

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

Proposed Charter School Name: Curie Academy

Sponsoring Entity: Curie Academy

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
Talent Management and Development	Performance Management	Yes
	Talent Management	Yes
	Professional Development and Evaluation	Yes
	Retention	Yes
	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes

Sections	Required Elements	Complete (yes/no)
Operational and Financial Plans	Facility Acquisition <ul style="list-style-type: none"> • Facility Identified • Facility Not Identified 	Yes
	Transportation	Yes
Operational and Financial Plans	Start-up Plan	Yes
	Financial planning	Yes
Attachments	Attachment 1: Articles of Incorporation	Yes
	Attachment 2: 501(c)(3) Determination Letter	Yes
	Attachment 3: Applicant Information Session Documentation	Yes
	Attachment 4: Evidence of Community Demand	Yes
	Attachment 5: Certified Mail Receipt Cards	Yes
	Attachment 6: Published Notice(s) of Public Meetings	Yes
	Attachment 7: Sample Course Scope and Sequence	Yes
	Attachment 8: Proposed Discipline Policy	Yes
	Attachment 9: Evidence of Community Support	Yes
	Attachment 10: Bylaws	Yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	Yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 13: Organizational Charts for Year 1 and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	Yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	Yes
	Attachment 16: Job Description or Qualifications for Superintendent	N/A
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	N/A
	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

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	Yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	Yes
	Attachment 22: Staffing Chart	Yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	Yes
	Attachment 24: Teacher Evaluation Tool(s)	Yes
	Attachment 25: Proposed School Calendar (Annual)	Yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	Yes
	Attachment 27: Proposed Admissions and Enrollment Policy	Yes
	Attachment 28: Certificate of Occupancy for Facility	N/A
	Attachment 29: Evidence that Facility Has Been Secured	N/A
	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	N/A
	Attachment 34: Audit Report	Yes
	Attachment 35: Credit Report	Yes
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	Yes
	Attachment 37: Plan for Insurance Coverage	Yes
Special Assurances	Special Assurances	Yes
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

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

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.
2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?
 Yes* ☐ No ☒ If yes, identify the CMO: _____

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

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Interim Board Chair
Name	Cassian Choucair	Cassian Choucair	Cassian Choucair
Mailing address	3400 Harmon Ave Apt 554 Austin, TX 78705	3400 Harmon Ave Apt 554 Austin, TX 78705	3400 Harmon Ave Apt 554 Austin, TX 78705
Email address	cassian.choucair@curieacademy.org	cassian.choucair@curieacademy.org	cassian.choucair@curieacademy.org
Phone number	(512) 800-1959	(512) 800-1959	(512) 800-1959

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	9
Number of students served in Year 1	100
Grade levels served at capacity	9, 10, 11, 12
Number of students served at capacity	400
Number of campuses requested	1
Number of districts within geographic boundary	15

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

Address of Proposed Administrative Offices (<i>if different from above</i>):
Physical Address of Each Proposed Campus (<i>please include street address, city, state, zip, and county</i>). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Austin, TX 78727 or 78728

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Cassian Choucair (Interim)
Chief Executive Officer of the Sponsoring Entity	Cassian Choucair
Superintendent of Proposed Charter School	Cassian Choucair
Board Member Who Attended Applicant Conference	Elizabeth Bayer Morgan

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
Cassian Choucair	Chief Executive Officer, Curie Academy	Chief Executive Officer
Mark Diaz	Superintendent, Cedars International Academy (retired)	Senior Advisor
Lisa Robinson	Superintendent, Eden Park Academy (retired)	Senior Advisor
Elizabeth Bayer Morgan	Literacy Specialist & Innovator, Long-View Micro School	Board Member
Minsu Kim	Senior Project Manager, CBRE	Board Member
Tina Steiner	Teacher, Round Rock ISD	Board Member

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?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Yes <input type="checkbox"/> No <input 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*)

January 20, 2020

Date

Cassian Choucair

Printed Name

School Overview

Executive Summary

As a stand-alone charter high school in Central Texas, Curie Academy (CA) represents a pioneering school choice for middle school students in both traditional and charter public school systems.

Not yet common in Texas, stand-alone charter high schools such as Noble Schools in Chicago and Washington Leadership Academy in Washington D.C., have proven that the high school only model can lead to extraordinary outcomes. Washington Leadership Academy is an XQ SuperSchool and one of only six 5-star rated high schools in Washington D.C. In 2020 *Niche* rated 6 Noble Schools among the top 10 charter high schools in all of Illinois with 3 Noble Schools claiming the top 3 spots. As the first stand-alone charter high school in Central Texas, CA is committed to yielding the same results for young scholars in Central Texas.

CA's innovative, new semester-based program ensures a day-based student-teacher ratio that is 66% lower than average and provides all students greater opportunities for individual growth no matter where they start.

The school's robust curriculum—featuring a concentrated foundation in science, math, and computer science for all—and culture of encouraging students of all backgrounds to recognize their potential for achievement in STEM will enable students underrepresented in these fields to persist and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.

Students will graduate prepared to pursue their dreams. The school's college and career prep curriculum coupled with social and emotional learning, student-interest driven clubs, and real-world experience in a career field of interest will help students explore budding interests, try new things, learn what suits them, and develop crucial life skills that will prepare them to find fulfillment in their pursuits after high school.

The school's manageable growth rate of 100 students per year and maximum enrollment of 400 will allow CA teachers and leadership to focus all of their efforts on maximizing each student's individual progress and foster a tightly-knit community where no student is anonymous and all students are stakeholders. In a region where the average high school ranges from 1,200 to nearly 4,000, Curie Academy's relatively tiny scale will appeal to many students looking for an alternative to the mega high school model.

The founders of CA selected Marie and Pierre Curie as the school's namesake to provide young women and young men with role models who exemplify the school's core values of courage,

teamwork, discovery, and innovation. It also speaks to the passion the founders have for encouraging young women to persist in the challenging fields of science and technology.

The school's design will attract talented teachers at all levels, from novice to veteran, and provide them with the support and growth opportunities they need to do their best work. Based on feedback from top teachers across the state, the approach is already working. Locally, Curie Academy posted a prospective job opening for a founding teacher to join the team this September pending charter authorization and received 14 applications in the span of about a week with 3 highly qualified candidates already in consideration (for a job that doesn't exist yet).

The strategically designed scale and location of the school also ensure that CA will fulfill its honorable mission without negatively impacting the operations of existing independent school districts. The school's proposed attendance boundary includes some of the fastest growing cities in the country. The high school student population in the area is already nearly 40,000 students and continues to grow at a faster rate than just about any area in the United States. CA CEO Cassian Choucair has discussed the team's strategy to minimize impact to essentially 0% over the next six years with area Independent School Districts and is working to flip the script of traditional vs. charter schools with a plan that features one small, innovative school that achieves its ambitious mission in a fast-growing area without disturbing the independent school districts.

Lisa Robinson and Mark Diaz, CA's senior advisors, have both served as mentors in the Texas Education Agency's Operation Launch Academy for superintendents of new charter districts and have over 40 years of combined experience leading schools (over 20 years serving Austin area students). Cassian Choucair¹, CA's CEO and principal architect of the strategic plan, is a licensed attorney with over five years of experience both in the Austin and Houston areas (e.g., raising the Biology STAAR passage rate at one campus by over 400%). The school's board of directors features expertise in community engagement: Tina Steiner, Vice-Chair of Representative James Talarico's Community Advisory Board; literacy: Elizabeth Bayer Morgan, Literacy Specialist at Austin's Long-View Micro School; and facilities and construction: Austin native Minsu Kim, Senior Project Manager at CBRE.

¹ Cassian currently also serves as Curie Academy's interim board chairperson. Curie Academy is in the process of recruiting another highly qualified director to take his place this spring.

Targeted Community and Anticipated Student Population

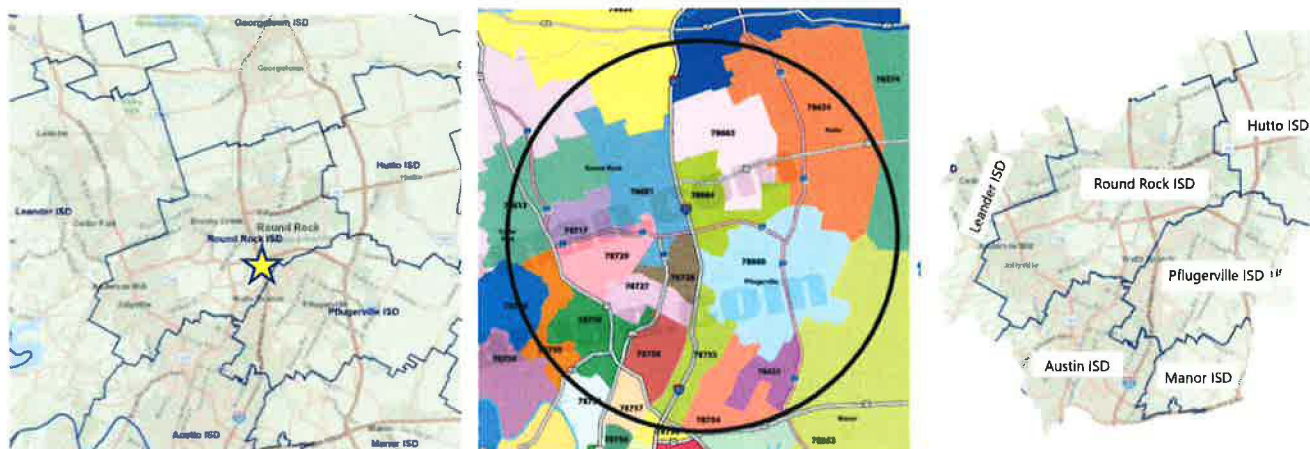
Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
By checking yes, applicant must cite clear and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

Curie Academy (CA) intends to build its permanent campus near the intersection of Interstate 45 and Interstate 35 in North Austin, Texas. There are four main reasons why the founders believe this area and CA are an excellent fit: (1) CA's connections to the community; (2) The school will virtually have a 0% negative impact on independent school districts; (3) The location supports the school's "One Mission, One Community, One Campus" mentality; (4) The addition of CA will revolutionize school choice in the area by proposing a first-time opportunity for students to have a charter high school option no matter what area middle school they graduate from; and (5) the primary enrollment boundary encompasses a diverse student population. Each of these reasons is further discussed in the subsequent sections.

CA's Connections to the Community. CA Senior Advisor Mark Diaz has 14 years of leadership experiencing serving the community as former Superintendent of both Manor ISD and Cedars International Academy in North Austin. CA Senior Advisor Lisa Robinson has over 9 years of leadership experience serving Austin students as former Director of Eden Park Academy and Chief Academic Officer of Wayside Schools. CA Board member Elizabeth Bayer Morgan has served as an educator in Austin for the last 6 years. Board member Tina Steiner was born and raised in Round Rock and is a member of the Sauls family, whom was inducted into the City of Round Rock's Living Legends in 2018. CEO Cassian Choucair started his career in education in Austin and has built the Curie Academy model living in the area near his young nephews and nieces, potential CA students who all live within CA's primary enrollment boundary.

Almost 0% negative impact on independent school districts. Building CA in this area will allow the school to fulfill its mission without negatively impacting independent school districts. The location is near the nexus of 3 independent school districts with 7 independent school districts within a 10-mile radius. The primary attendance boundary gives priority to students living within the portions of the school districts that are entirely or almost entirely within 10 miles of our proposed location.

The result is a primary enrollment boundary consisting of 31 zip codes among 6 of the 7 school districts.



There are some ISD high schools and charter schools that currently offer or will soon offer high school enrollment within CA's primary enrollment boundary. The maps below show the location of these schools (ISD on the left, charter on the right) and their 2018-2019 TEA accountability ratings:



The current high school enrollment among ISD and charter districts is approaching 40,000. It is anticipated that the impact of CA's annual growth of 100 students between 2021-2024 will be insignificant. Cedar Park, Hutto, Leander, Round Rock, and Pflugerville are among the fastest growing cities in the United States. Round Rock ISD is growing by 900 students per year, not far behind is Hutto ISD at 600 per year. Even if the high school population were to remain static

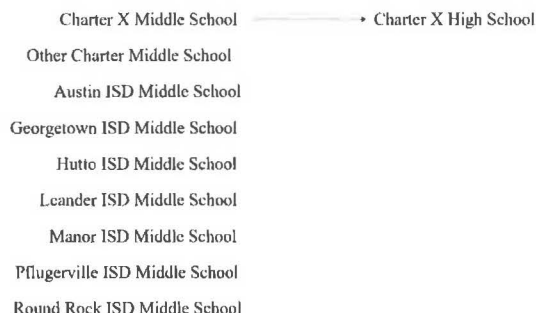
over time instead of growing rapidly, at full capacity (400 students) CA’s impact on high school enrollment for any individual ISD would be less than 1/3 of 1%. With the ongoing rapid population growth, CA’s nearly 0% impact will approach 0% over time.

One Mission, One Community, One Campus. CA has limited Year 1 (2021-2022) enrollment to 100 students with annual projected enrollment of 200, 300, and finally 400 in Year 4 (2024-2025) to ensure a manageable growth rate, support a community-based school culture where students all know each other and everyone’s voice can be heard, enable a selective hiring practices where only the best candidates are hired, and provide an environment rich in support and collaboration. The school’s growth plan strikes the balance between enough students to achieve strong financial practices and not too many as to risk diminishing the potential for building the tightly-knit community of teachers and students that plays such a central role in CA’s vision.

CA’s founders want to make the school better every day—better for students, better for teachers, and better for the community. They also hope to strengthen partnerships with other public schools, especially other public schools in the proposed attendance boundary, in ways that will benefit all students. While charter operators have proven it is possible to manage more than one successful campus, the founders foresee a potential trade-off between increasing its student body and increasing its student growth. As such, there is no standard of achievement that would prompt the founders to create additional schools.

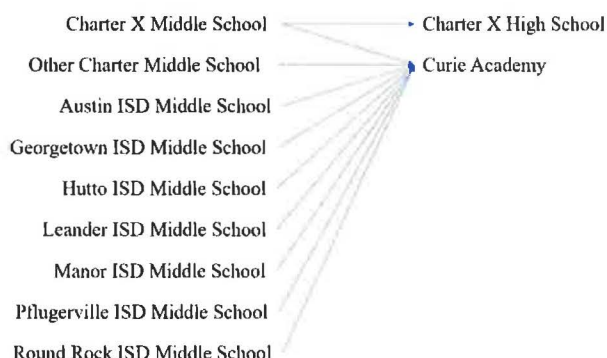
Open Enrollment at the High School Level for the First Time. The addition of CA will revolutionize school choice in the area by providing a first-time opportunity for students to choose a charter high school no matter what area middle school they graduate from.

In the illustration below, Charter X High School represents any existing charter high school in the area. Even though it is part of an open enrollment charter district, essentially only middle school graduates from its district can enroll in 9th grade because there are only enough open seats for them². While this is great for the students who enroll at the elementary or middle school level, it excludes middle school students from everywhere else.

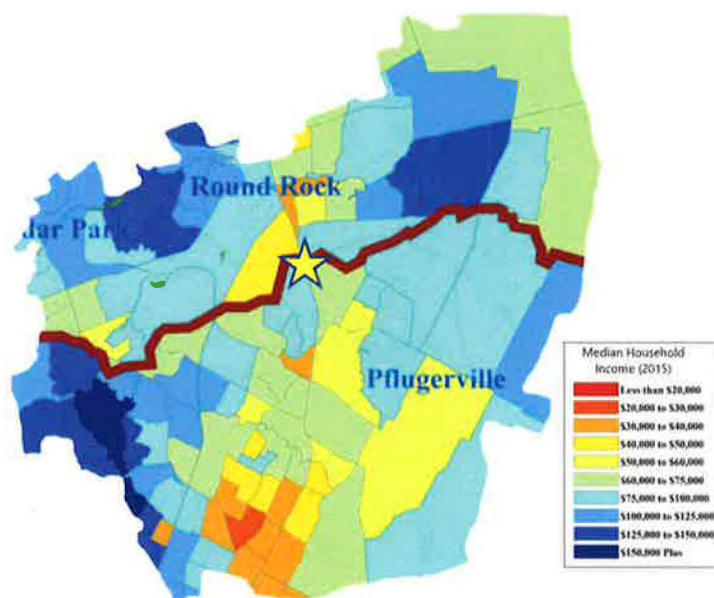


² Occasionally, a 9th grade seat might be made available for open enrollment; however, it does not happen often enough to constitute school choice in an area with over 1000 middle school graduates every year.

CA will be the first charter high school offering open enrollment to all students in the area regardless of what middle school they graduate from.



Serve students of all backgrounds. CA is committed to preparing young scholars of all backgrounds for success throughout college and fulfilling careers thereafter. CA’s primary attendance boundary allows the school to serve students from a uniquely broad set of demographics, Complete demographic data is illustrated below³.



³ CA founders placed heavier weight on the ISD high school demographics overall based on their size relative to the charters. Basing our weight ratio on student population alone would result in a total weight of ISD high school demographics of about 90% to 10% charter; however, we scaled it down to 70/30 overall to account for the school’s status as a charter (prospective). Among the charter schools in our study, we weighted Idea Pflugerville College Prep (IPCP), Idea Rundberg College Prep (IRCP), and Harmony Science Academy – Austin (HSA) more heavily based on their proximity to our prospective campus and shared emphasis on serving economically disadvantaged students. Among the ISD high schools, individual weights were assigned based on size, proximity, and demographics served (i.e., more weight for schools more attractive to economically disadvantaged students).

	Austin ISD			Leander ISD		Hutto ISD	Manor ISD	Pflugerville ISD			Round Rock ISD						Charter Schools							
	AHS	NaECHS	NeECHS	CPHS	VRHS	HuHS	MaHS	HeHS	JBCHS	PHS	CRHS	MHS	RRECHS	RRHS	SPHS	WWHS	IPCP	IRCP	HSA	HSE	JWB	KAC	NYOS	Curie Academy
AA	5.6	8.3	15.1	3.1	5.4	13.7	22.8	16.9	18.7	18.2	13.2	12.8	10.1	5.7	14.0	3.6	8.2	3.2	10.7	14.8	26.9	2.8	12.2	12.0
Hispanic	30.6	86.4	78.7	19.6	24.5	43.4	66.5	35.9	57.0	48.3	38.0	26.2	42.0	27.9	44.5	17.1	76.2	91.9	76.3	23.5	37.1	96.1	33.1	54.7
White	50.2	2.5	2.8	65.9	53.5	36.7	6	33.4	7.6	21.9	37.6	37.3	32.6	52.9	31.9	40.0	8.2	4.0	8.1	23.9	24.8	1.0	42.9	22.3
AI	0.2	0.1	0.2	0.4	0.2	0.2	0.1	0.3	0.2	0.4	0.4	0.5	0.7	0.4	0.5	0.4	0.8	0.2	0.0	0.3	0.0	0.0	0.0	0.3
Asian	8.9	2	2.5	6.9	12.4	1.2	2.5	7.4	13.9	7.6	6.6	19.9	11.1	12.8	5.4	34.4	4.9	0.2	3.4	35.3	4.2	0.1	6.4	7.5
PI	0.2	0	0	0.1	0.2	0.3	0.2	0.2	0.2	0.0	0.2	0.1	0.3	0.3	0.2	0.1	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Two+	4.2	0.8	0.7	3.9	3.9	4.5	1.9	5.9	2.4	3.5	3.9	3.3	3.1	3.0	3.7	4.5	0.8	0.4	1.5	2.4	6.8	0.0	5.3	2.7
ED	22.2	83.4	84	11.5	17.3	36.7	68.6	29	69.3	46.7	29.2	24.4	35.1	13.3	38.0	14.9	77.9	95.4	86.5	46.2	41.4	87.4	27.8	54.5
ELL	4.7	41.9	34.5	1.7	3.4	6.3	25.6	4.8	22.9	8.0	4.7	5.2	5.6	3.5	9.0	4.4	56.6	58.4	69.6	32.3	13.6	29.8	12.1	24.8
At-Risk	32.8	41.7	34.3	34.6	36.1	50.1	68.3	38.8	68.6	47.1	32.8	32.4	-	23.2	45.0	24.1	-	77.6	79.4	46.2	45.9	58.6	37.1	48.7
GT	9.3	4.2	6.3	26.7	18.5	5.7	72	10.2	7.5	11.4	8.7	9.7	-	10.2	6.0	20.3	-	0.0	8.7	-	11.1	0.0	1.7	9.1
SPED	8.2	14.6	13.9	10	10.7	12.4	11.4	9.6	12.3	11.2	10.4	9.6	3.1	7.8	12.3	5.8	0.8	11.1	7.3	7.9	6.7	14.6	10.7	10.1
Weight	0.02	0.05	0.09	0.02	0.02	0.02	0.01	0.05	0.10	0.08	0.05	0.05	0.03	0.05	0.05	0.01	0.05	0.08	0.08	0.01	0.01	0.01	0.06	100

Curie Academy: Projected Demographics

- African American: 12%
- Hispanic: 55%
- White: 22%
- American Indian: < 1%
- Asian: 8%
- Pacific Islander: < 1%
- Two or More Races: < 3%

Curie Academy: Projected S. Populations

- Economically Disadvantaged: 55%
- English Learners: 25%
- At-Risk: 49%
- Gifted & Talented: 10%*
- Special Education: 15%*

*please see **School Design: Supports for Special Populations** for more information

With a mission to prepare students of all backgrounds to thrive in today's tech-driven, CA is designed to meet every student's unique needs and provide them the support they need to maximize their individual growth. For example, if a new 9th grade student comes to the school a few years behind in math and needing significant help before being prepared to begin Algebra I, CA will enroll the student in the "Bridge to Algebra I" course in the fall, where they will spend 90 minutes every day building the foundational math skills they need to be ready for Algebra I in the spring. A student ready to enroll in Geometry will enroll in Geometry and continue uninterrupted through higher level math courses. *In both cases*, CA's system provides the means and opportunity for the student to complete their mathematics education through AP Calculus BC and Linear Algebra on their path to graduation.

CA's unique STEM foundation for 9-10 grade students ensures that all students complete three years of both math and science and two years of computer science before entering 11th grade. With CTE pathways in STEM, IT, and Business, Marketing and Finance, and 4 years of career and college prep (including a semester long internship in a career field of demonstrated interests) for *all students*, CA graduates will be uniquely prepared to pursue post-secondary success throughout college and future careers.

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)
Austin ISD	78727, 78731, 78750, 78752, 78753, 78757, 78758, 78759
Hutto ISD	78634
Leander ISD	78613, 78726, 78750
Manor ISD	78653, 78754
Pflugerville ISD	78653, 78660, 78727, 78728, 78753, 78754, 78758
Round Rock ISD	78664, 78665, 78681, 78717, 78726, 78727, 78728, 78729, 78750, 78759
Georgetown ISD	

Number of charter school campuses currently operating within the occupied district:	4
Number of traditional school campuses currently operating within the occupied district:	32
Number of traditional school districts within ten miles of the proposed location:	7

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"/>
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Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input type="checkbox"/> No <input checked="" 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						
1						
2						
3						
4						
5						
6						
7						
8						
9	100	100	100	100	100	100
10		100	100	100	100	100
11			100	100	100	100
12				100	100	100
Total enrollment	100	200	300	400	400	400
For the projections below, specify by campus						
Students per classroom	17	20	21	22	22	22
Number of classrooms	6	10	14	18	18	18

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	Curie Academy	Pflugerville ISD	Round Rock ISD	Austin ISD
African-American	12%	15%	9.0%	7%
Hispanic	55%	49%	31%	56%
White	22%	23%	38%	30%
American Indian	< 1%	< 1%	< 1%	< 1%
Asian	8%	8.0%	18%	4%
Pacific Islander	< 1%	< 1%	< 1%	< 1%
Two or More Races	< 3%	5%	4%	3%
Economically Disadvantaged	55%	51%	28%	54%
English Learners	25%	22%	10%	27%
At-Risk	49%	51%	33%	51%
Gifted/Talented	10%	7%	9%	9%
Special Education	15%	11%	10%	12%

Community Engagement

Community Opportunity and Demand

While there are charter schools available to students living within Curie Academy's (CA) proposed attendance boundary, if approved, CA will become the first public high school in the area with open enrollment to all students regardless of where they attended middle school.

Every year, over 12,000 students graduate from the public middle schools (ISDs and charters) within CA's proposed attendance boundary. The number of graduates increases every year as the region's composite population (Cedar Park⁴, Hutto⁵, Leander⁶, Round Rock⁷, Pflugerville⁸, etc.⁹) continues to grow at one of the fastest rates in the country. Approximately 90% of the area's students are graduates from ISD middle schools without a choice of where they will attend high school. The charter high schools in the area are not options because the seats are reserved for graduates of each charter high school's associated middle school.

Data collected by Families Empowered suggests a tremendous opportunity for Curie Academy with hundreds of students within CA's primary enrollment boundary seeking 9th grade enrollment at a charter high schools in the area over the past 3 years with none of them getting enrolled.

CA's goal for community demand is to ensure the school reaches its projected new student enrollment beginning with the 2021-2022 school year. The strategic plan for the 2021 school year begins in the months preceding the submission of the application and ends with the complete and successful enrollment of the founding class in 2021. As indicated in **Attachment 4: Evidence of Community Demand**, the founders have made progress in the months preceding the submission of the charter application on January 21, 2020 and will continue to work uninterrupted thereafter to ensure that the school meets its goal in 2021.

Community Outreach and Support

In the months preceding the submission of the application, CA founders conducted extensive outreach to solicit support and feedback from families, potential students, community members, and education leaders. The CA founders recognize that support from educational institutions is particularly important to ensure young scholars are prepared for college and build relationships of mutual respect with existing charters and ISDs. These outreach activities and their role in developing the school are discussed below.

⁴ Cedar Park was the 13th fastest growing large city in the country in 2017; Population has grown by over 39% since 2010 (US Census Bureau)

⁵ Hutto's population has grown over by over 60% since 2010 (US Census Bureau)

⁶ Leander's population has grown by over 100% since 2010 (US Census Bureau); Leander ISD school district is expected to grow by over 32% (+14,500 students) over the next decade (Population and Survey Analysts, PASA)

⁷ Round Rock was the 15th fastest growing large city in the country in 2017; Population has grown almost 30% since 2010 (US Census Bureau)

⁸ Pflugerville was the 3rd fastest growing large city in the country in 2017; Population has grown by over 33% since 2010 (US Census Bureau)

⁹ Georgetown (within Curie's secondary attendance boundary) was the 7th fastest growing large city in the country in 2017; Population has grown over 56% since 2010 (US Census Bureau)

Educational Institutions

CEO Cassian Choucair collaborated with over 20 computer science professors at UT-Austin as he made initial preparations for the design of Curie Academy's computer science program. Wanting to ensure that CA would develop the best high school CS program in the state, he reached out to the experts for guidance. As part of his collaboration with the University, he presented the Curie Academy project to a class of UT-Austin CS undergraduate students who would soon be graduating and moving on to lucrative careers in technology. Given their experience, Cassian knew they would have special insight into what CS methods and skills would be beneficial for students to learn in high school.

