOL, San Marcos, TX, United States. (November 14, 2018).

Conference Attendance, "Texas Association of Future Educators Region 20 Competition," TAFE, San Antonio. (November 2, 2018).

Fall Retreat, "C & I Fall Retreat," Texas State University, San Marcos, TX, United States. (August 23, 2018).

Seminar, "Texas State University Educator Preparation Program Dispositions Pilot," Texas State University, San Marcos, TX, United States. (August 14, 2018).

Training, "Field Base Block Orientation for New Instructors," Texas State University, San Marcos, TX, United States. (August 14, 2018).

"Teacher Fellows Poster Session," Texas State Teacher Fellows, San Marcos, TX, United States. (May 7, 2018).

LANCE KRUSE

New Braunfels, TX 78130
LanceMKruse@gmail.com

QUALIFICATIONS:

- Broad experience in financial analysis, corporate finance, credit, collections, and business operations.
- Extensive cash-flow and credit facility management.
- Budgeting, forecasting, and strategic planning experience.
- Proven ability to positively motivate, lead, coach, and develop a sales and customer service team.
- Coordination of audits, regulatory compliance, and fraud prevention procedures.
- Excellent written and verbal communication skills including the ability to communicate complex concepts to non-technical audiences.
- Demonstrated problem solving with a proven ability to take on challenges and create solutions.
- Proven leadership achieving effective results in a fast-paced and competitive environment.

EXPERIENCE:

COMMERCIAL LENDER / SENIOR VICE PRESIDENT February 2016 - Present

OZONA NATIONAL BANK – SAN MARCOS, TEXAS

With over 110 years in business, Ozona National Bank offers modern banking conveniences while remaining firmly rooted in its old-fashioned commitment to customers throughout Texas.

- Establishing and building relationships with businesses and individuals in the Central Texas market for development of new loans, deposit accounts, and non-interest income.
- Prepare and execute sales presentations of bank products and services to business owners and executive managers of clients and prospects. Negotiate terms, price, and conditions of products sold.
- Created a portfolio that primarily consists of commercial and residential real estate, including construction and investment properties.
- Funded over \$21.8 million in loans and generated over \$145 thousand of fee income in 3 years.
- Achieved 2016, 2017, and 2018 goals for new loans, fee income, past dues, and charge-offs.

BRANCH MANAGER / VICE PRESIDENT September 2008 - June 2015

CALIFORNIA BANK & TRUST – SAN DIEGO, CALIFORNIA

California Bank & Trust operates 95 branches throughout California. With roughly \$12 billion in assets, CB&T is the second-largest subsidiary of multibank holding company Zions Bancorporation.

- Manager of all branch operations, financial performance and analysis, budget preparation, business development, sales forecasting, regulatory compliance, audits, and customer service.
- Developed and managed a deposit portfolio in excess of \$50 million and loan portfolio in excess of \$30 million consisting of complex commercial real estate loans, revolving lines of credit, asset-based revolving lines of credit, equipment leasing, and commercial term loans.
- Coached sales staff to address customer needs and explain how bank products provided the ideal solutions. One-on-one mentoring of employees improved product sales by 88% from 2013 to 2014.
- Generated sales growth of 285% in new loans over the last 4 years, growth of 128% in new deposits over the last 3 years, and growth of 179% in new fee income over the last 2 years.
- 1 of only 6 business development staff out of 66 in the San Diego Division to surpass 100% production for each loan, deposit, and fee goal in 2014.

COMMERCIAL CREDIT ANALYST

October 2004 - September 2008

CALIFORNIA BANK & TRUST – SAN DIEGO, CALIFORNIA

California Bank & Trust is a subsidiary of Zions Bancorporation, which operates nearly 500 financial centers across 11 Western states. With over \$58 billion in assets, Zions Bancorporation is included in the S&P 500 and NASDAQ Financial 100 indices (NASDAQ: ZION).

- Conducted detailed economic evaluations, complex financial analysis, and financial modeling within Microsoft Excel to support the assessment, feasibility, and underlying risk of credit opportunities.
- Performed in-depth industry and company specific research to formulate strategy, credit evaluation, terms negotiation, and management of credit facilities.
- Developed and presented key financial and strategic messaging for executive management including identifying appropriate financial metrics, real and potential risks, and preferential terms.

COMMERCIAL CREDIT ANALYST

January 2003 - September 2004

BANK MIDWEST – OKOBOJI, IOWA

Bank Midwest is a subsidiary of Goodenow Bancorporation, which operates 13 financial centers across Iowa, Minnesota, and South Dakota. Established over 130 years ago, Bank Midwest is a family and employee-owned community bank with over \$724 million in assets.

- Completed detailed financial analysis, financial modeling, variance analysis, profitability analysis, P&L analysis, root cause analysis, and forecasting to present credit proposals for bank lending decisions.
- Analyzed complex financial statements to evaluate compliance with accounting principles, determined true cash flow, capacity to service debt, and compared performance versus budget projections.
- Created performance metrics and covenants that enhanced management's decisions and strategy.
- Drafted loan presentations for Executive Loan Committee review with approved and funded credit facilities totaling over \$66 million in 18 months.

EDUCATION:

UNIVERSITY OF NORTHERN IOWA

CEDAR FALLS, IOWA

BACHELOR OF ARTS IN FINANCE

MINOR IN ECONOMICS

GRADUATED CUM LAUDE, DECEMBER 2002

COMMUNITY:

- Greater New Braunfels Home Builders Association
- Leadership San Marcos – Class of 2018
- San Marcos Ambassadors Club
- San Diego Bowl Game Association - 2013 Holiday Bowl/Poinsettia Bowl Redshirt Volunteer of the Year

MAGGIE MORENO

Contact

✉ maggie3moreno3@gmail.com
☎ (512) 665-5805
📍 1309 Prospect St San Marcos,
TX, 78666

Education

UNIVERSITY OF TEXAS SAN ANTONIO
San Antonio, TX

B.A. Criminal Justice Candidate (Expected graduation Dec 2021)

SAN MARCOS HIGH SCHOOL
San Marcos, TX
High School Diploma (May 2001)

Professional Experience

Oct 2016 - Present

JUSTICE OF THE PEACE
Hays County, San Marcos, TX

Oct 2014 - Oct 2016

PREVENTION SPECIALIST II
Department of State Health Services- Region 8, San Antonio, TX

Sep 2011 - Oct 2014

IMMTRAC COORDINATOR
Comal County Public Health Department, New Braunfels, TX

References

RUBEN GARZA, MANAGING DIRECTOR OF SOUTHSIDE COMMUNITY CENTER, SOUTHSIDE COMMUNITY CENTER

Longtime associate

ANDREW CABLE, JUSTICE OF THE PEACE- PRECINCT 3, HAYS COUNTY
Work Colleague

TRISH WILDER, EDWARD JONES FINANCIAL ADVISOR, EDWARD JONES
Fellow Lions Club Boardmember

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I had the good pleasure of working with both founders, Mr. Harris and Mrs. Janak, while serving as District IT Manager at Hallettsville ISD, and I have 5 years prior experience working in charter schools in the Rio Grande Valley (IDEA and STET). Therefore, when I heard of their plans, I immediately recognized that they possessed the rare combination of educational and entrepreneurial leadership skills needed to build a successful school from scratch. I personally enjoy helping small schools get off to a good start with affordable, reliable, inspiring, contemporary educational technology, so that is what I have to offer.

2. What is your understanding of the appropriate role of a public charter school board member?

I gather that the main roles include providing strategic vision, hiring of leadership (plus ongoing accountability of said staff) and financial oversight.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have many years experience serving regional and national youth organizations, plus 15 years in education.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a fairly firm understanding of the inner-workings of a charter school and how family and community involvement is needed for an effective launch. I also have much experience working with varied student populations, both in Texas and internationally, and, like the founders, have a heart for helping each and every child experience educational success.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I appreciate the emphasis on individuals' results in CLEAR's mission statement, I agree with the five key components of CLEAR's vision, and I embrace CLEAR's core beliefs. With a focus on each child's overall development and a community effort to accomplish this goal, I am proud to be associated with this future school.

2. What is your understanding of the school's proposed educational program?

I understand their strategic use of FCL (Fostering Communities of Learners) and individualized instruction, to effectively meet the needs of every student.

3. What do you believe to be the characteristics of a successful school?

I believe in... developing the whole child, by mentoring positive, motivational attitudes and life skills; bridging the gap between the school and the home, by creating open, two-way lines of communication with parents/guardians; responsibly training students for an increasingly competitive, high-tech world; and planting seeds for potential future career paths, by exposing them to real-world opportunities.

4. How will you know that the school is succeeding (or not) in its mission?

It has been my experience that TEA has defined and communicated helpful metrics and report cards, in determining how well a school is performing overall, and I've seen both public and charter schools benefit from these state-wide measurements. However a truly successful school will be constantly surveying and/or monitoring student grade-level progress on a child-by-child basis, rather than relying on group percentages.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

As I mentioned previously, the main roles include providing strategic vision, hiring of leadership (plus ongoing accountability of said staff) and financial oversight. The bottom line is a charter school's board needs to keep a watchful eye on both the financial and educational well-being of the organization.

2. How will you know if the school is successful at the end of the first year of operation?

The school will have met its recruitment goals while providing a well-qualified team of caring educators. Educational scores will have risen, indicating teachers responded to individual needs. The organization will be financially solvent and on its way towards meeting its goals for growth and expansion. The overall quality of instruction will meet or exceed schools serving a similar demographic. And lastly, numerous ideas will be implemented as to how year 2 can be even better.

3. How will you know at the end of four years if the school is successful?

It will be a model school, growing and thriving yet still continuing on with the same passion for improving the overall educational experience and impacting young lives.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Community buy-in is crucial... developing trust with families by fulfilling the promise to provide great, enthusiastic, inspirational classroom instructors. Finding financial backers is also key... ensuring a smooth start, as the school quickly transitions into a self-sustaining organization. Holding key leadership accountable... to set and maintain high standards.

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?

It would be important to observe, document and report any breach of compliance, first to the board president, then to the foundational leadership and lastly to the state.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes

No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I've been briefly introduced via a conference call.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes

No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes

No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes

Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

I taught K-4 computer classes at Quest Academy (IDEA Public Schools) in Edinburg, Texas, from 10/2008 to 6/2009. I also served as District Technology Coordinator at STET (Horizon Montessori Public Schools) in McAllen, Weslaco and Harlingen, Texas, from 8/2010 to 6/2014.

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, TODD NORMAN ARMSTRONG, 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

Todd Armstrong

Date

12/13/2019

State of Texas

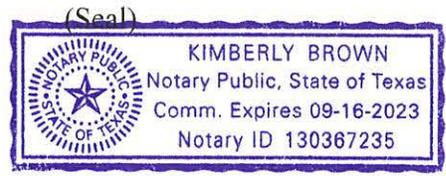
County of Madison

On this day, Todd Armstrong (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 13th day of December, 20 19.

(Notary Public) Kimberly Brown

My commission expires September 16, 2023



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 public charter school board member is to ensure the school's vision is implemented through strategic hiring of staff members who will uphold the core values established by the founding members and the board, as well as provide financial & policy oversight.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I previously served on the Ozona Chamber of Commerce Board, a 501(c)6 non-profit organization as well as the Independent Bankers Association of Texas Leadership Division, Region 7 President.

4. Describe the specific knowledge and experience that you would bring to the board.

Having previously worked for a community bank in San Marcos, I was responsible for training entry level employees such as tellers and customer service agents. While training, I noticed a considerable lack of soft-skills as well as basic educational deficiencies in all of our markets. I bring an unique knowledge to the board as a business person who employs people in the area.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Empowerment! This word is the most striking to me and is the primary reason I agreed to join the board. Ultimately, the mission is to develop a well-adapted student and highly-qualified future part of the workforce.

2. What is your understanding of the school's proposed educational program?

The education plan will create an innovative learning environment that will empower CLEAR students through community, resiliency, and diversity.

3. What do you believe to be the characteristics of a successful school?

A successful school, in my opinion, will embrace a student's passion and provide them with the tools to sharpen this skill. I also believe that we do not all learn in the same fashion and having multiple methods and mediums available to a diverse student body will contribute to the schools success as well as the student's overall future.

4. How will you know that the school is succeeding (or not) in its mission?

By evaluating a variety of factors, such as: peer comparisons, contributions to the CLEAR community, quantifying absences, etc.
Success will not be measured strictly by one factor, but rather by a conglomerate of contributing factors to the whole.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Our board has provided a vision for the school and now we must ensure it becomes a reality. We will hire and hold accountable leaders who also believe in our mission. It is our responsibility to be engaged, informed, and educated about our service area, the needs of the area, and it's demographics. We are also expected to provide financial oversight to the school.

2. How will you know if the school is successful at the end of the first year of operation?

Success is a relative term and we must ensure that our evaluations encompass our entire student body and staff. Evaluating our students understanding of lessons taught throughout the year and tracking re-enrollment will be strong indicators of success. The latter, in my opinion, is very telling--if a parent entrusts CLEAR with their child for a second year, the model must be working.

3. How will you know at the end of four years if the school is successful?

Ideally, we will have the same students for all four years. This will provide a great opportunity for CLEAR to survey parents, evaluate student development, and measure their successes.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Hiring staff that embraces & embodies the mission, values, and CLEAR model.
2. Ensuring the financial expectations are met.

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?

Express my disagreement in the forum of a board meeting, counsel those in the wrong, and initiate removal if necessary.

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.

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.

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, ABBEY CARNES, 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

U. Uanny

Date

December 27, 2019

State of Texas

County of Comal

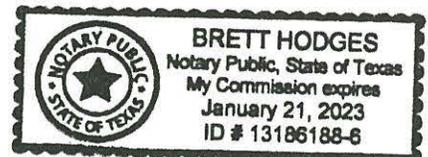
On this day, Abbey Carnes (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 27 day of December, 2019.

(Notary Public) Brett Hodges

(Seal)

My commission expires January 21, 2023



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

BACKGROUND

Full Legal Name: Molly Ann Rosas-Garcia

Home Mailing Address: 201 Field Corn Ln., San Marcos, TX 78666

Phone Number: 512-787-1018

E-mail Address: mollyann.garcia@gmail.com

Business Name: N/A

Business Mailing Address: N/A

Business Phone Number: N/A

E-Mail Address: N/A

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity: School Fuel San Marcos, Leadership San Marcos, etc

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 served on numerous boards in my community. It's important to me that I value and agree with the mission and goal of every board I accept to serve on. I highly support the mission of CLEAR Public Charter School and know that there is a need for this school in our community. I fully support an organization that will make a difference in San Marcos. With my experience I know that I can be an asset to the board and help CLEAR become a reality in our community.

In our area there are not many options. There is a need and a demand for a school like CLEAR in our community. And I want to help make that happen.

2. What is your understanding of the appropriate role of a public charter school board member?

As one of the first board members of CLEAR, we are to assist with the approval and start of the school. Once approved and we have our CEO and COO we will provide direction to ensure CLEAR opens by 2021. The CEO will report directly to the board, where we will meet regularly to review financial progress and the academic progress 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.

I've served on over a dozen boards. Both local Chamber of Commerce boards, a few at Texas State University, with the City of San Marcos and many non-profits. I have built many relationships and made numerous connections that have developed into several organizations collaborating, in addition to receiving funds from donors by using partnerships that I've created. CLEAR will be at the forefront of community which is a key component to allow us to foster a culture of continual learning.

4. Describe the specific knowledge and experience that you would bring to the board.

Over the last decade and a half, I have built relationships with numerous dignitaries, community leaders, business owners, and citizens. My connections with these individuals is vital to CLEAR. It is important that we have full support of the community and donors available to financially contribute to our organization. My relationship and knowledge of the community and it's people is important to drive support and interest to achieve our student enrollment and goals.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is that at CLEAR Public Charter School will empower personalized learning and achievement. How we plan on doing this is by choice, leadership and resiliency. Through community we hope to develop and foster a love for learning. We recognize that each student is special and has a gift, so will have leadership opportunities to bring out the best in each student.

2. What is your understanding of the school's proposed educational program?

CLEAR's program will host innovative strategies to assist students at CLEAR to reach their full potential. Students will stay with their teacher for two years to build relationships and help students be successful. We will provide coding and computer science and STEAM (Science, Technology, Engineering, Arts and Mathematics).

3. What do you believe to be the characteristics of a successful school?

Highly trained staff and teachers. A great learning environment/culture. A strong community relationship/partnership and increase in overall student achievement. Also having a curriculum around student interest that fosters intrinsic motivation.

4. How will you know that the school is succeeding (or not) in its mission?

Having a great leadership team and happy teachers. Also students who are excelling in academics. In addition having a healthy budget and feedback from parents.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will provide guidance and direction to the CEO and COO.

2. How will you know if the school is successful at the end of the first year of operation?

If we have a great enrollment, positive feedback from staff, teachers, students and parents and a healthy financial status.

3. How will you know at the end of four years if the school is successful?

If we are max enrollment, student success and we have added all the grades that we set up to have. We have healthy finances and rave reviews from parents and students.

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 meet regularly with the CEO and COO and monitor the academic and financial success of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would meet with the president to inform them of the situation. Then let the president take over and handle it from there.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes

No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I am only know these individuals through connection to the board.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes

No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes

No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes

Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

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.

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).

N/A

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.

N/A

CERTIFICATION

I, Molly Ann Rosas-Garcia, 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

Molly Ann Rosas-Garcia

Date

12-18-19

State of Texas

County of Hays

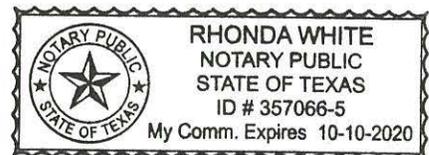
On this day, Molly Ann Rosas-Garcia (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18 day of December, 2019.

(Notary Public) Rhonda White

(Seal)

My commission expires 10-10-20



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: George Samuel Helfenstine

Home Mailing Address: 105 Rimrock Lane, San Marcos, TX 78666

Phone Number: 8084462978

E-mail Address: ghelfenstine@clearcharter.org

Business Name: Noble Educational Leadership, LLC

Business Mailing Address: 105 Rimrock Lane, San Marcos, TX 78666

Business Phone Number: 5125375344

E-Mail Address: george.helfenstine@leadnobly.org

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?

As an educator and resident of San Marcos it is evident that existing LEAs are not meeting the needs of all students. I feel a duty and obligation to these children to ensure their access to a free and high quality education which prepares them for the rapidly changing, rapidly approaching future. The mission and vision of CLEAR align to the philosophy of education that I have developed over a decade as a teacher, curriculum specialist, instructional coach, and administrator. I am grateful for the opportunity to lend my experience, skills, and expertise to this community of educators.

2. What is your understanding of the appropriate role of a public charter school board member?

As a board member, it is my responsibility to ensure the school operates with ethical and effective leadership, provide oversight and accountability for academic success and financial sustainability, and . Additionally, the board develops a strong strategic vision, hires leaders, builds capacity when possible, and when necessary removes ineffective leaders.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on another board, I have a decade of experience in education and leadership. As a former President of the School Community Council, I was tasked with leading the performance review of an sitting principal. As an Effective Schools Facilitator for TEA I am trained to evaluate schools, assess root causes, and determine high leverage focus areas for school improvement. As a former charter school administrator in Texas I am familiar with the unique needs and operations of charter schools.

4. Describe the specific knowledge and experience that you would bring to the board.

As an educator I bring knowledge and experience surrounding pedagogy and instructional practice, combined with the experience of implementing effective systems of coaching, professional development, and leadership capacity building. I have participated in the search for facilities and led a campus through a move from a temporary to permanent building. I bring experience with the planning and execution of opening a facility. I have developed procedures for the hiring and onboarding of teachers, administrators, and other schools staff as well as district and campus systems for instructional materials review, procurement and reimbursement through IMAT. Through 4 years of charter leadership at campus and district levels, I have come to understand many of the unique challenges faced by charter schools.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

CLEAR is a community that empowers learning and achievement through choice, leadership and resiliency in a rapidly approaching future. CLEAR is guided by its namesake principles - community, leadership, empowerment, achievement, and resiliency. CLEAR believes that student achievement is fostered in communities focused on learning, and learning is foundational to empowerment. CLEAR believes that leadership and resiliency are fundamental attributes for success in any future endeavor.