Cassian collaborated with a team of six CS undergraduates from the class over the course of the Spring 2019 semester. The resulting CS curriculum pathways inspired the creation of CA's prospective CS program today. Cassian worked to integrate the "CS Micro Major" program they worked together to with the newly announced CTE Programs of Study in IT and STEM (see: **Promotion and Graduation Requirements**). Please see **Attachment 9: Evidence of Community Support** for an overview of the program that was later blended into CA's CTE Programs of Study.

Cassian also collaborated with 13 professors from UT-Austin's School of Education on various aspects of Curie Academy's curriculum and services for English learners and students with disabilities. Among these experts were professors Cassian reached out to while developing Curie Academy's Bridge to English I program, including Dr. Nathan Clemens, Associate Professor of Special Education (specialty: reading intervention for students with learning disabilities), Professor Leticia Martinez, Director of the Language for Learning Institute (specialty: effective instructional practices for adolescent English learners), and Professor Deb Kept, Assistant Professor of Curriculum and Instruction (specialty: ELA workshop classroom instruction). Professor Eric Knuth, Professor of Curriculum and Instruction was also especially helpful in developing the strategy for Bridge to Algebra I.

Community Members and Families

CA held two public meetings: the first on December 14, 2019 and the second on January 18, 2020. Both meetings were held at 11:00am at the Wells Branch Recreation Center.¹⁰ See **Attachment 6: Published Notice(s) of Public Meetings**.

The strategy to encourage attendance for the first public meeting consisted primarily of printed flyers, and a public notice in *Austin American Statesman* (in print and online), and social media campaigns, including a Facebook event page posted under the CA Facebook account, an Eventbrite event page, a Craigslist event page, and posts to LinkedIn and Instagram through official CA accounts and CA founders' personal accounts. Members of the CA team re-shared the Facebook event to reach personal networks and Facebook groups. Full-page, color flyers were posted at 18 locations within the proposed attendance boundary: public libraries in Cedar Park, Round Rock, Pflugerville, and North Austin, plus Starbucks and other coffee shops within

¹⁰ 3000 Shoreline Drive Austin, TX 78728
Generation 25: Curie Academy

10 miles of the meeting location. Complimentary coffee and donuts were promised to provide an extra incentive. CA's local HEB sponsored the meeting with free donuts.

Nine community members, all of whom resided within 10 miles of the meeting location, attended the first public meeting. Mark Diaz (senior advisor) and Elizabeth Bayer Morgan and Tina Steiner, both board members, also attended. Cassian Choucair (CEO) presented and facilitated questions with the audience.

Recognizing that attendance was limited due to lack of exposure beyond existing social networks in the community, CA founders amplified their strategy to encourage attendance to the second public meeting primarily through a more robust social media campaign.

Twenty-seven community members attended the second public meeting. Board members Elizabeth Bayer Morgan and Minsu Kim facilitated the meeting and Cassian Choucair (CEO) provided the presentation and answered questions with the audience. Malone Specialty Coffee, a local coffee shop, sponsored the meeting with free coffee and CA's local HEB sponsored the meeting with free donuts.

Marketing Strategy

To increase visibility, share plans, and regularly communicate updates with the community, CA launched a robust marketing strategy including a school website, Curie Academy Facebook page and event pages, and MailChimp email campaign. See **Attachment 4: Evidence of Community Demand** for more information about CA's marketing strategy.

State Board of Education

CA's founders are very grateful to members of the State Board of Education (SBOE) for providing insight on the proposed school. Every conversation yielded new ideas to make CA better.

Donna Bahorich

In January 2020, Cassian Choucair shared CA's enrollment projections, attendance boundary, aspects of the school model, and progress with community outreach with SBOE Member Donna Bahorich. Ms. Bahorich shared advice on clearly communicating the school model's advantages it offers (e.g., teaching students to be great writers through aligned literacy standards in English and Social Studies) to parents. Ms. Bahorich also shared advice on reaching parents and potential students through community events (e.g., passing out flyers at community youth soccer tournaments). During the meeting, Cassian and Ms. Bahorich also discussed plans for continuing to build the board of directors after submitting the application (i.e., recruit two excellent directors with expertise in law and finance by April) and to continue community outreach and expanding CA's network to ensure that the school would be ready to open the application cycle for new students in October and garner at least 250 applications for the 100 seats available for CA's founding class.

Barbara Cargill

In October 2019, Cassian and SBOE Member Barbara Cargill had a great conversation about ensuring that CA's science curriculum is up to par. Ms. Cargill also offered sound advice about community outreach (contacting churches, YMCAs, and community centers), having individual conversations with ISD superintendents whose districts overlap with CA's proposed enrollment boundary, and involving the whole application team, hopeful parents, and teachers in the capacity interview.

Tom Maynard

In November 2019, Cassian and SBOE Member Tom Maynard had a terrific conversation about the importance of Career and Technical Education and how CA needs to prioritize strong career and technical student organizations in order for students to maximize their experience at CA. Mr. Maynard also provided a wealth of knowledge about the history of Central Texas and how a small high school like CA can benefit students including student-athletes who will have more opportunities to participate than they would at larger schools. Mr. Maynard also provided great advice on developing sound financial operations at a small campus, including utilizing back office services and having an excellent chief financial officer on the team from the start.

Georgina Perez

In January 2020, Cassian and SBOE Member Georgina Perez discussed CA's plans for supporting English learners, including ensuring that all of CA's teachers are ESL certified and CA's strategy for providing sequential remediation to students who are severely below grade-level in reading and/or math. Ms. Perez shared her passion for ensuring that CA improves upon the trends for students who are behind, especially English learners, to drop out of high school at a high rate. Ms. Perez also shared a wealth of knowledge regarding the pros and cons of ESL vs. Bilingual education and associated statistical data. After speaking with Ms. Perez, CA founders feel it is important to give the bilingual pathway additional consideration. CA's founders believe in their current approach to serving English learners, but are always open to better ideas and are taking Ms. Perez's advisement to heart.

Lawrence Allen

In January 2020, SBOE Member Lawrence Allen was generous with his time, allowing Cassian to share many of the central facets of the CA school model and sharing his feedback. Mr. Allen was very thorough in his questioning, especially with regards to the finer details of CA's semester-based schedule, personal graduation plans, and financing a school of only 400 students. The conversation with Mr. Allen ensured that CA founders are putting future students on track for success.

CA founders will continue reaching out to the rest of the State Board of Education Members up until the no contact period begins on January 21, 2020.

Independent School District Leaders

Dr. Douglas Killian, Superintendent, Pflugerville ISD

Dr. Killian has experience as a former charter school founder and operator in San Antonio. Cassian enjoyed a long conversation about the history of Texas public school finance and policy

as it relates to charter schools and independent school districts. Cassian and Dr. Killian discussed challenges districts are facing in hiring qualified teachers, the growth of Pflugerville ISD and ways to mitigate impact, and the potential for collaboration between CA and PISD high schools as CA develops its computer science programs.

Dr. Daniel Presley, Senior Chief of Schools & Innovation, Round Rock ISD

In January 2020 Cassian and Dr. Presley discussed CA's attendance boundary, projected enrollment, and school design. Dr. Presley concluded that CA's enrollment would not significantly impact Round Rock ISD's enrollment. Cassian and Dr. Presley also discussed CA's facilities planning with the likelihood of it leasing a campus with portable classroom buildings for its first two years and strategies to benefit CA's students, like contracting with a food service provider who will bring a food truck to campus to serve breakfast and lunch. The entire CA leadership team looks forward to future collaboration with Dr. Presley and Round Rock ISD.

Dr. Celina Estrada Thomas, Superintendent, Hutto ISD

During a meeting with Dr. Estrada Thomas in January 2020, Dr. Estrada Thomas shared information about the growth of Hutto ISD and future plans for building schools to keep up with the student population growth. Hutto ISD has almost doubled in size over the last 10 years. Dr. Estrada Thomas acknowledged that CA's small high school model could be a great fit for some students, especially those who feel lost on larger campuses, and those who need robust support to reach grade level benchmarks for reading and mathematics. At the same time, Dr. Estrada Thomas does not like the idea of any student zoned to Hutto ISD attending a school outside the district, even if CA's impact on the district's growth is less than 1% and almost 0% on total enrollment. In the last year alone, Hutto ISD has *grown* by over 600 students.

Future Meetings

Members of the CA leadership team will be meeting with Matt Smith, Chief of Staff at Leander ISD on February 6, 2020.

They are also in the process of scheduling meetings with district representatives of Austin ISD (Wendy Campbell, Executive Director reporting to the Associate Superintendent of High Schools), Georgetown ISD, and Manor ISD.

Charter School District Leaders

Members of the CA leadership team have built relationships with numerous charter school leaders in the area, many of them helping to develop CA's community outreach strategy and various aspects of the proposed school.

John Armbrust, Founder and Chief Executive Officer of Austin Achieve

Cassian Choucair shared plans for CA with Mr. Armbrust in September 2019. During the meeting, Mr. Choucair also learned more about the founding of Austin Achieve and its operations, particularly in the area of development and fundraising. Mr. Armbrust shared a wealth of knowledge about management and building a successful team

Steven Zipkes, Founding Principal of Cedars International Next Generation High School

Cassian Choucair reached out to Mr. Zipkes in October 2018 after learning about his involvement in the creation of Manor New Tech High School in 2007 and current role at Cedars International. The school models Manor New Tech High School and Cedars International exhibited similar approaches to high school education as contemplated by CA's organization (e.g., heightened student ownership of daily procedures, emphasis on career-readiness skills like team work and public speaking, and integration of technology in the classroom). Mr. Choucair shared his plans for a charter high school in North Austin with Mr. Zipkes and asked if he could serve as a volunteer or substitute teacher at Cedars International to learn more about the school. Mr. Zipkes accommodated the request and Mr. Choucair served as a substitute teacher at Cedars on occasion while continuing to develop the CA school model. As a result of his experience working with Cedars faculty and students, CA's daily schedule now includes a "brain break" after 1st period.

Dr. Jerry Lager, Superintendent and Co-Founder of Ki Charter

Cassian Choucair reached out to Dr. Lager in October 2010 after learning of Ki Charter's reputation as having positive relationships with traditional school districts. Mr. Choucair took Dr. Lager's advice to heart regarding personal meetings with ISD superintendents and seeking ways for the charter to work in harmony with the school districts.

Karalei Nunn, Founder and Chief Operating Officer of Meridian School

Cassian Choucair reached out to Ms. Nunn in April 2019 to share his plans for the school and ask to learn more about the founding and development of Meridian. After meeting with Ms. Nunn, Cassian conducted a three-month internship at the school under Ms. Nunn's direction between September – November 2019. During his internship at Meridian, Mr. Choucair sat in on Ms. Nunn's meetings with individual school leader, stakeholders, and executive team. Other activities included studying the school's founding documents, facilities planning, and assisting in research on various topics the executive team held under consideration (e.g., the school's teacher evaluation system vis a vis changes in legislation). During this time, Mr. Choucair learned a lot about school operations, parent engagement, and fundraising.

Kathleen Zimmerman, Executive Director of NYOS

Cassian Choucair met with Ms. Zimmerman in June 2018 to learn more about NYOS and get Ms. Zimmerman's feedback on various aspects of CA's school model. During the meeting, Ms. Zimmerman shared advice on a wide range of matters (e.g., increasing CA's projected enrollment per grade level from 85 to 100 to account for attendance and persistence rates and anticipating a higher than average enrollment of students receiving special education services with a charter school model that features 9th grade as its entry point).

Mr. Choucair has reached out to Ms. Zimmerman a number of times since their first meeting. Most significantly, with NYOS's facilities planning overlapping with CA's, the two organizations have engaged extensively, together with InSite EFS, to develop an efficient, mutually beneficial plan.

Steve Gordon and Jesse Bates, Superintendent and Chief Operating Officer (respectively) of Valor Public Schools

Cassian Choucair met with Mr. Gordon and Mr. Bates at the Valor campus in March 2019 to learn more about their charter application experience, including their efforts to develop support within the community and fulfill the mission of their proposed charter. During the meeting and over time, Mr. Choucair shared his plans for preparing the CA charter application and various aspects of the school model and appreciated the team's feedback.

Texas Legislature

Representative John H. Bucy III

Cassian Choucair met with Representative Bucy and Director of Constituent Services Sara Groff in January 2020. Representative Bucy and Ms. Groff were already familiar with CA from Mr. Bucy's friendship with CA's board member, Tina Steiner, and had read the letter included with the statement of impact sent previously. During the meeting, participants discussed CA's strategic plan for opening the school and its education plan, with emphasis on scale, innovative semester-based schedule, and programs for college and career preparation. They also discussed the potential for CA to join the Texas Charter School Academic & Athletic League and connections in the Austin Tech Sector that will provide valuable career exploration opportunities for CA students.

Austin City Council

Cassian and members of the CA board of directors met with representatives from Austin City Council Districts 1, 6, 7, and 10 in the fall of 2019. In each meeting, the CA leadership team member shared plans for CA and discussed the positive impact it will have on enrolled students in their districts. Cassian had an extensive discussion about the value of students learning computer science and the potential for creative students to benefit from CA's curriculum in computer science, digital art, and web design with District I Senior Policy Director, Lauren Hartnett. District 6 Councilmember Jimmy Flannigan shared his enthusiasm with Cassian and board members Bayer-Morgan and Steiner for CA's strategies for preparing students for careers and creating an environment where students will thrive regardless of their academic records. District 7 Policy Aide, Kayla Simon helped CA founders strategize community outreach within her district. Cassian and District 10 Chief of Staff, Kurt Cadena-Mitchell had an extensive discussion about parent engagement (i.e., parents as contributors, not customers), the important role that a social worker or mental health counselor plays in public schools, and the need to look deeper than surface-level demographics to understand students' experiences.

Statement of Impact Letters

The official statement of impact was sent to the superintendent and board president of every school district located within the proposed enrollment boundaries for the school: Austin ISD, Georgetown ISD, Hutto ISD, Leander ISD, Manor ISD, Round Rock ISD, and Pflugerville ISD. Included with the statement of impact was a current copy of the **Applicant Cover Sheet** and a cover letter. The cover letter included an overview of CA's proposed location and enrollment and instructions for submitting the statement of impact. It was important to CA founders to also include their view of the charter school model as an opportunity to innovate at a very small scale and partner with traditional school districts to benefit students.

Copies of the official statement of impact were also sent to the SBOE Members and members of the Texas Legislature who serve communities within the proposed enrollment boundaries. A current copy of the **Applicant Cover Sheet** and a cover letter were also included. The cover letters addressed to members of the Texas Legislature and SBOE provided an overview of the proposed school, the CA founders' desire to work with the traditional public-school systems, and the purpose in sending them a copy of the statement of impact form.

Please see **Attachment 5: Certified Mail Receipt Cards** which includes an example cover letter that was provided with the statement of impact form.

School Design

Mission, Vision, and Overview of School Design

Mission: To rigorously prepare students of all backgrounds for post-secondary success in today's tech driven world.

Vision: To be a small, innovative school where students of all backgrounds learn to achieve more than they thought possible and graduate with a plan to pursue a career field of interest with the knowledge and skills needed to achieve their goals.

Values: Courage, Teamwork, Discovery, and Innovation.

Creating and Iteratively Refining CA's Mission, Vision, and Values:

Curie Academy's (CA) CEO and board of directors created the mission, vision, and values (MVV) to address two important questions: "What are we about?" and "Where are we headed?" The MVV provides the framework for why students and teachers will come to CA and what they will do during their tenure at the school.

CA's leadership team will iteratively refine the MVV as the team grows. Every new team member will bring new passion, commitment, and perspective to the team. Every step of the way, CA's leaders will reflect on how well they are living the MVV, and how they can refine it to better enrich the lives of its students and teachers.

Stakeholders will regularly test the MVV and look for opportunities to refine it in ways that improve the culture and inspires people. We do not presume to have all of the answers, which is why CA will always remain open to the input of stakeholders. Bi-semester surveys will have discreet formats for students, teachers, and parents, but all formats will ask stakeholders to indicate their knowledge of CA's MVV, rate how well the school's practices are aligned to it,

and how the MVV itself can be improved. Every iterative refinement of the MVV will be celebrated.

School Design: Education Plan

The purpose of CA is to create a small, innovative high school community where students of all backgrounds will thrive as they prepare for careers and life in general in today's tech driven world. The school's innovative model ensures that students will receive more extensive support (i.e., student-teacher ratio 66% lower than average), on a schedule that promotes deeper learning (i.e., CA's innovative semester-based schedule), while they engage with a curriculum that ensures they graduate prepared to thrive in college and beyond. With the school's innovative STEM and career focused course sequence, by the end of 10th grade most CA students will be a year ahead in both math and science, have completed 2 years of both computer science, learned about over 100 careers, and understand how student loans and credit cards work better than most college students. All students will complete an extensive internship or special project within a career field of interest before graduating. Like Comp Sci High (NYC), a high school only charter that provides its students with outstanding career preparation, CA founders hope to see many students earn internships within the city's tech sector as well as industry certifications in cases where they will prove valuable.

School Design: Support for Special Populations

Students of all backgrounds will thrive at CA. New 9th graders who are severely behind in math and/or reading will receive the support they need to prepare for on-level coursework before enrolling in Algebra I and/or English I *without* falling behind. The school's semester-based schedule allows for a sequential remedial "bridge" program for these students to improve their math and/or reading level(s) during their first semester at CA and then transition into the on-level courses in the spring. Because of how the curriculum is structured, CA students who need this support are able to remain on grade level and have the same opportunities as their peers. For example, even students who need to complete the math bridge program in their first semester at CA will have the opportunity to complete math curriculum through AP Calculus before graduating. AP-level coursework will be available to all students starting in 10th grade with the possibility of enrolling in college classes before graduation. With the expectation that at least 25% of CA students will be English learners, all of CA's teachers will be ESL certified. And with the expectation of higher than average enrollment of students with special needs, CA leadership will work with the Special Education Department at ESC Region 13 every spring to ensure the school prepared to provide all students with the support they need to thrive at CA.

School Design: Instruction, Talent Management, and Retention

A major principle that has driven the school's design is the belief that teacher quality is the material driving force in student outcomes. To that end, CA has been designed to be the best place for the best teachers to do their best work; and a place where new teachers get the support they need to develop into spectacular teachers. This is evidenced in everything from the structure of a teacher's school day and to the strategy for professional development and compensation. Feedback from top high school educators in Texas verifies that CA will offer the kind of environment where great teachers feel they can maximize their growth. With less than 10 new

positions open per year while the school grows to capacity, CA will also have the benefit of needed to select only a few excellent candidates each year.

School Design: Stand-Alone Charter High School

If approved, CA will offer the first charter high school option for students in Travis and Williamson Counties. There are several excellent charter school districts that provide high school enrollment, but enrollment is limited to students matriculating from their own middle schools.¹¹ so students at traditional middle schools do not have a charter school option for high school. CA would change that, following the kind of playbook that has proven outstandingly successful at other high school only charters (e.g., Noble Schools in Chicago and Washington Leadership Academy in Washington D.C.).

Curriculum and Instruction

Curie Academy (CA) curriculum is organized into a few key areas:

- Literacy;
- Quantitative Reasoning (STEM);
- Social and Emotional Learning (SEL);
- College and Career Preparation (CCP);
- Art; and
- Physical Education (PE)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
Literacy (2 credits)	Literacy (2 credits)	Literacy (at least 2 credits)	Literacy (at least 2 credits)
STEM: Math (2 credits)	STEM: Math (1 credit)	STEM: Math (at least 1 credit)	
STEM: Science (1 credit)	STEM: Science (2 credits)	STEM: Science (at least 1 credit)	
STEM: CS (1 credit)	STEM: CS (1 credit)		
SEL & CCP (1 credit)	SEL & CCP (1 credit)	SEL & CCP (1 credit)	SEL & CCP (2.5 credits)
PE (1 credit)	PE (1 credit)	PE (1 credit)	PE (0.5 credits)
		Art (at least 1 credit)	
		Electives (4 credits)	

All students will create personal graduation plans upon enrolling at CA in 9th grade. Graduation requirements integrate the requirements for all students to earn the TEA's Distinguished Level of

¹¹ Occasionally a 9th grade seat will open for enrollment at a charter high school, but it is a rare and unpredictable occurrence. Curie Academy proposes to enroll 100 9th graders every year.

Achievement with the Multidisciplinary Studies Endorsement. Students will generally have 4¹² elective classes to choose from between 11th and 12th grade, providing all students the ability to earn additional endorsements and complete a CTE Program of Study. The curriculum is further enriched through CA's club programs, which is discussed in detail in **School Culture and Safety**.

Literacy

English Language Arts and Social Studies comprise the core literacy curriculum. Aligning literacy standards between these disciplines will ensure that students are receiving consistent instruction to enhance their development as readers and writers. Every semester, students will spend at least 90 minutes every day in either the ELA classroom or social studies classroom developing these skills. CA's English department will ensure that the curriculum (including novels and essays) will be a selection appropriate for all learners and especially account for the needs of English learners.

The one exception to this 90-minute rule is 9th grade. In 9th grade, students will enroll in English I and Big History. CA founders found that the best way to sequence these courses results in 135 daily minutes of literacy in one semester and 45 daily minutes of literacy in the other. Big History spans both semesters and consists of the World Geography Texas Essential Knowledge and Skills (TEKS) and Planet Earth TEKS. Thus, students will earn 1.0 social studies credit and 1.0 science credit. CA's version of Big History will be distinguished from The Big History Project Curriculum to adhere to the TEKS. Students will study history from star formation to the Information Age and learn core concepts of physical science, biology, and world history that they will study further in subsequent years. CA founders believe that this integrated approach to learning science and history will provide students with an intellectual framework for growing their understanding of science and history in a coherent, comprehensive manner. Students will graduate to World History and Physical Science by Inquiry having a solid foundation for success in both disciplines. Reading and writing will be at the forefront of student activity. For curriculum planning, the daily 90 minutes of Big History was split into 45 minutes of literacy and 45 minutes of quantitative reasoning.

The overall minimum literacy sequence resembles the following:

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
English I & Big History	Big History	English II	World History	English III	US History	English Elective	US Government & Economics
135 min	45 min	90 min		90 min		90 min	

Literacy curriculum will be differentiated for students based on their preparedness at each semester. CA's differentiation strategy is designed to maximize the development of each student regardless of whether they are struggling to meet grade level expectations, exceeding them, or need specialized support for learning differences or disabilities.

¹² 2 electives if they complete our Bridge courses in math and literacy; 3 if they complete 1 Bridge course in either discipline; 4 if they enter 9th grade on-level; and 5 if they have completed Algebra I before 9th grade.

CA founders anticipate that approximately 25% or more of new 9th grade students will not be prepared for 9th grade literacy standards. Many of them will be English learners. Normally, they would be required to enroll in 9th grade level ELA and social studies regardless. CA founders have developed a remediation program to help ease the transition to 9th grade literacy standards for these students. New students who need to improve their reading and writing dramatically to be prepared for English I will enroll in English I in the spring after completing CA's Bridge to English I course in the fall. The Bridge course is designed to provide CA's students with the instruction and support they need to work up to English I the following semester. CA founders believe this will lead to more growth in reading and writing abilities than having students enroll in English I, 9th grade social studies, and a remedial English course concurrently. Students in the Bridge course in the fall will be concurrently enrolled in Big History, but they will be using the reading and writing activities from that course in the Bridge course, so that they are working up to English I while also receiving the robust support they need to reach their mastery goals in Big History.

Another wonderful feature of the Bridge program is that it will allow students to receive the intensive support they need without being separated from their peers. Beyond their 9th grade ELA curriculum, they will be just as integrated amongst peers as anyone else. And after completing English I in the spring, they will be on track to complete the rest of the standard literacy sequence without modification.

The minimum literacy sequence for students who begin in Bridge to English I (BEI) is as follows:

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
BEI & Big History	English I & Big History	English II	World History	English III	US History	English Elective	US Government & Economics
135 min	135 min	90 min		90 min		90 min	

For students who exceed grade level expectations and are prepared for extra rigorous literacy standards, CA will have AP course options beginning in 10th grade, as outlined below.

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
English I & Big History	Big History	English II	AP World History	English III	AP English Literature & AP US History	Business English	AP English Language & AP Government & Economics
135 min	45 min	90 min		90 min	180 min	90 min	180 min

For students who select the TEA's Arts and Humanities Endorsement in their personal graduation plan have the minimum literacy sequence requirements plus at least Spanish I and Spanish II:

9 th Grade	10 th Grade	11 th Grade	12 th Grade
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English I & Big History	Big History	English II	World History	English III	US History	English Elective	US Government & Economics
135 min	45 min	90 min		90 min		90 min	
				Spanish I	Spanish II		

STEM: Overview

Mathematics, Science, and Computer Science (CS) comprise CA's core STEM curriculum. Aligning CA's STEM practices and strategies between these disciplines will maximize the development of CA's students' quantitative reasoning (QR) abilities. A heavy emphasis is placed on mathematics and science between grades 9 and 10 with students earning the equivalent of 3 years of credit in both disciplines. In 11th and 12th grade, students will have the freedom to continue focusing on QR with a minimum of one additional year of math and one additional year of science. Students will earn the equivalent of 2 years of CS credit between grades 9 and 10 with the opportunity to earn up to four additional CS credits between grades 11 and 12 and earn industry certification. The QR electives provide all of students to earn the TEA's STEM Endorsement and complete a CTE Program of Study in STEM or IT.

STEM: Mathematics

The mathematics sequence of the required STEM curriculum consists of Algebra I, Geometry, Algebra II and a math elective for which Algebra II is a prerequisite: Statistics and Business Decision Making, Financial Mathematics, or Precalculus. Students who wish to pursue college level mathematics thereafter will be able to take AP Calculus AB/BC and Linear Algebra.

Required mathematics sequence:

9 th Grade		10 th Grade		11 th Grade	
Algebra I	Geometry	Algebra II	- Algebra based Science & CS -	Math Elective	

CA projects that at least 25% of new 9th grade students will not be prepared for Algebra I, many of whom will be English learners. For this reason, CA founders have developed a Bridge to Algebra I program so that these students will receive the rigorous support they need to prepare for Algebra I *before* enrolling in Algebra I.

9 th Grade		10 th Grade		11 th Grade	
Bridge to Algebra I	Algebra I	Geometry	Algebra II	Math Elective	

Students who come to Curie Academy already having completed Algebra I will enroll in Geometry their first semester.

9 th Grade		10 th Grade	
Geometry	Algebra II	Math Elective	- Algebra based Science & CS -

Depending on student needs, CA may offer accelerated courses starting in 10th grade with honors (i.e., Pre-AP) sections of Algebra II and Precalculus.

No matter what level of mathematics CA students start out on in 9th grade, all of them will have the opportunity to apply some or all of their elective credits in 11th and 12th grade to complete a mathematics sequence that culminates with college level curriculum.