2. What is your understanding of the school's proposed educational program?

Through a model of Fostering Communities of Learning (FCL) supported by multi-year looping and mastery based progression, CLEAR will deliver personalized learning to all students. Programmatically, CLEAR is unique in its additional focus on explicit Social and Emotional Learning (SEL), Science Technology Engineering Arts and Mathematics (STEAM), and Computer Science (CS). Consistent with educational code and requirements, CLEAR's educational programming will address all applicable and necessary TEKS.

3. What do you believe to be the characteristics of a successful school?

All schools must first meet the minimum requirements set forth by TEA and the Texas Commissioner of Education for academic success and financial responsibility. Successful schools will empower students to be active and contributory participants both in our democracy and in the global economy. Students should be able to think deeply and critically about issues affecting their communities. Successful schools prepare students for the next levels of academic rigor, resulting in greater than 1 year of academic growth. These schools are marked by their strong leadership and planning, well supported teachers, positive school culture, high quality curriculum, and effective instruction.

4. How will you know that the school is succeeding (or not) in its mission?

Student academic performance is a primary metric for success of any school. Assessments including the STAAR and TELPAS allow the board to determine the overall effectiveness of educational programming. Additionally, CLEAR measures progress on key non-academic student metrics including SEL and executive functioning skills. Success for a given school year may be measured with individual student growth data at 1.5 years of growth or greater, but the success of the school extends to include its impact on the community of teachers, leaders, parents, students, and neighbors.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board is to set and review policy regarding the overall operations of the school and their effectiveness. This includes adopting goals and priorities, and monitoring for their success. The board actively hires and evaluates the superintendent, adopts a fiscally responsible budget, and communicates with the greater community.

2. How will you know if the school is successful at the end of the first year of operation?

By the end of the first year, CLEAR will be successful if students are able to demonstrate greater than 1 year of learning in core subjects and describe the results of their community projects. School leaders will have an actionable plan in place for teacher support and continued culture building.

3. How will you know at the end of four years if the school is successful?

By the end of CLEAR's fourth year, we will be approaching full enrollment, staffing, and funding. Our success will be evident in the strong leadership and planning, effective well supported teachers, positive school culture, high quality curriculum, and effective instruction. Students will demonstrate greater than 1 year of learning in all core subjects and will be able to describe the ways in which they have improved their communities.

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 have to set compelling priorities with clearly defined success criteria. We will need to track and monitor implementation, and ensure that the relationship between the board and school leaders facilitates honesty and vulnerability. When implementation levels are below where they need to be, plans must be created and evaluated to ensure course correction. If necessary the board will provide additional support and capacity building for leaders to execute on the priorities.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If I believe another board member is not acting in the best interest of the school I would first address it with the individual(s) involved. I would seek to understand the intention and purpose of the action, and address my perception of what was happening. Based on the board's Code of Ethics and district policy, I would also begin documenting questionable or concerning behavior and conferring with other members to determine if my perception is correct and determine if there are other behaviors which need to be addressed through the

appropriate processes. Any action that is perceived as illegal or grievously detrimental to students, staff, or the school will be promptly reported to the necessary personnel and agencies.

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.

Noble Educational Leadership, LLC

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

2015-current; Wayside Schools, 6405 S IH 35 Frontage Rd, Austin, TX 78744; Science Specialist/Instructional Coach, Assistant Principal, educational consultant

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, George Helfenstine, 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 *George Helfenstine*

Date 12/18/19

State of Texas

County of Travis

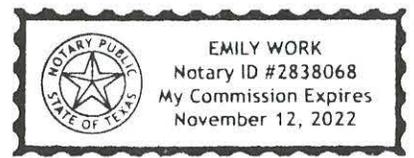
On this day, 18th, December, 2019 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18th day of December, 20 19.

(Notary Public) *Emily Work*

(Seal)

My commission expires November 12, 2022



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

BACKGROUND

Full Legal Name: Jeremy Jones

Home Mailing Address: 226 Red Fox Run Seguin TX 78155

Phone Number: 7372318887

E-mail Address: jeremy.ray.jones@gmail.com

Business Name: The Learning Accelerator

Business Mailing Address: 2910 E 12th St Austin TX 78702

Business Phone Number: 7372318887

E-Mail Address: jeremy.jones@learningaccelerator.org

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?

Having 15 years of working for students and families in Texas as a school and system leader, I was inspired by the vision and mission that the leaders of CLEAR Public Charter School created. With a strong vision and a clear plan for execution, the leaders of CLEAR are positioned to best serve the students within their attendance zone and increase the achievement of students in central and south Texas.

2. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to hold the officers of the organization accountable for academic results and fiscal responsibility, ensuring that the leaders are acting in accordance to the law, rules and regulations of the state and to act ethically in the service of families.

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.

As the Founding Executive Director of Democracy Prep Texas, a charter school system in San Antonio, I worked closely with my board to increase the achievement of our students and manage effective operations of our organization.

4. Describe the specific knowledge and experience that you would bring to the board.

I have served as a leader in a variety of organizations throughout the state, including high performing charter school organizations and traditional districts. I was a district leader with YES Prep Public Schools and served as a school leader with YES Prep in the innovative partnership with Spring Branch and KIPP Public Schools. In my time launching a new partnership with SAISD, as the founding Executive Director for Democracy Prep Texas, I worked closely with the state and with district leaders to create a new type of organization to turn around persistently failing schools under the 1882 law.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

CLEAR Public Charter School seeks to provide a world class education to students based on key principles including mastery based learning goals, deep relationships between students and teachers, data driven instruction and technology rich experiences for students that set them up for a life of learning and increased freedom and choice.

2. What is your understanding of the school's proposed educational program?

CLEAR Public Charter School seeks to increase the achievement of students with a couple of important practices. First, personalized learning will ensure that every student has the tools and resources needed to achieve the learning goals. Secondly, mastery based instruction will help students learn at deeper and authentic levels in ways that support them in their own time. Finally, multiyear looping will help students and teachers develop deep relationships.

3. What do you believe to be the characteristics of a successful school?

Successful schools seem to share a couple of characteristics that set them apart from average and poor schools beginning with a clear vision and mission that drives daily actions. Additionally, strong and inspiring leadership makes a significant difference. Also, the ability to hire great teams and position people

to so their best mission-aligned work. Finally, deep connections with students, families and communities can ensure that students feel welcome, safe and supported in their school which helps them be successful.

4. How will you know that the school is succeeding (or not) in its mission?

Ultimately, through the monitoring of academic and operating performance, we will be able to hold the officers of the organization accountable for the results that they have outlined in their application and in the promises they have made to the families they serve. Monitoring can happen in meetings with the officers and through the analysis of data.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board seeks to govern and hold the officers accountable to the performance they have outlined in their application and in the promises they have made to the families they serve. The board intends to allow the officers of the school to make key daily decisions that drive performance. The board will hold the officers to account for ethical decision making, financial responsibility, and effective operations.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operations, I will be curious how the school performed on a variety of domains. Ultimately, I will look at academic achievement as a key indicator of success. I will be curious how students have grown throughout the year. I will also look into staff satisfaction and retention, parent engagement, student safety and how fiscally responsible the school was.

3. How will you know at the end of four years if the school is successful?

At the end of four years, I will see how the school has made progress over time. I will expect to see growth in those key areas that I mentioned would be indicators for success in the first year as well. We will need to establish baselines of success that we expect every year and then see progress from that annually.

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 ensure that the school is successful through a close monitoring of student achievement and performance data and financial integrity. We will do so through our normal convenings of the whole board, through investigations and analysis in our committee groups and through meetings between the board president and the CEO.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

If there were suspicions of unethical behavior, I would immediately seek to gather evidence and undertake an investigation. Allegations of this nature should be taken seriously and with caution, but holding board members to account for ethical behavior is an important principle in the activity of board members. Through a robust and complete investigation, I would hope that clarity is achieved and should we find unethical behavior, we will immediately move to remove those board members and report this to the state. Given the investigation, we may notify the state at any time during evidence gathering and seek advice and to notify them of our investigation.

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.

Professional

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes
- No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes
- No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes
- No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes

Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

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.

YES Prep Public Schools, Teacher (Jan 2006 - June 2008)
YES Prep Public Schools, Director of Recruitment & Selection (June 2008 - August 2010)
YES Prep Public Schools, School Director (April 2014 - April 2018)
Democracy Prep Texas, Founding Executive Director (April 2018 - April 2019)

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).

N/A

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.

N/A

CERTIFICATION

I, JEREMY RAY 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

[Handwritten Signature]

Date

12/16/19

State of

TEXAS

County of

TRAVIS

On this day, Jeremy Ray 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 16th day of Dec., 20 19.

(Notary Public)

[Handwritten Signature]

(Seal)

My commission expires

08-15-2020



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

BACKGROUND

Full Legal Name: Terri L. Cearley-Key

Home Mailing Address: 2514 Coatbridge Dr., Austin, Tx. 78745

Phone Number: 512-423-1592

E-mail Address: nanakey55@gmail.com

Business Name: Texas State University

Business Mailing Address: 601 University Dr., San Marcos, Tx. 78666

Business Phone Number: 512-245-2375

E-Mail Address: tc19@txstate.edu

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: N/A

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 philosophy of how children learn aligns with CLEAR's mission. I believe all children should have the opportunity to learning that is empowered through choice, leadership, and resiliency. I teach Reading Methods and Reading Assessment to pre-service teachers in Elementary Education at Tx. State University in Early Childhood - 6th grade specifically focused on Emergent Literacy. The focus on the importance of early literacy outlined in CLEAR's education plan and their commitment to incorporating Balanced Literacy through Best Practice is something I'm committed to as I equip future educators for 21st Century classrooms.

2. What is your understanding of the appropriate role of a public charter school board member?

Board members are responsible for implementation of policies, and for the management, oversight and accountability of the charter school.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not had any first hand experience serving on a board. However, I've been an educator for 33 years serving in multiple roles and numerous school settings. As such I've worked closely at times over the years with school board members on varied projects. I've served on district and campus leadership teams that work side by side with board members. Those experiences will inform my role as a board member.

4. Describe the specific knowledge and experience that you would bring to the board.

I believe my educational experience and background, my focus on literacy teaching and learning, and working with cutting edge research in the field of literacy will be a tremendous addition to the board.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

CLEAR's mission is to offer all children access to a high quality learning environment that is defined by choice, leadership and resiliency. Their belief that children learn in different ways and at different rates is a hallmark of the program. The focus on literacy, mastery based progression and personalized learning is also a cornerstone of the school's mission.

2. What is your understanding of the school's proposed educational program?

CLEAR educational program is based on a Balanced Literacy Approach with tenets of mastery based personalized learning and multi-year looping. Balanced Literacy includes phonemic awareness, phonics, vocabulary, word study, comprehension and fluency. The components include many different strategies that are applied during reading and writing workshop. Some of the strategies CLEAR is committed to are, incorporating Read Alouds, Shared Reading and Guided Reading.

3. What do you believe to be the characteristics of a successful school?

Successful schools create a learning community/environment that is inclusive, one in which all children are held to high expectations and challenged to learn to their full potential. An environment that is nurturing, has active parental and community involvement, strives daily to incorporate Best Practice teaching. One in

4. How will you know that the school is succeeding (or not) in its mission?

Evidence that the school is succeeding will be visible in the students, faculty and families that are part of CLEAR. Students will thrive and work at their zone of proximal development continually. Parents will truly know what their child/dren know, understand, and can do. Student engagement and learning will be high. Open lines of communication with families will be prevalent. Students will want to go to school everyday. There will be excitement and pride filling the halls, an active, bustling environment.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will oversee the management and function of school operations, working closely with the chief operating officers. Board members will bring their area of expertise to the governance of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Success can be measured in many ways. Some evidence is visible. For example, students who exhibit pride in work and strive daily to do their best. You can see this in their level of confidence and low affective filters because they are learning in a safe environment that promotes risk taking. They are achieving success academically and continually setting learning goals. One in which mistakes are not final, rather steps in learning on new levels. Other measures of success visible although driven by underlying dispositions. Example: Teachers who are prompt, reliable, take initiative to reflect on teaching practices and participate in on-going professional development are committed to beliefs that learning is a life-long process, understanding child development is essential to teaching children at their zpd, and data driven on-going assessment is essential to effective instruction. Particular data can be gathered as evidence of the above.

3. How will you know at the end of four years if the school is successful?

At the end of four years some measures of success will be; increased student enrollment and family involvement, addition of one grade level each year, teachers collaborating to refine teaching strategies and techniques, learning that is measured more by what students know, understand and can do than by letter grades assigned to achievement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Some steps the charter school board will need to take are, actively promote and recruit families, tell the CLEAR story regularly, work closely with chief officers to assure continued fidelity to the mission, use their expertise in guiding decisions.

which all teachers are leaders and continue to be life-long learners. An environment where children are known and loved and have a place.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would bring that to the President of the Board and the Chief Executive Officers.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes

No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I've recently met and began working with the other board members, so we are in the beginning phases of 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.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes

No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes

Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

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.

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.

CERTIFICATION

I, Terri W. Cearley-Key, 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

Terri Cearley Key

Date

1-13-20

State of Texas

County of Travis

On this day, Terri Cearley-Key (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 13th day of January, 20 20.

(Notary Public) Juana Soto

(Seal)

My commission expires March 28, 2020



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name: Lance Michael Kruse

Home Mailing Address: 2304 Village Path, New Braunfels, Texas 78130

Phone Number: (858) 414-9139

E-mail Address: LanceMKruse@gmail.com

Business Name: Ozona National Bank

Business Mailing Address: 1917 Dutton Drive, San Marcos, Texas 78666

Business Phone Number: (512) 754-2600

E-Mail Address: LanceK@OzonaBank.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:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

As a member of any community, it is incumbent upon each of us to use our talents, expertise, or resources for the betterment of the community. I am excited about the opportunity to be part of something bigger than myself that has the potential to have a tremendous impact on the students and future of the community.

2. What is your understanding of the appropriate role of a public charter school board member?

It is imperative for the board, especially of a start-up school, to establish a clear vision and long-term strategy for the school. The board is tasked with formulating policies and procedures that will provide direction to ensure the school's success. In order to achieve success, each board member must understand the mission and vision, be fiscally responsible, and maintain an emphasis on what is best for the students.

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.

As an active member of the communities in which I have lived and worked, I have been involved in numerous civic and charitable organizations. Each entity or organization has included a governing body or board comprised of individuals of various demographics and levels of engagement. In my experience, the most effective and successful boards maintain consistent, articulate, and professional communication which fosters active engagement of all parties.

4. Describe the specific knowledge and experience that you would bring to the board.

With over 15 years of experience in commercial banking, I have worked directly with businesses of different sizes, structures, and industries. The companies I have worked with have ranged from startup companies to those generating over \$125 million in annual revenues. My experience as a trusted advisor and financial partner in these business relationships will serve me well in the implementation of an annual budget and financial accountability of the school.

In addition, my experience working directly with CEOs, Board of Directors, CFOs, and COOs of numerous entities has prepared me for a successful relationship with the school's board and leadership. The level of communication and collaboration needed to be successful translates between business and education.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school has a well-defined and concise mission as a community that empowers personalized learning and achievement through choice, leadership, and resiliency. The school's core beliefs outline the distinct opportunities and responsibilities of the students, teachers, parents, and the community that will ensure success.

2. What is your understanding of the school's proposed educational program?

With its mastery-based progression, multi-year looping, and emphasis on personalized learning, the school's program is an innovative and progressive model designed to encourage each student's realization of their potential.

3. What do you believe to be the characteristics of a successful school?

A successful school is one in which students, faculty, and leadership are meeting or exceeding expectations and continuing in progression towards achieving their goals. Each ones expectations and goals may be established, monitored, or evaluated differently; however, success is in continually striving to being better each day.

4. How will you know that the school is succeeding (or not) in its mission?

The success of the school will be an ongoing evaluation as measured by the benchmarks established by the board. The course of action deemed necessary to achieve certain goals may change along the way; however, the mission of the school must remain a constant focus of the board.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

One of the board's overall objectives is to determine the vision, direction, and culture of the school. The board will be key in establishing the policies and procedures in which the school will operate on a daily basis, without the direct involvement of the board on a daily basis. One of the key responsibilities of the board under the overarching strategy will be the formulation and implementation of a financial budget. Adherence to which will be crucial during the initial operations of a startup school.

2. How will you know if the school is successful at the end of the first year of operation?

From my perspective, the first year's success will be measured by awareness of the choice the school provides within the community, enrollment figures, and financial benchmarks.

3. How will you know at the end of four years if the school is successful?

After the first four years, the school should have recognizable awareness amongst the community. The school's enrollment should be continuing to increase year-over-year. An improvement in scholastic achievement should be measurable compared to the preliminary benchmarks established. In addition, the school's financial position and forecast should be consistent and predictable.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The first step is to establish a well-defined direction and strategy in achieving the school's mission. Forming the structure to efficiently and effectively support the students, faculty, and leadership of the school in reaching those goals. The board must be able to draw upon the experiences and expertise of each member to work together and hold each other accountable in formulating policies and procedures that will promote the benefit of the students and community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The severity or nature of the situation would dictate the response; however, I would not hesitate to initiate an open, informative, and honest conversation with members of the board to determine all of the facts. The information gained from any conversation would then determine the next appropriate course of action. Honesty, integrity, and accountability are fundamental in any organization.

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.

Previous work experience with one board member

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, Lance Michael Kruse, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Handwritten Signature]

Date

12-17-19

State of TEXAS

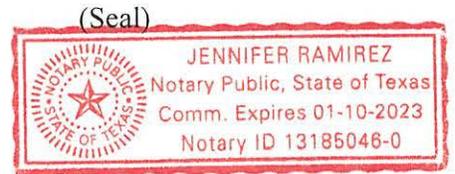
County of HAYS

On this day, Lance Kruse (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 17 day of December, 20 19.

(Notary Public) [Handwritten Signature]

My commission expires 01/10/2023



GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- Yes
- No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I would like to bring CLEAR to San Marcos so that families have a choice in their child's education. CLEAR's goal of working with each child's needs individually is key for some students who may not find that in their current school setting.

2. What is your understanding of the appropriate role of a public charter school board member?

We are responsible for ensuring that the charter school is staying true to the mission and has implemented strategies for 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.

I have no previous experience of this nature but I am an active member of our community and have school aged children of my own. I also serve on numerous boards and bring that experience with me along with strong community ties.

4. Describe the specific knowledge and experience that you would bring to the board.

I serve on several non-profit boards that all have the main goal of making our community better by serving those who need our services. CLEAR is bringing the same services to our community by providing a different approach to learning that is key for some children in our community. I also have an extensive knowledge of the community that CLEAR will be serving.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to bring dedicated teachers together with children to achieve their highest potential in school and beyond. They believe that through education and partnerships with the community they can accomplish their educational goals.

2. What is your understanding of the school's proposed educational program?

The school will use "Fostering Communities of Learners" approach to teaching and will meet the specific needs of each individual child to ensure success.

3. What do you believe to be the characteristics of a successful school?

A successful school must have dedicated, educated and passionate teachers. Teachers willing to meet the needs of every child will result in successful children.

4. How will you know that the school is succeeding (or not) in its mission?

The feedback from teachers and parents along with assessments of where children began with their skill levels and where they ended the school year with.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will be able to dictate policy and decide on procedures that impact the running of CLEAR.

2. How will you know if the school is successful at the end of the first year of operation?

Feedback from teachers, students and their families is a key factor. The re-enrollment number of children who attend the school and have elected to return. Looking at the success of each child and seeing where they have made improvements.

3. How will you know at the end of four years if the school is successful?

After four years there will be more data to evaluate where the school has exceeded expectations and where improvements can be made.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will need to have board meetings regularly to hear from administration what their goals are and what steps have been taken to achieve that goal. We will also need to see data that shows students' achievements and milestones that have been met.

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?