Example MAX mathematics sequence for students starting in Algebra I:

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Algebra I	Geometry	Algebra II	(QR: Science and CS)	Precalculus & Statistics	AP Calculus BC	Linear Algebra	College Math Elective

Example MAX mathematics sequence for students starting in Bridge to Algebra I:

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Bridge to Algebra I	Algebra I	Geometry	Algebra II	Statistics	Precalculus	Linear Algebra	AP Calculus BC

Example MAX mathematics sequence for students starting in Geometry:

9 th Grade		10 th Grade		11 th Grade		12 th Grade	
Geometry	Algebra II	Statistics	Precalculus	Linear Algebra	AP Calculus BC	College Math Elective	College Math Elective

STEM: Science (& Engineering)

The science sequence of the required STEM curriculum consists of 4 credits: Big History (1 credit), Physical Science by Inquiry (2 credits), and Biology (1 credit). The science credit in Big History comes from the Planet Earth TEKS which comprise 50% of the course content. In addition to the literacy component of the course, there is a heavy emphasis on applying algebraic reasoning and scientific inquiry. The course will provide a great, integrated framework for students to develop their facility with applied algebra and major concepts from physical science and biology, which they will explore in depth in grades 10 and 11.

The science component of the required QR sequence is as follows:

9 th Grade	10 th Grade		11 th Grade
Big History (2 credits)	PSI: Physics	PSI: Chemistry	Biology or AP Biology (1 credit)

Physical Science by Inquiry (PSI) consists of two semesters: one of physics and one of chemistry. CA starts with physics because it is the most fundamental science and is the best place to start for students to begin understanding the process of reasoning from first principles and exercising the methods of applied algebra introduced in Big History and the Algebra I + Geometry sequence of grade 9. CA will align the course with the Principles of Technology

TEKS and use the University of Washington’s excellent Physics by Inquiry curriculum to guide the course. For PSI: Chemistry, coursework will align to the Chemistry TEKS. CA’s curriculum and instruction aligned to these TEKS will involve the integration of UW’s Physics by Inquiry pedagogy and the best high school level texts in Chemistry, including *Chemistry* by Steven and Susan Zumdahl and *Chemistry: Concepts and Problems* by Houk and Post.

Biology and AP Biology at Curie Academy will align to their respective TEKS and offer students the opportunity to expand their knowledge of biological phenomena that they studied in Big History with the tools of literacy and quantitative reasoning developed throughout both grades 9 and 10. Students will have the option of taking both levels of biology in sequence.

Depending on student needs, CA may offer accelerated courses starting in 10th grade with honors (i.e., Pre-AP) sections of PSI: Physics, PSI: Chemistry, and Biology.

Students will have the option of taking up to five additional science courses between 11th and 12th grade. Example MAX science sequence for students starting in Algebra I:

9 th Grade	10 th Grade		11 th Grade		12 th Grade	
Big History	PSI: Physics	PSI: Chemistry	Biology & EDPS ¹³	AP Biology	College Science Elective ¹⁴	AP Physics I

Example MAX mathematics sequence for students starting in Bridge to Algebra I:

9 th Grade	10 th Grade		11 th Grade		12 th Grade	
Big History	PSI: Physics	PSI: Chemistry	Biology	AP Biology	Engineering Design & Problem Solving	AP Physics I

Example MAX mathematics sequence for students starting in Geometry:

9 th Grade	10 th Grade		11 th Grade		12 th Grade	
Big History	PSI: Physics	PSI: Chemistry	Biology & EDPS	AP Biology	College Science Elective	AP Physics I & College Science Elective

STEM: Computer Science

The remaining branch of CA’s STEM curriculum is computer science (CS). All students will be required to complete two computer science courses – CS Principles (1 credit) and AP CS Principles (1 credit) – to support CA’s mission to help students understand how the world works

¹³ Engineering Design & Problem Solving

¹⁴ CA will partner with students (and their families) who exhaust our science curriculum and wish to enroll in additional college-level science courses. This may come in the form of Independent Study (§111.45) with the student completing a course such as Solving Complex Problems (12.000) through MIT OpenCourseware or Cellular and Molecular Biology (BIOL-1406) at Austin Community College.

and develop skills and abilities to achieve post-secondary success. In addition to the required CS curriculum sequence, four additional electives will be offered: Networking, Principles of Cybersecurity, Web Design, and Mobile App Development.

Computers play a central role in how the world works today. Hardware and software are now integral to almost everything we use—from the engine control units in our cars to the central processing units in our phones. CA founders want students to develop at least a basic understanding of (1) the proliferation of this technology over time; (2) how it works in general terms; and (3) how to use it to program basic applications and develop digital media. All three of these learning objectives exist on account of CA’s mission to help students understand how the world works and develop skills and abilities to achieve post-secondary success. Even for students who do not directly apply the CS skills they learn at CA, their cognitive development vis a vis gaining a solid basis in computational thinking will serve them as they progress through college and their careers.

Most students will complete the required CS sequence between grades 9 and 10. To ensure that students who complete CA’s Bridge program in 9th grade focus on the core math and literacy skills they will need to succeed at CA, including throughout the required CS sequence, their CS sequence will be delayed slightly without preventing them from completing the full sequence of CS electives necessary to complete a CTE Program of Study in either STEM¹⁵ or Information Technology.¹⁶

Required CS Sequence for students who do not need to complete Bridge curriculum:

9 th Grade		10 th Grade	
x	CS Principles	X	AP CS Principles

x = not possible to enroll in course during indicated semester

Required CS Sequence for students who enroll in Bridge to English I in 9th grade:

9 th Grade		10 th Grade	11 th Grade	12 th Grade
x	x	X	CS Principles (10 th Spring or 11 th Fall)	AP CS Principles (Spring of 11 th or 12 th)

Required CS Sequence for students who enroll in Bridge to Algebra I or both Bridge courses in 9th grade:

9 th Grade	10 th Grade		11 th Grade	12 th Grade
x	X	x	CS Principles	AP CS Principles (Spring of 11 th or 12 th)

STEM: Summative Sequence of Math, Science (& Engineering), and Computer Science

The summation of CA’s required QR sequence for students who enter Curie Academy on-level:

¹⁵ Cybersecurity or Programming and Software Development

¹⁶ Networking Systems or Web Development

	9 th Grade		10 th Grade		11 th Grade		12 th Grade
Math	Algebra I	Geometry	Algebra II	x	Math Elective		
Science	Big History (1 credit)		Physical Science by Inquiry (2 credits)		Biology or AP Biology (1 credit)		
CS	x	CS Principles	x	AP CS Principles			
Daily Min	135	225	180	180	Up to 270		Up to 270

Recommended summative sequence for students who need to complete one or both Bridge courses in 9th grade:

	9 th Grade		10 th Grade		11 th Grade		12 th Grade
Math	Bridge to Algebra I	Algebra I	Geometry	Algebra II	Math Elective		
Science	Big History (1 credit)		Physical Science by Inquiry (2 credits)		Biology or AP Biology (1 credit)		
CS	X	x	x	x	CS Principles	AP CS Principles	
Daily Min	135	225	180	180	Up to 270		Up to 270

Social and Emotional Learning + College and Career Preparation

When entering 9th grade, most students do not yet have a good understanding of how college pathways and career pathways connect, how academics connects with professional work in general, what professions exist, or what personal finance looks like as an adult. CA founders want to provide all students with an education in these matters so that they start to understand what sort of profession they would like to pursue, the role high school and college play in that process, and what it entails to fully support oneself financially as an adult. Doing so is part of CA's mission of helping students better understand how the world works and to develop the skills necessary to succeed in life after they complete their formal education. Hence, CA founders developed a college and career preparation program spanning a student's first day at Curie Academy through graduation.

CA's social and emotional learning activities stem from CA founder's work throughout college and career preparation (CCP) classes. However, the skills of self-awareness, communication, teamwork, organization, and time management focused on directly in CCP branch out and extend throughout the entire campus. The skills will be practiced in all classrooms using a common language of standards and expectations for effort and growth.

College and Career Prep (CCP) course sequence. Each course between 9th and 11th grade is two semesters long and meets every day for 45 minutes.

9 th Grade	10 th Grade	11 th Grade	12 th Grade	
Career & Social Practices	Money Matters	College Planning	Professional Communications	Capstone

The Career & Social Practices course for new 9th grade students will be about 70% social and emotional learning, 30% career exploration, and 100% aligned to the Essential Knowledge and Skills for an approved innovative CTE course entitled General Employability Skills. The conscious work CA students do in this class to be more self-aware, a better team member, and improve their organizational and time management skills will be reinforced daily in all of their classes not just throughout 9th grade (horizontal alignment) but throughout their entire career at Curie (vertical alignment). The language and methods associated with building these skills will be integrated into CA's standards for student conduct at all grade levels and used throughout all classes to enhance CA students' personal development every day.

In Money Matters, most activities will involve developing financial literacy with the practical application of algebraic principles developed in 9th grade (e.g., understanding compensation, insurance, personal budgeting, and taxation; the role of credit and the nature of financing major purchases) and further exploring careers (e.g., creating a postsecondary plan spanning high school graduation to retirement with projected earnings, expenses, and retirement benefits). However, the language used in the classrooms and the activities used to facilitate the learning of these matters will be structured to utilize and develop the social and emotional skills emphasized among all of CA's classes.

College Planning will be a local course, with an emphasis on exploring what it takes to succeed at the college level. Many aspects of the college experience will differ from CA's program, especially the lecture-based classroom still common at the college level. CA's College Planning course to help students prepare for these differences and help them to improve their self-advocacy. Students will also study college pathways in greater detail, namely the structure of general education requirements, degree requirements for various majors, and how the curriculum and extracurriculars at the college level align to careers that students may want to pursue. This will constitute roughly 50% of the coursework while the rest of the time will be allotted to preparing for the March SAT. CA intends to bring the level of SAT preparation usually reserved for expensive courses offered by Kaplan, the Princeton Review, etc. to all of students free of charge.

Professional Communications will be the heaviest social and emotional learning course since Career & Social Practices.

The Capstone at CA represents the pinnacle of CA's student's preparation for postsecondary success. After having explored college pathways and career fields, students will choose an internship within a career field they have researched and demonstrated interest. Students will complete the internship under the terms of either the Career Preparation I TEKS or the relevant Practicum if they are completing a CTE Program of Study. CA founders anticipate that many students will complete the IT or STEM Program with internships among the many technology companies in Austin. CA will pay for industry certifications within a student's field of interest.

Art

All students will complete Digital Art & Animation between 10th and 12th grade. As electives, they can pursue their art education further through Graphic Design & Illustration, Introduction to Culinary Art, and Culinary Art II.

CA founders are excited about the culinary art program, which will be integrated to some extent with CA's school breakfast and lunch programs. Culinary art students and teacher will prepare breakfast and lunch at regular intervals throughout the school year, practicing culinary art and entrepreneurship. Students in Business and Decision Making, Money Matters, and Culinary Art will be able to collect data from these student prepared meals and apply principles from their coursework to perform analysis, draw conclusions, and make recommendations.

Foreign Languages

Because all students are required to earn credits in CS Principles and AP CS Principles, they will not be required to study a foreign language. However, students will have the opportunity to complete up to four years of a foreign language (Spanish) between 11-12th grade.

While students who elect to study Spanish will start later than others, CA founders believe their ability to develop facility with the language will be beneficial. A student who chooses to use two of their four elective credits to complete Spanish I and Spanish II in 11th grade, for example, will learn and practice the language 90 minutes every day for two semesters. The depth and consistency at which they study the language while not approaching language immersion, will be much greater than if they were to study it for only 45 minutes every day (or 90 minutes every other day) over the course of two years.

After speaking directly with the admissions offices of all the major public and private universities, Mr. Choucair learned that only two of them consider two years of computer science in lieu of foreign language study to be disadvantageous for admissions: Rice University and Austin College, both of which require 2 years of the same foreign language.¹⁷ Most of the top national universities also do not require a foreign language, though many recommend four. The national universities¹⁸ Mr. Choucair talked to directly said they were more interested in seeing the rigor of the completed coursework and how well the student had done.

CA will share the best information with students in terms of how completing foreign language credits will affect their college admission process. For example, if a student is interested in applying to Rice University and/or Austin College CA will ensure that the student and their parents understand the need to complete at least 2 years of a foreign language.

Physical Education

CA founders believe it is crucial for the mental and physical health of CA's students to be physically active on a daily basis. For this reason, 180 minutes of rigorous physical activity are

¹⁷ Texas Universities that do not consider CS instead of a foreign language disadvantageous for admissions: Baylor, Lamar, St. Edwards, Sam Houston State, Southern Methodist, Southwestern, Texas A&M, Texas Christian University, Texas Tech, Texas Wesleyan, Trinity, University of Houston, UT-Austin, UT-Dallas, University of the Incarnate Word

¹⁸ Massachusetts Institute of Technology, Stanford, UPenn, and Yale

integrated into CA's weekly schedule. Students will have 60 minutes at the end of the school day every Monday, Wednesday, and Friday to engage in physical activities they enjoy. Activities such as yoga, soccer, and ultimate frisbee are anticipated to be popular; however, CA will accommodate students' interests to the full extent possible. To ensure that CA's physical education aligns with the TEKS, CA founders have chosen to align activities to the Individual Sports and Team Sports courses. Each year students will spend half of their physical education in individual sports (e.g., jogging) and the other half in team sports (e.g., basketball) and learn the principles conveyed through the TEKS of both courses.

Note: Please see **Attachment 7: Sample Course Scope and Sequence** for a detailed listing of every Curie Academy course, including credit hours and TEKS (included below the scope and sequence)

Instruction

A guiding belief around CA's instructional practices is that students should be engaged in as much authentic experience in the discipline as possible. If a student is in a mathematics course, he/she should be spending the vast majority of the class period thinking critically about mathematics. If a student is in a literacy class, they should be spending the vast majority of the class reading, writing, or engaging in thoughtful dialogue about what has been read or written. Teacher talk time will be minimized in the interest of allowing students to "do" the discipline, not just hearing the teacher talk about doing the discipline. Therefore, instruction must be focused and lean, providing feedback throughout the process, not just at the onset or at the end of the project.

Instruction time is inspired by a workshop model of teaching and learning. Students spend a small percentage of the class engaged in dialogue or hearing an explicit teaching, generally at the beginning of the class, and then the majority of the class period is spent working on a project (be it an essay, reading, mathematical problem set, or designing and executing an experiment). This work time is punctuated by one-on-one coaching from teacher to student, small group instruction, and/or a short teaching point for the whole class. Finally, generally at the end of the period, the class comes back together for a final discussion, share or one more explicit teaching point.

Inherent in this instructional model is differentiation. Students are encouraged to work at their own level, applying high-level concepts from teaching points to their own projects. Students with foundational knowledge will begin by trying out and applying the concept, whereas students with more understanding are able to dive deeper and take their work further. In contrast, schools with instructional models that encourage teachers to break lessons into discrete skills or unauthentic smaller pieces must spend a great deal of time making other activities for differentiation because some students finish quickly while others are still trying to figure out the skill or how it relates to previous work.

Teacher reflection is going to play a large role in CA's work to develop, improve, and refine the curriculum. Substantial resources will be allocated to attracting and retaining high-level teachers. As such, CA will look to those expert teachers to lead curriculum efforts. The school

administration will support this work informally through the collaborative culture and more formally through CA's calibration days, days where students are not at school and teachers are given time to work and collaborate as needed. Maintaining the status quo or repeating activities from year to year without sound instructional justification will not be tolerated at CA.

A key part of CA's reflection and refinement process will stem from department collaboration. Under the expert leadership of the department chairs, departments will evaluate curriculum and instruction several times a year and make revisions accordingly. Department members can give each other feedback on how well-prepared students were as they entered each class from year to year, as well as analyze key data from STAAR results.

The data analysis meetings will be both horizontal and vertical in nature. Each team will meet to analyze data around the performances of specific group of students (ex: each grade level) to better understand the instructional needs of that particular class. Another vertical team will analyze data across years to assess programs as a whole. These meetings will be focused more by subject or department and will make sure curriculum and instruction across the school is as appropriate and rigorous as possible. Data analysis meetings will be attended by all members who teach that grade level (horizontal meeting) or all teachers in that subject area (vertical meeting), at least one teacher outside of that group, one dean of students, the superintendent, and a social worker as needed.

Strategies for Assessment of Learning and Data-Driven Instruction

Responses to the prompts in this section will focus on the STAAR End of Course exams CA's students must generally at least pass (Approaches Grade Level) in order to graduate from Curie Academy (CA) and satisfy TEA requirements. The overall strategy with regard to these exams in terms of assessments (from baseline to summative), data analysis, calibrated instruction, and intervention is borne out of the founder's approach to these matters with regard to all of CA's courses.

CA is committed to maximizing the growth of all students regardless of their background and prepare them to thrive in today's tech-driven world. Mastery of basic quantitative and scientific reasoning (e.g., Algebra I and Biology) and literacy (English I, English II, and U.S. History) is essential to students mastering CA's higher order STEM and literacy skills that they will need to attain post-secondary success throughout college and their careers. The required STAAR EOC exams highlighted here are essential tools for ensuring that CA is on track to fulfilling CA's mission in respect to every CA student.

STAAR: Summative Assessments & Schedules

A core measure of CA's students' academic progress will be 5 STAAR End of Course (EOC) exams. In general, CA students must pass all of them in order to graduate. Students will take the EOC exams during the official online assessment window that occurs most closely to their completion of the course.

- Algebra I (9th Grade)
- English I (9th Grade)
- English II (10th Grade)
- Biology (11th Grade); and
- U.S. History (11th Grade)

Students who are prepared for Algebra I at the start of their 9th grade year will enroll in the course during the fall semester and complete the STAAR EOC exam during the official December online assessment window (2021: December 7-10). Students who are unprepared for Algebra I and enroll in the Bridge to Algebra I course in the fall semester of their 9th grade year will enroll in Algebra I the subsequent spring semester and complete the STAAR EOC exam during official May online assessment window (2022: May 10-13).

The same general schedule corresponds to the English I STAAR EOC exam. Students who are prepared for English I at the start of their 9th grade year will complete the EOC exam during the official December online assessment window (2021: December 7), and students who need to complete the Bridge to English I & English I sequence between the fall and spring semesters will complete the exam during the official April online assessment window (2022: April 5). The bridge program will have these students better prepared for the April exam than any alternative (90-minutes every day from the first day of school through the beginning of April).

Students will complete English II in either the fall or spring semester of their 10th grade year with World History in the alternate semester. Those who enroll in the fall will complete the English II STAAR EOC exam during the official December online assessment window (2021: December 9), while those who enroll in the spring will complete the EOC exam during the official April online assessment window (2022: April 7). The scope and sequence of English II in the spring semester will include any necessary modifications to ensure that CA students completing the course in the spring are prepared for the EOC test in early April. However, the skills and competencies necessary to show mastery on the English II STAAR EOC will be developed through the reading and writing components of CA's World History curriculum, which students who enroll in English II in the spring will have completed the previous semester; thus, CA founders expect these students might prove to have an otherwise unexpected advantage in preparing for the English II STAAR EOC in April.

Students will enroll in Biology and U.S. History in 11th grade will complete the respective EOC exams even if they are enrolled in the AP section of either or both courses. Students who complete either or both courses in the fall semester will complete the respective EOC exam(s) during the official December online assessment window (2021: December 7-10), while spring enrollment will correspond with the official May online assessment window (May 10-13). In the unlikely event that a student fails either EOC but passes the corresponding AP exam with a score of 3 or above, the student will not be required to re-take the EOC per TEA substitute assessment standards.

Other substitute assessment standards: in the unlikely event that a 10th grader has not passed the Algebra I and/or English I EOC exams but performs sufficiently well on the mathematics and/or evidenced-based reading and writing section(s) of the PSAT 10 to meet the TEA's substitute

assessment standards (480 and 430, respectively), they will not be required to complete a re-assessment for the corresponding EOC exam(s). Curie Academy will follow the TEA's guidelines for substitute assessment standards related to performance on the ACT, PSAT, and SAT Subject Tests.

STAAR: Formative & Interim Assessments & Schedules

In STAAR tested courses, formative assessment questions on exit-tickets, unit quizzes, and unit exams will be aligned with STAAR tested material to provide data that CA faculty and leadership can use to analyze student growth and determine in what ways (if any) the teacher needs to re-calibrate their instructional strategies to ensure their practices are aligned to fully address demonstrated student needs.

In STAAR tested courses, CA will also administer TEA's interim assessment at appropriate times. For fall semester courses, CA will register its students in either August (Opportunity 1) or November (Opportunity 2)—depending on the course—with the test dates most likely occurring during the third week of November. For spring semester courses, CA's registration timeline will also correspond to opportunities available for respective courses, with test dates most likely occurring during the second week of March. The likely test dates for both semesters are based on their proximity to week-long vacations (Thanksgiving and Spring Break) and EOC test dates—in both cases, the likely test date occurs roughly three weeks before the actual EOC test. This sequence is expected to balance both aspects of student preparedness: course completion—CA does not want to test them comprehensively too early; and exam preparation—to give students enough time to work on TEKS where they demonstrate significant deficits in mastery. This is one way CA will ensure that time for adaptive instruction in the scope and sequence of each course.

STAAR: Baseline Assessments & Schedules

Baseline assessments with respect to the Algebra I and English I STAAR EOC exams will be completed in the form of the MAP Growth assessments during 9th grade student orientation (2021: July 27-30).

STAAR: Intervention

New 9th grade students who demonstrate significant deficits in math and/or reading to the extent of needing to complete Bridge(s) to Algebra I/English I and delay their STAAR EOC assessments until the respective spring semester online assessment windows.

The intervention policy for all CA courses, including STAAR-tested courses, is for the teacher to ensure that they are allocating additional classroom time to support individual students who are demonstrating significant deficits in daily mastery (STAGE 1). In cases when the additional attention in the classroom is not sufficient, but the student is demonstrating at least basic mastery (75% or above), the teacher at minimum encourages the student to attend morning office hours during the Discovery period for additional, individual support (STAGE 2). If the student is not demonstrating at least basic master (below 75%), at a minimum the teacher will require the student to attend morning office hours during the Discovery period in accordance with a mandatory intervention schedule signed by the student, the student's parent, and the teacher

(STAGE 3). At minimum, the mandatory intervention schedule is set to persist until the student has reached or regained basic mastery - it is at the teacher's discretion whether to require more.

For example, a student who maintained basic mastery of the curriculum through the first three weeks of the course with a normal amount of support during class-time...

Week 1	Friday: Unit 1 Quiz 1	80
Week 2	Wednesday: Unit 1 Quiz 2	78
	Friday: Unit 1 Exam	79
Week 3	Friday: Unit 2 Quiz 1	75

Note: the student has demonstrated 78.25% mastery of the curriculum thus far (based on CA's version of standards-based grading).

But then falters in Week 4...

Week 4	Wednesday: Unit 2 Quiz 2	75
	Friday: Unit 2 Exam	50

Note: the student has now demonstrated mastery of only 69.71% of the curriculum.

It is likely that CA will have a less extensive mandatory intervention schedule than a student who enters Week 3 already significantly behind in mastering the curriculum (e.g., 55%) after failing both Unit 1 Quiz 2 and the Unit 1 Exam despite receiving significant additional support during class-time.

TELPAS

TELPAS assessments, designed to assess the growth of English learners,¹⁹ will be administered during the spring assessment window (2022: February 21 – April 1). Each of CA's English learner students will participate in TELPAS until they have met exit criteria.

Note: with CA's support systems and strategies designed to maximize CA's English learner students; English language acquisition and English literacy—including 100% ESL certification among faculty, compressive Bridge to English I program, and multi-stage intervention strategy in every course—CA anticipates strong performance among English learner students as they complete criteria necessary to earn English learner reclassification.

¹⁹ Listening, speaking, reading, and writing
Generation 25: Curie Academy

Supports for Special Populations

Projected Special Populations and At-Risk Students

Projected student demographics are based on weighted averages of ISD high schools and charter schools operating within CA's proposed attendance boundary.

A study conducted by CA founders yields the following projections²⁰ of special populations and at-risk groups that CA expects to serve:

	Austin ISD			Leander ISD		Hutto ISD	Manor ISD	Pflugerville ISD			Round Rock ISD						Charter Schools							
	AHS	NeEHS	NeEHS	CPHS	VRHS	HuHS	MaHS	HeHS	JBCHS	PHS	CRHS	MHS	RRECHS	RRHS	SPHS	WWHS	IPCP	IRCP	HSA	HSE	JWB	KAC	NYOS	Curie Academy
ED	22.2	83.4	84	11.5	17.3	36.7	68.6	29	69.3	46.7	29.2	24.4	35.1	13.3	38.0	14.9	77.9	95.4	86.5	46.2	41.4	87.4	27.8	55
ELL	4.7	41.9	34.5	1.7	3.4	6.3	25.6	4.8	22.9	8.0	4.7	5.2	5.6	3.5	9.0	4.4	56.6	58.4	69.6	32.3	13.6	29.8	12.1	25
At-Risk	32.8	41.7	34.3	34.6	36.1	50.1	68.3	38.8	68.6	47.1	32.8	32.4	-	23.2	45.0	24.1	-	77.6	79.4	46.2	45.9	58.6	37.1	49
GT	9.3	4.2	6.3	26.7	18.5	5.7	72	10.2	7.5	11.4	8.7	9.7	-	10.2	6.0	20.3	-	0.0	8.7	-	11.1	0.0	1.7	9
SPED	8.2	14.6	13.9	10	10.7	12.4	11.4	9.6	12.3	11.2	10.4	9.6	3.1	7.8	12.3	5.8	0.8	11.1	7.3	7.9	6.7	14.6	10.7	10
Weight	0.02	0.05	0.09	0.02	0.02	0.02	0.01	0.05	0.10	0.08	0.05	0.05	0.03	0.05	0.05	0.01	0.05	0.08	0.08	0.01	0.01	0.01	0.06	

- Economically Disadvantaged: 55%
- English Learners: 25%
- At-Risk: 49%
- Gifted & Talented: 9% (+1%)
- Special Education 10% (+5%)

CA founders put their thumb on the scale so to speak with respect to projections for gifted & talented & special education enrollment. Based on conversations with community and charter school leaders in the area, CA founders expect higher enrollment in both categories than what their model predicted: slightly higher gifted and talented enrollment (+1%) and significantly higher special education enrollment (+5%). They also expect that the school's unique semester-based schedule, with flexibility for accelerated progress, will appeal to gifted and talented students—parent response thus far has suggested this to be true; Charter school leaders have suggested that CA anticipates higher than normal special education enrollment. CA will be the first charter high school to offer open enrollment, and parents of students who receive special education services will find CA's small school model and strategy for meeting students' needs especially promising.

CA founders believe their projected English learner demographic is reasonable based on area data and sound modeling. They also expect it to increase over time based on statewide demographics over time.