We as board members would be responsible for reporting those individuals to the school's board, founders and possibly TEA if warranted.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

Yes

No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I am a member of other service organizations with Molly Rosas-Garcia.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

Yes

No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

Yes

No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

Yes

No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Yes

Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship. N/A

7. List all business or organizations of which you are a partner or in which you have a majority interest.

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. N/A

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. N/A

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).

N/A

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.

N/A

CERTIFICATION

I, Maggie H. Moreno, 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 Maggie H. Moreno

Date 1/15/20

State of Texas

County of Hays

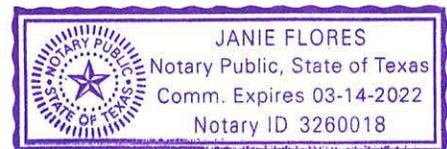
On this day, Maggie H. Moreno (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 15th day of January, 2020.

(Notary Public) Janie Flores

(Seal)

My commission expires 03-14-2022

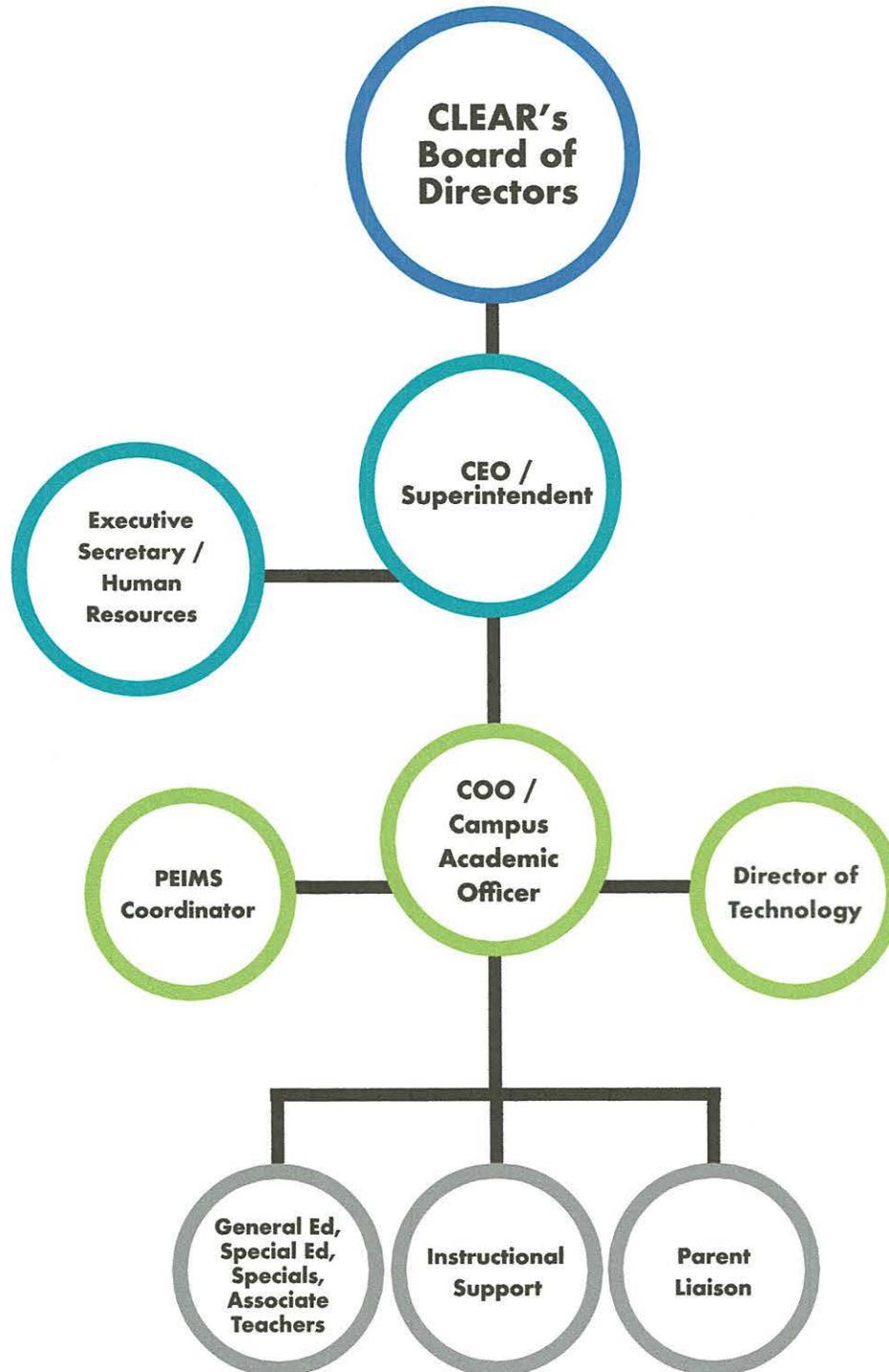


Attachment 13: Organizational Charts for Year 1 and Full Capacity

Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

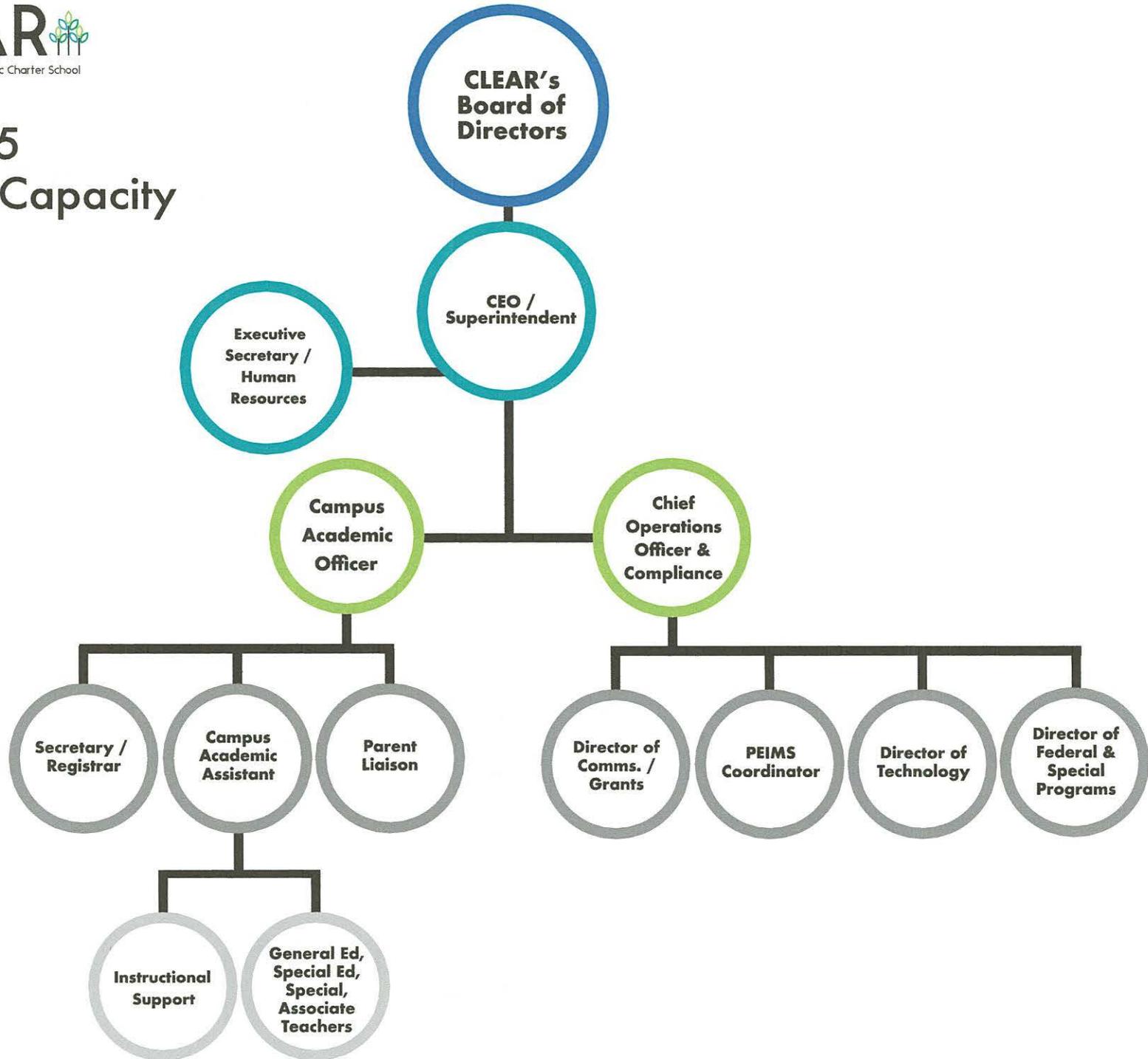
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.



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YEAR 5 & Full Capacity

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Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

The board of directors will utilize the Texas Association of School Boards (TASB) recommended Superintendent Evaluation Instrument as the metrics to evaluate the Superintendent/CEO (<https://www.tasb.org/Services/Leadership-Team-Services/Resources/Superintendent-Evaluation.aspx>). This metric includes the commissioner's recommendation of having a student performance domain as part of the Superintendent/CEO's evaluation and the metrics to provide measured performance in these areas according to TASB's instrument:

(i) Governance and Board Relations - Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose. Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.

Recommendations and appropriate supporting materials on matters for board decision. Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.

(ii) Community Relations - Information detailing the district's internal and external communication strategies. Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.

(iii) Staff Relations - Annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success. An annual report on the success of the staff development program as demonstrated by administration defined measures.

(iv) Business and Finance - Budget assumptions and priorities, prior to the development of the budget. Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years. Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget. End of year results that are generally consistent with adopted budget. Administrative procedures instituted to reduce the risk of fraud.

(v) Instructional Leadership - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum. An annual report of instructional areas needing attention, as revealed by the system. Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available. A trend of ongoing improvement as reflected in longitudinal data on student scores."

The Superintendent/CEO will be evaluated in June of each school year. The specific measures will be as such; E-Exceptional, P-Proficient, N-Needs Improvement. The board will unanimously decide on the performance in each area of the instrument. The secretary of the board will document on the instrument, the performance of each area according to consensus. The president of the board will get unanimous approval of the instrument then proceed to formalizing the evaluation.

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. Instructional management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

B. Student services management: The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

C. Staff development and professional growth: The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

- A. Facilities and operations management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:
- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
 - An annual report on success in terms of the goals, including longitudinal data.
 - A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
 - Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

- B. Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:
- Budget assumptions and priorities, prior to development of the budget.
 - Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
 - Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
 - End of year results that are generally consistent with adopted budget.
 - Administrative procedures instituted to reduce the risk of fraud.
 - Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

- C. Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:
- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
 - An annual report of district success toward meeting the year's goals, targets, or benchmarks.
 - Other (Insert specific data or reports to be furnished by the administration.)

Rating: [Click or tap here to enter text.](#)

Comments: [Click or tap here to enter text.](#)

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. Board relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
- Other (Insert specific data or reports to be furnished by the administration.)

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating:

Comments:

B. Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board may want to see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

Commissioner- Recommended Student Performance Domain

Superintendent: [Click here to enter text.](#)

District: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

To be included as one component of the locally developed appraisal instrument

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district Accountability Reports.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use locally determined and other indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Directions for cover sheet: Click once on the "Click here to enter text" button to enter the Superintendent name and District. Click once on the "Click here to enter a date" button and a drop down arrow will appear. Click on the arrow and choose the completion date for this form.

Data Sources for worksheet: The superintendent should use the 2018 and 2019 Accountability Reports by District, the comprehensive online Texas Academic Performance Report system, 2018-2019 Texas Academic Performance Reports, and www.txschools.org to complete Steps 1-3.

STEP 1: 2019 STATUS

DISTRICT

Overall District Rating

A B C D F District is identified for Distinction Designation in Post-Secondary Readiness

Student Achievement Domain Rating

A B C D F

School Progress Domain Rating

A B C D F

-Part A (Academic Growth) Rating: A B C D F

-Part B (Relative Performance) Rating: A B C D F

Closing the Gaps Domain Rating

A B C D F

Superintendent Comments: [Click here to enter text.](#)

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

CAMPUS(ES)

Campus Information (State Accountability)	
Number of campuses with letter grade of A (Exemplary Performance)	
Number of campuses with letter grade of B (Recognized Performance)	
Number of campuses with letter grade of C (Acceptable Performance)	
Number of campuses with letter grade of D (In Need of Improvement)	
Number of campuses with letter grade of F (Unacceptable Performance)	
Number of campuses with multi-year F rating	
Number of campuses with D/F in a Domain	

Campus Information (Federal Accountability)	
Number of campuses labeled as Additional Targeted Support	
Number of campuses labeled as Targeted Support	
Number of campuses labeled as Comprehensive Support	

Distinction Designations								
Number of Campuses	Read/ELA	Math	Science	Social Studies	Academic Growth	Gap	Post-Secondary	Total #
Eligible for Distinction Designation								0
Identified for Distinction Designation								0

Superintendent Comments: [Click here to enter text.](#)

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 2: Closing the Gaps

Complete district information. Indicate types of campuses (i.e., elementary, secondary, etc.) and number of campuses within each category. The data can be found on the Closing the Gaps Report. Indicate number of campuses within each type which "Met Indicators". For participation, enter percent of participation for All Students for ELA/Reading and Mathematics. When needed, use "NA" to indicate not applicable.

Closing the Gaps											
		Academic Achievement Status		Growth/Federal Graduation Status		English Language Proficiency Status		School Quality/ Student Success Status		Participation	
		# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	# Indicators Met	# Indicators Evaluated	% of ELA / Reading	% of Mathematics
District											
Campus Type	Number										
<i>EX. HS</i>	5	29	31	26	31	4	5	63	70	98%	97%

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Superintendent Comments: [Click here to enter text.](#)

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 3: Summary of Current Year Results.

A. Post district State Assessment results below. Possible data sources may include comprehensive online Texas Academic Performance Report system, 2018 and 2019 STAAR Performance Data Table. The column to the right of the percentage should be used to indicate direction of rates comparing 2019 to 2018. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

STAAR Percent at Approaches Grade Level or Above All Grades																												
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled	
EXAMPLE	88%	+	84%	/	79%	-	93%	-	88%	+	84%	/	79%	-	93%	-	78%	-	93%	+	73%	-	73%	-	84%	+	82%	/
All Subjects																												
Reading																												
Mathematics																												
Writing																												
Science																												
Social Studies																												

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

STAAR Percent at Meets Grade Level or Above All Grades																													
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		
EXAMPLE	88%	+	84%	/	79%	-	93%	-	88%	+	84%	/	79%	-	93%	-	78%	-	93%	+	73%	-	73%	-	84%	+	82%	/	
All Subjects																													
Reading																													
Mathematics																													
Writing																													
Science																													
Social Studies																													

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

STAAR Percent at Master Grade Level All Grades																													
	District*		African American*		Hispanic*		White*		American Indian*		Asian*		Pacific Islander*		Two or More Races*		Econ Disadv*		EL (Current & Monitored)*		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		
EXAMPLE	88%	+	84%	/	79%	-	93%	-	88%	+	84%	/	79%	-	93%	-	78%	-	93%	+	73%	-	73%	-	84%	+	82%	/	
All Subjects																													
Reading																													
Mathematics																													
Writing																													
Science																													
Social Studies																													

*State Accountability student group for state assessment (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

B. Post Academic Growth Rates below. Possible data sources may include 2018 and 2019 Academic Growth Data Table. For an increase in percentage, mark a "+". For a decrease in percentage, mark a "-". For a neutral, mark a "/". When needed, use "NA" to indicate not applicable.

	District	District	District
	2018	2019	+, -, /
All Subjects			
Reading			
Mathematics			

Superintendent Comments: [Click here to enter text.](#)

C. Post district Graduation and Dropout Rates below. The data can be found on the 2019 Graduation Rate Data Table and online Texas Academic Performance Report system.

Graduation Rate											
	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL	Special Ed
4-Year Graduation Rate (Gr. 9-12) Class of 2018											
5-Year Extended Graduation Rate (Gr. 9-12) Class of 2017											
6-Year Extended Graduation Rate (Gr. 9-12) Class of 2016											

*State Accountability student group for Graduation (if group size meets minimum size requirements)

	District*	African American*	Hispanic*	White*	American Indian*	Asian*	Pacific Islander*	Two or More Races*	Econ Disadv*	EL	Special Ed
Grade 7-8											
Grade 9-12											

*State Accountability student group for dropout rate (if group size meets minimum requirements)

Superintendent Comments: [Click here to enter text.](#)

Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 4: Strengths and Areas of Need

Using the student performance data summarized in Steps 1-3 above, the superintendent and board should identify strengths and areas that may need to be addressed.

A. Strengths in district student performance: [Click here to enter text.](#)

B. Areas that may need to be addressed in district student performance. In the spaces provided, indicate approaches to improve student performance.

STAAR Reading/ELA	
STAAR Writing	
STAAR Math	
STAAR Social Studies	
STAAR Science	
Participation	
Dropout	
Graduation	
Special Education	
English Learners	
Economically Disadvantaged	
Other	

Superintendent Comments: [Click here to enter text.](#)

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Commissioner-Recommended Student Performance Domain/Superintendent Appraisal WORKSHEET

Step 5: Goal Setting

The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Legal Authority: The analysis of district student performance provided on this worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(d)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities for ongoing improvement with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.

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Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Jason E. Harris

Weimar, TX • 979-733-3770

jharris@clearcharter.org • [LinkedIn](#)

Dynamic and tactful professional educator with over 10 years' experience teaching science courses and leading diverse staffs through pedagogical shifts as an administrator. Proven expertise in leveraging a variety of assessment data to drive student growth and achievement through timely interventions, both during and after school. Adept at assembling collaborative teams to revamp instructional approaches aligned to student needs and coaching teachers on implementing best practices. Deeply committed to enhancing learning experiences through authentic and relevant coursework and ensuring personal and academic success for each student.

Education

Doctor of Education, Educational Leadership, Walden University, Minneapolis, MN

Master of Education, Educational Administration, Lamar University, Beaumont, TX

Bachelor of Science, Aeronautics, Embry-Riddle Aeronautical University, Daytona Beach, FL

Bachelor of Science, Wildlife Biology, University of Alaska-Fairbanks, Fairbanks, AK

Certifications

068 Principal Certificate

Gifted and Talented Certificate

4-8 Generalist, Texas

4-8 Science, Texas

EC-12 Pedagogy and Professional Responsibilities, Texas

Standard Response Protocol Instructor

ALICE Active Shooter Response Certified Instructor

Emergency Management Institute Incident Command System ICS-100, 200, 300, 400, 700, 800

Professional Experience

BLUESCOPE Group, Austin, TX

Implementation Specialist, October 2019 to Present

Provides consultant support and services in the education sector.

Austin Achieve Public Schools, San Marcos, TX

Educator, August 2019 to Present

Prepares rigorous project-based lessons incorporating cross-curricular content. Creates and analyzes assessments according to the TEKS.

- Implements collaborative learning through Google Classroom.
- Implements restorative practices in and outside of classroom.
- Offers one on one feedback loops between educator and student that restores behavior to expected level.

CLEAR Public Charter School, San Marcos, TX

Founder & CEO, May 2018 to Present

Calculate and administer annual budget based on enrollment, donations, and staffing needs. Conceptualize and launch marketing plans that leverage social media, community relationships, and public forums to secure donations. Ensure school strictly adheres to Texas educational law, 501(c)(3) status, and self-governance plan. Coordinate with school governance board to explore expansion options.

- Established school governance board to navigate nonprofit and Texas educational laws.
- Authored and earned approval from Texas Educational Agency external review on 350-page report detailing educational, operational, financial, and governance plan; earned 87% approval from external reviewers and one of 20% of Texas applications to earn approval.
- Leveraged relationships, experience, and knowledge of local supporters to secure over \$98,000 in donations to assist in pre-charter proposal.
- Successfully held three community forum events during a six-month period that engaged nearly 200 community members together for the organization to share about the future of CLEAR.
- Sourced donations to develop a budget of \$2.5 million for K-2 campus in Year One and budget of \$6 million for K-8 campus with 64 staff and 896 students.
- Developed launch plans for K-8 CLEAR school in San Marcos, TX, in August 2021 serving 896 students.

Hallettsville Elementary School, Hallettsville, TX

Principal, May 2014 to May 2018

Established and fortified professional relationships with staff, students, and community leaders to cultivate school environment conducive to personal, academic, and social growth. Overhauled master schedule to add daily intervention time to support all learners. Conducted routine teacher evaluations and provided 52 teachers with substantive feedback, enabling them to set short- and long-term goals. Maintained open communication with parents. Verified working and learning conditions met local, state, and federal regulations. Consistently researched and implemented best practices in coordination with superintendent, administration, and staff.

- Integrated Social Emotional curriculum to aid students in developing self-efficacy and self-awareness; decreased missed instructional time by 15%.
- Planned and scheduled times for staff to collaborate on aligning lessons and units to Texas Essential Knowledge standards, generating a 3-5% score increase on benchmark testing.
- Secured \$700,000 in savings in collaboration with District Finance Committee after examining budgets and rectifying staffing inefficiencies; decreased district deficit by \$35,000
- Championed \$11.6 million bond and coordinated with architects to plan strategic renovations to drive instruction for 21st Century learning.
- Planned and successfully executed minimally disruptive procedures to transition 435 students and 52 staff members into temporary portable buildings during school renovations.

Continued...

Selman Intermediate School, Sealy, TX

Assistant Principal, June 2012 to May 2014

Assisted principal in leading relevant and intentional instruction and modeling appropriate behavior for all students. Collaborated with principal and other administrators to schedule classes, examine school rules and procedures, analyze benchmark testing data, and conceptualize plans to increase student growth and achievement; secured funding and managed budgets for intervention programs. Provided collaboration time for teachers to revamp instructional approaches in line with district goals. Coordinated with elementary and middle school teachers to ensure vertical alignment of curriculum.

- Spearheaded district-wide curriculum alignment based on benchmark data analysis, emphasizing authentic, hands-on experiences in a learner-centered environment; generated 10% increase in State of Texas Assessments of Academic Readiness (STAAR) scores.
- Created, scheduled, and budgeted after school tutoring programs for at-risk students.
- Conceptualized and led subject area community learning nights, which invited parents and students to school for academic support and relationship building within school and improve communication and transparency with parents and community.
- Overhauled campus grading practices based on current research to ensure commonality and equity.
- Orchestrated integration of new reading strategies in collaboration with Response to Intervention Team; coached staff in implementing strategies throughout PK-5 curriculum.
- Revised bus dismissal procedures, decreasing wait times for roughly 300 students by 5 minutes.
- Developed Emergency Operation Plan for campus safety for theoretical crisis; achieved Outstanding rating from state safety auditors.
- Leveraged knowledge of restorative justice to reduce discipline referrals by 50%.

Weimar Junior High, Weimar, TX

Junior High School Teacher, August 2009 to May 2012

Established safe learning environment for all students by prioritizing relationship building and modeling behavior expectations. Created relevant and authentic learning experiences with appropriate differentiation aligned to TEKS standards. Ensured strict compliance with all 504s and IEPs. Leveraged extensive knowledge of aeronautics, technology, and scientific study to engage a variety of learning styles. Designed professional development materials and led staff in implementation as part of teacher leadership.

- Designed and scheduled after school interventions for science students, using Study Island and Step Up to TAKS to achieve 100% student passing rate.
- Led professional development derived from Robert Marzano's "Classroom Instruction that Works."
- Arranged, in coordination with administration, one additional class period for science instruction, resulting in more rigorous and student-centered activities; led to 17% overall growth in student proficiency and 90% passing rate.
- Coached science University Interscholastic League team, earning five first-place medals.

United States Air Force, North Pole, AK

Enlisted Aviator—KC-135/C-130, December 1989 to December 2010

Trained prospective pilots as a KC-135 and C-130 Flight Instructor and Evaluator, accumulating 2,000 flight hours and 169 combat sorties during deployments to Afghanistan and Iraq.

- Named 181st Air Lift Squadron Texas Air National Guard Enlisted Aircrew Superintendent.
- Named 181st Senior Enlisted Facility manager for war-time operations.
- Awarded Air Medal and Aerial Achievement and Medal of Valor for combat flight operations.

Professional Affiliations

Texas Elementary Principals and Supervisors Association – Region 3 President Elect, 2017

National and Texas PTA

Texas Association of School Principals

Veterans of Foreign Wars

Rotarian

Texas Longhorns Breeders of America Association

Continued...

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.

Write "N/A" on the cover page of the attachment that is not completed.

"N/A"

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write “N/A” on this Attachment and complete Attachment 18.

Ginny Janak: Campus Academic Officer (CAO) and Chief Operating Officer (COO)

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Ginny E. Janak

Lockhart, TX • 512-963-8344

• [LinkedIn](#)

Creative, enthusiastic and motivated leader continuously seeking new, innovative ideas and solutions for success with a combined 15 years' experience teaching early childhood/elementary education and leading campus staff and special programs as an administrator. Proven track record for collaborating, communicating and building relationships, as well as maintaining exceptional working environments with students, teachers and parents. Possess the ability to use technology to enhance learning as well as efficiency in an organization. Committed to facilitating continuous growth in an organization while also encouraging individual growth.

Education

Master of Education, Leadership and Policy Studies, University of Texas at Arlington, Arlington, TX

Bachelor of Science, Interdisciplinary Studies, Texas A&M University, College Station, TX

Certifications

EC-12 Principal
EC-4 Generalist
ESL Certificate
Gifted and Talented Certificate
EC-12 Pedagogy and Professional Responsibilities

Professional Experience

Austin Achieve Public Schools, Austin, TX

Reading Intervention, August 2019 to Present

Collaborates with campus reading intervention team and Instructional Leadership Team (ILT) to improve overall reading instruction and close literacy gaps in a population of students of 95% Economically Disadvantaged, 92% Hispanic and 64% English Learners. Implements structured and strategic literacy instruction to students reading 2-4 years below grade level.

- Performs summative and formative assessments to identify and inform instructional and independent reading levels as well as relevant instruction.
- Provides daily reading intervention to students reading multiple years below grade level, students at-risk and English Learners.
- Monitors student growth through Fountas & Pinnell Benchmark Assessment Systems, Lexia, informal running records and daily observations of student reading behaviors.
- Proven student progress: During a 16-week period average .7 years growth for 25 students, with 100% student growth and 54% growth of .75 – 1.5 years.

Continued...

Founder & COO, May 2018 to Present

Oversee compliance with all school, TEA, state and federal policies, regulations and laws. Manage operations, hiring and special programs. Implement marketing plans that include social media, community relationships, and public forums to secure donations and recruit both students and staff. Ensure school strictly adheres to Texas educational law, 501(c)(3) status, and self-governance plan.

- Established school governance board to navigate nonprofit and Texas educational laws.
- Authored 350-page plan submitted to Texas Educational Agency detailing educational, operational, financial, and governance plan.
- Planned and held community information events with nearly 200 participants.
- Spearheaded marketing and social media plan to engage community involvement and recruitment.
- Developing start up plans for K-8 CLEAR Public Charter School in San Marcos, TX to open in August 2021 serving 896 students.
- Experience with grant writing, consulting with foundations and fundraising. Secured over \$98,000.

Hallettsville Elementary School, Hallettsville, TX

Assistant Principal, June 2016 to May 2018

Assisted campus and district leadership in leading relevant and intentional instruction. Collaborated with principal and other administrators to implement instruction, examine school procedures, analyze assessments/data, and develop plans to increase student growth and achievement. Coordinated with elementary school educators to ensure vertical alignment of curriculum. Developed ESL and Gifted and Talented Program. Conducted routine teacher evaluations and provided over 50 teachers with substantive feedback, enabling them to set short- and long-term goals. Maintained open communications with parents. Consistently researched and implemented educational best practices in coordination with administration, and staff.

- Social Emotional curriculum to build emotional intelligence, self-reflective behaviors and social skills which overlapped in grade levels providing alignment in best practices and limited student behavior and emotional crisis.
- Planned and scheduled times for staff to collaborate on aligning lessons and units to Texas Essential Knowledge and Skills.
- Created, scheduled, and budgeted school tutoring programs for ESL students.
- Organized ESL family events ensuring 95% in attendance.
- Developed special programs in order to serve diverse student needs including art, motor lab and library enrichment.
- Developed Emergency Operation Plan for campus safety; achieved Outstanding rating from state safety auditors. Implemented Standard Response Protocol.
- Implemented restorative practices and overhauled In School Suspension program decreasing out of school suspension and overall missed class time.
- Annual fundraising of over \$20,000.

Bluebonnet Elementary, Lockhart, TX

Continued...

1st Grade Teacher, September 2015-2016

Established a safe learning environment for a diverse group of students. Developed differentiated instruction focusing on blended learning through small groups and learning stations. Collaborated with campus SPED team and behavior specialists in order to develop individualized learning schedule and behavioral plan for students with special needs.

- Incorporated daily guided reading/writing instruction and strategic intervention with 95% of students reading at or above grade level.
- Collaborated with campus Reading Instruction Committee and grade level improving campus wide instructional practices in reading.
- Assisted administrative team with implementation of new master schedule
- Participated in T-TESS Pilot Program for teacher observations.
- Implemented Formative Loop Math improving student success in math skills building a strong foundation for problem solving and critical thinking.

Hallettsville Elementary, Hallettsville, TX

Kindergarten Teacher, August 2014-2015

Demonstrated effective teaching through best practices, research-based teaching methods and differentiated instruction. Created relevant and authentic learning experiences aligned to TEKS. Ensured strict compliance with all 504s and IEPs. Implemented early literacy foundation for beginning readers. Established personal relationships with families in order to ensure student success.

- Collaborated with campus and district teams to ensure vertical alignment of TEKS and lesson plans.
- Maintained and increased student academic success through parent, teacher and student conferences.
- Participated in leadership opportunities and professional development.

Carver Kindergarten, Lockhart, TX

Mentor/Lead Teacher, August 2004 to May 2014

Prepared rigorous lesson plans incorporating cross curricular content. Led implementations of curriculum and assessment development. Designed professional development and led staff in implementation as part of teacher leadership. Mentored and developed new teachers in order to ensure academic success for students and teacher retention.

- Collaborated and communicated with team members and campus principal in order to effectively create grade level assessments, scope and sequence and daily lesson plans.
- Mentored teachers by providing support with lesson planning, campus procedures, student discipline, etc.
- Implemented and facilitated monthly grade level meetings for 14 teachers
- Developed progress reports, scope and sequence, schedules.
- Participated in Campus Interview Committee and Campus Improvement Committees.
- Assisted administrator with safety program, fire drills and tornado drills.
- Participated in kindergarten and pre-kindergarten registration.
- Assisted district in textbook and resource search to successfully select district wide curriculum.
- Implemented new curriculum by collaborating with team members.

Professional Affiliations

Texas Charter School Association

Texas Elementary Principals and Supervisors Association

The National Association of REALTORS®

Four Rivers Association of Realtors

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

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CLEAR Public Charter School

Founder & COO, May 2018 to Present

Oversee compliance with all school, TEA, state and federal policies, regulations and laws. Manage operations, hiring and special programs. Implement marketing plans that include social media, community relationships, and public forums to secure donations and recruit both students and staff. Ensure school strictly adheres to Texas educational law, 501(c)(3) status, and self-governance plan.

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- Developed Emergency Operation Plan for campus safety; achieved Outstanding rating from state safety auditors. Implemented Standard Response Protocol.
- Implemented restorative practices and re-developed In School Suspension program to a more reflective and restorative environment decreasing out of school suspension and overall missed class time.
- Annual fundraising of over \$20,000.

Bluebonnet Elementary, Lockhart, TX

1st Grade Teacher, September 2015-2016

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Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR Public Charter School will utilize the Texas Principal Evaluation and Support System (T-PESS)

<https://tpess.org>

CLEAR's CEO has utilized T-PESS as an evaluation tool as well as being evaluated by the support system.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

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CLEAR's Proposed Financial Team

CLEAR will utilize 'bookreport' as a contracted financial consultant. The 'bookreport' software and team provide comprehensive financial consulting to schools in areas of:

- Budgeting
- Purchasing & Approvals
- Spending Analysis
- Board Reporting
- Human Resources
- Audit Efficiency
- State & Federal Compliance

'bookreport' currently works with several charter schools in the Austin and San Antonio area. The role of CLEAR's CEO will be responsible for operating the school's budget and utilize 'bookreport' as a contracted CFO.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Director of Technology – 396

Director of Federal and Special Programs – 394

Director of Communications/Grants/Fundraising – 398

PEIMS Coordinator - 400

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1st Grade Teacher, September 2015-2016

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- Participated in leadership opportunities and professional development.

Carver Kindergarten, Lockhart, TX

Mentor/Lead Teacher, August 2004 to May 2014

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- Assisted administrator with safety program, fire drills and tornado drills.
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- Implemented new curriculum by collaborating with team members.

Professional Affiliations

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Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer	0	0	0	0	0	0
Chief Operating Officer	.5	1	1	1	1	1
Other Central Office staff						
Executive Secretary/HR	1	1	1	1	1	1
Director of Technology	1	1	1	1	1	1
Director of Communications	0	1	1	1	1	1
Director of Federal and Special Programs	0	1	1	1	1	1
Total central office FTEs	3.5	6	6	6	6	6
Elementary School Campus Staff						
Campus Academic Officer	.5	1	1	1	1	1
Campus Academic Assistant	0	0	1	1	2	4
Kindergarten Teachers	4	4	4	4	4	4
1 st Grade Teachers	4	4	4	4	4	4
2 nd Grade Teachers	4	4	4	4	4	4
3 rd Grade Teachers	0	4	4	4	4	4
4 th Grade Teachers	0	0	4	4	4	4
5 th Grade Teachers	0	0	0	4	4	4
6 th Grade Teachers	0	0	0	0	4	4
Associate Teachers	2	2	3	4	5	9
PE Teacher	.5	.5	1	2	2	2
Music Teacher	.5	.5	1	2	2	2
Restorative Practice/SEL	1	1	1	2	2	2
Teachers, ESL/Bilingual	All core teachers will be ESL certified.					
Teachers, Special Education	1	1	2	2	3	4
Student support staff Instructional Support (paraprofessionals)	4	4	5	6	7	9
Parent Liaison	.2	.2	.2	.2	.2	.2

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
Campus Secretary	0	1	1	1	1	1
Total elementary FTEs	22.7	28.2	37.2	46.2	54.2	72.2
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the [Subchapter D](#) application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: \$90,000 - \$140,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required
Master's Degree Required

Experience Required: 5 years experience in management/leadership positions that require hiring, leading and evaluating staff; preferable in an educational setting.

Certification Required: Superintendent Certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Navarro ISD	094903	Geronimo	1,940	\$124,200
Prairie Lea ISD	028906	Prairie Lea	216	\$88,683
Luling ISD	028903	Luling	1,399	\$147,084

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversees all operations of the school and reports to the board.

2. Recruits, hires and evaluates all officers of school.

3. Ensures compliance with all school, TEA, state and federal policies, regulations and laws.

4. Promotes and supports academic achievement for all students.

5. Responsible for the health and sustainability of all finances of the school.

6. Ensures the mission, vision and core beliefs are kept at the forefront of all school decisions.

7. Develops procedures and policies for the Governing Board.

8. Oversees academic performance and works with board to evaluate indicators.

9. Oversees financial performance and works with board to evaluate indicators.

10. Oversees the recruitment, selection, training, promotion, compensation and termination of staff.

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: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Executive Secretary/HR

Reports to: CEO

Salary Range: \$45,000 - \$55,00

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 Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Associates Degree required
 Bachelor's Degree preferred

Experience Required: 2 years experience in office environment/administrative work
 1 year HR experience preferred
 Fluent in Spanish required

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
Navarro ISD	094903	Geronimo	1,940	\$31,357
Prairie Lea ISD	028906	Prairie Lea	216	\$35,102
Luling ISD	028903	Luling	1,399	\$39,034

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Executive Secretary/HR

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain CEO's agenda and assist in planning appointments, board meetings, conferences
2. Attends meetings and keep minutes
3. Receives and prioritizes all phone calls and redirects them appropriately
4. Handles and prioritize all correspondence including; e-mail, letters, packages
5. Maintains all personnel files
6. Maintains office supplies and negotiate terms with suppliers for best rate
7. Coordinates logistics for school Chief Officers
8. Oversees HR issues related to employment, compensation, labor negotiations, and employment
9. Assist with recruitment and interview process
10. Prepare invoices or financial statements and provide assistance in bookkeeping

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$88,563"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$88,683"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$147,084"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Chief Operating Officer - COO

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for compliance with all school, TEA, state and federal policies, regulations and laws.
2. Recruits, hires and evaluates all substitutes, PEIMS and technology coordinator of school.
3. Responsible for all operations of the school and reports to the CEO.
4. Oversees curriculum & instruction resources and implementation. Leads professional development
5. Manages talent and labor relations, staff evaluations and technology.
6. Assist CEO and CFO to support business, finance, facilities, transportation and food services.
7. Implements tight financial controls to reduce spending.
8. Oversees all special programs; SpEd, Section 504, Dyslexia, ESL and Coordinated Health services.
9. Aligns school resources to organizational priorities.
10. Takes on CEO roles and responsibilities in absence of the CEO.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Director of Federal & Special Programs

Reports to: COO

Salary Range: \$58,000 - \$80,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required
Master's Degree Required

Experience Required: 3 years related experience.
Experience in Title I schools required.
2 years in school management or leadership experience.

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
Navarro ISD	094903	Geronimo	1,940	\$62,251
Prairie Lea ISD	028906	Prairie Lea	216	\$58,076
Luling ISD	028903	Luling	1,399	\$83,359

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Director of Federal & Special Programs

Reports to: COO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee and implement all Title I, II, IV, National School Lunch Program and all other federal and state programs as assigned.
2. Develops and implements all training as it pertains to federal programs.
3. Oversee schools testing program ensuring compliance with state and national requirements.
4. Supervises the schools title program and budget as well as overseeing and managing compliance with bilingual, ESL, and migrant.
5. Complete and submit all evaluations and applications for title programs.
6. Design and conduct title program implementation for staff.
7. Oversees all special programs including; ESL, SpEd, 504, health and speech services, counseling resources, family resources, homebound services, and family and student transition services.
8. Works with staff to design and implement yearly title budgets and monitor expenditures.
9. Attends board meetings as necessary.
10. All other duties assigned by the COO.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$76,651"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$58,076"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$83,359"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Director of Technology

Reports to: COO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement needs' assessments and long - term plans related to technology.
2. Oversees the development and the E-Rate application.
3. Maintains affordable devices for all students and staff aligning with the schools mission and vision.
4. Prioritizes materials, supplies, and equipment acquisition according to compliance standards.
5. Maintains public relations through social media, community meetings and all school activities.
6. Responsible for IT infrastructure of school.
7. Maintains an up to date school website.
8. Develops curriculum and oversees instruction in computer science K-8 grade.
9. Leads end of day and/or after school programs such as coding, robotics, etc.
10. All other duties assigned by COO.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Director of Communications/Grants/Fundraising

Reports to: COO

Salary Range: \$54,000 - \$75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required
Master's Degree Preferred

Experience Required: 2 years experience in management/leadership positions that require hiring, leading and evaluating staff; preferable in an educational 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
Navarro ISD	094903	Geronimo	1,940	\$62,251
Prairie Lea ISD	028906	Prairie Lea	216	\$58,076
Luling ISD	028903	Luling	1,399	\$83,359

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Director of Communications/Grants/Fundraising

Reports to: COO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Serves as the schools internal and external representative for public information
2. Works directly with the Director of Technology to update all public and social media
3. Oversees the development and distribution of the schools materials including policies, procedure, programs, news releases, pamphlets, flyer's, newspaper articles, campaigns, etc
4. Clearly analyze, develop, and communicate critical information and or issues to a variety of stakeholders
5. Oversees all messaging and communication to parents and community members
6. Rigorously seeks, develops, manages, and submits grant applications
7. Reads and analyzes all grant opportunities that align with the schools design and initiatives
8. Oversees all fundraising events
9. Attends board meetings as necessary
10. All other duties assigned by the COO

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: PEIMS Coordinator

Reports to: COO

Salary Range: \$45,000 - \$55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Associates Degree required
Bachelor's Degree preferred

Experience Required: 2 Years experience in school PEIMS required
1 years experience in office environment/administrative work required

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
Navarro ISD	094903	Geronimo	1,940	\$31,357
Prairie Lea ISD	028906	Prairie Lea	216	\$35,102
Luling ISD	028903	Luling	1,399	\$39,304

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: PEIMS Coordinator

Reports to: COO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinates and submits all PEIMS data according to TEA PEIMS Data Standards.
2. Submits monthly, quarterly and yearly reports PEIMS reports to CEO, COO, CAO and G. Board.
3. Develops and trains all school staff on proper PEIMS submissions and requirements.
4. Verify all data submitted to TEA and correct on time if necessary.
5. Responsible for accuracy and comprehensiveness of the Student Information Systems.
6. Work cooperatively with campus, business office, and office staff to collect and organize data.
7. Responsible for the data quality in compliance with Performance Based Monitoring.
8. Campus Summary, Attendance Verification, Enrollment Verification and Student Detailed Report
- 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: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Campus Academic Officer - CAO

Reports to: CEO

Salary Range: \$65,000 - \$100,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Bachelor's Degree required
Master's Degree required- Administration, Curriculum and Instruction

Experience Required: 3 years experience in teaching. 2 years in school leadership
Experience in school management and leadership. Experience in Title I schools preferred.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Navarro ISD	094903	Geronimo	1,940	\$88,563
Prairie Lea ISD	028906	Prairie Lea	216	\$71,000
Luling ISD	028903	Luling	1,399	\$83,579

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Campus Academic Officer - CAO

Reports to: CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for all campus functions; budgeting, staffing, discipline and attendance.