Special Education and Related Services

CA anticipates enrolling (on average) 15 new 9th grade students every year who need special education and related services. It is difficult to predict what services these students will need. In the model, CA projects that all 15 will have individualized education plans (IEPs) prescribing mainstream placement and that 50% of them will need weekly sessions with contracted special

²⁰ Please refer **Targeted Community and Anticipated Student Population** for an explanation of how we formulated our study to produce realistic projections for our student demographics. We did not include the explanation again in this latter section to avoid repetition for the reader.

education providers to ensure they receive any necessary support that CA's special education department is not equipped to provide.

Starting with the public meeting at the Wells Branch Recreation Center in January 2020, CA founders have shared their plan for developing CA's special education and related services in partnership with the parents of students who receive the services to ensure that CA builds a highly qualified, highly functional, special education team. A central component of CA's plan involves partnering with parents during CA's enrollment window. As detailed in **Attachment 27: Proposed Admissions and Enrollment Policy**, the initial wave of enrollment offers will go out on February 7, 2021. A member of the CA leadership team will share with parents the importance of responding promptly to the offer, especially if their student qualifies for special education and related services. It can be very difficult to receive the individualized education plans from the new student's middle school in a prompt fashion. As such, CA leaders will ask parents of newly enrolled students to partner with the school to ensure the appropriate personnel obtain their students' records promptly, especially if they have an IEP. It is critical that CA obtains new students' IEPs as quickly as possible so that special education capacity is based on actual student needs.

In compliance with state and federal law and basic human decency, CA will never deny admission to a student on the basis of disability, including their needs for special education and related services. Students with disabilities will be encouraged to fully participate in all of CA's cultural and extracurricular activities, including athletics and CIT period student clubs. Students will be provided the aids and services they need to do so as indicated in their IEP. They will also receive transportation to/from school and within the school in accordance with the terms of their IEP. Each student's ARD committee will ensure that their IEP is revised to include transportation services if needed but missing from their plan.

As CA collects new students' IEPs, the school will use the data to create a strategy to determine hiring and contracted service needs under the advisement of the Special Education Department at Education Service Center Region 13. The school will build its special education department in this fashion from 2021 through when capacity is reached in 2024. Each year CA will have the added benefit of organic growth, a highly qualified special education team to assist in setting the school's annual strategy for ensuring full capacity to meet the needs of students (i.e., nondiscriminatory evaluation services, all necessary special education and related services, and all necessary placement options)—and ensure that student needs are met in the least restrictive environment for the student.

CA will ensure that its ARD committees are complete and competent to ensure CA's compliance with the respective student's IEP, including alignment and progress with respect to the student's individual goals, and appropriate revisions to the IEP when needed.

During professional development preceding the fall semester of each year, CA will ensure that the school's entire faculty understands their role in the Child Find process. During new family orientation, parents will be informed about their right to request that their child be evaluated. CA will thoroughly comply with all requirements and deadlines involved in the Child Find process.

As described in detail in **Attachment 8: Proposed Discipline Policy**, CA will adhere to all legal requirements with respect to disciplinary decisions involving a change of placement.

English Learners

CA expects approximately 25% of new students will be English learners. CA founders have confidence in this figure, but they have even more confidence in the fact that whatever the number is, it will grow over time. All teachers will be ESL certified to ensure that all English learners are receiving content-based ESL instruction. CA's LPACs will closely monitor the progress of each English learner to ensure they are continuously making significant strides with the support of their teachers towards full proficiency in English. When CA's English learners reach proficiency and are reclassified accordingly, CA will continue monitoring to help ensure their ongoing progress.

To identify English learners among new students, CA will implement the requisite home language survey and subsequent identification protocol to the extent needed from the sequence of TELPAS administration, assembly of LPAC committee, classification, and placement in CA's content-based ESL program.

In cases where one English learner would otherwise have limited participation in CA's extracurricular and other school activities, CA will ensure that they have a faculty or student partner who is with them to facilitate their full participation.

CA founders anticipate that many English Learners will be significantly underprepared to meet 9th grade standards for math and literacy. As discussed throughout this charter application, CA will ensure they have full participation in CA's educational program through the Bridge programs. The Bridge programs are designed to help the student progress towards grade-level preparedness before being required to fully meet grade-level mathematics and/or literacy expectations *and* keep them on track with peers outside of the program as they reach proficiency and proceed towards graduation.

CA founders are fully committed to the strategy of 100% ESL certification among faculty and therefore do not anticipate needing to apply for a waiver of ESL certification requirements; however, if for some reason it were necessary, the school would comply with all the state mandated requirements, including the adoption of an appropriate alternative language program and comprehensive professional development plan to ensure full capacity in preparation for the next school year.

Gifted and Talented

CA founders anticipate that many students who qualify or are likely to qualify for gifted and talented services (and their parents) will find CA an attractive option for high school. CA founders have a comprehensive strategy for identifying these students and integrating the school's gifted and talented services within CA's general school model. The strategy ensures that gifted and talented students needs are met while also remaining integrated with their peers with respect to school's culture and educational activities.

A number of CA's gifted and talented students will have already been identified at the middle school level, and CA will become aware of this upon receiving their records. All new students will complete the MAP Growth assessments in reading and mathematics during orientation. It is anticipated that on occasion some new students will perform exceedingly well on one or both of the assessments. When this occurs, CA will discuss the results with the student and their parent to discuss whether they are interested in the student being assessed for gifted and talented services. If they opt to do so, the student will have the opportunity to work through a practice Cognitive Abilities Test (CogAT) and subsequently an official CogAT to determine whether they qualify (i.e., Standard Age Score > 128).

CA's CIT Period club activities will be driven by student-interests, including interests of CA's gifted and talented students. CA founders anticipate a number of clubs sprouting up among gifted and talented students that engage high order thinking and creativity. For example, a club comprised of students who train with their faculty sponsor to compete in the Texas Academic Decathlon. That being said, CA will not have clubs for which status as a gifted and talented student is prerequisite.

CA will primarily serve gifted and talented students through access to Pre-AP, AP, and college level course offerings. CA's semester-based system ensures flexibility for accelerated achievement. A gifted and talented student who has completed Algebra I before 9th grade, for example, will have the opportunity to complete Geometry, Algebra II, Precalculus, AP Calculus BC, and Linear Algebra all before reaching 12th grade.

School Culture and Safety

Curie Academy's (CA) school culture will be inclusive, welcoming, collaborative, intellectual, encouraging, and respectful, with a strong emphasis on recognizing how many interesting things there are in the world. Discovery is an important part of the school's mission as we prepare students to thrive in the tech-driven world.

Students are expected to act courageously (i.e., with honesty and integrity), and the adults will convey a strong sense of trust in students to help them feel empowered, rather than restricted, by it. CA founders want students to feel like school is a place that exposes them to many different interesting and amazing things, whether they study "that thing" for a few minutes or a few years. There is an expectation that students enter each experience with an optimistic view, and while they do not have to be unrealistically happy about everything, CA strives to encourage a positive outlook on situations, peers, and teachers. Teamwork is another important aspect of the school culture and values; thus, there will be an emphasis on collaboration as well as the community being a team working toward a larger goal. The culture of teamwork will be communicated through the number and nature of collaborative projects in academic blocks and through messages when students come together for formal meetings.

CA's culture will be communicated in recruiting efforts so that students and families are fully aware of the school's culture and mission and those who value both are excited to contribute to creating and maintain the culture. A great deal of time will be spent infusing this ethos into the school. From the first day of school, messages around culture will constantly be delivered to students in via formal gatherings of students in the early weeks and throughout the first year and teachable moments embedded in academic blocks. Teachers will be encouraged to constantly coach students toward this school culture. Students will be encouraged to hold each other accountable, supporting the school's goal to develop an environment where students feel empowered and inspired by the culture to innovate and work together instead of resign to a compliance-based culture. CA will work extremely hard the first year to create this innovative culture and then in subsequent years rely more and more on returning students to uphold this culture. The tone will be set by the adults, but it will be carried on by students.

This will happen in casual, every-day interactions, as well as through more formal mentorship opportunities. Each incoming student will be paired with a returning student and this mentorship program will serve as a proactive way to teach new students about the school culture. At the beginning of the year mentoring partnerships will meet formally once a week and enjoy lunch together, while being encouraged to reach out to each other as needed. As the year goes on, school organized meetups will dissipate and more informal check ins will take over. Ultimately, we'd like to incorporate student feedback into growing this into a powerful and well-used program. The hope is that these relationships can provide a proactive method of teaching new students about CA, and as appropriate, teachers and school leaders can call upon a mentor to help coach his/her mentee. If there is a certain situation where a little peer feedback might be more helpful than teacher feedback, we want to empower mentors to be the ones to have this conversation. Obviously, if any student-privacy concerns were present we would not do this, but helping students hold each other accountable and coach each other not only perpetuates the strong student culture we are striving for but it also helps students learn valuable life skills. These skills include teamwork and coaching someone to be better in tactful and appropriate ways, and on the flip side, it teaches students to listen to feedback from colleagues, an invaluable skill in today's workplace.

In addition to this individualized proactive program, we plan to create a "house" system to help students feel connected to a smaller group within the Curie Academy community. This house system was inspired by colleges like Harvard ("The House System") and Rice ("Residential Colleges") which use these group affiliations as the center for student life. Even years after graduation alums from these schools ask each other, "What house were you in?" or "What college were you a part of?" At Curie Academy, there will be four houses; thus, once the school is at capacity, there will be about 100 student per house. These group affiliations will be randomly assigned by the school with the intention of keeping each house a reflection of the demographics of the school at large. Throughout the year there will be "house days" where there will be various activities encouraging house bonding as well as a little friendly competition between the houses. The house system will also play a central role in student orientation. Every year, after the first, orientation student leaders will be selected from each house to take part in helping lead various orientation activities for the new student. This leadership role will be an

honor and will be vital in helping all new students feel a part of the community, being socially connected and understanding logistics of starting at a new school.

CA has also implemented a “Discovery” period into its daily schedule that will work toward the atmosphere of discovery and interest in the world. This first-period course is a time of day where students can not only come early to get extra help, but can also dive deeper into subjects of interest to them. They can meet with teachers to extend learning or to support learning. This will not just be a time for “the kids who are behind to get help,” as what typically happens in schools, but it will also be a time that fosters our school culture of interest in the world and taking control of one’s own education experience. This might look like meeting with friends to extend a club project, meeting with peers to work on a collaborative project for a class, or simply having some extra quiet time to read about something that is interesting. Times like this in the day will communicate to English learners, students with disabilities, and students at risk of academic failure, that working outside of class is something “we all do.” These populations can already feel isolated or different from other student populations, and having to arrive at school early to do more work can feel even more isolating. However, what the founders of CA are trying to create is an environment where everyone courageously does this because that is what people who work hard and are interested in the world do, a characteristic that transcends high school years and translates into life.

The founders also recognize that responsive support services will also be important in serving CA’s students well. Following House Days, on Friday afternoons (thus, bimonthly), faculty will have ½ calibration days during which they will have a chance to check in with each other about any students they are concerned about, both from an academic standpoint and social standpoint, whether the child is falling behind or not getting enough challenge. This meeting will serve to help generate ideas, keep other faculty aware of these students, and provide a chance for the social worker to give input or know who to follow up with. It might be identified that a social worker also needs to plan a few small groups centered around a central theme that several students are needing help with. The Deans of Students will also play an important role in responding to student needs. Each Dean of Students will oversee two grade levels (approximately 200 students) and can provide proactive conversations as well as responsive ones as the needs arise.

Creating an environment where students feel supported, safe, included, and known is instrumental to developing CA’s culture and mission. Thus, every reasonable effort will be made to understand each discipline situation in a timely manner. A primary practice that will be used to promote good discipline is a culture among the teachers (and other students) of first assuming the positive about a student as well as operating from a stance of trust.

CA will be absolutely transparent about its discipline policy during recruitment to ensure each prospective student and family knows what will be expected from as a member of the CA community. Please see **Attachment 8: Proposed Disciplinary Policy** for more information.

In terms of safety, a budget of \$1,200 per year has also been created to ensure the school has proper security equipment including security cameras and alarm services. CA will perform all required safety drills and also work with the local police department to ensure best practices.

CA's dress code will consist of a CA-uniform shirt and standard dress code requirements for all other attire.²¹ No non-CA top may be worn over the CA-uniform shirt. Many charter schools have a uniform consisting of a school branded polo shirt and khaki pants or skirt. CA will celebrate its students' own culture while still providing them the egalitarian benefit of uniform dress. In CEO Cassian Choucair's experience, charter school students generally dislike their uniform of a polo and khakis but prefer it to no uniform at all because of concerns surrounding their social status. Cassian has experience leading students in the design of their own school shirts and can attest to the pride students have in wearing school-themed shirts that represent their own innovation and creativity. The founding class of CA students will wear a CA-uniform shirt designed by the founders in partnership with a proper designer, but during the first semester, students of each house will work together to design a CA-uniform shirt special to their house, which they can wear any day of the week. Spring 2022 will mark the inaugural campus-wide student design contest to create the CA-uniform shirt for the subsequent school year.

Promotion and Graduation Requirements

Section 1: Graduation Requirements

Curie Academy's (CA) graduation plan integrates the Texas Education Agency's requirements to earn the Distinguished Level of Achievement and Multidisciplinary Studies Endorsement. Through electives taken in the 11th and 12th grade years, CA students will be able to earn additional endorsements and complete a CTE Program of Study. Additionally, students may earn performance acknowledgements by exemplary performance on college preparedness related exams and/or earning nationally or internationally recognized industry certification(s).

Home Visits

At the conclusion of the annual enrollment lottery, CA will have a home visit with each admitted student and their parent(s). During the visit, CA's graduation requirements and how meeting the requirements prepares students to achieve their goals after high school will be discussed.

CA's graduation requirements integrate the Texas Education Agency's Distinguished Level of Achievement and Multidisciplinary Studies Endorsement. CA will explain how earning this achievement better prepares CA's students for college and how it relates to opportunities for automatic admission to Texas universities and additional sources of financial aid. CA will provide written notification of these opportunities to each student and their parent(s).

²¹ Example: Round Rock ISD Student Handbook: <https://roundrockisd.org/parents/student-parent-handbooks/>
Generation 25: Curie Academy

Admitted students will choose a personal graduation plan where they will indicate if they will pursue additional endorsements and/or completion of a CTE Program of Study. During their 11th and 12th grade years, they will be able to take elective courses that qualify them for additional TEA Endorsements and completion of a CTE Programs of Study. CA will review these personal graduation plan options with each student and their parent(s) and ask them to sign and confirm it once they have decided. CA will make sure they understand that the student will be able to amend their personal graduation plan in the future if needed.

Curie Academy Student Handbook and Website

Each new student and their parent(s) will receive an up-to-date copy of the Curie Academy Student Handbook, which will clearly outline CA's promotion and graduation criteria. When appropriate, copies in both Spanish and English will be provided. The current handbook will also be available digitally in both languages on the school website. In the event that a student's or parent's primary language is one other than Spanish or English, CA will secure translation services to ensure communication between parties.²²

Information about how to qualify for automatic college admission to Texas universities and financial aid will be posted throughout campus, including in the hallways and main office. These matters will be addressed in great detail in the classrooms, especially during the College and SAT Prep course in 11th grade. In 12th grade, students and their parents will also receive written notification of the student's eligibility for automatic admission at Texas universities.

Curie Academy Graduation Requirements

English	4.0	Computer Science	2.0
English I	1.0	Computer Science I	1.0
English II	1.0	AP Computer Science Principles	1.0
English III*	1.0		
ELA Elective*	1.0		
Mathematics	4.0	CTE	5.5
Algebra I	1.0	Career and Social Skills	1.0
Geometry	1.0	Money Matters	1.0
Algebra II	1.0	College & SAT Prep	1.0
Math Elective*	1.0	Professional Communications	0.5
		Capstone	2.0
Social Studies	4.0	Physical Education	3.0
Big History	1.0	Athletics I	1.0
World History*	1.0	Athletics II	1.0
US History*	1.0	Athletics III	1.0
Economics	0.5		
Government*	0.5		
Science	4.0	Art	1.0
Big History	1.0	Digital Art and Animation	1.0
Physical Science by Inquiry: Physics	1.0		
Physical Science by Inquiry: Chemistry	1.0	Electives	4.0
Biology*	1.0		

Total Credits: 31.5

*AP Credit Available

²² If the primary language of five or more of our students is neither Spanish nor English, CA will pay to have the handbook translated so that they are able to read it in their primary language.

Curie Academy Electives

English Electives		Computer Science Electives	
Business English	1.0	Web Design	1.0
AP English Literature	1.0	Mobile App Design	1.0
AP English Language	1.0	Networks	1.0
		Cybersecurity	1.0
Mathematics Electives		Spanish Electives	
Statistics and Business Decision Making	1.0	Spanish I	1.0
Financial Mathematics	1.0	Spanish II	1.0
Precalculus	1.0	Spanish III	1.0
AP Calculus AB/BC	1.0	AP Spanish Language and Culture	1.0
Linear Algebra	1.0		
Social Studies Electives		Art Electives	
AP World History	1.0	Graphic Design & Illustration	1.0
AP US History	1.0	Culinary Art I	1.0
AP Government	0.5	Culinary Art II	1.0
Science Electives			
Engineering Design & Problem Solving	1.0		
AP Physics I	1.0		

Additional Requirements

In order to graduate, all students must pass all required STAAR end-of-course exams,²³ secure admission to at least one four-year college or university, and apply for either federal student aid (FAFSA) or state financial aid (TASFA).

Students will also be required to demonstrate proficiency in social and professional communication²⁴ and complete training in positive interactions with peace officers through CA's partnership with local law enforcement agencies.

Exceptions

CA strives to have all students to fully complete graduation requirements. However, requirements may be amended based on individual student needs, on a case-by-case basis.

Endorsement Tracks

In addition to the Multidisciplinary Studies Endorsement, which is integrated into the school's graduation requirements, students may elect to earn one or more additional endorsements through elective course offerings:

- Arts and Humanities Endorsement: The student uses 2.0 of 4.0 elective credits to complete Spanish I and Spanish II.
- Business and Industry Endorsement:
 - Option 1: The student completes Business English (ELA Elective), Statistics and Business Decision Making (Math Elective), and a Practicum in Business Management (Capstone); or

²³ Currently: English I, English II, Algebra I, Biology, and US History

²⁴ Conducted in Professional Communications (12th grade)

- Option 2: The student uses 1.0 of 4.0 elective credits to complete Web Design. This course in addition to three courses required for graduation (Computer Science I, AP Computer Science Principles, and Digital Art & Animation) form a coherent sequence of 4.0 credits from subparagraph (A) and (C) of 19 TAC §74.13(f)(2).
- Multidisciplinary Studies Endorsement: The student earns the Multidisciplinary Studies by virtue of completing CA's graduation requirements, which includes the Foundation High School Program plus four credits in each of the four foundational subject areas (including chemistry and Business English or comparable AP English course).
- STEM Endorsement:
 - Option 1: The student uses 1.0 of 4.0 elective credits to complete a mathematics elective for which Algebra II is a prerequisite (any of CA's mathematics electives) in addition to the math elective required for graduation.
 - Option 2: The student uses 2.0 of 4.0 elective credits to complete Engineering Design & Problem Solving; and AP Physics I.

CTE Programs of Study

CA students will have the choice of completing one of several CTE Programs of Study after completing the foundational curriculum in 9th and 10th grade:

- Business, Marketing and Finance: Accounting and Financial Services: The student completes Financial Mathematics (mathematics elective) and Practicum in Business Management (Capstone)
- Information Technology: Networking Systems: The student completes Networking Systems (general elective) and Practicum in Information Technology (Capstone)
- Information Technology: Web Development: The student completes Web Design (general elective) and Practicum in Information Technology (Capstone)
- STEM: Cybersecurity: The student completes Networking (general elective) and Cybersecurity Capstone (Capstone)
- STEM: Programming and Software Development: The student completes Practicum in Information Technology (Capstone)

Performance Acknowledgements

CA students will earn performance acknowledgements for exemplary achievement on any examinations from among Advanced Placement²⁵, PSAT²⁶, ACT Aspire²⁷, SAT²⁸, and/or ACT.²⁹ Additionally, students will earn performance acknowledgements for any national or international certifications they earn in business or industry.

Earning Credits

²⁵ Score of 3 or above

²⁶ PSAT score that qualifies for scholarly commendation or higher by the College Board and National Merit Scholarship Corporation or National Hispanic Recognition Program

²⁷ ACT readiness benchmark score on at least 3 of 5 tested subjects

²⁸ Score of at least 1310

²⁹ Composite score of at least 28 (not including writing sub score)

Students will earn 0.5 credits by passing either the first or second phase of a 90-minute semester course. Example:

	Phase I	Phase II	Semester
Algebra I	75	95	85
Credits	0.5	0.5	1.0

They will also earn 0.5 credits by passing one semester of any 45-minute year-long course (i.e., CA's CTE period courses). Example:

	Fall Semester	Spring Semester	Year
Financial Literacy	90	94	92
Credits	0.5	0.5	1.0

Alternatively, a student may still earn full credit for a course if they do not pass the first phase/semester so long as the following conditions are met: (1) the student passes the second phase/semester; (2) the average of the student's first and second phase/semester grades equates to a passing grade; and (3) the student passes the final exam of the course. Example:

	Phase I	Phase II	Semester
Algebra I	60	85 (Final Exam: 78)	73
Credits	...	0.5	1.0 w/0.5 recovered

- ✓ passed the second phase of the course
- ✓ average of the first and second phase equates to a passing grade
- ✓ passed the final exam

Credit by Exam

CA will partner with UT High School to provide credit by exam opportunities to eligible students. In some cases, discussions with a student and their parent(s) may reveal that it is in the student's best interest to earn credit by exam in order to accelerate their progression and have them enroll in courses that are more appropriately rigorous. CA anticipates that most of these cases will involve students who are capable of passing UTHS Credit by Exams for Spanish (I, II, III).

Credit Recovery

Each Spring Semester's CIT Period will be converted to a hybrid credit recovery period for students who have failed a core class in the Fall. On Monday, Tuesday, and Wednesday, the student needing credit recovery will attend their credit recovery course until recovering their credit. On Thursday and Friday, they will still be able to attend club meetings and athletic activities.

For students who finish the school year still needing credit recovery, CA will discuss the path forward with the respective student and their parent(s) and enroll the student in the summer credit recovery program.

Intensive Program of Instruction

CA will provide students who do not pass a required end-of-course assessment or who are at risk³⁰ of not graduating with an intensive program of instruction based on their needs. The intensive program will be developed by a special committee consisting of the student's teachers and administrators, unless the student is receiving special education services or services under Section 504. In such case, the program will be designed by the student's ARD committee or Section 504 committee, respectively.

Mandatory Tutorials

In the event that a student is not passing a class, their teacher will conference with the student and their parent(s) to set a mandatory tutorial schedule to be held with the student during the morning Discovery period. The tutorial schedule will be maintained until the student is consistently meeting expectations in the classroom.

Notice to Parents of Unsatisfactory Performance

Whenever a student is required to attend mandatory tutorials, the schedule for the tutorials will be set with the cooperation of the student's parent(s) to help ensure the student's attendance and investment in the process. The parent(s) will be asked to monitor the student's performance in the online gradebook and also asked to provide an e-signature³¹ on any bi-monthly progress report that includes a failing grade.

Individual Graduation Committee (IGC) Review

In the event that a student has failed one or two required state assessments at the end of their 11th grade year, an individual graduation committee will be formed to determine whether the student still qualifies for graduation and what, if any, additional requirements the student must meet in order to do so under TEC §28.0258.

Any student that has an individual graduation committee will be indicated in PEIMS; as will any student who is awarded a diploma based on the committee's determination.

Fidelity of Grades

All CA course grades will be final and inalterable unless it found to be arbitrary, erroneous, or inconsistent with the school's grading policy upon review by the board of directors. When a correction is necessary, it will be fully explained in the student's permanent record.³² CA will ensure that each grade is indicative of the student's mastery; CA will not require teachers to

³⁰ TEC §29.081(d)

³¹ This requirement will be waived in the case of a student who is at least 18 years old and living in a residence separate from their parents.

³² TEC §28.0214

assign a minimum grade for any assignment or assessment without regard to the student's demonstrated mastery and quality of work.³³ Teachers may provide students opportunities to make up or redo assignments or be re-assessed when reasonable.³⁴

Grade Point Average

Numerical Grade	AP Grade Points	Pre-AP Grade Points	Non-AP Grade Points
100 - 97	5.33	4.83	4.33
96 - 93	5.00	4.50	4.00
92 - 90	4.67	4.17	3.67
89 - 87	4.33	3.83	3.33
86 - 83	4.00	3.5	3.00
82 - 80	3.67	3.17	2.67
79 - 77	3.33	2.83	2.33
76 - 73	3.00	2.50	2.00
72 - 70	2.67	2.17	1.67
< 70	0.00	0.00	0.00

The AP and pre-AP grade point scales are based on the non-AP grade point scale, with a +0.50-grade point adjustment for pre-AP and a +1.0-grade point adjustment for AP. These adjustments are not applied to grades below 70.

Transcripts

Student transcripts will consist of the following information:

- School Information
 - District/School Name
 - School Address
 - Main Office Phone Number
 - County District Campus Number
 - SAT/ACT Campus Code
 - School Website URL
- Student Identity Information
 - Name
 - Date of Birth
 - Gender Assigned at Birth
 - Ethnicity
 - Student ID Number
 - Grade Level
 - Parent Name
 - Current Address
-
- Student Data
 - Date of Graduation
 - Graduation Plan
 - Date of Certificate of Coursework Completion
 - Top 10% (will be indicated if student is in top 10% of class), including date of calculation
 - Current GPA
 - GPA Quartile
- EOC Mastery Level (English I, English II, Biology, Algebra I, and US History)
- Name, Signature, and Title of School Official

³³ TEC §28.0216

³⁴ TEC §28.0216

- TEA Distinguished Level of Achievement (if earned)
- TEA Endorsements (if earned)
- Performance Acknowledgements (if earned)
- Student's Academic Achievement
 - Course Category (e.g., Social Studies)
 - Academic Year
 - Course Name
 - Course ID Number
- Phase/Semester I Numerical Grade (if applicable)
- Phase/Semester II Numerical Grade (if applicable)
- Credit Earned
- Year student received instruction on positive interactions via peace officers

Section 2: Requirements for Promotion

CA students will be required to complete a minimum amount of their graduation requirements to be promoted from one grade level to the next. In each case, the student must have at least 90% attendance in each of their core classes or potentially lose credit due to excessive absences. In addition to the credits required for promotion at each grade level, the student must also be scheduled to earn any additional missing credits during the summer and/or following school year.