2. Manages campus budget and maintains tight financial controls to reduce spending.

3. Develops and leads professional development.

4. Participates as part of the central leadership team as a decision making entity for the school.

5. Aligns, promotes and ensures all curriculum & instruction is executed according to model.

6. Administrator for all special programs; SpEd, Section 504, Dyslexia and ESL.

7. Campus liaison for promotion and communication towards all stake holders about the school.

8. Leads all campus meetings; leadership, alignment, team, curriculum, instruction, etc.

9. Responsible for all campus staff evaluations and timely submittal according to policy.

10. Attends all board meetings and presents campus financial and academic data as needed.

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: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Campus Academic Assistant - CAA

Reports to: CAO

Salary Range: \$55,000 - \$75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): San Marcos (Hays County)

Number of Students anticipated in year one: 288 In year five: 688

Minimum Qualifications Required:

Education Required: Bachelor's Degree required
Master's Degree required - Administration, Curriculum and Instruction

Experience Required: 3 years experience in teaching.
Experience in school management and leadership preferred. Experience in Title I schools preferred.

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Navarro ISD	094903	Geronimo	1,940	\$64,454
Prairie Lea ISD	028906	Prairie Lea	216	\$71,000
Luling ISD	028903	Luling	1,399	\$61,888

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Campus Academic Assistant - CAA

Reports to: CAO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for all assigned grade-level functions; budgeting, staffing, discipline and attendance.
2. Manages assigned grade-level budget and maintains tight financial controls to reduce spending.
3. Develops and leads professional development.
4. Participates as part of the campus leadership team as a decision making entity for the school.
5. Aligns, promotes and ensures all curriculum & instruction is executed according to model.
6. Oversees 'Restorative Practices' as it aligns with the school discipline policy.
7. Leads all assigned grade-level meetings; leadership, alignment, team, curriculum, instruction, etc.
8. Responsible for all assigned grade-level staff evaluations and timely submittal according to policy.
9. Assigned grade-level liaison for promotion and communication towards all stake holders about the school.
10. Attends board meetings as requested.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$33,840"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$21,257"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$29,394"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Campus Secretary

Reports to: CAO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain CAO's agenda and assist in planning appointments, campus & community meetings.

2. Prepare meeting agendas, sign in logs and keep minutes.

3. Receives and prioritizes all phone calls and redirects them appropriately.

4. Handles and prioritize all correspondence including; e-mail, letters, packages.

5. Maintains all student files.

6. Maintains office supplies and negotiate terms with suppliers for best rate.

7. Communicates effectively with a variety of stakeholders including community leaders.

8. Perform payroll, benefit, petty cash and school funds transactions and record keeping.

9. Maintains the integrity of information systems, databases, and office files.

10. Purchase campus resources like materials, computer hardware, software and office equipment.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$47,688"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$50,841"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$41,100"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Teacher

Reports to: CAA

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for the academic achievement and welfare of all students assigned.

2. Develops and implements all lesson plans and design.

3. Documents and maintains all records and data for assigned classroom.

4. Assists in development and promotion of community curriculum nights throughout the year.

5. Ensures timely and consistent communication with all stakeholders.

6. Ensures all curriculum & instruction is executed according to model.

7. Attends & participates in campus meetings; leadership, alignment, team, curriculum, instruction.

8. Develops, schedules and monitors all diagnostic, local checkpoints and benchmark assessments.

9. Develops and maintains strong community classroom management policies and procedures.

10. Maintains confidential relationships with all stakeholders.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$47,688"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$50,841"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$41,100"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Special Education Teacher

Reports to: CAA

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for the academic achievement and welfare of all SpEd students.

2. Develops and implements all lesson plans and design according to IEP's.

3. Creates and maintains all records and data for SpEd students before, during and after ARD.

4. Assists in development and promotion of community curriculum nights throughout the year.

5. Ensures timely and consistent communication with all stakeholders.

6. Ensures all curriculum & instruction is executed according to model and IEP's.

7. Attends & participates in campus meetings; leadership, alignment, team, curriculum, instruction.

8. Develops, schedules and monitors all diagnostic, local checkpoints and benchmark assessments.

9. Works with teachers to ensure all IEP's, accommodations and modifications are followed.

10. Maintains confidential relationships with all stakeholders.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$47,688"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$50,841"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$41,100"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Associate Teacher

Reports to: CAA

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for the academic achievement and welfare of all students assigned.
2. Assists in the development and implementation of all lesson plans and design.
3. Assists with documenting and maintaining all records and data for assigned classroom.
4. Assists in development and promotion of community curriculum nights throughout the year.
5. Ensures timely and consistent communication with all stakeholders.
6. Ensures all curriculum & instruction is executed according to model.
7. Attends & participates in campus meetings; leadership, alignment, team, curriculum, instruction.
8. Develops, schedules and monitors all diagnostic, local checkpoints and benchmark assessments.
9. Develops and maintains strong community classroom management policies and procedures.
10. Maintains confidential relationships with all stakeholders. All other duties assigned by the CAA.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$20,059"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$26,803"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$18,543"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Instructional Support

Reports to: CAA

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Works with students individually or in small groups.
2. Assist teacher in lesson planning and implementation.
3. Monitors and supervises students during duties assigned.
4. Attends all meetings as assigned.
5. Maintains records of student progress in academic and behavioral goals.
6. Supervises beginning and end of day car and bus lines.
7. Leads activities that promote positive academic, social, emotional and behavioral development
8. Supervise students in various activities including; breakfast, lunch, recess, field trips.
9. Assist teachers with daily tasks.
10. All other duties assigned by CAA.

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:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Navarro ISD"/>	<input type="text" value="094903"/>	<input type="text" value="Geronimo"/>	<input type="text" value="1,940"/>	<input type="text" value="\$33,840"/>
<input type="text" value="Prairie Lea ISD"/>	<input type="text" value="028906"/>	<input type="text" value="Prairie Lea"/>	<input type="text" value="216"/>	<input type="text" value="\$21,257"/>
<input type="text" value="Luling ISD"/>	<input type="text" value="028903"/>	<input type="text" value="Luling"/>	<input type="text" value="1,399"/>	<input type="text" value="\$29,394"/>

Name of Proposed Charter School: CLEAR Public Charter School

Name of Sponsoring Entity: CLEAR Public Charter School

Position Title: Parent Liaison

Reports to: CAO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provides info to families; school procedures, instructional programs, activities, names and roles of all staff including school leadership.

2. Assists families in completing general forms and school registration at home if necessary.

3. Provides parent with resources through the school and community.

4. Assists school leaders in aligning needs of community with school culture and mission.

5. Serves as contact for families with questions about activities, services and special events.

6. Attends all meetings as assigned.

7.

8.

9.

10.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR Public Charter School will utilize the Texas Teacher Evaluation and Support System (T-TESS)

<https://www.teachfortexas.org>.

CLEAR's initial leadership team (CEO and COO) is T-TESS certified.

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

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2021-2022 School Calendar

July '21						
Su	M	Tu	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

August '21						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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		

- School Breaks/ Holidays
- Half Day Students/Master Learner Sessions
- Early Release
- Teacher in-Service Day/Full day Master Learner Sessions
- [] First and Last Day of Quarter

180 Days / 82, 440 Minutes
 38 Teacher Master Learner Sessions – Half-Day
 11 Teacher Master Learner Sessions – Full Day

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Sample Teacher Daily Schedule

Wednesday		
7:30-8:50	30	Breakfast
7:50-8:00	10	Classroom Circle/SEL
8:00-9:00	60	ELAR
9:00-9:30	30	Math
9:30-9:50	20	Recess
9:50-11:20	90	Inquiry Based Learning Community Service Projects
11:20-11:50	30	Lunch
11:50-12:00	10	Reflection/Dismissal
12:00-4:00	240	Teacher Master Learner Session

Arrive at School 7:00-7:30

Teachers greet students as they arrive.

School Begins 7:30

7:30-7:50 Breakfast

Teachers welcome students, assist with breakfast and guide students to complete student selected learning tasks after finishing breakfast.

Community Circle and Social and Emotional Learning (SEL) 7:50-8:00

The teacher facilitates a classroom circle ensuring that all students are valued and respected.

(Monday, Tuesday, Thursday and Friday: Second Step SEL lesson)

ELAR Literacy Block: Reader's/Writer's Workshop 8:00-9:00

Literacy Introduction

During this time the teacher guides students through warm up with music and movement activities using high frequency words and phonics.

Reader's Workshop

The teacher delivers mini lesson over student literacy objective while engaging students. The teacher guides students through work time and share time.

Writer's Workshop

CLEAR



Public Charter School

The teacher delivers a writing mini lesson focusing on a specific literacy objective while engaging students. The teacher guides students through work time and share time.

During work time, the teacher provides small group guided reading and writing as well as individual personalized instruction.

Mathematics 9:00-9:30

The teacher and students work through a brief math lesson. The teacher models to students, gives time for practice and guides students through individual work and small group instruction. (The teacher provides additional math intervention M, T, TH, F).

Recess/Restroom 9:30-9:50

The teacher provides students with a 20 minute recess break each day. The teacher actively monitors and engages with students providing social support while students receive a mental break and physical activity.

Inquiry Based Learning/Community Service Projects 9:50-11:20

The teacher facilitates ongoing student inquiry based learning projects and community service projects.

Lunch 11:20-11:50

Student and Teacher Lunch

Reflection and Dismissal 11:50-12:00

The teacher guides students in the end of day classroom circle and reflection. The teacher assists with end of day dismissal.

Master Learner Session 12:00-4:00

(Master Learner Sessions occur weekly on Wednesday for teachers and staff. CLEAR has created a nine-week schedule for master learner sessions below.)

12:00-12:30 - Planning

Week 1: 12:30 – 2:00 PLC's/Team Planning

2:00 – 3:00 Team Meetings

3:00 – 4:00 Community Service/Team Building

Week 2: 12:30 – 2:00 PLC's/Team Planning

2:00 – 4:00 Cross Grade/Curriculum Alignment

Week 3: 12:30 – 4:00 Free Choice

Week 4: 12:30 – 4:00 Classroom/Grade Level Team Administrative duties

Week 5: 12:30 – 2:00 PLC's/Team Planning

2:00 – 3:00 Team Meetings

3:00 – 4:00 Community Service/Team Building

CLEAR



Public Charter School

Week 6: 12:30 – 2:00 PLC's/Team Planning

2:00 – 4:00 Cross Grade/Curriculum Alignment

Week 7: 12:30 – 4:00 Free Choice

Week 8: 12:30 – 4:00 Classroom/Grade Level Team Administrative duties

Week 9: 12:30 – 4:00 Leadership Development

Sample Week Teacher Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	20	Breakfast	Breakfast	See Half Day Schedule	Breakfast	Breakfast
7:50-8:20	30	Classroom Circle/SEL	Classroom Circle/SEL		Classroom Circle/SEL	Classroom Circle/SEL
8:20-10:05	105	ELAR	ELAR		ELAR	ELAR
10:05-10:25	20	Recess	Recess		Recess	Recess
10:25-11:55	90	Math	Math		Math	Math
11:55-12:25	30	Lunch	Lunch		Lunch	Lunch
12:25-1:05	40	Science	Science		Science	Science
1:05-1:50	45	Planning Conference	Planning Conference		Planning Conference	Planning Conference
1:50-2:30	40	Social Studies	Social Studies		Social Studies	Social Studies
2:30-3:00	30	Computer Science/Technology	Computer Science/Technology		Computer Science/Technology	Computer Science/Technology
3:00-3:20	20	Recess	Recess		Recess	Recess
3:20-3:50	30	Intervention (Reading/Math)	Intervention (Reading/Math)		Intervention (Reading/Math)	Intervention (Reading/Math)
3:50-4:00	10	Reflection/Dismissal	Reflection/Dismissal		Reflection/Dismissal	Reflection/Dismissal
		Wednesday		-Daily 45 Minute Planning with exception of Wednesday.		
7:30-8:50	30	Breakfast	-Wednesday: Instructional Half Day for students/Teacher Master Learner Sessions (see teacher day schedule)			
7:50-8:00	10	Classroom Circle/SEL				
8:00-9:00	60	ELAR				
9:00-9:30	30	Math				
9:30-9:50	20	Recess				
9:50-11:20	90	Inquiry Based Learning Community Service Projects				
11:20-11:50	30	Lunch				
11:50-12:00	10	Reflection/Dismissal				
12:00-4:00	240	Master Learner Session				

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Sample Student Daily Schedule

Monday		
7:30-7:50	20	Breakfast
7:50-8:20	30	Classroom Circle/SEL
8:20-10:05	105	ELAR
10:05-10:25	20	Recess
10:25-11:55	90	Math
11:55-12:25	30	Lunch
12:25-1:05	40	Science
1:05-1:50	45	PE
1:50-2:30	40	Social Studies
2:30-3:00	30	Computer Science/Technology
3:00-3:20	20	Recess
3:20-3:50	30	Intervention (Reading/Math)
3:50-4:00	10	Reflection/Dismissal

Students Arrive at School 7:00-7:30

Stephanie is an average 1st grade student.

On a day to day basis Stephanie arrives at school by 7:15. She meets her peers in the morning meeting place of her choice such as the CLEAR common area, library/media space or gymnasium. Stephanie enjoys the library/media space where she usually chooses to read or work on coding.

School Begins 7:30

7:30-7:50 Breakfast

School begins at 7:30 and Stephanie joins her peers in Mrs. Jones' community learning space. Stephanie is greeted at the door by two other master learner peers that have already arrived. Mrs. Jones routinely focuses on supporting CLEAR's mission and personalized learning model supported by 'Fostering Communities of Learners' (FCL). Students act as a community and take it upon themselves to welcome one another each day. It is important to build relationships so that learning is collaborative, and students feel comfortable to make choices and are empowered to become leaders and achieve at high levels. Mrs. Jones also greets Stephanie with a hug as she enters the learning space. Stephanie unpacks her belongings and begins her day. Stephanie joins her peers at breakfast as they confidently serve themselves.



Public Charter School

As learners finish breakfast they begin with morning meeting where they meet with another master learner to complete a learning task of their choice. Stephanie loves helping others and has felt empowered in her community of master learners to become a leader. Stephanie has made it her role to help Steven, a student with a learning disability, begin his day. Stephanie and Steven choose to practice making silent e words on their table using dry erase markers. Steven is struggling with producing silent e words. Mrs. Jones suggests that Stephanie use a word in a sentence where Steven can identify the word. This also challenges Stephanie to use words in context and broadens her language and vocabulary skills. Both students practice writing the words.

Community Circle and Social and Emotional Learning (SEL) 7:50-8:20

At 7:50 all students gather to begin their community circle. Stephanie and her peers recite the pledges and listen to the morning announcements. During this time Stephanie's teacher explains what hope means and shares what gives her hope. The topic for the morning circle is "what gives you hope?" Stephanie shares that when she wakes up in the morning and sees the sun shining she has hope and she knows it is going to be a good day. Stephanie is a great listener and enjoys hearing about what gives the other students in her class hope.

Mrs. Jones begins the Second Step social and emotional learning lesson that focuses on identifying feelings. Students learn how to use physical clues to identify others' feelings (<https://www.secondstep.org>). Stephanie sits with her peers on a carpet area and enjoys participating by giving input when Mrs. Jones ask questions that prompts discussion.

Students take a brain break and play "mingle, mingle, group". Students mingle around the learning space greeting each other in soft voices until the class leader, Maria, says "groups of 3" Students who are left over do an exercise of Maria's choice such as 3 jumping jacks. The game continues for 5 minutes. Stephanie enjoys mingling and includes other students during the game.

ELAR Literacy Block: Reader's/Writer's Workshop 8:20-10:05

Literacy Introduction

During this time Stephanie and her peers participate in a warm up with music and movement activities using high frequency words and phonics.

Reader's Workshop

Mrs. Jones gives a whole group mini lesson in reading over the skip and return strategy. This lesson provided Stephanie and her peers with the tools they need to skip words they do not know at any reading level and come back to them. Students practiced through a read aloud while Mrs. Jones modeled the reading strategy. Stephanie was engaged during the literacy block and participated in both work time and share time. During work time Stephanie practices reading a story within her instructional level with a small group. Mrs. Jones facilitates learning and observes students' progress. Mrs. Jones sees that Stephanie used the skip and return strategy successfully and was able to use context clues to figure out the word she skipped. Mrs. Jones praises her for practicing great reading habits and resiliency. Students share what they worked on and what they learned during share time at the end of the literacy block.

Writer's Workshop

CLEAR



Public Charter School

Students return and begin writer's workshop. This includes a mini lesson, work time and share time. Mrs. Jones teaches a lesson on writing using sensory details and connects the lesson to prior knowledge of the 5 senses. Mrs. Jones helps students prepare for writing through visualization. Mrs. Jones prompts students to describe how popcorn looks, feels, tastes, smells and sounds like. Students pair and share about ways they would describe popcorn. During independent work time Stephanie can form five sentences describing popcorn using sensory details and her five senses. Students share their work with a buddy during share time. Stephanie was eager to share what she had accomplished in her writing.

Recess/Restroom 10:05-10:25

Following the literacy block it is time for Stephanie's class to go to recess. This is a time that Stephanie enjoys. Stephanie plays with various students in the first grade.

Mathematics 10:25-11:55

When students return from lunch, they begin the Go Math lesson that involves solving addition and subtraction problems within 20. Students participate in a brief whole group lesson where students are actively engaged through modeling, reciprocal teaching and pair/share. Students complete independent practice with a partner. When students finish their independent practice they are able to choose a math workstation to review skills in which they are currently working on.

Lunch 11:55-12:25

Students gather for lunch. Stephanie loves lunch at CLEAR where she has an opportunity to eat and visit with any student in 1st grade. The CLEAR school environment is set up in order to provide areas that support community. While some students enjoy sitting at traditional tables Stephanie chooses a small round table to sit with two other students from other another 1st grade class.

Science 12:25-1:05

Students return to their class for science. Stephanie's class is working on a STEAM project that requires collaborative group work. They are studying earth and space, particularly about how natural resources are used to make products. CLEAR's teaching and learning model of 'Fostering Communities of Learners' (FCL) promotes problem solving, critical thinking and teamwork. Stephanie leads a group in coming up with a science/art project showing different ways they can use natural resources.

Physical Education (PE) 1:05-1:50

Stephanie's class goes to specials. Today is their turn to go to PE. Mrs. Jones walks beside the class to the gym. Students are divided into teams for an addition race. At CLEAR subjects are applied across multiple disciplines.

Social Studies 1:50-2:30

Students are studying landforms and physical characteristics of landforms and bodies of water. Mrs. Jones and her students use an anchor chart to describe and explain various landforms such as mountains and plains and bodies of water such as rivers, lakes and oceans. During independent practice Stephanie creates a foldable book with pictures and labels of landforms and bodies of water. When she is finished she describes those landforms and bodies of water to a peer.



Public Charter School

Mrs. Jones gives a brain break where students participate in a few crossing the midline exercises which support brain and physical development. This allows students to recharge and transition to the next learning experience.

Computer Science/Technology 2:30-3:00

Students work in pairs. Stephanie works with John to figure out how to make a Bee-Bot robot move and turn. Stephanie understands that a Bee-Bot is a computer and it is her job to tell it what to do. Stephanie did not have an opportunity to practice coding at her previous school and she looks forward to this time of the day.

Recess and Snack 3:00-3:20

Students clean up and transition to afternoon snack/recess.

Intervention 3:20-3:50

When students return from snack, they begin working at learning stations. These learning stations are specifically designed for intervention time. Stephanie has set two goals for personal and academic growth with help from her parents and teacher. She is working on developing leadership and building strong literacy. Although Stephanie is reading on grade level she is slightly behind in fluency. Stephanie's parents have agreed to help at home by playing fun games to help Stephanie identify common high frequency words as well as reading aloud to Stephanie. This provides Stephanie with models of fluent reading. At school, Stephanie is working on building fluency as well. During learning stations Stephanie practices self-determined learning with guidance from peers and her teacher by participating in reader's theatre. Stephanie and 2 other master learners practice reading a short story with expression and intonation. They are learning to interpret the text. Stephanie loves learning in the community setting and feels free to be expressive while working toward her goals. Mrs. Jones pulls Stephanie for a quick check in order to reflect on how she is progressing.

Reflection and Dismissal 3:50-4:00

Students clean up and prepare for the dismissal. Mrs. Jones and her master learners have developed a daily closing routine. Once students have gathered their belongings they prepare for a quick reflection of the day. Students participate in a classroom circle telling about their day. Stephanie is comfortable sharing with her peers and tells that she had a good day and loved learning. The school day ends at 4:00. Stephanie gives Mrs. Jones a hug as she is picked up by her mom.

Sample Week Student Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	20	Breakfast	Breakfast	See Half Day Schedule	Breakfast	Breakfast
7:50-8:20	30	Classroom Circle/SEL	Classroom Circle/SEL		Classroom Circle/SEL	Classroom Circle/SEL
8:20-10:05	105	ELAR	ELAR		ELAR	ELAR
10:05-10:25	20	Recess	Recess		Recess	Recess
10:25-11:55	90	Math	Math		Math	Math
11:55-12:25	30	Lunch	Lunch		Lunch	Lunch
12:25-1:05	40	Science	Science		Science	Science
1:05-1:50	45	PE	PE		Music	PE
1:50-2:30	40	Social Studies	Social Studies		Social Studies	Social Studies
2:30-3:00	30	Computer Science/Technology	Computer Science/Technology		Computer Science/Technology	Computer Science/Technology
3:00-3:20	20	Recess	Recess		Recess	Recess
3:20-3:50	30	Intervention (Reading/Math)	Intervention (Reading/Math)		Intervention (Reading/Math)	Intervention (Reading/Math)
3:50-4:00	10	Reflection/Dismissal	Reflection/Dismissal		Reflection/Dismissal	Reflection/Dismissal
Wednesday			-All students will have breakfast daily.			
7:30-8:50	30	Breakfast	-Students will participate in Social and Emotional Learning (SEL) and Classroom Circles daily.			
7:50-8:00	10	Classroom Circle/SEL	-STEAM (science, technology, engineering, art, mathematics) will be incorporated into all core curriculum.			
8:00-9:00	60	ELAR	-Inquiry Based Learning/Community Service Projects: STEAM, project based learning, choice learning			
9:00-9:30	30	Math	-Daily Reading/Math Intervention: Small Groups, Individual Support, Learning Stations, Peer to Peer			
9:30-9:50	20	Recess	-Wednesday: Instructional Half Day for students/Teacher Master Learner Sessions			
9:50-11:20	90	Inquiry Based Learning Community Service Projects				
11:20-11:50	30	Lunch				
11:50-12:00	10	Reflection/Dismissal				

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Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

Admission Policy & Procedures
CLEAR Public Charter School

Admission to CLEAR Public Charter School (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, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must generally reside within the geographic boundaries of the School. CLEAR Public Charter School's geographic boundaries include Comal ISD, Hays CISD, Lockhart ISD, Luling ISD, Navarro ISD, New Braunfels ISD, Prairie LEA ISD, San Marcos CISD, Seguin ISD, Wimberly ISD.

As authorized by Texas Education Code § 12.111(5)(A), the School will 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. These include:

- Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer - TEC §37.007(d) [PEIMS Code 29]
- Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer - TEC §37.007(a)(2)(A) [PEIMS Code 30]
- Aggravated Kidnapping - TEC §37.007(a)(2)(E) [PEIMS Code 19]
- Arson - TEC §37.007(a)(2)(B) [PEIMS Code 16]
- Based on Conduct Occurring Off Campus and While the Student Is Not in Attendance at A School-Sponsored or School-Related Activity for Felony Offenses in Title 5, Penal Code - TEC §37.006(c), TEC §37.007(b)(4), and TEC §37.081 [PEIMS Code 9]
- Based on Conduct Occurring Off Campus and While the Student Is Not in Attendance at A School-Sponsored or School-Related Activity for Felony Offenses in Title 5, Penal Code - TEC §37.006(d), TEC §37.007(b)(4) [PEIMS Code 10]
- Brought a Firearm to School - TEC §37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 TEC §37.007(a)(1) [PEIMS Code 10]
- Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC §37.007(a)(1) [PEIMS Code 14]
- Continuous Sexual Abuse of Young Child or Children Under Penal Code §21.02 Occurring on School property or while attending a School- Sponsored or School-Related Activity on or off school property - TEC §37.007(a)(2)(I) [PEIMS Code 57]
- Criminal Negligent Homicide - TEC §37.007(a)(2)(H) [PEIMS Code 48]
- Engages in Deadly Conduct - TEC §37.007(b)(3) [PEIMS Code 49]
- Indecency with A Child - TEC §37.007(a)(2)(D) [PEIMS Code 18]
- Manslaughter - TEC §37.007(a)(2)(G) [PEIMS Code 47]
- Murder, Capital Murder, Criminal Attempt to Commit Murder, or Capital Murder - TEC §37.007(a)(2)(C) [PEIMS Code 17]
- Serious Misbehavior, As Identified by Sexual Assault Under Penal Code §21.011 or Aggravated Sexual Assault Under Penal Code §21.021 Against someone other than a school district employee or volunteer TEC §37.007(d) [PEIMS Code 31] , while expelled to/placed in a Disciplinary Alternative Education Program (DAEP) - TEC §37.007(c) defines "serious

misbehavior” as: (1) deliberate violent behavior that a direct threat to the health or safety of others; (2) extortion, meaning the gain or money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152;7 or (E) harassment under Section 42.07 (a)(1), Penal Code of a student or district employee [PEIMS Code 59]

- Sexual Assault Under Penal Code §21.011 or Aggravated Sexual Assault Under Penal Code §21.021 Against someone other than a school district employee or volunteer TEC §37.007(d) [PEIMS Code 31]
- Sexual Assault Under Penal Code §21.011 or Aggravated Sexual Assault Under Penal Code §21.021 Against someone other than a school district employee or volunteer TEC §37.007(d)(2)(A) [PEIMS Code 32]
- Student is Required to Register as a Sex Offender Under Chapter 62 of the Penal Code of Criminal Procedure and is Under Court Supervision - Sexual Assault Under Penal Code §21.011 or Aggravated Sexual Assault Under Penal Code §21.021 Against someone other than a school district employee or volunteer TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 55]
- Student is Required to Register as a Sex Offender Under Chapter 62 of the Penal Code of Criminal Procedure and is Not Under Court Supervision - Sexual Assault Under Penal Code §21.011 or Aggravated Sexual Assault Under Penal Code §21.021 Against someone other than a school district employee or volunteer TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007 [PEIMS Code 56]
- Terroristic Threat - TEC §37.007(b) [PEIMS Code 26]
- Unlawful Carrying of a Club under Penal Code 46.02 – TEC §37.007(a)(1) [PEIMS Code 13]
- Unlawful Carrying of an Illegal Knife under Penal Code 46.02 – TEC §37.007(a)(1) (Illegal knife – blade longer than 5.5 inches) [PEIMS Code 12]

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 common admission application form in order to be considered for admission. The School’s admission application period is from November 1 to March 31. The deadline to submit admissions applications for the next school year is March 31.

CLEAR Public Charter School application will include the following:

1. Name of Student
2. Birthday
3. Name of Parent/Guardian
4. Address
5. Home school district
6. Current grade and grade level requested for admission
7. Name of siblings attending/applying for admission
8. 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 37.

If necessary, a random admissions lottery will be held within one week of the deadline to submit

434/435

admissions applications.

Admissions Lottery

A random admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spaces. Each applicant will be assigned a unique ID number, and all numbers will be placed in a computerized lottery software system. Using a secure computer algorithm, numbers will be randomly drawn one number at a time. Each applicant whose number is drawn will be offered admission. Notification will be made by phone call and email within three business days, as well as being notified through computer or mobile device. Failure of an applicant to respond within five business days of the date of the telephone call or e-mail will result in withdrawal of his or her position from the application process.

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.

Secondary Boundary Admissions

If CLEAR Public Charter School receives fewer applications than the number of open seats from primary boundary applicants, the remaining seats will be filled with students from the secondary boundary applicants. If there are less secondary boundary applicants than seats, the students will be assigned a seat in the order of the applications received. If there are more secondary applicants than available seats, after all primary applicants have been assigned seats, the remaining open seats will follow the same lottery process as above.

If CLEAR Public Charter School receives more applications than available seats, then all primary boundary applicants will be entered into the random admissions lottery. After all primary boundary seats have been filled, and all primary boundary applicants have been placed on a waiting list, then all secondary boundary applicants will be entered into a lottery and placed on 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.

Note: All students must reside in the geographic boundary of the school.

Admission Notification

Families will be notified within 24 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 CLEAR Public Charter School, the student's parent or guardian must accept enrollment within 3 school days of receiving notice of admission.

Enrollment

Upon student enrollment, CLEAR Public Charter School 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)

CLEAR Public Charter School 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 CLEAR Public Charter School, CLEAR Public Charter School may request the following:

1. Utility bills
2. Lease or mortgage information
3. Tax records
4. Other sources or documents demonstrating residency

CLEAR Public Charter School is committed to serving students who may be homeless. To ensure that all homeless students, are not stigmatized or segregated based on their homeless status, CLEAR Public Charter School will adopt policies and procedures to ensure a student's admission or current enrollment are not delayed or denied. CLEAR Public Charter School will immediately enroll a homeless student even if the student is unable to produce the records normally required for enrollment.

CLEAR Public Charter School may conduct home visits as necessary to confirm residency.

Re-Enrollment

Students previously enrolled at CLEAR Public Charter School 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.

**These policies are derived from the Texas Charter School Associations legal team best practice for charter school's admission policy and procedures.*

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

N/A

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.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

N/A

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR's Start-Up Plan

Start-Up Funding

We have budgeted \$351,407 for start-up Year 0. We have secured \$23,000 from local donors and the Moody Foundation. Our commitments from donors and the board upon charter approval total \$50,000. This provides us with a start of \$73,000(See attachment 33).

Start-up Activities

1. Personnel

The CEO and the COO will start soon after SBOE contracts are issued. Projections include CEO (.67 FTE) \$60,300; COO (.67 FTE) \$50,250; Executive Secretary/HR (.25 FTE) \$11,250; PEIMS Coordinator (.25 FTE) \$11,250; Director of Technology (.25 FTE) \$15,000; (total payroll and taxes \$20,357).

2. Service Costs

Accounting and Audit services \$5000 - Grant management, yearly audit services
Legal \$8000 - Policy development, legal guidance, purchase/lease agreements
Finance Consult \$15,000 - Payroll, accounting, financial workbook, board reports

3. School Operation Board Expenses: \$5,000. Required training

Classroom / Teaching Supplies & Materials: \$10,000

Special Ed Supplies & Materials: \$1,000

Textbooks / Workbooks: \$18,000

Supplies & Materials other: \$5,000

Equipment / Furniture: \$40,000

Telephone: \$1,200

Technology: \$20,000

Office Expense: \$1,000

Staff Development \$1,000

Staff Recruitment: \$2,500

Student Recruitment / Marketing: \$10,000

Travel (Staff): \$1,500

4. Facility Operation and Maintenance

Insurance: \$5,000

Janitorial Services: \$1,000

Building and Land Rent/Lease: \$20,000

Utilities: \$1,800

Internet: \$1,000

Building Lease deposit: \$10,000

Total expenses \$351,407

Facilities: Present - December 2020

The CEO, COO, financial committee and InSite EFS are currently looking at several pre-existing facilities that meets CLEAR's needs and budget. We have and will continue to consult with

InSite EFS on any properties that may become available. We estimate a budget for leasing to include \$30,000 in start-up (lease and deposit). We are currently in conversations with the former Dick's Classic Car Museum building, and a private school.

Details: Identify property – Jan 2021; Negotiate and sign lease term – Feb 2021; Collect three bids for renovations and repairs – Mar 2021; Complete renovations and/or repairs – May 2021; Secure insurance and all permit to occupy – June 2021; An "E" occupancy certificate will be sent to TEA by July 1. Team leads: CEO, COO, Board

January - July 15

The COO will finalize all furniture, technology and classroom materials and have master schedule and room assignments completed. All rooms will be equipped by July 1 to ensure teachers and students have everything needed to start school.

Community, Student Engagement and Enrollment: October 2020

Five activities have been designed to ensure full enrollment for year 1. These activities will be launched soon after charter approval. The COO, education committee, advisory council and volunteers will coordinate and launch all engagements efforts. (See Student Recruitment and Enrollment)

Financial Management: October - June 2021

The board, CEO and the CFO consultant will schedule, review and analyze current assets and accounting practices as well as develop financial policies and procedures. The CFO consultant will manage all accounting and payroll beginning in October 2020 as grants and donations begin to come in. The CEO and CFO consultant will prepare and submit the 2021-2022 budget for approval to the board in June 2021.

Staff Recruitment: October 2020 - July 2021

The COO alongside the CEO will begin to recruit and hire staff according to the year one staffing model. During the first year, CLEAR will hire approximately 26 staff to fill educator, administration and support positions. CLEAR will seek to select educational experts that have exemplary qualities and bring a master learner mindset. The source of these applicants will come from Texas State University teacher graduates, CLEAR's teacher talent pool and teacher applications submitted from state targeted areas through our 'Applitrack' system. These targeted areas include the Greater San Marcos area, metro districts surrounding the San Marcos area as well as the areas around Texas' top education universities and colleges such as Texas Tech, Texas A&M and the University of Texas to name a few. This approach will bring potential educational experts from both local and state targeted areas. Hiring timeline detailed below:

- March 2020 – Director of Technology, Executive Secretary/HR and PEIMS Coordinator hired
- June 2020 - Teachers, IT coordinator, support and all other positions hired

(Note: we have had nearly 25 candidates reach out to us for potential positions to date)

Academics and Curriculum: October 2020 - June 2021

The COO will create a master schedule for academics and daily calendar, scope and sequence for all subjects K-2 grade, an assessment schedule, staff duty schedule, emergency drill calendar and

schedule (according to Texas State School Safety), finalize master-learner development plan and schedule as well as the summer consortium (alongside the CEO), finalize mastery-based progression policies and software (Schoolrunner) and assessment policies (alongside the CEO) and teacher and leader evaluation schedule (TTESS and TPESS). All curriculum will be ordered by May 2021. All items that need board approval will be presented during in June 2021.

Special Services: March 2021

The CEO will finalize negotiations and contracts with special education services. The PEIMS coordinator alongside the COO will identify any students needing or receiving special education services, gather all records and documents after the enrollment period (April - July 2021). During the Summer Consortium the COO and the special education teacher will schedule all ARDS. The COO will also schedule all 504 and EL meetings according to student identification and need.

Operations: January - April 2021

The CEO and COO will identify all vendors and providers which include; Student, Financial and Academic Information Systems, food vendors, nurse services, janitorial services, uniform providers and all other contracted services (see contracted services narrative). The COO will finalize CLEAR's policy and procedures handbook, employee handbook, parent/student handbook, front office procedures, develop the final school calendar (school calendar board approved by February 2021). All policies, procedures and handbooks will be approved by June 2021. Student schedules will be finalized and published by July 19, 2021.

Procurement: June 2021

All vendors, providers or otherwise contracted services will be presented by the CEO and approved by the board.

Contingency Plan

We have estimated that \$351,407 will be the total expenses for start-up in order to get ready for a July 2021 school opening. If funds are not available our contingency plan includes these options. 1. The CEO will not take a salary until July 2021. Also, the COO will not take a salary until July 2021. This is a savings of approximately \$127,000. 2. Equipment/Furniture can be delayed until the new fiscal year (1st year budget \$85,100) as well as apply for credit on any Equipment/Furniture purchases. This could save approximately \$40,000. 3. Technology budget can be reduced by \$10,000 and not hire Director of Technology until year 1 (\$17,000 savings). Purchase the rest of technology in new fiscal year (1st year budget \$75,280). 4. Clear will also seek a line of credit to cover cost until the new fiscal year as we have developed several relationships with local banks in the area. CLEAR will also seek to raise additional funds from our potential larger donors to cover costs during start-up. CLEAR also intends to apply for the Charter Start-Up Grant but has not included it in any of our projected revenues. Total savings: approximately \$194,000. The Board will continue to monitor the creation, adoption and implementation of the start-up plan and associated budget on a monthly basis during the board meetings as well as have some responsibility for carrying out the start-up plan as described above.

Board Oversight of Start-Up Plan

The board will be presented with a calendar timeline of all activities detailed in the start-up plan. This will give them an oversight tool that can be monitored during monthly board meetings. During start-up, board meetings will focus on each activity detailing the implementation and outcomes to date for those activities including financial data according plan. This data will be presented by the CEO.

Attachment 31: Financial Plan Workbook

Using the template provided on the [Subchapter D](#) application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy: print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

AND

Electronic Submission: The **entire** Financial Plan Workbook, will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,920 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. **Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

Clear Charter 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	\$ 2,378,635	\$ 3,234,944	\$ 4,076,029	\$ 5,013,516	\$ 5,966,084
Total Federal Revenue	\$ 101,088	\$ 137,480	\$ 173,224	\$ 213,066	\$ 253,549
Total Local and Other Revenue	\$ 73,000	\$ 50,000	\$ 68,000	\$ 105,386	\$ 125,410
TOTAL REVENUE	\$ 73,000	\$ 2,529,723	\$ 3,440,423	\$ 4,334,933	\$ 6,345,042

EXPENSES

PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES

Total Administrative Staff Personnel Costs	\$ 148,050	\$ 314,320	\$ 532,766	\$ 602,725	\$ 614,779	\$ 688,773
Total Instructional Personnel Costs	\$ -	\$ 896,500	\$ 1,118,430	\$ 1,509,620	\$ 1,966,418	\$ 2,335,347
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 20,357	\$ 184,650	\$ 251,807	\$ 322,133	\$ 393,633	\$ 461,178
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 168,407	\$ 1,395,470	\$ 1,903,004	\$ 2,434,478	\$ 2,974,830	\$ 3,485,299

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$ 28,000	\$ 255,456	\$ 323,650	\$ 391,464	\$ 466,869	\$ 544,180
Total School Operations	\$ 116,200	\$ 354,930	\$ 458,046	\$ 536,160	\$ 626,156	\$ 731,034
Total Facilities Operations and Maintenance	\$ 38,800	\$ 495,500	\$ 506,925	\$ 894,271	\$ 918,550	\$ 945,984
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 183,000	\$ 1,105,886	\$ 1,288,621	\$ 1,821,895	\$ 2,011,575	\$ 2,221,198

TOTAL EXPENSES

\$ 351,407	\$ 2,501,356	\$ 3,191,625	\$ 4,256,373	\$ 4,986,405	\$ 5,706,497
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NET OPERATING INCOME (before depreciation)

\$ (278,407)	\$ 28,367	\$ 248,799	\$ 78,561	\$ 345,563	\$ 638,545
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STUDENT ENROLLMENT

Projected Student Enrollment	288	384	480	584	688
Revenue Per Pupil	\$ 8,784	\$ 8,959	\$ 9,031	\$ 9,130	\$ 9,222
Expenses Per Pupil	\$ 8,685	\$ 8,312	\$ 8,867	\$ 8,538	\$ 8,294

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.