To be promoted from 9th to 10th grade, students must:

- Earn 1.0 credit of Algebra I
- Earn 1.0 credit of English I
- Earn 1.0 credit of either Big History (World Geography) or Big History (Planet Earth)
- Earn 1.0 credit (in sum) of other courses

To be promoted from 10th to 11th grade, students must:

- Earn 1.0 credit of Algebra I
- Earn 1.0 credit of Geometry
- Earn 1.0 credit of English I
- Earn 1.0 credit of English II
- Earn 1.0 credit of Big History (World Geography)
- Earn 1.0 credit of Big History (Planet Earth)
- Earn 1.0 credit (in sum) of World History, PSI: Physics, and PSI: Chemistry

- Earn 2.0 credit (in sum) of other courses

To be promoted from 11th to 12th grade, students must:

- Earn 1.0 credit of Algebra I
- Earn 1.0 credit of Geometry
- Earn 1.0 credit of Algebra II
- Earn 1.0 credit of English I
- Earn 1.0 credit of English II
- Earn 1.0 credit of English III
- Earn 1.0 credit of Big History (World Geography)
- Earn 1.0 credit of World History
- Earn 1.0 credit of Big History (Planet Earth)
- Earn 2.0 credits (in sum) of PSI: Physics, PSI: Chemistry, and Biology
- Earn 3.0 credits (in sum) of other courses

Section 3: Promotion and Graduation Policy Adjustments for Special Populations

State Assessment Requirements

In the event that a student who receives special education services does not pass a required STAAR exam, their ARD committee will design a program to enable them to still attain their academic goals in accordance with their individualized education program. Part of the process will be determining whether the student will still be required to pass the STAAR exam. If they determine that the student is required to do so, they will determine the instructional interventions needed. If the committee determines they are not, the student will be deemed in compliance with the applicable state assessment requirements.

Modified Curriculum

A student who completes credit requirements for graduation under the TEA's Foundation High School Program³⁵ with appropriately modified curriculum will be awarded a full Curie Academy so long as: (1) they have either passed the required state assessments or performed satisfactorily on the assessments as determined by their ARD committee; (2) they have successfully completed their individualized education program; and meets other criteria specified under TEC §89.1070(b)(2).

Endorsements

A student who receives special education services may also earn an endorsement so long as they meet the criteria described above ("Modified Curriculum") and completes the additional courses required for the endorsement without modified curriculum.³⁶

Certificate of Attendance

Students receiving special education services who complete four years of high school at CA but have not completed their IEP will be awarded a certificate of attendance and fully participate in CA's graduation ceremony. Afterwards, they will remain eligible to earn a certificate of coursework completion or full diploma.

Languages Other Than English

Students who cannot complete 2.0 credits in the same language other than English due to disability may substitute 2.0 credits in a core subject or CTE applications that are not being used to satisfy other graduation requirements. This determination will be made by the student's ARD committee. Students who do not receive special education services but qualify for such services under their 504 Plan may also be eligible under this determination by their 504 committee.

Physical Education

Students who cannot participate in physical education due to disability or illness may substitute an academic elective credit in a core subject area to satisfy the 1.0 credit of physical

³⁵ The student's ARD committee will determine whether the student should be required to complete the full Curie Academy curricular requirements (31.5 credits) or only the Foundation High School program requirements (22.0 credits)

³⁶ TEC §89.1070(c) & (e)

education required to graduate. This determination will be made by the appropriate committee. If the student receives neither special education services nor 504 services, a special committee will be convened to make the determination.

Family and Community Engagement

Curie Academy (CA) has made progress engaging with the community and with parents—as detailed in **Community Engagement**. This of course is only the beginning. CA will continue building strong partnerships with families and leaders in the community after their application is submitted on January 21, 2020. CA founders have public meetings, marketing, and partnership building activities planned for every month leading towards the announcement of awarded charters in September. CA founders believe it is critical to build a strong base of community support before the application window opens in October for the founding 9th grade class (2021-2022). CA has benchmarks set out for the number of founding parents who have registered and for the number of students who have committed to applying.

A few days after the application is submitted, CA will be participating in the Austin School Fair hosted by the Texas School Choice Coalition (January 25, 2020). CA shared its plans and application timeline with coalition founder, Randan Steinhauer,³⁷ inquiring if the school could participate as a prospective school choice for area middle school graduates. Randan also shared CA's January public meeting information with the 3,800+ members of the Coalition's Facebook group. The same day, Families Empowered also shared CA's public meeting information with their 3,800+ Facebook group members. CA's goal is to engage with at least 50 parents at the event, have at least 20 new parent-subscribers to its monthly newsletter,³⁸ and have 10 parent commitments to attend the school's February public meeting.

As recommended by SBOE Members Donna Bahorich and Barbara Cargill, CA will be attending community youth sporting events at area parks and recreation centers throughout the school's attendance boundary to engage with parents, invite them to receive updates on CA's progress, and invite them to attend CA's next public meeting. CA founders will find and attend at least 3 large-scale events per month and engage with at least 20 parents at each event. In addition, CA aims to have at least 10 new parents subscribe to its monthly newsletter and at least 5 parents commit to attending the school's next public meeting.

CA will advertise monthly public meetings via Facebook and other social media platforms. CA's first major attempt at utilizing Facebook for free advertising through area Facebook groups resulted in information going out to an audience of over 60,000 people, reaching over 4000, and getting almost 200 viewers. CA will use the same strategy every month with a growing number

³⁷ Ms. Steinhauer's letter of support can be found in Attachment 4: Evidence of Community Demand

³⁸ Our monthly newsletter will be hosted by MailChimp and formatted similarly to our first email campaign (January 18, 2020 Public Meeting) detailed in **Targeted Community and Anticipated Student Population: Community Engagement**

of Facebook groups and also use paid advertising to substantially reach more community members. CA founder's goal is to get at least 10 new parents to each monthly public meeting through CA's social media strategy.

CA CEO, Cassian Choucair, and Senior Advisor, Mark Diaz, both speak Spanish and will utilize their abilities to communicate with Spanish-speaking parents and families. As discussed in **Board Structure and Qualifications**, CA is aggressively recruiting board members who also speak Spanish and will bolster the school's ability to connect with CA's Spanish-speaking community.

The CA Facebook page currently has nearly 200 followers. CA aims to add 100 each month to reach a desired 1000 followers by October, when the application window opens. CA also strives to have at least 25 new parents (15 through community events and 10 through social media) attend each monthly public meeting. CA hosted CA's first two public meetings at the Wells Branch Recreation Center; subsequent meetings will be held in Pflugerville, Round Rock, and Cedar Park.

CA seeks to have 25 percent of new parents who attend a public meeting commit to be founding parents and 5 students committed for the 2021-2022 application cycle. (see chart below for details).

CA founders have consulted with other charter school founders in the region in developing the school's strategy and have confidence that the goals are reasonably conservative. CA founders anticipate that through their and founding parents' efforts, CA will reach its goal of 250 applications submitted during the October-January enrollment window. CA founders anticipate that the added certainty provided to parents and students of the school opening once the charter is awarded in September will make enable bigger strides throughout September 2020 and the application window between October 2020 and January 2021. CA's strategy for ensuring full enrollment thereafter is discussed in detail in **Operational and Financial Plans: Student Recruitment and Enrollment**.

	February	March	April	May	June	July	August	September
FB followers	300	400	500	600	700	800	900	1000
Parents Engaged	110	170	230	290	350	410	470	530
Newsletter Subscribers	50 ³⁹	80	120	150	180	210	240	270
Public Meeting Attendance (New Parents)	75 ⁴⁰	100	125	150	175	200	225	250

³⁹ Already have 20 newsletter subscribers in January 2020

⁴⁰ Already have 40 new parent public meeting attendees in January 2020

Founding Parents	18	25	30	35	40	50	55	60
2021-2022 Committed Students	18	25	30	35	40	50	55	60

In addition to the monthly newsletter, CA will host a monthly webinar for founding parents. The webinar will be hosted on Zoom and consist of updates from the team on progress and Q&A.⁴¹

CA will partner with founding parents and students to create an inviting and engaging community. As the school grows, founding parents will participate in meetings and community outreach. Although CA did not include the projected impact of such involvement (as a conservative measure), CA founders anticipate it will be invaluable to building CA's vibrant Curie Academy community of educators, parents, and students.

Once each new student's enrollment is confirmed, CA will meet with them during a home visit (details in **Proposed Admissions and Enrollment Policy**). During the visit, CA will ask the student and parent(s) to complete the parent and student survey, either online or on paper, and submit it no later than June 30th. CA will use the survey results to gauge parent and student understanding of the school's mission, educational program, and policies, in addition to garnering feedback on parent/student priorities and goals. CA will use this information to better tailor communications and operations to the needs of students and their families. As with all CA parent/student surveys, the data will be anonymous to the full extent possible (i.e., it can prove difficult to maintain the complete anonymity of paper-based surveys). CA will update all parents on the completion rate of the surveys in each monthly newsletter and during each founding family webinar to encourage full participation.

Once the school opens, CA will host its inaugural kickoff event for its founding class and their families. At the event, CA will welcome new students and their families and share the school's schedule for orientation and other important information before the school year begins. Parents and students will be involved in the presentation of information (e.g., a student who hopes to earn CA's CS micro-major certificate share CA's student laptop and technology policy). Founding teachers will also introduce themselves and preview their courses. Snacks and drinks will be provided. There will also be a room set up with laptops so that parents and students who have not yet completed the new parent/student survey and would like to do so have a space provided.

CA will conduct student and parent surveys at each major academic checkpoint throughout the year: mid- and end of semester for both fall and spring semesters. The student surveys will be completed online during the school day while the parent surveys will be made available with the release of progress reports and report cards through the school's online school management software platform. Parents will have the ability to opt into paper-based reporting and parents who choose to do so will be provided with a paper copy of the survey they can return to the school by mail, in person, or via their student with a blank envelope provided.

⁴¹ Parents will be asked to indicate they have a question via text, and questions will be asked in that order.

CA's leadership team and faculty will perform a series of data dives to determine where the school is meeting or exceeding expectations and where improvements are needed. The magnitude of analysis will ascend as the year progresses with the heaviest analysis occurring at the end of the fall semester and at the end of the spring semester (not including the new student and parent survey analysis in the summer). CA will examine the results of the analysis to determine how to recalibrate its work to better align with the fulfillment of the school's mission.

All school communications, including monthly newsletter, surveys, and academic reports, will be provided in both English and Spanish. If parents are not fluent in either language, CA will work with the student and the community to ensure we an open channel of communication in their primary language. As mentioned in other areas of the application, all teachers will be ESL certified with many of them proficient or fluent in Spanish—abilities the school will utilize as a team in creating an inclusive and welcoming environment to all students and families. CA will ensure that the school builds Spanish fluency capacity among leadership and faculty every year to avoid language barriers limiting partnerships with Spanish-speaking parents and families in the CA community.

As mentioned in **Board Structure and Qualifications**, CA will ensure that one director on the Curie Academy Board of Directors is a parent of a current CA student. Fluency in Spanish and English will be criteria in considering each candidate's strength.

CA founders are currently working on developing the school website, www.curieacademy.org, into a multilingual site (English and Spanish). The goal is to have this fully operational by February 21, 2020. In preparation for the 2021-2022 school year, CA will build into the site a directory of leadership, faculty, and staff with an entry of biographical information, experience, and qualifications (i.e., educational degrees and certifications held) for each CA team member.⁴² This information—like all information provided through CA's website—will be available in both Spanish and English versions.

CA will be building partnerships among parents in the CA community and professionals across Travis and Williamson County to create opportunities for students to gain exposure to different careers and industries across the area (e.g., giving feedback on resumes, participating in practice job interviews through CA's CCP program, and hosting lunch-and-learns about their professions) and facilitate enrichment and extracurricular activities after school (e.g., Curie Academy Booster Club).

⁴² To ensure full compliance with TEC §12.1111(a)(9).

Leadership and Governance

Board Structure and Qualifications

Proposed board member	Area of expertise	Brief description of experience in this area
Minsu Kim	Facilities & Construction Management	Senior Project Manager at CBRE; Recently led completion of \$45M BP office in Houston, TX ⁴³
Elizabeth Bayer-Morgan	Literacy	Literacy Specialist & Innovator; Ed. M. from Harvard and 15 years of service as a teacher and school administrator
Tina Steiner	Community Engagement	Former Board Commissioner for the Round Rock Housing Authority; Member of the Round Rock Chamber Infrastructure Council; Vice-Chair of Texas State Representative James Talarico's Community Advisory Board
To be determined	Law	Extensive legal experience as a licensed attorney at law
To be determined	Finance	Extensive experience in the role of certified public accountant, chief financial officer, or similar field of financial expertise
To be determined	Strategic Planning	Extensive leadership experience as an executive of a successful for-profit or non-profit organization
To be determined	TBD, Curie Academy Parent	An individual who adds relevant expertise to the board and special insight as a parent of a Curie Academy student

Curie Academy Board of Directors: Composition

Curie Academy's (CA) proposed board consists of seven directors. Thus far, three highly qualified individuals with relevant expertise have been elected. Since being elected to the board, each one has been instrumental in moving the work of CA forward.

CA founders are currently recruiting directors with expertise in law, finance, and strategic planning. These three seats will be filled before the end of April. The new director with financial expertise will serve as treasurer, and either the director with legal expertise or the director with strategic planning expertise will serve as board chair in place of interim chair, Cassian Choucair. Mr. Choucair will step down as chair and continue serving CA solely in his role as CEO. Minsu Kim, board secretary, is currently serving in the second year of his three-year term.

⁴³ BP Westlake One, 501 West Lake Park Blvd: <https://www.houstonchronicle.com/business/article/BP-s-plush-Westlake-office-rehab-aims-to-get-14582319.php>

CA may elect a seventh director – apparent of a CA student – before the start of the 2021-2022 school year if there is not already one among the three newly-elected directors this spring. CA would be seeking a parent-candidate who has the qualifications and experience to assist in the fulfillment of CA’s mission and provide the board with special insight as a CA parent.

Curie Academy Board of Directors: Roles and Responsibilities

CA’s board of directors provides oversight to the organization. The board’s responsibilities consist of:

- Ensure the school’s assets are being used prudently (i.e., duty of care)
- Ensure that the school’s transactions are in the organization’s best interest and do not involve a conflict of interest (i.e., duty of loyalty)
- Ensure that the school remains in compliance with all applicable laws and regulations and that the board obeys its own bylaws (i.e., the duty of obedience)
- Adopt policies governing the school’s operations and monitor their efficacy
- Hire and set the compensation CA’s CEO
- Advocate for the school’s mission—including fundraising
- Ensure the accurate reporting of board minutes and agendas

The role and responsibilities of CA’s board of directors is different than those of the CEO and other employees. CA board members are neither employees of CA nor do they receive any form of compensation for their very important work. They review CA’s performance and approve major policy decisions—including the organization’s annual budget, audit reports, and academic calendar—and major expenditures—including the use of state funds and public property. Unlike CA employees, they are not involved in the organization’s day-to-day operations. They hire and set the compensation of CA’s CEO, but it is the responsibility of the CEO to hire and set the compensation of all other CA employees.

The board will continue to meet monthly for regularly scheduled meetings. Each meeting will be held in compliance with the Texas Open Meetings Act and comprise of a report from CA’s CEO, review of financial statements, and collaboration between the board and CEO on the organization’s mission-aligned strategy and priorities. The CEO’s monthly report will consist of critical financial and financial performance data relevant to the overall performance of CA’s operations.

The board will also convene for TEA-required board training sessions. The projected expenses associated with the sessions are reflected in CA’s financial workbook.

CA will conduct background checks on all director candidates and no individual who is restricted from service under TEC §100.1151(a)⁴⁴ will be permitted to serve.

Officers on CA’s board of directors will have additional responsibilities based on their respective office: chairperson, treasurer, and secretary.

CA’s board chairperson will:

- Lead the board’s collaboration with the CEO in creating CA’s annual strategy and setting annual priorities
- Lead the board’s evaluation of CA’s overall performance

⁴⁴“(1) a misdemeanor involving moral turpitude or a felony; (2) an offense listed in TEC §37.007(a); or (3) an offense listed in Code of Criminal Procedure, Article 62.01(5)”

- Evaluate the performance of the board in carrying out its duties
- Collaborate with the chief executive officer to create agendas for each board meeting
- Preside over board meetings

CA's board treasurer will:

- Advise the Financial Leadership Team in their creation of CA's annual budget
- Lead the board's review of CA's financial reports
- Ensure that CA's financial records are sound
- Work with the Financial Leadership Team to hire a highly qualified external auditor to perform CA's annual audit

CA's board secretary will:

- Record and maintain complete and accurate minutes of board meetings
- Ensure that board meetings are conducted in full compliance with the Texas Open Meetings Act

Curie Academy Board of Directors: Grievance Process

CA will have a tiered grievance procedure for resolving internal disputes. All employees and parents will be informed of the policy. It will also be easily accessible on the school website and included in both the student and employee handbooks.

CA's grievance procedure for employees prescribes a three-tiered approach to resolving internal disputes:

- Step 1: The employee is advised to bring the matter to their direct supervisor.
- Step 2: If the employee believes the grievance has not been resolved, and their direct supervisor is not CA's chief executive officer, they are advised to address their grievance with the CEO.
- Step 3: If the employee is not satisfied with the CEO's determination, they are advised to submit their complaint in writing to CA's board of directors.

CA's grievance procedure for parents is similar:

- Step 1: The parent is advised to address their grievance with the CA employee(s) they believe are responsible.
- Step 2: If the parent believes the matter has not been resolved, they are advised to address the matter with CA's CEO.
- Step 3: If the parent is not satisfied with the CEO's determination, they are advised to submit their complaint in writing to CA's board of directors.

CA's policy combines the advantage of an open-door policy—multiple opportunities to verify whether CA's organization's policies have been violated—with the advantage of a written grievance procedure—providing the employee/parent with the opportunity to have their concern reviewed by the highest level of CA's organization and receive a determination that represents the will of the company. Overall, CA's policy is designed to address grievances by any member of the CA community in an orderly manner without escalating the matter unnecessarily *or* placing obstacles in the way of the aggrieved having the matter resolved properly.

No retaliation against any employee or parent who bring a grievance will be permitted. Any employee or board member who violates this policy will be subject to discipline with the possibility of discharge.

The resolution of CA's grievance procedure is not legally binding. If the employee or parent is not satisfied with how the organization has responded, they are permitted to file a lawsuit.

Curie Academy Board of Directors: Self-Evaluation

CA's board will regularly evaluate its own performance to find out where it has met expectations and where it needs to improve. As a basis for self-evaluation, the board must first understand its role and set consistent expectations for performance. The first self-assessment, performed in January 2020 using the McKinsey & Company's Nonprofit Board Self-Assessment Tool,⁴⁵ was very useful in recalibrating practices and strategies in the new year.

The board will continue utilizing the McKinsey system until CA's charter is awarded and can participate in the TEA's Lone Star Governance (LSG) training initiative for school boards and superintendents. The board and CEO will attend an LSG Workshop [date] and will submit a letter of interest to join LSG 2021-2022 cohort in January 2021. The board has already explored the LSG Continuous Improvement Tools for boards, including timelines, trackers, and sample governance manual and looks forward to implementing the program in anticipation for the 2021-2022 school year.

Curie Academy Board of Directors: Diversity & Expertise

Each of CA's current directors provides expertise and experience in areas critical to the school achieving its mission to prepare students of all backgrounds to thrive in today's tech-driven world. A core criterion that CA has been loyal to in building its board of directors is for the board's composition to reflect the diversity of CA's students. The board is proud of the diversity that has been established on the board thus far and in the coming months will continue to seek out opportunities to add more diversity more expertise in key areas: law, finance, and strategic planning, and strong additional ties within the community. With expertise in education, facilities, and community engagement, CA's board fulfills 3 key areas of expertise necessary to ensure the ongoing success of the school. Adding expertise in law, finance, and strategic planning between January and April will have the board prepared to fulfill the mission of CA at full strength. With strong candidates already in consideration, the future is very bright for the organization.

Board Director Minsu Kim has over 10 years of industry experience with corporate real estate clients specializing in high-end corporate build outs and luxury retailer stores (e.g., Louis Vuitton, Hermes, Apple). As Senior Project Manager, he recently led his team's completion of the BP Westlake One First Floor Remodel in the Woodlands, TX. The \$45M project was undertaken in response to damage incurred during Hurricane Harvey.

Since joining CA's board of directors, Minsu has been instrumental in shaping CA's strategy for facilities acquisition and development, including the securing of CA's lease facility in recent months. His expertise in these areas will continue to be invaluable as we prepare CA's lease facility for Years 1 and 2 and a permanent facility for Year 3 and beyond.

⁴⁵ http://leadershipsearch.com/docs/Board_self_assessment_standard.pdf

In addition to being an expert in large-scale construction and facilities management, Minsu is a passionate advocate for teachers and has been instrumental to ensuring CA's school model will be attractive to outstanding teachers and provide them the support they need to do their best work.

Board Director Elizabeth Bayer-Morgan holds an Ed. M. from Harvard Graduate School of Education and has worked in education for over 15 years as a teacher and administrator. She currently works at an innovative school in central Austin called Long-View Micro School. In addition to the 2nd-8th grade learners who attend the school, Long-View works with teachers and school leaders from around the nation through field study days, consulting, and professional development offerings during the summer. Elizabeth also serves on the Advisory Board for Literacy First, an organization which makes sure that children in low-income communities read well by third grade.

Elizabeth has spearheaded CA's efforts to ensure that the school's program is designed to develop CA's young students into college-ready readers and writers. A major component of this work is aligning the literacy standards across CA's English and social studies curriculum and providing students who are severely behind in reading the support and opportunity to catch up after they enroll in 9th grade. Elizabeth has been a major advocate of more reading in CA classrooms and keeps abreast of best practices for teaching literacy across curriculum.

Board Director Tina Steiner is a secondary math teacher at the Round Rock Opportunity Center (RROC), where she was recently named Teacher of the Year. She has a passion for working with vulnerable students who are at risk of not graduating. Tina foresees that CA will offer the kind of small, tightly-knit school community many of her students would benefit from. Since joining the board, she has been a passionate advocate for serving CA's future at-risk students. She has been instrumental in building CA's program for bridging students' gaps in math and reading and ensuring that CA teachers work with fewer students and the same students on a daily basis to give student, especially those at-risk, a stable learning environment where they get the attention and support they need to progress.

Tina is a proud member of the Sauls family, which has a long history of service to the Round Rock community. Tina attended public school in Round Rock and was instrumental in the naming of a school in Round Rock ISD after her elementary school math teacher, Joe Lee Johnson. Joe Lee Johnson Elementary is first school in Texas to be named after an African American educator. Since joining CA's board of directors, Tina has played a key role in spreading the word about CA and introducing its team to community leaders throughout Williamson County.

All CA directors are fully committed to its mission and making strong connections to community leaders and families through Travis and Williamson counties. The board is looking for the same level of commitment and community ties from the candidates for the remaining seats on the board.

Curie Academy Board of Directors: Developing & Evaluating the Chief Executive Officer

CA has selected the TEA Commissioner's recommended appraisal process for evaluating its chief executive officer,⁴⁶ which includes an annual evaluation. To fulfill the requirements for the annual evaluation and ensure best practices, CA's board and CEO will be participating in the TEA's Lone

⁴⁶ TAC §150.1031. General Provisions for Superintendent appraisal

Star Governance (LSG) training initiative, as previously mentioned. The board and CEO have explored the program's sample superintendent evaluation template and monitoring report. The team has adopted the program's view that superintendent performance is equal to the school system performance⁴⁷ and so will use CA student performance data as a domain for evaluating the CEO's performance relative to expectations. Other metrics will include governance and board relations; parent and community relations; finance and operations; instructional leadership; and management of CA faculty and staff. Each metric will be aligned with CA's mission, priorities, and goals with quantitative indicators to measure achievement.

Proposed Superintendent Qualifications

CA's CEO is Cassian Choucair. Mr. Choucair is a graduate of Vanderbilt University Law School, a licensed attorney, and a member in good standing of the State of Texas Bar Association. More importantly, after earning his Juris Doctorate, Mr. Choucair spent five years accumulating a record of unparalleled student growth among students of all backgrounds while developing the CA school model. In his first year alone, his work at an alternative high school in Austin led to a 400% passage rate on the STAAR Biology exam. In every year that followed, Mr. Choucair continued to develop practices that maximized student growth and student investment. Every year, his students broke through limits of prior achievement and grew as campus stakeholders.

CA's executive team also features two former charter school superintendents with over 40 years of school leadership experience between them: Mark Diaz and Lisa Robinson. Mr. Diaz and Ms. Robinson were recently selected by the Texas Education Agency as mentors to new charter school operators and will serve as CA's Senior Advisors throughout its startup year and first year of operation; bringing their expertise to bear on all aspects of charter school operations as the school continues to grow. All three leaders have extensive experience serving CA's anticipated population and are prepared to lead CA as it carries out its mission.

CA has budgeted for \$65,000 - \$115,000 as the annual salary range for its CEO. The school has included an annual salary of \$65,000 prorated to 10 months in its startup year (\$54,167) with a 15% annual raise until the school reaches capacity in Year 4. Thereafter, the CEO's annual salary will increase by 1% per year until it reaches a cap of \$115,000 in Year 6.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CA CEO	\$54,167	\$74,750	\$85,963	\$98,857	\$113,685	\$114,882	\$115,000

⁴⁷ https://tea.texas.gov/sites/default/files/LSG%20Participant%20Manual%20-%20SY19-20%20%2882019%29_0.pdf

According to the Texas Education Agency's superintendent salary report for 2018-2019, Curie Academy's budgeted CEO salary is near the 50th percentile of Texas superintendent salaries⁴⁸ for districts of similar size at each level of enrollment:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrollment	0	100	200	300	400	400	400
CA CEO	\$54,167	\$74,750	\$85,963	\$98,857	\$113,685	\$114,882	\$115,000
Texas AVG	N/A	\$91,677	\$94,480	\$102,128	\$108,413		

To ensure that CA will have an effective successor to proposed CEO, Cassian Choucair, the school's board of directors will identify external candidates as well as develop candidates internally as the school grows over time. Mr. Choucair and the board will work together to anticipate the need for a successor no fewer than 2 years in advance of succession so that the board can select and hire the best candidate to serve as executive in residence with the current CEO for at least one year prior to succession and ensure a smooth and successful transition of responsibilities. In the early years of CA, the board will create and revise a list of potential external candidates in the event that Mr. Choucair were required to step away from the role unexpectedly. This practice will be especially significant throughout the early years of the organization as new internal candidates are undergoing leadership development. Over time, CA will continuously develop its leadership teams (i.e., instructional and financial and operations) and identify potential candidates for the role. The board will consider both external and internal candidates for the role. The main criteria the organization will look for in candidates is their knowledge of and alignment with CA's mission and vision and their projected ability to successfully lead the organization in fulfilling its mission.

Please see **Attachment 15: Resume and Qualifications for Proposed Superintendent** (and Senior Advisors)

Proposed Instructional Leadership Team

Curie Academy's (CA) instructional leadership team will consist of its seven faculty department chairs with oversight from the CA CEO. Please see **Attachment 13: Organizational Charts for Year 1 and Full Capacity**.