Clear Charter

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Jason Harris	
Contact Email:	jharris@clearcharter.org	
Contact Phone:	979-733-3770	
Start-Up (Year 0) Fiscal Year End:	2021	<i>Enter the 4-digit year (XXXX)</i>
Year One Fiscal Year End:	2022	<i>Enter the 4-digit year (XXXX)</i>
Fiscal Year End Date:	June 30	<i>Select date</i>
Total School Year Minutes:	82,440	<i>Enter the number of minutes (e.g., 75,600)</i>

Clear Charter

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)					
Kindergarten	96.00	96.00	96.00	96.00	96.00
1st Grade	96.00	96.00	96.00	96.00	96.00
2nd Grade	96.00	96.00	96.00	96.00	96.00
3rd Grade		96.00	96.00	96.00	96.00
4th Grade			96.00	96.00	96.00
5th Grade				104.00	104.00
6th Grade					104.00
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	288.00	384.00	480.00	584.00	688.00
Total Number of High School Students Enrolled	-	-	-	-	-
Average Daily Attendance (ADA) %	88%	90%	91%	92%	93%
Average Daily Attendance (ADA)	253.44	345.60	436.80	537.28	639.84
Percent change YOY		36%	26%	23%	19%

STUDENT POPULATION

	Data for the following fiscal years must be based on reasonable estimates and projections.									
	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	13.00	-	17.00	-	20.00	-	26.00	-	31.00	-
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	15.00	-	20.00	-	25.00	-	32.00	-	37.00	-
Special Education Student Count (SPED)	28.00	-	37.00	-	45.00	-	58.00	-	68.00	-
Special Education Student Count %	9.72%		9.64%		9.38%		9.93%		9.88%	
Percent change YOY			32%	0%	22%	0%	29%	0%	17%	0%

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	20.00	25.00	32.00	38.00	45.00
% of Gifted and Talented Students Enrolled	6.94%	6.51%	6.67%	6.51%	6.54%
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	34.00	46.00	57.00	70.00	82.00
% of Students Enrolled in Bilingual/ESL	11.81%	11.98%	11.88%	11.99%	11.92%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	216.00	288.00	360.00	438.00	516.00
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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%

Clear Charter
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		
REVENUE										
TOTAL STATE REVENUES		2,378,635			36.00%	26.00%	23.00%	19.00%		
TOTAL FEDERAL REVENUES		101,088			36.00%	26.00%	23.00%	19.00%	Child Nutrition Program (80% of Comp Ed #)	
TOTAL LOCAL & OTHER REVENUES	73,000	50,000			36.00%	26.00%	23.00%	19.00%	Board commitment and Campus commitment - fundraising	
TOTAL REVENUE	\$ 73,000	\$ 2,529,723								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	110,550	127,500								
Instructional Management	-	32,500								
Deans, Directors & Coordinators	15,000	60,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	22,500	90,000								
Other - Administrative	-	4,320								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 148,050	\$ 314,320								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	600,000								
Teachers - SPED	-	52,500								
Substitute Teachers	-	-								
Teaching Assistants	-	64,000								
Specialty Teachers	-	100,000								
Aides	-	80,000								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 896,500								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -								
TOTAL PERSONNEL EXPENSES	\$ 148,050	\$ 1,210,820								
PAYROLL TAXES AND BENEFITS										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Medicare	2,147	17,557	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	3,997	32,692	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%		
Worker's Compensation Insurance	1,481	12,108	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
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	9,623	78,703	6.50%	6.50%	6.50%	6.50%	6.50%	6.50%	\$250/FTE/month	
Dental Insurance	1,036	8,476	0.70%	0.70%	0.70%	0.70%	0.70%	0.70%	\$25/FTE/month	
Vision Insurance	370	3,027	0.25%	0.25%	0.25%	0.25%	0.25%	0.25%	\$10/FTE/month	
Life Insurance	222	1,816	0.15%	0.15%	0.15%	0.15%	0.15%	0.15%	\$5/FTE/month	
Retirement Contribution	1,481	30,271	1.00%	2.50%	2.50%	2.50%	2.50%	2.50%		
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	\$ 20,357	\$ 184,650								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 168,407	\$ 1,395,470								

Clear Charter
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	5,000	18,000			5.00%	5.00%	5.00%	5.00%		
Legal	8,000	5,000			5.00%	5.00%	5.00%	5.00%		
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	7,200			36.00%	26.00%	23.00%	19.00%	\$25/student	
Food Service / School Lunch	-	124,416			36.00%	26.00%	23.00%	19.00%	80% Comp Ed	
Payroll Services	-	-			0.00%	0.00%	0.00%	0.00%		
Special Ed Services	-	35,840			36.00%	26.00%	23.00%	19.00%		
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Finance and Student Software	-	40,000			10.00%	10.00%	10.00%	10.00%		
Finance Consultant (payroll, etc)	15,000	24,000			10.00%	10.00%	10.00%	10.00%		
Librarian	-	1,000			36.00%	26.00%	23.00%	19.00%		
TOTAL	\$ 28,000	\$ 255,456								
SCHOOL OPERATIONS										
Board Expenses	5,000	5,000			0.00%	0.00%	0.00%	0.00%		
Classroom / Teaching Supplies & Materials	10,000	6,000			36.00%	26.00%	23.00%	19.00%	\$500/teacher	
Special Ed Supplies & Materials	1,000	4,200			36.00%	26.00%	23.00%	19.00%	\$150/Sped student	
Textbooks / Workbooks	18,000	7,200			36.00%	26.00%	23.00%	19.00%	\$25/student	
Supplies & Materials other	5,000	6,550			30.53%	26.32%	20.83%	15.33%	\$250/FTE	
Equipment / Furniture	40,000	85,100			-25.00%	0.00%	0.00%	0.00%	\$500/FTE + \$250/student	
Telephone	1,200	12,000			0.00%	0.00%	0.00%	0.00%	\$1000/month	
Technology	20,000	75,280			-25.00%	0.00%	0.00%	0.00%	\$225/FTE + \$175/student	
Student Testing & Assessment	-	14,400			36.00%	26.00%	23.00%	19.00%	\$50/student	
Field Trips	-	7,200			36.00%	26.00%	23.00%	19.00%	\$25/student	
Transportation (student)	-	5,000			0.00%	0.00%	0.00%	0.00%		
Student Services - other	-	5,000			36.00%	26.00%	23.00%	19.00%		
Office Expense	1,000	1,000			0.00%	0.00%	0.00%	0.00%		
Staff Development	1,000	13,100			30.53%	26.32%	20.83%	15.33%	\$500/FTE	
Staff Recruitment	2,500	2,500			0.00%	0.00%	0.00%	0.00%		
Student Recruitment / Marketing	10,000	5,000			0.00%	0.00%	0.00%	0.00%		
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	1,500	5,000			30.53%	26.32%	20.83%	15.33%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Childrens Literacy Initiative	-	75,000			150.00%	25.00%	25.00%	25.00%	Partial Implementation Year 1	
In-Service	-	20,400			36.00%	26.00%	16.00%	16.00%	\$125 per day per teacher	
TOTAL SCHOOL OPERATIONS	\$ 116,200	\$ 354,930								
FACILITY OPERATION & MAINTENANCE										
Insurance	5,000	12,000			10.00%	10.00%	10.00%	10.00%		
Janitorial Services	1,000	12,000			10.00%	10.00%	10.00%	10.00%		
Building and Land Rent / Lease	20,000	400,000			0.00%	75.00%	0.00%	0.00%	60 sqft per student * \$16/sqft, 25000 sq ft in year 1 to 45000 sq ft in year 3	
Repairs & Maintenance	-	10,000			10.00%	100.00%	10.00%	10.00%		
Security Services	-	12,000			10.00%	50.00%	10.00%	10.00%		
Utilities	1,800	37,500			15.00%	125.00%	15.00%	15.00%	\$1.50 sqft for Utilities	
Internet	1,000	12,000			10.00%	100.00%	10.00%	10.00%		
Building Lease deposit	10,000	-			0.00%	0.00%	0.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 38,800	\$ 495,500								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	\$ 351,407	\$ 2,501,356								
NET OPERATING INCOME (before Depreciation)	\$ (278,407)	\$ 28,367								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ (278,407)	\$ 28,367								

Clear Charter
PROJECTED BUDGET / OPERATING PLAN

SUMMARY	
Total Revenue	73,000
Total Expenses	351,407
Net Operating Income (before Depreciation)	(278,407)
Revenue Per Pupil	8,783.76
Expenses Per Pupil	8,685.26

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026
73,000	2,529,723	3,440,423	4,334,933	5,331,968	6,345,042
351,407	2,501,356	3,191,625	4,256,373	4,986,405	5,706,497
(278,407)	28,367	248,799	78,561	345,563	638,545
	8,783.76	8,959.44	9,031.11	9,130.08	9,222.44
	8,685.26	8,311.52	8,867.44	8,538.36	8,294.33

REVENUE	
TOTAL STATE REVENUES	2,378,635
TOTAL FEDERAL REVENUES	101,088
TOTAL LOCAL & OTHER REVENUES	\$ 73,000
TOTAL REVENUE	\$ 73,000

	2,378,635	3,234,944	4,076,029	5,013,516	5,966,084
	101,088	137,480	173,224	213,066	253,549
\$ 73,000	50,000	68,000	85,680	105,386	125,410
\$ 73,000	\$ 2,529,723	\$ 3,440,423	\$ 4,334,933	\$ 5,331,968	\$ 6,345,042

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	110,550
Instructional Management	-
Deans, Directors & Coordinators	15,000
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	22,500
Other - Administrative	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 148,050

110,550	127,500	168,300	171,666	175,099	178,601
-	32,500	66,300	126,929	129,467	193,755
15,000	60,000	175,440	178,949	182,528	186,178
-	-	-	-	-	-
-	-	-	-	-	-
22,500	90,000	118,320	120,686	123,100	125,562
-	4,320	4,406	4,495	4,584	4,676
\$ 148,050	\$ 314,320	\$ 532,766	\$ 602,725	\$ 614,779	\$ 688,773

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other - Instructional	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -

-	600,000	816,000	1,040,400	1,273,450	1,515,405
-	52,500	53,550	109,242	111,427	170,483
-	-	-	-	-	-
-	64,000	65,280	99,878	135,835	173,189
-	100,000	102,000	156,060	318,362	324,730
-	80,000	81,600	104,040	127,345	151,541
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ 896,500	\$ 1,118,430	\$ 1,509,620	\$ 1,966,418	\$ 2,335,347

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -
TOTAL PERSONNEL EXPENSES	\$ 148,050

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 148,050	\$ 1,210,820	\$ 1,651,196	\$ 2,112,345	\$ 2,581,197	\$ 3,024,121

	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	2,147	17,557	23,942	30,629	37,427	43,850
State Unemployment	3,997	32,692	44,582	57,033	69,692	81,651
Worker's Compensation Insurance	1,481	12,108	16,512	21,123	25,812	30,241
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	9,623	78,703	107,328	137,302	167,778	196,568
Dental Insurance	1,036	8,476	11,558	14,786	18,068	21,169
Vision Insurance	370	3,027	4,128	5,281	6,453	7,560
Life Insurance	222	1,816	2,477	3,169	3,872	4,536
Retirement Contribution	1,481	30,271	41,280	52,809	64,530	75,603
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 20,357	\$ 184,650	\$ 251,807	\$ 322,133	\$ 393,633	\$ 461,178
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 168,407	\$ 1,395,470	\$ 1,903,004	\$ 2,434,478	\$ 2,974,830	\$ 3,485,299
CONTRACTED SERVICES						
Accounting / Audit	5,000	18,000	18,900	19,845	20,837	21,879
Legal	8,000	5,000	5,250	5,513	5,788	6,078
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	7,200	9,792	12,338	15,176	18,059
Food Service / School Lunch	-	124,416	169,206	213,199	262,235	312,060
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	35,840	48,742	61,415	75,541	89,894
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Finance and Student Software	-	40,000	44,000	48,400	53,240	58,564
Finance Consultant (payroll, etc)	15,000	24,000	26,400	29,040	31,944	35,138
Librarian	-	1,000	1,360	1,714	2,108	2,508
TOTAL	\$ 28,000	\$ 255,456	\$ 323,650	\$ 391,464	\$ 466,869	\$ 544,180

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

SCHOOL OPERATIONS

Board Expenses	5,000	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	10,000	6,000	8,160	10,282	12,646	15,049
Special Ed Supplies & Materials	1,000	4,200	5,712	7,197	8,852	10,534
Textbooks / Workbooks	18,000	7,200	9,792	12,338	15,176	18,059
Supplies & Materials other	5,000	6,550	8,550	10,800	13,050	15,050
Equipment / Furniture	40,000	85,100	63,825	63,825	63,825	63,825
Telephone	1,200	12,000	12,000	12,000	12,000	12,000
Technology	20,000	75,280	56,460	56,460	56,460	56,460
Student Testing & Assessment	-	14,400	19,584	24,676	30,351	36,118
Field Trips	-	7,200	9,792	12,338	15,176	18,059
Transportation (student)	-	5,000	5,000	5,000	5,000	5,000
Student Services - other	-	5,000	6,800	8,568	10,539	12,541
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000
Staff Development	1,000	13,100	17,100	21,600	26,100	30,100
Staff Recruitment	2,500	2,500	2,500	2,500	2,500	2,500
Student Recruitment / Marketing	10,000	5,000	5,000	5,000	5,000	5,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,500	5,000	6,527	8,244	9,962	11,489
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Childrens Literacy Initiative	-	75,000	187,500	234,375	292,969	366,211
In-Service	-	20,400	27,744	34,957	40,551	47,039
TOTAL SCHOOL OPERATIONS	\$ 116,200	\$ 354,930	\$ 458,046	\$ 536,160	\$ 626,156	\$ 731,034

FACILITY OPERATION & MAINTENANCE

Insurance	5,000	12,000	13,200	14,520	15,972	17,569
Janitorial Services	1,000	12,000	13,200	14,520	15,972	17,569
Building and Land Rent / Lease	20,000	400,000	400,000	700,000	700,000	700,000
Repairs & Maintenance	-	10,000	11,000	22,000	24,200	26,620
Security Services	-	12,000	13,200	19,800	21,780	23,958
Utilities	1,800	37,500	43,125	97,031	111,586	128,324
Internet	1,000	12,000	13,200	26,400	29,040	31,944
Building Lease deposit	10,000	-	-	-	-	-
	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 38,800	\$ 495,500	\$ 506,925	\$ 894,271	\$ 918,550	\$ 945,984

RESERVES / CONTINGENCIES

	-	-	-	-	-	-
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TOTAL EXPENSES

	\$ 351,407	\$ 2,501,356	\$ 3,191,625	\$ 4,256,373	\$ 4,986,405	\$ 5,706,497
--	-------------------	---------------------	---------------------	---------------------	---------------------	---------------------

NET OPERATING INCOME (before Depreciation)

	\$ (278,407)	\$ 28,367	\$ 248,799	\$ 78,561	\$ 345,563	\$ 638,545
--	---------------------	------------------	-------------------	------------------	-------------------	-------------------

DEPRECIATION & AMORTIZATION

	-	-	-	-	-	-
--	---	---	---	---	---	---

NET OPERATING INCOME (including Depreciation)

	\$ (278,407)	\$ 28,367	\$ 248,799	\$ 78,561	\$ 345,563	\$ 638,545
--	---------------------	------------------	-------------------	------------------	-------------------	-------------------

Clear Charter

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	\$ 2,378,635	\$ 3,234,944	\$ 4,076,029	\$ 5,013,516	\$ 5,966,084
Total Federal Revenue	\$ 101,088	\$ 137,480	\$ 173,224	\$ 213,066	\$ 253,549
Total Local and Other Revenue	\$ 73,000	\$ 50,000	\$ 68,000	\$ 105,386	\$ 125,410
TOTAL REVENUE	\$ 73,000	\$ 2,529,723	\$ 3,440,423	\$ 4,334,933	\$ 6,345,042

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs	\$ 148,050	\$ 314,320	\$ 532,766	\$ 602,725	\$ 614,779	\$ 688,773
Total Instructional Personnel Costs	\$ -	\$ 896,500	\$ 1,118,430	\$ 1,509,620	\$ 1,966,418	\$ 2,335,347
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 20,357	\$ 184,650	\$ 251,807	\$ 322,133	\$ 393,633	\$ 461,178
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 168,407	\$ 1,395,470	\$ 1,903,004	\$ 2,434,478	\$ 2,974,830	\$ 3,485,299

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$ 28,000	\$ 255,456	\$ 323,650	\$ 391,464	\$ 466,869	\$ 544,180
Total School Operations	\$ 116,200	\$ 354,930	\$ 458,046	\$ 536,160	\$ 626,156	\$ 731,034
Total Facilities Operations and Maintenance	\$ 38,800	\$ 495,500	\$ 506,925	\$ 894,271	\$ 918,550	\$ 945,984
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 183,000	\$ 1,105,886	\$ 1,288,621	\$ 1,821,895	\$ 2,011,575	\$ 2,221,198

TOTAL EXPENSES

TOTAL EXPENSES	\$ 351,407	\$ 2,501,356	\$ 3,191,625	\$ 4,256,373	\$ 4,986,405	\$ 5,706,497
-----------------------	-------------------	---------------------	---------------------	---------------------	---------------------	---------------------

NET OPERATING INCOME (before depreciation)

NET OPERATING INCOME (before depreciation)	\$ (278,407)	\$ 28,367	\$ 248,799	\$ 78,561	\$ 345,563	\$ 638,545
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STUDENT ENROLLMENT

Projected Student Enrollment	288	384	480	584	688
Revenue Per Pupil	\$ 8,784	\$ 8,959	\$ 9,031	\$ 9,130	\$ 9,222
Expenses Per Pupil	\$ 8,685	\$ 8,312	\$ 8,867	\$ 8,538	\$ 8,294

Clear Charter

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		253.440
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	0.477
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		0.477
Total Special Education Weighted FTE		2.383
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	0.000
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		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.10	13.200
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		252.963
Gifted & Talented Enrollment	0.12	12.672
State Compensatory Education Enrollment	0.20	216.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	29.920
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	395.910
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		
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	\$	1,653,115
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	9,937
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	19,553
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	15,575
Mainstream	10	\$	94,888
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	110,463
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	\$	282,312
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	282,312
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	\$	2,075,381
TIER II	SOF pg		
Tier II Level 1	12	\$	241,269
Tier II Level 2	12	\$	61,986
TOTAL TIER II	3	\$	303,254
OTHER PROGRAMS			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	\$	-
TOTAL OTHER PROGRAMS	3	\$	-
	SOF pg		
TOTAL STATE AID	3	\$	2,378,635
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	2,378,635

Clear Charter

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 2,378,635
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 2,378,635

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 197,427
October	11	9.1%	\$ 198,490
November	10	10.1%	\$ 200,255
December	9	11.1%	\$ 197,853
January	8	12.4%	\$ 196,492
February	7	14.4%	\$ 199,889
March	6	16.6%	\$ 197,246
April	5	19.9%	\$ 197,206
May	4	25.1%	\$ 199,238
June	3	33.2%	\$ 197,387
July	2	49.7%	\$ 197,385
August	1	100.0%	\$ 199,768
Total Payments			\$ 2,378,635

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR's Budget Narrative

Overall Budget Assumptions and Expenditures

CLEAR will open to a kindergarten through 2nd grade campus in August 2021 and will serve 288 students. We will grow by one grade level each year until CLEAR becomes a kindergarten through 8th grade campus serving 896 students. Kindergarten through 4th grades will maintain a 24:1 student teacher ratio and 5th through 8th grade will maintain a 26:1 student teacher ratio. In the first year we have estimated 88% attendance. We wanted to be conservative and assume that the attendance rate will increase by 2% in year 2 and then 1% each year thereafter. The average attendance rate for the elementary level can be anywhere from 94% - 97% depending on the district or charter. San Marcos CISD attendance rate from the latest TAPR 2018 indicates they had a 93.9% attendance rate district wide. We have estimated our attendance to be lower than this due to the newness of the charter but anticipate a better rate than projected as the school becomes established and matures. In addition, we recognize that the model must also include an estimation for not being fully subscribed as we build our reputation and therefore waitlist in the community.