Efforts are underway to recruit CA's first of seven department chairs. The school will have seven teachers on faculty for its first year of operation (2021-2022). CA refers to these seven teachers⁴⁹ as Founding Teachers as they have the special responsibility of setting the standard for teaching excellence in CA's first year of operation, a standard for others to follow as the school continues to grow. One of the seven founding teachers will join the team in Year 0, while the other six will

⁴⁸To determine the state average corresponding to each level of enrollment, Curie Academy used all Texas superintendent salary data corresponding to districts within 10% of its anticipated annual enrollment. Sample sizes of superintendents at each level of enrollment were as follows: 90-110 students: 15 (2 outliers removed); 180-220 students: 36 (1 outlier removed); 270-330 students: 50 (1 outlier removed); 360-440 students: 51 (1 outlier removed)

⁴⁹ Curie Academy may have more than seven teachers in Year 1 if it is determined that among the school's founding class are students with special needs requiring more than one full-time special education teacher.

join the team in Year 1. The school's founding teachers will be not only instructional leaders by example but also serve as chairs of their respective departments. As department chairs, each founding teacher will lead their team's collective professional development.

The qualities CA seeks in candidates for the Founding Teacher position are the same qualities it seeks in candidates for every teaching position to follow. The difference between CA's recruiting strategy for Year 0 – 1 and later years is the growing emphasis on building a pipeline of novice teachers who show tremendous potential for instructional leadership and will mature and thrive under the guidance of CA's veteran faculty. This strategy is discussed in detail in **Talent Management and Development**. These novice teachers will one day take over for CA's founding teachers as department chairs and thus the instructional leaders of their departments.

CA's strategy for recruiting is 90% the school itself. In the view of CA's founders, just as a school's performance is synonymous with the performance of its CEO, what is best for teachers is what is best for CA's students, because the hallmark of a great teacher is the tremendous growth of their students.⁵⁰ Therefore, every aspect of the school model has been influenced by the questions, "Is this what the best teachers want? Is this the best way to support the best teachers' best work?" The result is a school model that the founders believe will powerfully resonate with great teachers. Based on the feedback of the best teachers in the founders' own professional networks and the results of the organization's first steps towards recruitment, it is working.

Excellence in several key areas contribute to tremendous student growth: student-teacher relationship building, data-driven instructional and assessment practices, adaptive curriculum, and parent engagement. CA seeks candidates who have demonstrated excellence in each of these categories.

ESL certification or willingness to earn ESL certification as a condition to being hired is also a must. To ensure CA English learners are receiving the full support they need to develop fluency and thrive in their classes, CA founders have determined that all CA teachers must be ESL certified.

While CA's top criteria for founding teacher candidates is a history of tremendous student growth, their role as department chair will require them to successfully support and develop their cohort teachers—to increase student growth within their own classrooms. For that reason, CA seeks candidates who have also demonstrated a tremendous positive impact on the development of other teachers.

In January 2020, CA disseminated a job posting for its founding teacher position for Year 0. Candidates are already flocking to the organization seeking the role. Despite the limited reach of the advertisement and the prospective nature of the position, 16 candidates applied within the first week. Among them are 3 candidates who have been identified as highly qualified and are

⁵⁰ This is not a sentiment that is shared among all educators, but it is shared among all of Curie Academy's founders. Curie Academy's CEO, Cassian Choucair, in particular, has been a staunch advocate for student growth-based teacher evaluation.

being evaluated for the role. All 3 candidates have said they would like to remain in consideration for positions in 2021 if they are not chosen for the one opening in 2020.

CA's founding teacher recruitment has been conducted thus far at a total cost of \$0. The organization has primarily utilized free services—namely, its own website, Jobs on Facebook, and other social media. On its website, CA created a “Join Our Team” page consisting of the job description for CA's Founding Teacher position. 7 out of 16 applicants responded to the posting. CA created a job posting through its official Facebook and shared the post via local Facebook groups dedicated to education and general hiring in Travis and Williamson County as well as regional and national groups dedicated to serving special populations and promoting STEM education. 7 candidates responded via Facebook. The remaining 2 candidates applied after learning about the job posting through a friend or colleague.

UTeach Alumni shared CA's Founding Teacher job posting via its official Facebook page (581 followers) and Twitter page (774 followers) on January 13, 2020 after CA CEO Cassian Choucair reached out to the organization to share the CA school model and launch plan. One of CA's 3 highly qualified Year 0 candidates is a UTeach alumnus who learned about the school via the UTeach Alumni tweet.



CA anticipates selecting and hiring a highly qualified candidate for its Year 0 Founding Teacher position from its quickly growing pool of applicants no later than April 2020. CA will continue to use its \$0 recruitment strategy so long as it proves successful and will consider paying for broader dissemination through LinkedIn (paid service) and paid advertising on Facebook if it is deemed to be in the organization's best interest to do so.

Hiring six highly qualified candidates for CA's Year 1 founding teacher positions will be more challenging. CA will begin disseminating its job posting after selecting its Year 0 founding teacher candidate (i.e., no later than April 2020). CA anticipates that highly qualified candidates who are simply not the best fit for Year 0 due to the tremendous emphasis on student recruitment during Year 0 will be among its pool of candidates for the single Year 0 position. For example, one of CA's Year 0 applicants has tremendous teaching and instructional leadership experience in one of the school's Year 1 STAAR-tested courses but will be completing a PhD dissertation in education (at one of the top programs in the world) until the end of Year 0 and is not conversational in Spanish. These criteria prevent this candidate from being considered for the Year 0 position, but not Year 1. The candidate will remain in the growing pool of candidates for Year 1 positions.

CA's recruitment of Year 1 candidates will be bolstered with a staff recruitment budget in Year 0. CA has budgeted for \$300 per staff opening per year, which means the school projects spending \$1,800 on recruiting its 6 founding teacher hires for Year 1. This will tremendously increase visibility among potential candidates.

CA will support its department chairs by ensuring they have sufficient time and resources to fulfill their leadership responsibilities, including additional work-time throughout the school day and a budget of \$150 per department teacher to spend on professional development for instructional leadership. For example, CA's science department will consist of 5 teachers, which means that CA's science department chair will have a budget of \$750 per year to spend on professional development opportunities that will make them better instructional leaders for their department. The days they spend off campus for approved professional development activities will not count against their annual allotment of paid leave.

A primary professional development activity for all of CA's department chairs will be T-TESS appraisal training and certification. This professional development will be conducted to ensure CA's departments are aligned and calibrated in implementing the T-TESS tools and resources and ensuring best practices for providing evaluation and support for teachers.

The department chairs will be supported by the deans of students and the dean of college and career prep. The role of the dean of students is primarily to promote a healthy school culture and safe environment for students. However, the deans of students will also be active in the school's general academic intervention strategy to identify students whose academic needs are not being met and teachers who could benefit from assistance on instructional practices and classroom management. The dean of college and career prep is primarily focused on ensuring the veracity of the school's college and career prep curriculum and programming but will also support the department chairs in identifying teachers who would benefit from the dean's support in delivering the curriculum more effectively.

CA's tool for evaluating its department chairs will be a version of the Lone Star Governance tool for evaluating superintendents (e.g., CA's CEO). The superintendent evaluation tool will be modified to reflect the individual department chair's scope of responsibilities—namely, the performance and growth of Curie Academy students in their department's classrooms. CA believes this is the best way to maintain mission alignment across the board, CEO, and

department chairs and cohesively evaluate the organization's achievement at each level based on well-defined and measurable expectations for student growth.

Proposed Financial and Operations Leadership Teams

Curie Academy's (CA) financial and operations leadership team will consist of the school's chief financial officer, director of operations, and PEIMS coordinator. CA's CEO and executive assistant will also be directly involved in some financial and operations leadership activities. Please see **Attachment 13: Organizational Charts for Year 1 and Full Capacity**.

Curie Academy's financial leadership team will evolve with the school as it grows. The organization's annual budget will be developed by its executive team with the support of its board of directors. Senior advisors Diaz and Robinson have extensive experience creating and implementing school budgets. In Year 2, CA will add a CFO, who will play a critical role in developing the budget from that time forward. Curie Academy's CFO will be an individual highly qualified in financial management, budget development, accounting, internal controls.

Curie Academy's financial management will be handled by its executive team in Year 0 and Year 1 with the contracted support of ESC Region 13 for payroll and back office services. CA's executive team will also hire a highly qualified financial consultant in Year 0 to assist the team's implementation of sound financial practices and internal controls. In Year 2, the organization's CFO will take lead on financial management, under the oversight of the CEO and board of directors.

Curie Academy's fundraising and development work thus far has been handled by its board of directors and CEO. Currently, CA is in discussions with donors who consider the organization as a candidate for substantial startup funding (2020-2022). The board, CEO, and senior advisors will work together on fundraising and development initiatives in Year 1 with the CFO and director of operations becoming involved in some aspects of the work upon joining the team in Year 2.

The school's general operations will be led by the executive team in Year 1. Senior advisors Diaz and Robinson have extensive experience leading general charter school operations. The school's operations will be at a very small scale in Year 1 with only 14 employees and 100 students. After Year 1, CA will employ a full-time, highly qualified director of operations to lead the school's general operations with the oversight of the CEO.

Curie Academy's facilities acquisition is being led by its CEO in collaboration with the school's real estate broker, InSite EFT. Board Member, Minsu Kim, is also providing invaluable insight into the process. Mr. Kim is a senior project manager at CBRE and an expert on facilities construction and maintenance. In Year 1, CA's CEO and Senior Advisor Diaz will work together on facilities management with additional advisement from Minsu Kim. Senior Advisor Diaz has over 20 years of experience managing public school facilities.

Operations policy development and implementation will be managed by Curie Academy's executive team with the oversight of CA's board of directors. Senior Advisors Diaz and Robinson have over 40 years combined experience successfully developing and implementing operations policies. During Year 1, CA's executive team will recruit a highly qualified director of operations to assist in the development and implementation of policies to start in Year 2.

Recruiting and hiring efforts are led by CA's CEO with the assistance of its highly qualified senior advisors. Year 1 staff will be managed by CA's executive team. Starting in Year 2, a highly qualified CEO will manage the new director of operations, who in turn will provide management to the PEIMS coordinator.

Contract management will be handled by CA's executive team until Year 2, when CA's new highly-qualified CFO and director of operations will take over contract management responsibilities.

Student recruitment and enrollment is currently being managed by CA's CEO and board of directors. In Year 0, the team will add a founding teacher and executive assistant to support the recruitment and enrollment operations. CA's senior advisors will provide oversight to the CEO in the process to ensure best practices. CA will seek a highly qualified director of operations to lead the recruitment and enrollment operations starting in Year 2.

School safety policies and practices will be formalized in Year 0 by Curie Academy's executive team and implemented by the team in Year 1. CA's director of operations will directly manage school safety starting in Year 2.

Reporting data in PEIMS will be the responsibility of CA's PEIMS coordinator. CA's CEO has already met with ESC Region 13 PEIMS guru, Rebecca Hudson, to get a head start on developing the school's strategy for hiring and retaining a highly qualified PEIMS expert. CA will employ a highly qualified PEIMS coordinator beginning in Year 1. CA has budgeted \$55,000 for the PEIMS coordinator's annual salary with a 1% raise every year thereafter. Ms. Hudson will be coming out to CA at the start of Year 1 to provide an individual training to CA's newly hired PEIMS coordinator and ensure that they are fully prepared for the new school year. In seeking a highly qualified PEIMS coordinator, CA will seek someone who has demonstrated ability to adapt to changes in PEIMS in the past and has a track record for successfully managing reporting deadlines.

Performance Management

Curie Academy will set and achieve goals across three domains: (1) academic; (2) culture and safety; and (3) finance and operations. These goals will be aligned to metrics from the TEA Accountability Rating System and Charter Financial Integrity Rating System (FIRST) and set annually with interim benchmarks and monitored throughout the year. School leaders, staff, and board members will all have input in the goal setting process as well as roles in driving results and monitoring progress.

CA's academic performance targets are tied to metrics in the TEA Accountability Rating System. The performance targets will be imbedded in every layer of the organization from the individual teacher (teacher performance evaluation) out to the CEO and board of directors (Lone Star Governance: superintendent performance evaluation).

The CA founders believe that tremendous student growth is possible when students work closely with highly qualified teachers in conditions that are conducive to their growth. The CA founders also believe in setting ambitious goals, goals that are difficult to achieve but possible.

STAAR Performance	Meet or Exceed Growth Expectation	100%
	Approaches Grade Level or Above	100%
	Meets Grade Level or Above	85%

CA teachers will collect formative data during the first half of their semester-based course with a major formative assessment at the halfway point. At each collection point, the teacher will analyze the results and use the data to calibrate their course planning to better address deficits in student progress. CA's CEO will lead professional development in assessment development and data-driven instruction with the assistance of department chairs with additional expertise to ensure CA teachers are implementing the tools and resources that will help them perform the iterative course calibration process successfully.

At the halfway point, each teacher will perform a data dive within their department and report on progress. Based on the data, each teacher will identify areas of least student growth and create re-calibrate their approach to the remainder of the semester to result in higher achievement. The department chair will create a department progress report that will be shared with the CEO consisting of a performance report the course level and district level with a strategic plan for growth in each course and the department as a whole (if applicable). The CEO will give feedback to the individual departments and formulate a campus wide report to share progress and strategic plans with the faculty and board of directors. Board directors Elizabeth Beyer-Morgan and Tina Steiner are both experienced, highly qualified educators who have the capacity to assess academic performance and provide guidance on achieving the school's academic goals.

This process will be mirrored in the second half of the semester with the addition of a comprehensive benchmark at least 2 weeks prior to the STAAR exam so that students and teachers have sufficient time to address learning gaps prior to completing the course.⁵¹

The data-driven performance management process for STAAR-tested courses mirrors that of non-STAAR tested courses with greater responsibility placed on the instructional leadership team to ensure that the summative assessment for each course is aligned to the TEKS both in terms of content and rigor.

To help ensure course integrity, there will be an additional metric for STAAR-tested courses designed to expose course misalignment likely due to grade inflation, lack of rigor, or misalignment between the curriculum and the TEKS:

STAAR Alignment	Course Grade Not > 5% Higher than STAAR Standard ⁵²	100%
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⁵¹ This process is

⁵² This indicator serves as a check against grade inflation, lack of rigor, or misalignment with the TEKS: Approaches GL (Course Grade < 80%), Meets GL (Course Grade < 95%)

Generally speaking, if a majority of students are earning a grade in the course that suggests content mastery at a much higher level than their performance on the STAAR exam would suggest, then the course is not aligned with the exam and needs to be fixed. The metric is reasonable. The course grade associated with approaching grade level should be at most 75%. The metric adds 5% to that maximum grade to indicate that a student earning an 80% in the course but not meeting the grade level standard on the STAAR exam should be considered an anomaly. For example, if the average course grade among students demonstrating only approaching grade level on the STAAR test is 85% there is obviously something wrong with the course and it needs to be corrected.

All CA students will complete AP Computer Science Principles in 10th grade unless their MAP Growth performance and academic history indicate that they need to participate in CA's bridge program to get caught up in math and or reading. The goal will be for 100% of students to earn at least high school credit in the course when they are eligible to take the course and for 75% of them to pass the AP exam. 75% is the national average for AP CS Principles.

Advanced Placement	At Least 1 HS Credit Earned	100%
	AP Credit Earned	75%

Tracking these metrics and making data-driven decisions based on progress to drive growth will set up students to succeed throughout their years at CA and graduate with distinction. Each year, the school will use these metrics to monitor progress towards campus-wide goals for graduation.

Graduation	Graduation Rate	100% ⁵³
	Distinguished Level of Achievement or Completed IEP & Workforce Ready	100%
	Capstone Completion	100%
	Admission to 4-Year College	100%

CA's culture and safety targets are tied to metrics based on attendance, disciplinary history, and student survey data.

Attendance	Average ADA	98%
	YOY Persistence	99%
	4-Year Persistence	96%
Discipline	School days without a violent incident	100%
Student Survey	CA is Safe Environment	100%
	Teachers Care About Me	100%
	Have an Adult I Can Talk To	100%
	Have a Best Friend at School	100%
	Classes are Useful/Interesting	100%

⁵³ Dropout Rate: 0%

This data will be collected and analyzed primarily by the school's operations team (attendance) and deans of students (discipline and student surveys) with the oversight of the CEO. Working with CA faculty and students, these teams will find opportunities for further insight that will lead to growth, especially in key areas where CA is not meeting its own expectations. For example, if a significant number of students say they disagree that they have an adult at school they can talk to, further analysis might reveal that a disproportionate number of these students are 9th graders, with further analysis leading to areas of improvement in school culture that could have otherwise gone unnoticed.

CA's finance and operations targets are the Texas Education Agency's Charter FIRST performance standards. CA's financial and operational teams, CEO, and board of directors will be responsible for ensuring that CA's budget is sound and that best practices are followed in order to earn an A rating in the Charter FIRST system. CA founders are currently recruiting a director with financial expertise who will add significant value to the team as board treasurer and key overseer of CA's financial operations. CA founders have made sound financial practices and business operations a top priority in their hiring strategy.⁵⁴ Please see **Attachment 19: Leadership Evaluation Tool(s)** to view the Charter FIRST Indicators 2020-2021

Talent Management and Development

Talent Management

Curie Academy's projected timeline for recruiting and hiring teachers and support staff is tied to its master schedule for projected enrollment and fulfillment of its education plan. The projected timeline is designed to ensure that Curie Academy will have the capacity necessary to achieve its mission. Recruitment for every new hire will occur in no later than 1 year prior to the position opening. CA's model integrates a conservative assumption of 80% retention YOY.

Hiring Schedule

	Year 0	Year 1		Year 2		Year 3		Year 4		Year 5	
	N	N	R	N	R	N	R	N	R	N	R
Regular Teachers	1	6	0	7	1	6.5	2	6.5	4	0	5
SPED Teachers		1	0	1	0	1	0	1	1	0	1
Social Worker	0	1 part-time						1 full-time			

N = New Position

R = Replacement

⁵⁴ Year 0-1: Senior Advisors Diaz and Robinson, CEO Choucair, highly qualified PEIMS coordinator, and contracted services from a highly-qualified financial consultant and ESC Region 13 services; Year 2: add highly-qualified CFO and director of operations to CEO Choucair and highly-qualified PEIMS Coordinator.

As discussed in **Leadership and Governance: Proposed Instructional Leadership Team**, Curie Academy's recruitment strategy relies heavily upon how much its school model attracts highly qualified candidates. It has already proven very attractive to high quality candidates based on early response for the prospective Year 0 founding teacher position, and the school expects that its status as a charter holder in Year 0 and thereafter will boost its already substantial response from qualified candidates. Curie's relatively small scale will serve as an additional benefit to the school as it will have the advantage of being highly selective in its hiring practices (i.e., qualified applicant per position ratio will be comparatively high).

A detailed summary of CA's strategy for recruiting, hiring and developing its founding teachers is included in **Proposed Instructional Leadership Team**. Considering the considerable overlap in recruiting and hiring practices for CA's founding teachers in Year 0 and CA teachers in later years, much of what is included in that section could be repeated here in the discussion of CA's general strategy for recruiting teachers. To avoid repetition, the discussion in this section will focus on CA's strategy for recruiting and hiring teacher for new and replacement positions after Year 1.

The difference between CA's recruiting strategy for founding teachers⁵⁵ and later years is the growing emphasis on building a pipeline of novice teachers who show tremendous potential for growth and performance. CA is working on building a strong partnership with the UTeach network and other outstanding teacher development programs throughout the state to identify candidates with potential to become master teachers under the guidance of CA's veteran faculty. CA's target range for novice teacher hires is 25-50% of available positions. A key factor in determining the threshold for novice teacher hires will be the cumulative experience of the department.

CA's teacher residency program will be the primary source of novice teacher hires⁵⁶. Each Fall, CA will project its threshold for novice hires for positions anticipated to be open the subsequent year. Based on the projected threshold, CA will recruit student teacher candidates for spring teacher residency program. The selected candidates will then co-teach a course with a veteran teacher (ideally the department head⁵⁷) in the spring semester with the hope being that they will prove themselves and earn a contract to teach the same course the following year as a full-time faculty member. Like all CA faculty, teachers-in-residence who are chosen for full-time roles must become ESL certified as a condition of employment.

⁵⁵ From **Leadership and Governance: Proposed Instructional Leadership Team**: "Efforts are underway to recruit Curie Academy's first of seven department chairs. The school will have seven teachers on faculty for its first year of operation (2021-2022). Curie Academy refers to these seven teachers⁵⁵ as Founding Teachers as they have the special responsibility of setting the standard for teaching excellence in Curie Academy's first year of operation, a standard for others to follow as the school continues to grow. One of the seven founding teachers will join the team in Year 0, while the other six will join the team in Year 1. The school's founding teachers will be not only instructional leaders by example but also serve as chairs of their respective departments."

⁵⁶ CA is currently building a model for the program and has not yet integrated it into the projected hiring for Years 0-5 or corresponding personnel budget.

⁵⁷ An added bonus of the teacher residency program is it will allow department heads to teach one of 3 90-minute periods instead of 2 (most of the time): co-teach 1 period with the teacher-in-residence and allow the teacher-in-residence to teach the second period on their own. This would allow increase the department head's capacity substantially and free up additional time for supporting their cohort teachers. The residency program would provide for this added bonus without adding tremendous cost.

As discussed in **Proposed Instructional Leadership Team**, CA will seek candidates who have demonstrated excellence in: student-teacher relationship building, data-driven instructional and assessment practices, adaptive curriculum, and parent engagement. Teachers will be selected and placed based on the correlation of their strengths to the requirements of the teaching post available. For example, CA will have a preference for a teacher who has demonstrated capacity for helping students who are severely behind in math make tremendous progress if the position is CA's Bridge to Algebra I

CA's Director of Operations will lead CA's talent recruitment and hiring program after Year 1 in partnership with CA's CEO. CA's department chairs will also play a role in candidate selection, participating in interviews, observing sample lessons, and providing their evaluations to CA's CEO for consideration.

CA's recruitment of post-Year 1 candidates will be bolstered with a staff recruitment budget of \$300 per staff member or at least \$2400 per year after Year 1. This will tremendously increase visibility among potential candidates.

CA will evaluate the effectiveness of its talent management plan on pre-hire ratios such as – CA founders are exploring strategies to minimize unforeseen staff shortages. CA founders want to know which faculty members will not be returning the subsequent year as early in the year as possible to ensure they can begin the recruitment process sooner than later. Teachers tend to be wary of telling their schools about their plans to leave fearing alienation or backlash during their remaining tenure. CA leadership will communicate to faculty their earnest desire to know as soon as possible to ensure a successful succession plan and commitment to treating the departing faculty member fairly and ensuring that they are not alienated or experience any retribution.

CA founders are considering an innovative approach to mitigating unforeseen staff shortages: offering a bonus for providing timely notice. The idea is that the value of the bonus is equal to or less than the cost incurred by the school if it is not given notice until the end of the school year—or even worse, the end of the summer! Perhaps a bonus of \$800 for providing non-binding notice by February 1st each year would sufficiently incentivize early notice and work out in the best interest of the school. Any teacher worth their salt would not leave based on an \$800 alone, so it might be just enough to incentivize early notice from a teacher who is already planning on leaving. The school could begin recruiting for the position and still retain the current teacher if they decide to stay. With the stipulation that the bonus not vest until the end of the teacher's contract (August), there would be no transaction until a new candidate has been hired. That being said, CA founders believe the best strategy is to ensure CA leadership builds a culture that appreciates staff members even when they come forward with their plans to not return (rather than punish them).

In the event that there is an unforeseen staff shortage at the start of the school year, CA will resort to its existing pool of prior candidates who have shown promise, reach out to school of education alumni networks, advertise the position(s) on the CA school website, and perform extensive advertising and recruiting through various online platforms including LinkedIn, Indeed, Jobs on Facebook, and social media.

Key metrics CA will monitor to determine the effectiveness of its recruitment efforts include –

- Number of applicants per position
- Number of highly qualified applicants per position
- Dollars spent per applicant and dollars spent per hire

The second ratio, the number of highly qualified applicants per position will be an interesting figure to track over time, because assuming CA only hires applicants it first identified as highly qualified, faculty track records will indicate how well CA has evaluated applicants. If history shows a deficit in this area, CA will perform an internal analysis with the support of its board of directors as well as potentially consult with members of the education community with proven track records of talent evaluation for guidance.

CA's hiring procedure consists of a number of stages. First, the applicant submits a copy of their current application, a video of them providing classroom instruction (if available), and answers to questions designed to allow the applicant to demonstrate their philosophy of education, their strengths and weaknesses, and familiarity with the school. If the applicant shows promise, the director of operations will set up a phone interview. If the applicant has not provided a video of them teaching and is currently employed as a teacher, they will be asked to submit a video within the following 10 days.

During the phone interview, the director of operations will ask clarifying questions to further evaluate whether the applicant seems highly qualified and potentially a good, long-term fit for the school. During their weekly meeting, the director of operations will provide a status report on new applicants and share their initial evaluations with the CEO. The CEO and director of operations will then determine which if any applicants CA should invite for a sample lesson and interview on campus.

The CEO, director of operations, and other school leaders will observe the applicant's sample lesson, which will be followed by a debrief with the CEO/director of operations. The debrief will help CA gauge the applicant's disposition towards feedback and professional development. The applicant will then be interviewed by the chair of the department the applicant would be joining.

The CEO will use the evaluations of their cohort and their own judgement to determine whether to extend an offer, learn more about the applicant, hold onto the application, or end the inquiry. If the CEO decides to extend an offer, the applicant must submit to a background check with their employment conditional upon passing it.

Although CA will offer a very welcoming and supportive environment for teachers, it will also not hesitate to take appropriate action and terminate a faculty member who has committed a serious offense. Any teacher who is convicted of any felony, any crime of violence, or any other serious crime while employed by CA will have their contract terminated immediately. Any serious misconduct towards a student, parent, colleague, or other individual in connection with their work at Curie Academy will result in immediate termination and any additional steps will be followed to assure full compliance with state and federal law.

Please see **Attachment 22** for CA's complete staffing chart.

Professional Development and Evaluation

CA's mission is to prepare students of all backgrounds to thrive in today's tech-driven world, and CA's education plan is designed to provide the pathway for the school to achieve its mission. CA Senior Advisor Mark Diaz will play a key role in developing CA's professional development practices.

CA's professional development plan is designed to ensure that its teachers are providing the necessary guidance and support its students need to graduate from Curie Academy with the knowledge, skills, and experience needed to thrive in college and successfully pursue a career pathway they are passionate about. CA's teachers will be evaluated on T-TESS metrics aligned to CA's education plan that serve as indicators of student growth and achievement.

Throughout the school year, CA's teachers will undergo professional development within their departments, led by their department chair. The department chair is an individual teacher who has demonstrated tremendous capacity to not only drive student growth but also the growth of other teachers. They serve as the instructional leader of their department. The chair observes each cohort teacher's classroom instruction and provides feedback based on T-TESS criteria. All observational debriefs will occur within 48 hours of the observation, which will consist of simple, actionable feedback based on areas where adjustments will make the greatest impact on student growth.