Based on the San Marcos and surrounding area demographics, we anticipate 74% of our student to qualify as low socioeconomic (LSES). CLEAR's other projections include 55% at-risk, 7% gifted and talented, 12% bilingual/ESL and 9% special education. CLEAR's projections as defined in the financial workbook which include state and federal revenue are calculated from ADA and these demographic percentages. We anticipate a revenue stream of \$2.52 million in the first year (\$8,784 revenue per pupil; \$8,685 expense per pupil, 253 students ADA at 88% attendance) and increase to \$6.34 million by year five (\$9,222 revenue per pupil; \$8,294 expense per pupil, 639 students ADA at 93% attendance). IDEA and Title funds are not included in our initial financial workbook. We assume substantial funding from these revenue sources but in order to maintain a conservative plan we have not calculated them into our budget.

*Average Daily Attendance (ADA)

If funding is not available and we do borrow to offset expenditures, we will comply with the lenders contract for repayment and meet our obligations until all borrowed funds are paid in full.

Expenditures

Personnel Costs

Administrative Staff: \$314,320 first year. 2% staff raise each year built in.

Instructional Staff: \$896,500 first year. 2% staff raise each year built in.

Total Personnel Expenses: \$1,210,820

Payroll, Taxes and Benefits

CLEAR will participate in the Teacher Retirement System (TRS) and contribute accordingly.

This is estimated at 2.5% of total personnel expense.

Medicare: budgeted at 1.45% of total personnel expense.

State Unemployment: estimated at .45% total personnel expense.

Health Insurance: estimated at 6% total personnel expense.

Dental Insurance: estimated at .6% total personnel expense.

Vision Insurance: estimated at .25% total personnel expense.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, “The applicant has no documents in response to this attachment.”

 **MOODY**
FOUNDATION

2302 POSTOFFICE STREET, SUITE. 704, GALVESTON, TEXAS 77550
(409) 797-1500 • FAX (409) 763-5564

November 4, 2019

Mr. Jason Harris
CEO
Clear Public Charter School
P. O. Box 1784
San Marcos, TX 78667

Dear Mr. Harris:

The Trustees of The Moody Foundation are pleased to advise you that a grant award of \$20,000 has been approved to assist with opening a new charter school serving kindergarten through sixth grade students, as defined in your application.

This grant was approved subject to the conditions set forth in the attached Grant Contract. It is extremely important that you carefully review the terms and provisions of this grant award. If your organization is willing to comply with the conditions stated herein, please obtain the required signatures on the fourth page of the contract and return the entire original to The Moody Foundation within four (4) weeks. **We will forward you a complete copy of the fully executed contract.**

Under the Internal Revenue Code, The Moody Foundation is required to establish proper use of all funds disbursed by The Foundation. Therefore, it is particularly important that records be kept as outlined for a final report to The Foundation. Please understand that Moody Foundation grants are considered individually and no grant award should be construed as a precedent for subsequent gifts.

The Trustees are pleased to be able to assist Clear Public Charter School with support for the balanced literacy program.

Sincerely,



Allan W. Matthews
Director of Grants

AWM/ct
Enclosure

CLEAR

CLEAR Public Charter School ♦ P.O. Box 1784, San Marcos, TX 78667 ♦ (979)733-3770

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

FOUNDERS

Dr. Jason Harris
CEO

Ginny Janak
COO

Board of Directors

Todd Armstrong

Abbey Carnes

Molly Ann Rosas-
Garcia

Jeremy Jones

George Helfenstein

Lance Kruse

Terri Key

Maggie Hernandez

♦ ♦ ♦

Community
Leadership
Empowerment
Achievement
Resiliency

January 15, 2019

At this time, CLEAR Public Charter School has received \$40,000 of commitments upon charter approval. These commitments have come from various pledges in and around the San Marcos area including personal, private and business supporters. It is apparent that CLEAR's founders and the board have the capacity to raise funds now and in the future in order to support CLEAR's mission, vision and model.

It is my pleasure to serve as the board president and lead such a great team of individuals with a variety of education and life experiences that will serve CLEAR now and well into the future.

Sincerely,



Jeremy Jones – Board President
CLEAR Public Charter School

CLEAR

CLEAR Public Charter School ♦ P.O. Box 1784, San Marcos, TX 78667 ♦ (979)733-3770

CLEAR is a community that empowers personalized learning and achievement through choice, leadership, and resiliency in a rapidly approaching future.

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Terri Key

Maggie Hernandez

♦ ♦ ♦

Community
Leadership
Empowerment
Achievement
Resiliency

October 12, 2019

To: CLEAR Public Charter School

From: CLEAR's Board of Directors and President – Jeremy Jones

RE: CLEAR's Board of Directors commitment to support CLEAR Public Charter School

Dear Dr. Jason Harris,

This letter confirms our commitment as CLEAR's Board of Directors to support CLEAR's mission and vision by committing to raising \$10,000 each year. These funds will be utilized to support the overall operations of the school.

These funds will be raised and donated to CLEAR contingent upon charter approval. CLEAR will have a great impact on the families and children of the San Marcos area. We are confident that the leaders of CLEAR will do everything in their power to uphold the values of the school and consistently foster an environment of high performance from both staff and students. This community school will be one of the top educational entities in the State of Texas.

CLEAR is a community school that empowers personalized learning and achievement through choice, leadership and resiliency in a rapidly approaching future.

Sincerely,



Jeremy Jones – Board President
CLEAR Public Charter School

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 2) found at, http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes from inception to date, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR Public Charter School

Balance Sheet

November 29, 2019

Assets	
CURRENT ASSETS:	
Cash & Cash Equivalents	\$21,728.54
Savings	\$0.00
Accounts Receivable	\$0.00
Inventory	\$1,100.00
Prepaid Expenses	\$0.00
TOTAL CURRENT ASSETS:	\$22,828.54
Fixed Assets	
Land	\$0.00
Building	\$0.00
Machinery & Equipment	\$0.00
Vehicles	\$0.00
Furniture & Fixtures	\$700.00
Improvements	\$0.00
	Total Fixed Assets
	\$700.00
Intangible Assets	
Copyrights & Patents	\$0.00
Trademarks	\$0.00
	Total Intangible Assets
	\$0.00
Investments	\$0.00
Other Non-current Assets	\$0.00
TOTAL ASSETS:	\$23,528.54
Liabilities	
LIABILITIES:	
Accounts Payable	\$60.66
Accrued Expenses - Legal Fees/Tax Filing	\$1,375.00
Short-term Loans	\$0.00
Loans from Officers/Directors	\$0.00
Secured mortgages and other notes payable	\$0.00
TOTAL LIABILITIES:	\$1,435.66
Fund Balance:	
FUND BALANCE:	
Retained Earnings or Accumulated Income	\$22,092.88
TOTAL FUND BALANCE:	\$22,092.88
TOTAL LIABILITIES & FUND BALANCE	\$23,528.54

CLEAR Public Charter School

Profit and Loss Statement
July 1st, 2018 - November 29, 2019

INCOME

Grants, Donations, Contributions	\$47,670.10
Non-cash (in-kind) donations	\$0.00
Membership Dues	\$0.00
Fundraising events	\$0.00
Fees; revenues from sales; etc.	\$0.00
Investment income (interest, tax-exempt bond proceeds)	\$0.00
Misc. income (refunds, etc.)	\$0.00

TOTAL INCOME

\$47,670.10

EXPENSES

Grants & Charitable Contributions - cash	\$0.00
Grants & Charitable Contributions - non-cash (items given out)	\$0.00
Fundraising events' expenses	\$600.00
Compensation of Officers / Owners	\$0.00
Salaries	\$0.00
Payroll Tax	\$0.00
Contracted Labor	\$10,400.00
Printing & Publications	\$2,500.00
Postage & Shipping	\$1,750.00
Rent & Rental deposits	\$2,700.00
Utilities	\$240.00
Brochures & Promotion expenses	\$800.00
Insurance	\$424.56
Office Supplies	\$500.00
State's filing fees	\$0.00
Taxes and Licenses	\$375.00
Legal & Professional fees	\$2,600.00
Accounting	\$0.00
Business fees	\$0.00
Paypal fees	\$0.00
Supplies	\$502.00
Meals and Entertainment	\$0.00
Interest expense	\$0.00
Travel	\$0.00
Conferences, meetings	\$1,000.00
Repairs & Maintenance	\$0.00
Dues & Subscriptions	\$1,050.00
Telephone	\$0.00
Vehicle expenses	\$0.00
Misc.	\$500.00

TOTAL EXPENSES

\$25,941.56

CLEAR Public Charter School

Profit and Loss Statement
July 1st, 2018 - November 29, 2019

INCOME

Grants, Donations, Contributions	\$47,670.10
Non-cash (in-kind) donations	\$0.00
Membership Dues	\$0.00
Fundraising events	\$0.00
Fees; revenues from sales; etc.	\$0.00
Investment income (interest, tax-exempt bond proceeds)	\$0.00
Misc. income (refunds, etc.)	\$0.00

TOTAL INCOME

\$47,670.10

EXPENSES

Grants & Charitable Contributions - cash	\$0.00
Grants & Charitable Contributions - non-cash (items given out)	\$0.00
Fundraising events' expenses	\$600.00
Compensation of Officers / Owners	\$0.00
Salaries	\$0.00
Payroll Tax	\$0.00
Contracted Labor	\$10,400.00
Printing & Publications	\$2,500.00
Postage & Shipping	\$1,750.00
Rent & Rental deposits	\$2,700.00
Utilities	\$240.00
Brochures & Promotion expenses	\$800.00
Insurance	\$424.56
Office Supplies	\$500.00
State's filing fees	\$0.00
Taxes and Licenses	\$375.00
Legal & Professional fees	\$2,600.00
Accounting	\$0.00
Business fees	\$0.00
Paypal fees	\$0.00
Supplies	\$502.00
Meals and Entertainment	\$0.00
Interest expense	\$0.00
Travel	\$0.00
Conferences, meetings	\$1,000.00
Repairs & Maintenance	\$0.00
Dues & Subscriptions	\$1,050.00
Telephone	\$0.00
Vehicle expenses	\$0.00
Misc.	\$500.00

TOTAL EXPENSES

\$25,941.56

2018-2019 PROFIT/LOSS TOTAL

\$21,728.54

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

"No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

“No documents are being provided because the sponsoring entity was incorporated after January 1, 2018”

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR's Generation 24 application submitted in its entirety Jan. 2019 >>

990 FORM

PAGES 475 to 494 = 20 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

20 PAGES HAVE BEEN WITHHELD

Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Generation 25: << CLEAR Public Charter School – Note: This application may replicate in many areas CLEAR’s Generation 24 application submitted in its entirety Jan. 2019 >>

CLEAR Public Charter School will work with a broker such as Wortham Insurance to find the best coverage available at the best price for the school. I have listed a summary of insurance proposals that could align with the needs of CLEAR at the time of charter, start-up year and into year 1. These summaries are not all inclusive, and the coverages may vary due to increased need or lack of need at the time of the proposal. Founder and CEO John Armbrust of Austin Achieve has provided CLEAR with counsel, guidance and connections to the insurance market as we will utilize his experience as a guide to help CLEAR in the acquisition of coverages needed and the best prices for those coverages.

Note: These premium proposals are not arranged for a particular site or facility for CLEAR, as we have not obtained any property to get a solid proposal of the premium. However, the descriptions of coverages will mirror the attached document to an extent.

SUMMARY OF INSURANCE PROPOSALS

CLEAR Public Charter School

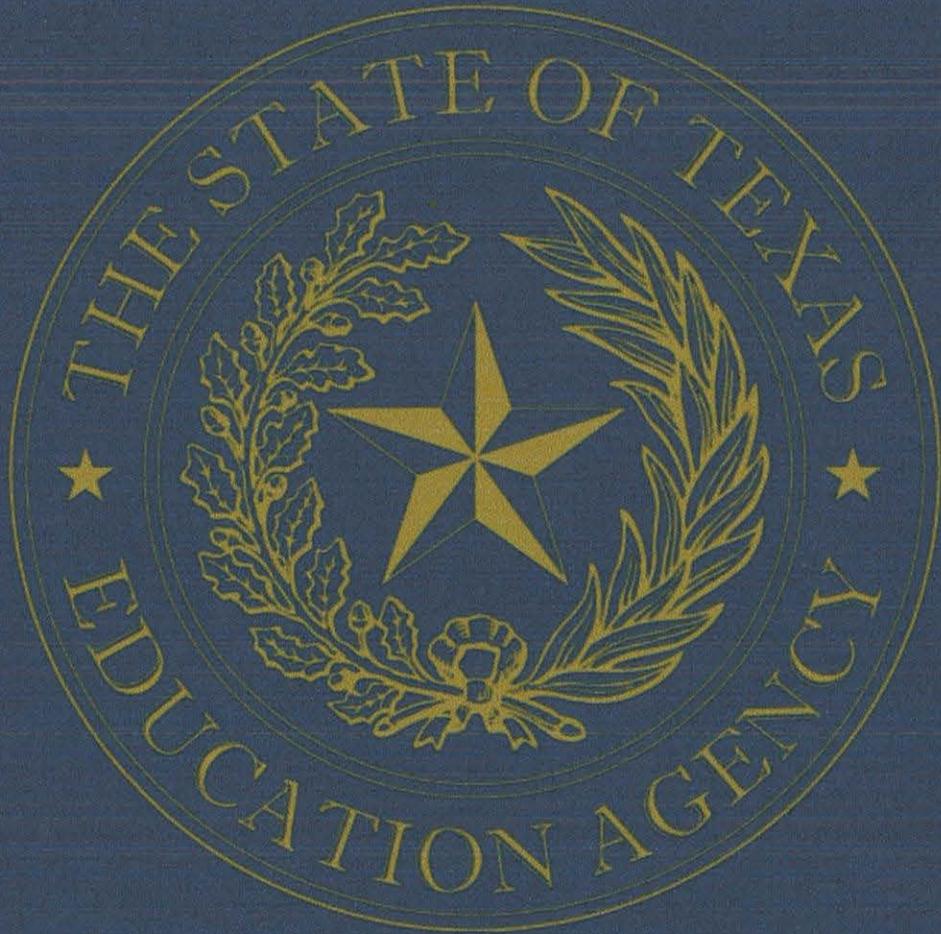
Agent	Marsh Wortham Policy
Automobile Company	
Liability Limit	Utica National \$1,000,000 CSL
Uninsured/Underinsured Motorists Limit	\$1,000,000 CSL
Personal Injury Protection Limit	2,500
<i>Liability Deductible</i>	<i>None</i>
Out of State Liability Limit	\$1,000,000 CSL
Medical Payments Limit	<i>None</i>
Uninsured Motorist Limit	\$1,000,000 CSL
<i>Auto Comprehensive & Collision Deductible</i>	<i>1,000</i>
Premium	\$1,834
General Liability (GL) Company	
Liability Limit - Aggr/Products/Occ	Utica National \$3,000,000/\$3,000,000/\$1,000,000
<i>Liability Deductible</i>	<i>None</i>
Medical Payments Limit	10,000
Molestation Limit (Bodily Injury)	\$1,000,000/\$3,000,000 (Utica)
Sexual Harassment Limit (No Bodily Injury)	Included in Molestation
<i>Sexual Misconduct Deductible</i>	<i>None</i>
Law Enforcement Liability Limit	Incl. w/Liability Limit
<i>Law Enforcement Deductible (Bodily Injury)</i>	<i>None</i>
<i>Law Enforcement Deductible (No Bodily Injury)</i>	<i>None</i>
Employee Benefits Liability Limit-Ea, Loss/Aggr	\$1,000,000/\$3,000,000
<i>Employee Benefits Deductible</i>	<i>1,000</i>
Employee Benefits Retro Date	<i>1/1/2020</i>
Premium	\$4,993
Educators Liability (ELL) Company	
Professional Liability Limit	Arch \$1,000,000
<i>Educators Liability Deductible</i>	<i>\$5,000</i>
Employment Practices Limit (See D&O/EPL Pol)	\$1,000,000
<i>Employment Practices Deductible</i>	<i>\$5,000</i>
Unknown Claims Retro Date	<i>1/1/2020</i>
Premium	\$9,095
Umbrella Liability Company	
Limit excess of:	Utica National \$1,000,000
Automobile	Yes
General Liability including Molestation	Yes
Employers Liability	Yes
Premium	\$1,444
Crime Company	
Employee Dishonesty Limit	Utica National \$100,000
Theft of Money Limit-Inside/Outside	\$25,000/\$25,000 Occ
<i>Crime Deductible</i>	<i>\$500</i>

Premium	Included
Data & Cyber Breach Company	Utica National
Aggregate Limit	\$250,000
<i>Data & Cyber Deductible</i>	\$2,500
Premium	Included

Property Company	Utica National
Buildings/Sign/Athletic Field/Bleacher TIV	\$48,167,000
Premium Property	\$65,084
Other than Named Storm Limit (AOP)	\$48,167,000
Business Income/Extra Expense Limit	ALS
<i>Other than Wind Deductible (AOP)</i>	\$1,000
Limited Water Damage Limit	\$500,000
Backup of Sewers or Drains - Not Flood Related	\$1,000,000 per Building
<i>Backup of Sewers or Drains Deductible</i>	\$1,000
Wind/Hail Limit	\$48,167,000
Wind Driven Rain Limit	Same
<i>Wind/Hail Deductible</i>	\$25,000
Restrictions on age or type of Roof	N/A
Flood	\$1,015,000
<i>Flood Deductible</i>	\$25,000
In event of a loss, if the replacement exceeds the value shown on the schedule, what will be paid? (Margins)	Limit on Schedule
Scheduled Property Company	
Signs Limit	\$50,000
<i>Deductible</i>	\$500
Valuable Papers Limit	\$100,000
<i>Deductible</i>	\$500
EDP Equipment Limit	Incl. in BPP
EDP Data Limit	Incl. in BPP
<i>Deductible</i>	\$1,000
Fine Arts Limit	\$15,000
<i>Deductible</i>	\$500
Premium	\$530
Boiler & Machinery Company	Utica National
Limit	10,000
<i>Deductible</i>	1,000
Premium	Incl. in BPP

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: CLEAR Public Charter School

Proposed Charter School Name: CLEAR Public 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

JR 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.

JR 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

JR 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

JR 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

JR 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

JR 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

JR 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:

CLEAR Public Charter School

Proposed Charter School Name:

CLEAR Public Charter School

VII. Admission and Enrollment

JP 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.

JP 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.

JP 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.

JP 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.

JP 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)

JP 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

JP 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.

JP 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: CLEAR Public Charter School

Proposed Charter School Name: CLEAR Public Charter School

JR 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).

JR 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

JR 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

JR 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

JR 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.

JR 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.

JR 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

JR 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: CLEAR Public Charter School

Proposed Charter School Name: CLEAR Public 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.

Jeremy R. Jones
Printed Name of Sponsoring Entity Board Chair


Signature of Sponsoring Entity Board Chair

January 6, 2020
Date