CA department chairs also review each cohort's lesson planning, curriculum, and assessment strategies and provide feedback on making iterative improvements in each area. Cohort teachers are also required to observe each other's classes and provide feedback. Often the observing cohort teacher will benefit more from the observation than the observed—coming away with new, effective instructional and/or classroom management techniques to implement in their own classroom. In addition to classroom observations, every teacher in the department, including the department chair, will regularly have their instruction recorded and review it with the department to discuss highs and lows and strategies for improvement. Observation, evaluation, and collaboration are key to CA teacher development and calls upon each teacher to exercise CA's core values of courage, teamwork, discovery, and innovation. CA wants its teachers to continuously work together to find new ways of improving their practices and implementing them for the benefit of CA students.

Newly hired teachers will be quickly integrated into their new department during the 8 professional development work days leading into their first semester. They will participate in new to CA orientation throughout the immersive professional development period to ensure that they are receiving the specific training they need to fully participate in school operations and be prepared to fulfill their new responsibilities as a CA faculty member.

CA's professional development plan includes significantly more hours for course planning, data analysis, and collaboration than typical PD plans. As detailed in **Operational and Financial Plans: School Calendar and Schedule**, CA's calibration day calendar features 150% *more* time for these activities than the standard ISD calendar.

Inter-departmental professional development will be featured. Teachers who have demonstrated special expertise in some aspect of the profession (e.g., data-driven instruction, assessment strategies, questioning strategies, or time-management) will host elective training sessions throughout the calibration day calendar for interested teachers to choose from. CA teachers will also be encouraged to observe teachers from outside their department and share what they learn.

CA department chairs will encourage their cohort teachers to observe CA teachers who demonstrate mastery of skills the cohort teacher is focusing on developing regardless of departments.

CA's special education department chair will lead campus wide professional development on topics related to teaching students with disabilities, and CA's teachers who are most successful in reaching English learners will also lead professional development on best practices for all CA teachers.

CA will extend an offer to every current CA teacher in the spring of each year unless the teacher has consistently not met expectations and has demonstrated reasons to believe CA students would be best served by a replacement. CA is committed to ensuring that every teacher is provided the conditions needed to succeed and to partner with teachers, especially when they are struggling, to facilitate growth. The professional development and evaluation practices at the school will ensure every teacher understands how their work is being evaluated and what the school is doing to promote their growth. In cases where CA determines it will be in the best interest of its students for the teacher to be replaced unless they improve significantly, it will construct an improvement plan in partnership with the teacher for the teacher to follow. If the conditions of the improvement plan are not met, the teacher will be notified in the spring that they will not be receiving an offer to return the following year.

A copy of the official T-TESS rubric can be found in **Attachment 24: Teacher Evaluation Tool(s)**.

Retention

Curie Academy is designed to be the best place for the best teachers to do their best work. The purpose behind this design is to not only attract tremendous teachers but keep them. CA founders believe in the impact incredible teachers have on the growth of their students. Other sections of the CA application (e.g., **Proposed Instructional Leadership Team** and **Talent Management**) contemplate strategies for hiring highly qualified teachers between Year 0 – Year 5. This section will focus on strategies for retaining them and reasons they will want to stay.

CA founders have designed the school's budget to provide teachers with attractive compensation packages, including salaries that are on average 10-20% higher compared to other high schools and robust benefits including a 0-cost health insurance plan, and an overall school model that expert teachers identify as uniquely suitable for performing their best work.

Features that will make teachers want to stay include –

- A daily schedule that consists of them working with the same 50 students every day, which will allow them to spend more time with fewer students and thus have a greater impact on their development.
- 90 minutes of work-time every day
- 28 calibration days per school year for collaborative professional development, data analysis, and course planning (150% more throughout the school year than at other schools)
- A teacher-driven professional development system that encourages collaboration among teachers and celebrates expertise and excellence within CA's own faculty; every teacher's experience will be personalized based on their level of expertise and areas of need.
- A semester-based schedule that allows them to iterate their course double the number of times as average, allowing them to implement lessons learned between semesters instead of years.
- A semester-based schedule that prevents them from having multiple, simultaneous preps and instead allows them to have one prep in the fall and different one in the spring, which ensures that they can focus on one course and one group of students at a time.
- An administration that prizes and acknowledges the central role teachers play in the life of the school

Based on the feedback of highly qualified teachers across Texas, CA is on track to build a faculty of tremendous educators. CA will continually iterate its practices to ensure that its teachers are supported, well compensated, and have the resources they need to succeed like no other place can offer.

Operational and Financial Plans

School Calendar and Schedule

Introduction

Curie Academy's calendar and daily schedule provide the practical framework for everything done at the school. The impetus was to shape the school's days, months, and years through the lens of CA's MVV and maximize achievement.

Daily Schedule

CA founders studied various daily academic schedules and used the school's MVV to make adjustments that will benefit the team. In this section, the rationale of moving away from various daily academic schedules to the current version of CA's schedule is described. The daily academic schedules included in the CA founders' analysis are the 8-period schedule, A/B day block schedule, and accelerated block schedule, which are referred to as the semester-block schedule⁵⁸.

The traditional 8 period daily schedule consists of 8 class periods and a lunch period:

1 st Period	45 min			
		← 5 min		
2 nd Period	45 min			
		← 5 min		
3 rd Period	45 min			
		← 5 min		
4 th Period	45 min			
Lunch	30 min			
5 th Period	45 min			
		← 5 min		
6 th Period	45 min			
		← 5 min		
7 th Period	45 min			
		← 5 min		
8 th Period	45 min			

	Daily Min	Weekly Min
Class	360	1800
Lunch	30	150
Passing	30	150
Total	420	2100

It includes 360 minutes of class per day spread across 8 subjects; a 30-minute lunch period; and a 30-minute aggregate of passing periods. CA believes there are a number of ways to improve this schedule, some of which are addressed to different degrees in the designs of the A/B day block schedule and semester-block schedule:

1. Concurrent subjects: too many.

⁵⁸ We believe that "accelerated block schedule" is a misnomer. Students complete courses on a semester basis instead of a year, but the overall rate of learning is the same.

This schedule prescribes 8 concurrent subjects. This is a lot. Regardless of the student's learning capacity at a given point in their development, the student can allot only 12.5% of his or her learning capacity to each of the eight subjects. Reducing the number of concurrent subjects would increase how much the student's learning capacity he or she could apply to each one.

2. Daily minutes per subject: too few.

With so many subjects to study, the student has only 45 minutes to spend on each one on a daily basis. This limits the student's opportunity to engage in deep learning experiences.

3. IDC: too low.

Most people consider 25:1 as an acceptable student to teacher ratio in the classroom. In determining an acceptable number, CA considered how many students a teacher can manage to work with simultaneously. It is an important number.

An equally important number is often overlooked: the number of students on each teacher's roster. There is a limit on teachers, as human beings, in terms of how well they can stay abreast of individual student needs, and it is relative to how many students are on their roster. Think about how much easier it is to remember 1 birthday than 150.

Assuming that a teacher has six classes and two prep periods, and that each class consists of 25 students, he or she will have a roster of 150 students. CA founders understand that every teacher, no matter how talented and hardworking has a limited capacity for instructional differentiation.

CA will define instructional differentiation capacity (IDC) as a number signifying how much a teacher can differentiate for each individual student relative to number of students on his or her course roster.

$$\text{IDC} = (\text{n teachers} \div \text{n students on roster}) \times 100$$

A world where every teacher had only one student would represent a perfect IDC of 100.

$$(1 \text{ teacher} \div 1 \text{ student}) \times 100$$

$$\text{Perfect IDC} = 100$$

With a roster of 150 students to 1 teacher, CA's IDC drops to 0.67.

$$(1 \text{ teacher} \div 150 \text{ students}) \times 100$$

$$\text{Normal IDC} = 0.67$$

Comparing 1000 to 6.7, it makes sense why it is so challenging for teachers to escape the one-method, one-rate approach, which leaves too many leaves students behind. Students learn at different rates and often need different methods to make things click. Increasing CA's IDC to better serve CA students.

4. Total transition time between periods: too much.

8 periods a day, plus lunch creates 8 5-minute transitions per day. 2 of these transition (to lunch, and from lunch) are absorbed in the lunch period, so we count only 6 of them. 5-minute transitions might sound insignificant, but six of them in a school day amounts to 30 minutes. CA founders consider these 30 minutes as lost time, because each transition is too short for the student to rest between classes.

Consider what this amounts to over the span of a school year: 88 ½ hours. This is roughly the equivalent of 2.5 weeks of school.

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	Total Hours
Transition Period Hours	7	7	7	7	7	7	7	7	7	7	7	7	4.5	88.5

5. Total break minutes per day: too few.

As adults we tend to forget how tiring a full day of sitting in classrooms can be. The 8-period schedule has only one real break for students built in: lunch. Outside of lunch, it essentially consists of two 180-minute blocks in the classroom with 5-minute interruptions to change rooms.

The A/B day block schedule improves the 8-period schedule in some areas but at some cost to students and teachers. It essentially cuts the 8-period schedule in half, stretches each half to span 7 hours, and has students attend classes on a 2-day cycle.

A Day		B Day					
1 st Period	90 min	← 7 min	5 th Period	90 min	← 7 min		
2 nd Period	90 min		6 th Period	90 min			
Lunch	46 min		Lunch	45 min			
3 rd Period	90 min	← 7 min	7 th Period	90 min	← 7 min		
4 th Period	90 min		8 th Period	90 min			

	Daily Min	Weekly Min
Class	360	1800
Lunch	46	230
Passing	14	70
Total	420	2100

CA will consider each of the five problem areas we addressed above:

1. Concurrent subjects: too many.

The A/B day block schedule consists of 8 concurrent subjects—the same as the 8-period schedule.

2. Daily minutes per subject: too few.

This is an area where the A/B day schedule creates value. With 90 minutes per class, students have an opportunity to engage in deep learning. However, this comes at a cost. The A/B day schedule creates a minimum gap of 1 day between classes, which disadvantages daily growth. A benefit of the 8-period schedule is that classes meet every day. When a student is struggling in Algebra I class on Monday, he or she can go back the next day to get help.

These gaps are especially problematic towards the end and beginning of academic weeks. Classes that meet on Thursday next convene the following Monday; classes on Friday first reconvene the following Tuesday.

Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue
A	B	A	B	A			B	A

3. IDC: too low.

The A/B day block schedule and 8-period schedule have teachers working with the same number of students, with a roster ratio of 150:1 the IDC is still only 6.7.

4. Total transition minutes between periods: good.

This is an area of improvement. The A/B day block schedule reduces the number of transition periods from 8 to 4, with two of the 4 absorbed in the lunch period. The amount of time spent transitioning between classes drops from 30 minutes to 14 minutes (> 50% reduction).

5. Total break minutes per day: better

There is a big improvement here in terms of the lunch period, which gains 16 minutes from the reduction in transition periods. With transition periods that are a couple minutes longer, there is a little time for students to break from classroom activities, but still not much. We still essentially have two 180-minute classroom blocks, each with a brief transition period in the middle.

The semester-block schedule represents a further improvement. It essentially takes the A/B day schedule and puts it on a semester basis rather than daily basis.

Fall Semester		Spring Semester	
1 st Period	90 min	5 th Period	90 min
← 7 min		← 7 min	
2 nd Period	90 min	6 th Period	90 min
← 7 min		← 7 min	
Lunch	46 min	Lunch	45 min
← 7 min		← 7 min	
3 rd Period	90 min	7 th Period	90 min
← 7 min		← 7 min	
4 th Period	90 min	8 th Period	90 min

	Daily Min	Weekly Min
Class	360	1800
Lunch	46	230
Passing	14	70
Total	420	2100

1. Concurrent subjects: good.

This is an area where the semester-block schedule shines. Instead of students spreading their attention across 8 concurrent subjects, they focus on only 4. This allows students to allot an average of 25% of their learning capacity to each of the 4 subjects instead of only 12.5% to each of 8.

2. Daily minutes per subject: better.

The semester-block schedule shines here as well. Like the A/B day block schedule, it provides 90-minute for each class. Where it improves on the A/B day block schedule is in classes meeting every day.

Classes in both the 8-period schedule and A/B day block schedule meet for an average of 225 minutes per week. In the semester-block schedule, it is doubled to 450.

	Mon	Tue	Wed	Thu	Fri	Total
8-Period	45	45	45	45	45	225
A/B Day		90		90		225*
Semester	90	90	90	90	90	450

*225 as the average of 270 (Mon, Wed, Fri) and 180 (Tue, Thu)

CA founders believe that “accelerated block schedule” is a misnomer, which is why we call it the semester-block schedule. Although students complete courses on a semester basis instead of a year, the overall learning rate it is the same.

CA will use English I, which consists of 26 TEKs as a proxy for all courses and compare the rate at which TEKs are covered in different schedules:

8-Period & A/B Day Block

	Fall	Spring
Course 1	13	13
Course 2	13	13
Course 3	13	13
Course 4	13	13
Course 5	13	13
Course 6	13	13
Course 7	13	13
Course 8	13	13
Total	104	104

Semester Block

	Fall	Spring
Course 1	26	
Course 2	26	
Course 3	26	
Course 4	26	
Course 5		26
Course 6		26
Course 7		26
Course 8		26
Total	104	104

The learning rate is the same. The difference is the mix. The semester-block has a lower mix value than the others with 104 TEKS from 4 courses per semester instead of 8.

3. IDC: better.

This is another area where the semester-block schedule shines. Because the courses are semester based, student rosters are reduced by half. Instead of teaching 6 sections of 25 students (150 total), the teacher will have 3 sections of 25 students (75 total) per semester. This results in a doubling of instructional differentiation capacity:

Normal IDC:

$$(1 \text{ teacher} \div 150 \text{ students}) \times 10 = 6.7$$

Semester Block IDC:

$$(1 \text{ teacher} \div 75 \text{ students}) \times 10 = 13.4$$

- Total transition minutes between periods: good (same as A/B day block).

Like the A/B day block schedule, the semester-block schedule has 50% less transition period minutes than the 8-period schedule.

- Total break minutes per day: better (same as A/B day block)

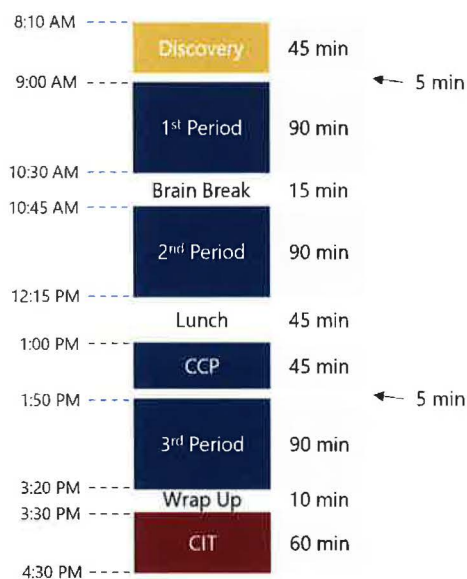
The semester-block schedule has the same 45-minute lunch period and two 7-minute passing periods as the A/B day block schedule.

In summary: (best numbers in yellow)

	8-Period	A/B Day Block	Semester Block
Concurrent Subjects	8	8	4
Consecutive Classroom Minutes	180, 180	180, 180	180, 180
Weekly Minutes Per Subject	225	225 (avg)	450
IDC	6.7	6.7	13.4
Transition Minutes	30	14	14
Break Minutes	30	46	46

CA founders looked for ways to improve the semester-block schedule to align with the school's MVV. The result is a schedule infused with CA's core values and vision for its students.

Curie Semester-Block Schedule



The CA school day begins with a 45-minute period named after the school's core value of discovery. This period will be used by teachers and teachers for office hours and independent reading time. Attendance during this period is optional for students, unless they are required to attend office hours. CA teachers will have a weekly schedule of office hours that consist of mandatory sessions for students who are failing and voluntary sessions for students who are passing. Students will be encouraged to attend office hours when they are passing. CA will also

have reading rooms for students who choose to come early for independent reading. All of CA's students will earn Curiecoin for attending Discovery.

CA's 1st period class will start at 9:00 AM and end at 10:30 AM. After 1st period, students have a 15-minute brain break before going to their 2nd period class. A 45-minute lunch period follows 2nd period, and then students attend their College and Career Prep (CCP) course. Unlike 1st, 2nd, and 3rd period courses, which span one semester, the CCP course spans two semesters. 3rd period follows CCP, after which CA has an all campus "Wrap Up" period. This is a 10-minute period for students and teachers to clean their third period classroom and prepare for CIT, the last period of the day.

Courage, Integrity, Teamwork (CIT) is CA's daily period for students to earn physical education credit and hold academic club meetings.

CIT Weekly Schedule (student example)

Mon	Tue	Wed	Thu	Fri
Ultimate Frisbee	Sci-Fi Club Meeting	Yoga	Curie Treasury Dept Meeting	House Competitions

Adding CA's daily schedule to the comparison:

	8-Period	A/B Day Block	Semester Block	Curie Block
Concurrent Subjects	8	8	4	4*
Consecutive Classroom Minutes	180, 180	180, 180	180, 180	140 or less
Weekly Minutes Per Subject	225	225 (avg)	450	450/225
IDC	6.7	6.7	13.4	20
Transition Minutes	30	14	14	10
Break Minutes	30	46	46	60
Tutorial Minutes	0	0	0	45
Service Minutes	0	0	0	10

*Not including Discovery and CIT

Less than 3 hours of consecutive classroom minutes:

Sitting in class for 180 minutes (3 hours) stretches is too much. CA does not count transition periods when considering consecutive classroom minutes in CA's schedule or others because they are too brief.

8 Period Daily Schedule

180 min				30 min	180 min			
1 st	2 nd	3 rd	4 th	Lunch	5 th	6 th	7 th	8 th

A/B Day Block & Semester Block Schedules

180 min		45 min	180 min	
1 st	2 nd	Lunch	3 rd	4 th

CA founders ensure that the campus has time to rest, recharge, and regroup between classes. We never follow a 90-minute class period with another class. Instead, the school follows 1st period with a brain break, 2nd period with lunch, and 3rd period with Wrap Up and CIT.

Curie Academy Daily Schedule

140 min		15 min	90 min	45 min	140 min		70 min	
Discovery	1 st	BB	2 nd	Lunch	CCP	3 rd	Wrap Up	CIT

Highest IDC:

CA teachers will have greater capacity to differentiate instruction on a per student basis due to higher IDC.

$$\text{Curie Academy IDC:} \\ (1 \text{ teacher} \div 50 \text{ students}) \times 1000 = 20$$

CA's block schedule and school planning create a 200% increase in IDC compared to the 8-period and A/B day models and 50% increase compared to the semester-block model. CA does this by limiting CA's teachers to 50 students per semester and 100 students per year instead of 75 and 100 respectively.

Please see **Attachment 26: Proposed School Schedules** for more details.

School Calendar

CA innovated the school calendar to accommodate the school's block schedule and make room for the house system and calibration days. CA also changed the language around academic terms to align with calendar months to ease communication and planning and facilitate more frequent academic progress updates throughout CA's system.

CA academic year consists of two semesters: a fall semester (July 27 – December 14) and a spring semester (January 4 – May 17). The fall semester begins with House Orientation (July 27-30) followed by five academic terms. The academic terms correspond intuitively to calendar months.

House Orientation	July 27 – 30
August	August 2 - 31
September	September 1 – 30
October	October 1 – 29
November	November 2 - 29
December	December 1 – 14

Standard Days	79
House Orientation Days	4
House Days	6
Calibration Days	17
Holidays	16

The spring semester carries the same format of the fall semester less House Orientation:

January	January 4 - 31
February	February 1 - 25
March	March 1 - 31
April	April 1 - 29
May	May 2 - 17

Standard Days	81
House Days	6
Calibration Days	5
Holidays	13

CA has 28 days in its school year committed to teacher development. CA founders believe that providing teachers with more work time is crucial for increasing their capacity to serve their students and develop best practices. To that end, CA's calendar includes 28 calibration days – days teachers will use to adapt course planning to current learning outcomes and develop practices to better facilitate students' growth. This practice goes hand-in-hand with the school's drive to increase teachers' instructional differentiation capacity.

18 Calibration Days + 12 Calibration Half Days = 28 Days of Professional Development

Note: CA's calibration half days occur after House Day activities.


Time is one of teachers' greatest assets for successful course planning and professional development. Compared to the standard model, CA teachers will have 75% more time for professional development.

Professional Development Days: Curie Academy & Standard Model

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Curie	8	2.5	1.5	2.5	1.5	4	1.5	2.5	0.5	1.5	2	28
Standard	0	8	0	2	0	1	2	2	0	0	1	16

$$28 - 16 = 12$$

$$12/16 = 75\%$$

 = Initial PD term before school year begins

After taking out the initial 8 days of professional development, the change is even more dramatic. The 12 calibration days CA adds to the standard model represents a 150% increase in professional development.

Curie PD Days after Initial Term:

$$28 - 8 = 20$$

Standard PD Days after Initial Term:

$$16 - 8 = 8$$

Additional PD Days for Curie Teachers

$$20 - 8 = 12$$

Intra-Year Increase in PD

$$12/8 = 150\%$$

CA's calendar also increases teacher's ability to apply lessons learned through iterative instruction. Iterative instruction typically occurs on an annual basis. For example, a new teacher teaches physics their first year and then returns their second year to try it again. They bring with them the experience of the prior year, which helps guide their course planning and instructional practices the second time around. Veteran teachers do the same thing. It is at the core of development for every teacher.

Because CA courses are a semester long, teachers apply lessons learned through iterative instruction on a semester basis, instead of annually. This means they can apply what they learned in the first semester to how they teach the course anew in the spring.

A new teacher at CA will iterate their course three times with the support of their department chair during their first two years instead of just once:

	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Curie Academy	First Time	First Iteration	Second Iteration	Third Iteration
Standard	First Time		First Iteration	

CA also included 6 House Days each semester to celebrate the school culture and build community. House Day activities are aligned with our MVV and described in detail in **School Design: Culture and Safety**.

Please see **Attachment 25: Proposed School Calendar**.

Student Recruitment and Enrollment

A detailed overview for student recruitment and marketing is included in **School Design: Family and Community Engagement**. This section focuses on Curie Academy's (CA) strategy for recruiting the student populations we have targeted for enrollment, including key demographics and special populations.

As explained in detail in **Families and Community Engagement**, CA's strategy for marketing and recruiting students between February 2020 – September 2020 relies heavily upon –

- Participating in community events within CA's attendance boundary where prospective parents and students will be (3x per month February – September; assess strategy thereafter based on progress and any remaining recruitment deficit)
- Social media marketing
- A monthly newsletter for interested parents, supporters, and community members

- A monthly webinar to provide updates and collaborate with founding parents
- Hosting monthly public meetings at locations within CA's attendance boundary
- Recruiting founding parents and student commits as members of the founding class of 2021-2022

The pre-charter approval timeline for CA's goals and expectations for founding parent and student recruitment is provided below. A more detailed version, including a breakdown of CA's strategy for marketing and recruiting students and how they relate to the achievement of these goals is provided in the **Families and Community Engagement** section along with a detailed explanation of each strategy and associated benchmarks.

	February	March	April	May	June	July	August	September
Founding Parents	18	25	30	35	40	50	55	60
2021-2022 Committed Students	18	25	30	35	40	50	55	60

A detailed explanation of CA's process for creating enrollment projections that are both realistic (based on rigorous analysis of regional data and student populations within the attendance boundary) and align with CA's mission to serve students of *all* backgrounds is included in **Targeted Community and Anticipated Student Population**. Based on CA's enrollment projections, the founding class of 2021-2022 should fit these expectations. Among 100 9th new grade students –

African American	12
Hispanic	55
White	22
Asian	8
American Indian Pacific Islander Two or More Races	3

Economically Disadvantaged	55
English Learners	25
At-Risk	49
Gifted and Talented	10
Special Education	15

To align with CA's strategic goal of minimizing an already expected minimal impact on student enrollment at the ISD high schools within CA's attendance boundary, we created a mission-aligned founding class profile with limits based on which districts CA's new students are zoned to. The following projections are aligned with the relative weights we used for each ISD in determining CA's demographic projections. We scaled up their relative weights as to consist of 95% of CA's enrollment—with charter schools amounting to 5%--instead of 75%.

	Austin ISD			Leander ISD		Hutto ISD	Manor ISD	Pflugerville ISD			Round Rock ISD					
	AHS	NaECHS	NeECHS	CPHS	VRHS	HuHS	MaHS	HeHS	JBCHS	PHS	CRHS	IMHS	RRECHS	RRHS	SPHS	WWHS
Weight	0.02	0.05	0.09	0.02	0.02	0.02	0.01	0.05	0.10	0.08	0.05	0.05	0.03	0.05	0.05	0.01
ISD Weight			0.16		0.04	0.02	0.01			0.23						0.24
Scaled Weight (28.6% inflation)			0.21		0.05	0.03	0.01			0.30						0.31

To derive these limits⁵⁹ for approximately how many of CA's students should come from each district. We reduced Austin ISD's projected limit; we weighed the demographics of Navaro

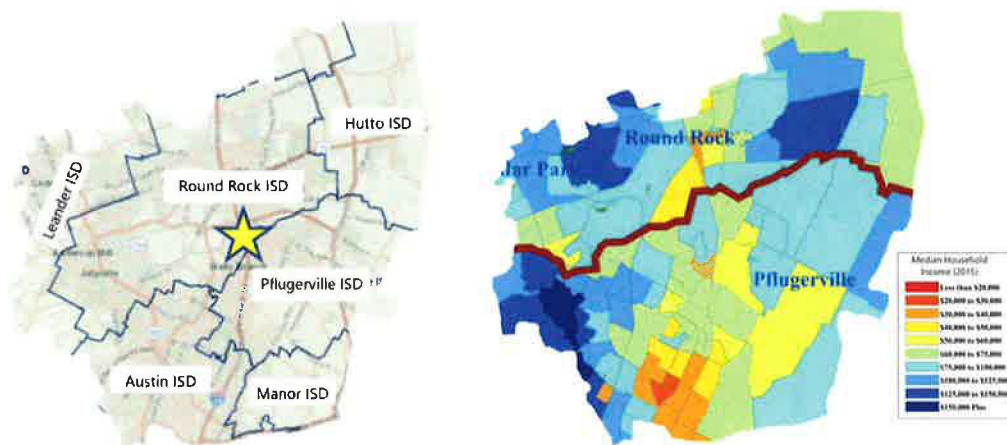
⁵⁹ These ranges provide for a range of new students from charter middle schools between 0-40

ECHS and Northeast ECHS heavier based on intended population served, a factor that will not translate to higher enrollment from Austin ISD in general. Each limit ensures that CA's enrollment is realistic and reasonably proportionate across all 6 districts within CA's attendance boundary. We did not include Georgetown ISD, which is outside CA's primary enrollment boundary.

Austin ISD	Less than 20
Leander ISD	Less than 10
Hutto ISD	Less than 10
Manor ISD	Less than 5
Pflugerville ISD	Less than 45
Round Rock ISD	Less than 45

CA's missioned aligned demographic profile and ISD enrollment profile are key tools we have used to shape CA's student recruitment and enrollment strategy.

The two aspects we are focusing on to drive CA's strategy are economic disadvantage and ISD enrollment boundaries.



Because we have a higher limit on enrollment from Round Rock ISD and Pflugerville ISD, CA will be focusing student recruitment efforts in areas of these two districts where the median household income is below \$50,000⁶⁰. CA will be attending community events in these areas primarily⁶¹ starting in February 2020. We have learned from experienced charter operators that we have to take recruitment in these areas very seriously to ensure CA's enrollment figures are aligned with CA's mission to serve students of all backgrounds.

We have designed CA's school to work for an economically disadvantaged population and especially students who are severely underprepared for high school reading and math and are committed to serving them. We projected 55 of CA's 100 founding students to be economically disadvantaged and 25 out of 100 to be English learners. Based on the experience of seasoned charter operators and the nature of Curie Academy's mission, we, we believe that focusing on these areas first is the best course for us to take.

⁶⁰ 2019 U.S. Federal Poverty Guideline for Texas, Family of 5: \$30,170 (aspe.hhs.gov/poverty-guidelines)

⁶¹ Rule of thumb: at least 2 events in these areas to 1 event in other areas in our attendance boundary

As CA's student recruitment progresses over the spring months, CA will keep its eyes on metrics previously discussed in CA's strategy—e.g., number of parents engaged, number of parents at public meetings, number of founding parents and 2021-2022 commits—relative to census tract and school district boundaries to gauge progress and recalibrate CA's short-term strategies. CA will balance CA's efforts across its attendance boundary as we make progress in these focus regions of Pflugerville and Round Rock.

After every community event we attend, every public meeting we hold, every webinar we host, etc., CA will assess what worked well and what we need to fix to ensure better results the next time we do it. We are already building CA's effectiveness putting this into practice with the initiatives we took after CA's first public meeting to increase attendance at the next meeting by 300%. We expect to keep learning more every time and always find ways to improve and keep achieving better results. This process will be especially important at points in time when recruitment efforts do not yield the expected outcome. We have seasoned charter district superintendents on CA's team in Mark Diaz and Lisa Robinson who will prove invaluable in helping us make adjustments in this event. We also have a great network of experienced charter school operators in Travis and Williamson counties to reach out to during the recruitment process for advice, which is invaluable.

When charter awards are announced in September, CA will have a huge amount of new leverage in student recruiting. We anticipate carrying on CA's student recruitment schedule of activities throughout the fall and will base CA's fall strategy on results. Three big factors will drive student recruitment during CA's application window of October 2020 – January 2021: (1) CA's status as a new charter holder; (2) a substantial student recruitment budget of \$5000⁶²; and (3) the strength of CA's partnerships with founding parents who have joined CA's team throughout the spring and summer months.

Once CA's charter is awarded, CA will circle back with parents and students who we have engaged with unsuccessfully to that point to share the news. We anticipate that a good number of them will respond positively to the news and become interested. We already look forward to sharing the news with them because we expect it will breathe new life into a large recruiting pool that we already have in CA's network. And generally, being able to tell parents and students about the school—not the “prospective school”—is going to make everyone's life easier.

We expect to do a lot this spring and summer on a very limited budget. We are just learning how to utilize tools like social media to reach huge audiences for free and expect to continue incrementally increasing CA's effectiveness over the spring and summer months. That being said, having a substantial budget for student recruitment is going to impact how many people we can reach and how often. We want to utilize highly effective strategies that currently cost more than we can afford. One strategy we are excited about was recommended by SBOE Member Donna Bahorich: using a food truck as an effective platform for community engagement—serving food at highly discounted prices⁶³ at a major community event (e.g., youth soccer tournament) and sharing information about CA's school with all of its customers.

⁶² \$50 per new student

⁶³ Proceeds going towards the cost of the operation

During his internship at the Meridian School, Cassian learned a lot from founder, Karalei Nunn, about the effective roles their founding parents played in the student recruitment process of their founding class. CA will be reaching out to Karalei, in particular, throughout the student recruitment process for advisement. CA will be working to ensure that CA's founding parents are representative of CA's students and CA's mission as we anticipate that they will represent a force for good beyond enrollment.

We anticipate utilizing a very similar approach to student recruitment during Year 1 with some changes. In June 2021, CA will be less than 2 months away from opening the school for Year 1 and 4 months away from opening CA's application window for Year 2 (October 2021). CA will have a bigger team than we had in 2020. CA will also have a real campus, awesome faculty on CA's payroll, and 100 new students enrolled. These represent some new advantages for student recruitment that will help offset the strain of recruiting students while getting Year 1 operations off the ground. We do not want to be caught flat-footed when CA's application window opens in October 2021. Starting in June 2021, CA will apply the lessons learned in Year 0 student recruitment and utilize CA's progress from prospective school, to charter holder, to charter school to CA's advantage. This is the way CA will ensure we are getting the number of student commits and parent involvement we need to successfully enroll CA's second class.

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"/>

CA's goal is to lease a facility to use as CA's temporary campus during its first two years of operation (Year 1-2: 2021-2023) and move into a permanent campus for the 2023-2024 school year (Year 3). We are already in the process of securing a lease facility to serve as CA's temporary campus. In this section, CA will refer to it as its "realistic lease facility" (RLF) in comparison to its minimum facility needs for Year 1-4 (max capacity) and CA's ideal permanent facility.

CA is working with InSite Educational Facilities Services to secure CA's RLF and have used it as the basis for CA's projected facilities operations and maintenance costs for Year 1 and Year 2. In the coming weeks, CA will be working to secure a memorandum of understanding with the landlord for the purpose of leasing the RLF beginning in June 2021 on the condition that CA's charter is approved.

Concurrently, InSite is also leading CA's search for alternative facilities that will accommodate CA's mission at reasonable costs—including spaces within commercial/office buildings, facilities that have been previously occupied by a school, and churches⁶⁴. InSite is concurrently leading CA's search for its permanent site that will surpass CA's minimum facility needs at max capacity at an affordable cost.

CA founders have partnered with Building Hope to ensure that CA's projected facilities costs and budget are sound. Building Hope

In the sections below, CA will provide detailed descriptions of its minimum needs, RTF and ideal permanent facility.

Minimum Facility Needs

CA founders simulated enrollment from Year 1 (2021-2022) through Year 4 (2024-2025) when the school reach capacity. CA simulated each student's class schedule every semester, creating a master schedule it could use to create realistic projected needs for staffing, facilities, instructional materials, and other resources. CA's projected minimum facility needs and ideal facilities are borne out of that model.

CA used the minimum square foot requirements found in TAC § 61.1036 to help determine CA's minimum needs. CA used 700 square feet as the minimum classroom size (also works out to the

⁶⁴ If we were to lease a facility that also served as a church, we would ensure that all religious iconography was either removed or covered during the school day.

prescribed 28 square feet per student with CA's average class size being 25 students; CA understands that an ideal site would be designed to accommodate CA's maximum class size).

CA also used 700 square feet instead of 900 as the minimum computer lab size because CA will be using portable computers. Using the minimum 20 square feet per computer station and 25 as the number of computer stations, CA arrives at 500 square feet of computer stations, so 700 square feet for the minimum computer lab seems like a safe number.

Ideally, CA's classrooms for Big History and other science courses would be larger than the 1400 square foot minimum for a high school science classroom/laboratory, but CA's minimum model allots only 700 square foot classroom for the course with the understanding that it would limit laboratory activities.

In summary, all of the classrooms in CA's minimal facility model are 700 square feet.

For costs, CA makes the following assumptions:

Cost Assumptions	\$/SF
Lease	\$ 13.00
Repairs & Maintenance	\$ 1.50
Utilities	\$ 1.50
Insurance	\$ 1.00
Janitorial	\$ 2.00

As a minimum cost plan, CA assumes no improvement costs associated with readying the facilities for school use.

CA also has no cafeteria or common area for its minimum facility plan, meaning that CA's students would have to eat lunch in the classroom.

CA's minimum facility plan also excludes a gymnasium, so CA's students would have to complete their Sports 9-12 activities in the classrooms (e.g., yoga) or outside if the landlord provides us access to sufficient outdoor space.

An omission in CA's minimum facilities model is the lack of hallways. But please imagine that every room in the model is a separate structure (e.g., each classroom and office housed in a portable with bathrooms attached.).

Year 1 (2021-2022)

In Year 1, CA will enroll its founding class of 100 9th grade students.

CA will need 4 classrooms:

Fall	Room 1	Room 2	Room 3	Room 4
1	BridgeM	BH	Eng I	Alg I
2	Geom	BH	Eng I	BridgeE

CCP	A	B	C	D
3	BH	BH	Alg I	CS I

Spring	Room 1	Room 2	Room 3	Room 4
1	BH	BH	Eng I	Alg I
2	Geom	Alg II	Eng I	CS I
CCP	A	B	C	D
3	BH	BH	Geom	CS I

Based on projected enrollment of:

	Fall	Sections	Spring	Sections
BridgeM	25	1	0	0
Algebra I	50	2	25	1
Geometry	25	1	50	2
Algebra II	0	0	25	1
BridgeE	25	1	0	0
English I	50	2	50	2
Big History	100	4	100	4
CS I	25	1	50	2

CA also anticipates needing a SPED room of 500 square feet (accommodating almost 18 students at 28 square feet per student); a small main office; a small staff office; one staff bathroom; and two student bathrooms.

Year 1 Minimum

Unit	SF	Count	Total SF	Lease	Repairs & Maint	Utilities	Insurance	Janitorial
Classroom	700	4	2800	\$ 36,400	\$ 4,200	\$ 4,200	\$ 2,800	\$ -
SPED Room	500	1	500	\$ 6,500	\$ 750	\$ 750	\$ 500	\$ -
Main Office	350	1	350	\$ 4,550	\$ 525	\$ 525	\$ 350	\$ 700
Staff Office	700	1	700	\$ 9,100	\$ 1,050	\$ 1,050	\$ 700	\$ 1,400
Staff Bathroom	50	1	50	\$ 650	\$ 75	\$ 75	\$ 50	\$ 100
Student Bathroom	150	2	300	\$ 3,900	\$ 450	\$ 450	\$ 300	\$ 600
Total (Categorical)	N/A	N/A	4700	\$ 61,100	\$ 7,050	\$ 7,050	\$ 4,700	\$ 2,800
Total (All Costs)								\$ 82,700

Year 2 (2022-2023)

In year 2, CA adds 100 new 9th graders and need 4 new classrooms for its 100 founding students who are now 10th graders (bringing CA's total to 8 classrooms):

Fall	Room 5	Room 6	Room 7	Room 8
1	PSI	Geom	Alg II	Eng II
2	Adv Math	PSI	Alg II	WH
MM	E	F	G	H
3	PSI	PSI	WH	Eng II

Spring	Room 5	Room 6	Room 7	Room 8
---------------	---------------	---------------	---------------	---------------

1	PSI	AP CS	Alg II	Eng II
2	AP CS	PSI	AP WH	Eng II
MM	E	F	G	H
3	PSI	PSI	WH	AP CS (20)

Based on projected enrollment of:

	Fall	Sections	Spring	Sections
Alg II	50	2	25	1
Geom	25	1	0	0
Stats	25	1	0	0
Eng II	50	2	50	2
PSI	100	4	100	4
WH	50	2	25	1
AP WH	0	0	25	1
CS I	0	0	5	combine
AP CS P	0	0	70	3

Adding the four classrooms increases CA's facilities costs over 57% (+\$47,600):

Year 2 Minimum

Unit	SF	Count	Total SF	Lease	Repairs & Maint	Utilities	Insurance	Janitorial
Classroom	700	8	5600	\$ 72,800	\$ 8,400	\$ 8,400	\$ 5,600	\$ -
SPED Room	500	1	500	\$ 6,500	\$ 750	\$ 750	\$ 500	\$ -
Main Office	350	1	350	\$ 4,550	\$ 525	\$ 525	\$ 350	\$ 700
Staff Office	700	1	700	\$ 9,100	\$ 1,050	\$ 1,050	\$ 700	\$ 1,400
Staff Bathroom	50	1	50	\$ 650	\$ 75	\$ 75	\$ 50	\$ 100
Student Bathroom	150	2	300	\$ 3,900	\$ 450	\$ 450	\$ 300	\$ 600
Total (Categorical)	N/A	N/A	7500	\$ 97,500	\$ 11,250	\$ 11,250	\$ 7,500	\$ 2,800
Total (All Costs)								\$ 130,300

Year 3 (2023-2024)

CA needs a minimum of 4 additional classrooms in Year 3 to accommodate the 11th grade in 2023.

Fall	Room 9	Room 10	Room 11	Room 12
1	Stats	Biology	English III	Art I
2	CS I	Biology	US H	Networks
CCP	I	J	K	L
3	US H	(Multi)	English III	Art I

Spring	Room 9	Room 10	Room 11	Room 12
1	Stats	Biology	AP US H	Art I
2	Stats	AP Bio	English III	Networks
CCP	I	J	K	L
3	AP CS P	Art I	AP Lang	US H

This is the first year in CA's projection where a classroom is vacant (Room 10, Period 3, Fall 2023). Culinary Arts (1 section each semester during 2nd period) does not have a classroom. This

would provide CA's first multipurpose space. The model assumes a neighboring church allows CA's culinary art program the use of its kitchen free of charge.

Projected 11th grade enrollment:

	Fall	Sections	Spring	Sections
Stats	25	1	50	2
Biology	50	2	25	1
English III	50	2	25	1
US History	50	2	25	1
CS I	20	1	0	0
Art I	55	2	45	2
AP CS P	0	0	10	1
Culinary Arts	25	1 (church kitchen)	25	1 (church kitchen)
AP Lang	0	0	25	1
Networks	25	1	20	1
AP Bio	0	0	25	1
AP USH	0	0	25	1

As in Year 2, these 4 classrooms will cost us an additional \$47,600; bringing CA's facilities costs up to \$177,900 for Year 3. CA's minimum space required for year 3 is 10,300 of sf.

Year 4 (2024-2025)

CA adds 4 more classrooms in Year 4, bringing the total to 16. The 4 additional classrooms will accommodate new classes for 12th grade students:

Fall	Room 13	Room 14	Room 15	Room 16
1	USGE	E2	E3	E4
2	USGE	BE	E3	E4
CCP	M	N	(Multi)	(Multi)
3	E2	BE	(Multi)	(Multi)

Spring	Room 13	Room 14	Room 15	Room 16
1	USGE	E3	AP CSP	E4
2	AP USGE	BE	E3	E4
CCP	O	P	(Multi)	(Multi)
3	E2	AP Lit	(Multi)	(Multi)

Based on CA's projected 12th grade enrollment:

	Fall	Sections	Spring	Sections
US G&E	50	2	25	1
B English	50	2	25	1
Cybersecurity	20	1	15	1

Precal	25	1	0	0
Linear Algebra	15	1	0	0
AP Physics	0	0	15	1
Mobile App Dev	20	1	15	1
Web Development	20	1	15	1
Graphic Design	25	1	20	1
Eng Design & PS	25	1	15	1
AP Calc	0	0	20	1
AP USG	0	0	25	1
AP Lit	0	0	25	1
Capstone	50	N/A	55	N/A
AP CS P	0	0	30	(integrate) ⁶⁵

Classrooms 15 and 16 are vacant after 2nd period (lunch really) because CA's 12th graders will be completing their Capstone internships off campus during this time: 50 in the fall and 55 in the spring. This brings CA's multipurpose room total to 2 classrooms during 2nd period both semesters, 3 classrooms during 3rd period in the fall, and 2 classrooms during 3rd period in the spring.

The total cost of facilities in Year 4 would be \$225,500 with a minimum of 13,100 sf.

Minimum Facility at Max Capacity (Year 4) Summary

- 16 classrooms (700 SF each)
- 1 special education classroom (500 SF)
- 2 student bathrooms (150 SF each)
- 1 main office (350 SF)
- 1 staff office (700 SF)
- 1 staff bathroom (50 SF)

CA's Realistic Temporary Facility

CA's RTF surpasses its minimum facility needs through Year 4 (max capacity).

	Min	RTF
Classrooms	16	18 (+2)
SPED Classrooms	1	2 (+1)
Student Bathrooms	2	9 (+7)
Gymnasium	0	1 (+1)
Kitchen	0	1 (+1)
Cafeteria	0	1 (+1)
Staff Bathrooms	1	4 (+3)
Main Office	1	1

⁶⁵ These students will be integrated into the already existing 4 classes of Spring Semester AP CS Principles. Their inclusion raises the average AP CS Principles class size from 20 in Year 3 to 27.5 in Year 4.

Staff Office	1	1
Administrative Offices	0	4 (+4)

The RTF is already certified for school use and will not require extensive improvements. It is not far from CA's proposed location for its permanent campus and is easily accessible from both Texas Loop 1 and Interstate 35. It is currently under lease but the current tenant will be leaving in June 2021, which lines up well with us opening for the 2021-2022 school year.

The anticipated lease terms, maintenance costs, and utilities costs are integrated into CA's financial workbook for Year 1-2. CA's goal is to lease the facility in Year 1-2 (June 2021 – June 2023) and move to CA's permanent campus in Year 3. Even though CA expects to utilize about half of the facility between Year 1 – 2, the anticipated costs are reasonable.

Total facilities operation and maintenance costs are projected at 12% of state revenue in Year 1 and only 6% in Year 2—both figures significantly below CA's facilities budget limit of 15% of state revenue.

Leasing the RTF for 2021-2023 will allow us to maintain a reasonable facilities budget and increase CA's NOI as it works to build reserves equal to 60 days of operating expenses, which CA projects reaching before the end of Year 5 (2025-2026) without including the charter school facilities allotment or anticipated New Instructional Facilities Allotment (NIFA) in CA's financial workbook. CA's becoming eligible for the Bond Guarantee Program (BGP) is a top priority.

CA's Ideal Permanent Facility

CA's ideal permanent facility at 30,000 SF is almost 3x the size of CA's minimum facility needs:

- 13 classrooms (750 SF each) [2 spare, plus 3 partially multi-use]
- 5 science laboratory/classrooms (1400 SF each)
- 2 special education classrooms (500 SF each)
- 1 cafetorium with kitchen (2000 + 450 SF)
- 1 full sized gymnasium (4700 SF)
- Staff offices and reception area (890 SF)
- Ample storage space (300 SF)
- Hallways and open spaces (3900 SF)⁶⁶

CA's ideal campus is not exorbitant. While it would be nice to have a campus like the Dwight-Englewood School Hajjar STEM Center in Englewood, N.J., it does not fit CA's budget. CA's ideal campus will allow us to full achieve its mission, provide the kind of essential amenities that make it a nice place to be, and still be affordable.

The location⁶⁷ of CA's ideal facility is within 5 miles of intersection of Interstate 45 and

⁶⁶ 15% of total facility SF

⁶⁷ A thorough explanation for our choosing this location is provided in **Targeted Community and Anticipated Student Population**

Interstate 35 at the nexus of Round Rock, Austin, and Pflugerville:

Total Cost: \$7,000,000

- \$6,000,000 for brand new building (\$200/SF)
- \$500,000 for land
- \$500,000 in soft costs (architectural and engineering, broker and legal fees, surveys, etc.)

CA has built these conservative cost estimates into its financial workbook with costs starting in Year 3. CA would like to find an existing building CA can repurpose for its permanent school use, which would allow us to realize cost savings, however CA has included the full anticipated cost of building from the ground up into CA's financial model as a conservative measure.

Building Hope is projected to provide CA bridge funding between Years 3 – 5 while the school works towards eligibility to participate in the TEA's Texas Permanent School Fund at a lease rate of 6.0%. The resulting lease expenses annually is approximately \$500,000.

CA's facilities operations and maintenance costs are slightly higher than it would like relative to state income in Year 3 at almost 23%. However, when CA reaches max capacity the next year, the relative cost drops down to 16.7% which is within range of the 15% limit CA wants to maintain⁶⁸.

CA will begin looking in earnest for a permanent site in the fall of 2021. With at least 14 months needed for acquisition, design, and construction, CA's target deadline for purchasing land is November 2021 (20 months from occupancy). CA needs to ensure the building meets the required building codes and complies with ADA requirements. The architect will ensure it meets ADA prior to submitting plans and any project over \$50,000 will be reviewed by TDLR. The facilities will also receive additional inspection after the facilities have opened.

Transportation

CA projects having capacity for providing transportation to some of its future students based on their needs. Unfortunately, due to budgetary constraints, CA does not have a foreseeable way of providing bus transportation for all of its students in a way that is financially viable. CA has some strategic plans to minimize the burden this might cause some of its students.

⁶⁸ CA's CEO inquired with the TEA's Division of State Funding regarding the future of the New Instructional Facilities Allotment (NIFA) program. Assuming the program maintains its current level of funding, CA is likely to apply and qualify for up to \$300,000 of NIFA funding in Year 3 (300 students in a new building) plus up to \$100,000 in Year 4 (100 additional students added to the building).

CA will individual transportation solutions for all students with individualized education plans that include a transportation requirement. During the enrollment process, CA will work eagerly with parents of newly enrolled students to receive their IEPs and begin planning for their accommodations, including an individualized plan that meets their transportation needs to/from campus and within campus. The school has budgeted \$3,250 per 15 SPED students enrolled each year for meeting these needs.

All of CA's students will be able to use Austin Public Transit's Capital Metro bus lines for free with valid ID. Capital Metro allows all K-12 students to ride for free regardless of ability to pay.

As CA meets with parents throughout the student recruitment process this year, it will start putting together information about CA's families' abilities to transport their students to and from its campus. During the enrollment cycle beginning in February 2021, CA will begin working with families of enrolled students who are interested in transportation solutions for their students. CA will map out where these students and families are located and work with them to develop carpool solutions where possible. CA's goal is for this network of parents will reach autonomy in Year 1, so that starting in Year 2, it can direct interested families of new students to the network to connect with families on compatible routes.

A slight possibility CA will also explore is a partnership with nearby public schools that have existing bus services.

Start-up Plan

Curie Academy's board of directors will monitor the organization's start up activities and associated budget through monthly board meetings, which will be attended by CA's executive team (CEO and senior advisors). At the beginning of the startup process in September, the board and executive team will enact priorities, goals, and associated deadlines for the months leading up to the school's opening in 2021. At each monthly meeting, the executive team will report to the board on financial and operations progress relative to the established priorities, goals, and deadlines. The executive team and board will discuss any adjustments or initiatives that must be completed to meet expectations.

During the startup year the board will also complete required board training from a certified trainer for boards of directors.

Personnel and Payroll Costs

CA will have two full-time employees (CEO and Founding Teacher) and two part-time employees (Senior Advisors). Its full-time employees will receive an annual salary of \$65,000

prorated to the 10-month start-up year. Its part-time employees will be compensated at an hourly rate of \$85 per hour. CA projects an average of 5 work hours per week from each Senior Advisor. Personnel costs:

Personnel	Monthly Compensation	Monthly Benefits	Monthly Total
Senior Advisor A	\$1700.00	\$0	\$1700.00
Senior Advisor B	\$1700.00	\$0	\$1700.00
CEO	\$5416.67	\$491.85	\$5908.52
Founding Teacher	\$5416.67	\$491.85	\$5908.52

Total Personnel Costs and Benefits Per Month: \$15,217.04
x 10 Months: \$152,170.40

Payroll Taxes (10 Months): \$4126.00

Total Personnel Costs + Payroll Taxes: \$156,296.40

Contracted Services

- Legal: \$4000
- Directors and Officers Insurance: \$2500

School Operations

- Board Training: \$1500
- Supplies and Materials: CA budgets \$50 for miscellaneous supplies and materials for school operations.
- Equipment and Furniture: CA will purchase a copy machine with a budget of \$9500. Based on quote from TLC Office Systems, Sharp MX-M5071 with first 200,000 B/W prints free (with maintenance and supplies).
Contingency: lease at \$185 per month (includes 200,000 free B/W prints with maintenance and supplies)
- Telephone: CA will purchase a 10-month mobile subscription for CA's company phone, which will be donated by its CEO. We anticipate a subscription rate of \$15 per month.⁶⁹
Contingency: CA will set up a free Google Voice number.
- Office Expenses: CA budgets \$250 to pay for postage and shipping (\$25 per month).
- Staff Recruitment: CA budgets \$500 for staff recruitment per open full-time position in the subsequent year. CA will have 8 new full-time positions in year 1: (\$4000 total).
- Student Recruitment: CA budgets \$50 per enrollment seat in the subsequent year. With 100 enrollment seats in year 1, CA budgets \$5000 total for student recruitment.
- Travel: CA budgets \$10 to cover travel expenses (fuel reimbursements) per employee for \$40 total.

Note: CA will use the Texas Computer Cooperative's (TCC) TxEIS upcoming Ascender software as its selected financial accounting software.⁷⁰

⁶⁹ Mint Mobile 3 GB 4G LTE plan

⁷⁰Price not yet released

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"/>

CA will adhere to generally accepted accounting principles (GAAP) and all applicable state and federal laws relating to charter school finance.

CA's financial plan will be developed by CA's CEO and Senior Advisors in conjunction with CA's Board of Directors. CA's Board of Directors will ensure that the school's financial plan is fully aligned with Curie Academy's mission and long-term strategy for school operations. Included in CA's budget will be cost prioritization determined with the input of stakeholders and an annual surplus to cover unanticipated costs. CA will use cash flow planning to ensure that we schedule CA's payments to be in proper sequence in relation to CA's projected revenue on a monthly and non-periodic basis. For example, CA will structure its contracts with vendors to be properly timed in relation to both CA's revenue schedules and other costs.

CA's system for preparing, approving, and amending its annual budget will adhere to the requirements outlined in Chapter 44 of the Texas Education Code. The budget will include all expenses and fully adhere to CA's system of accounting codes to ensure accuracy and transparency⁷¹. CA's CFO and CEO will work with the Board of Director's Finance Committee to take lessons learned from the prior year and find ways to improve upon the process in preparing the new year's budget, which will be prepared for adoption prior to the start of the fiscal year and before the expenditure of any associated funds. CA's Board of Director's Finance Committee will oversee the annual budget prepared by CA's CFO with the oversight of CA's CEO. The Board Treasurer will lead the finance committee as the director with the most experience in finance and financial oversight.

CA's adopted annual budget will be made available to the public through CA's school website. A link to the budget will be predominantly displayed so that visitors will be able to access it without difficulty.

CA's CFO will prepare monthly financial reports⁷² to include all transactions executed by the company in the prior month, which will be reviewed by the CEO. CA's CEO will subsequently report to the Board at which time the Board will review the financial reports.

⁷¹ TEA Financial Accountability System Resource Guide – Module 3: Charter Schools – Financial Accounting and Reporting Nonprofit Chart of Accounts

⁷² Per TCSA recommendations, to include a statement of financial position; statement of activities; actual to budget summary report; actual to budget comparison with projections and potential budget amendments; cash flow projections; charter FIRST projected ratings (quarterly); and projected S&P 500 investment grade rating timeline relative to Permanent School Fund qualifying criteria (quarterly).

Any issuance of credit and/or debit cards will be limited to CA's CEO and CFO with the approval of CA's board. The use of these cards will align with CA's practices and policies for all purchases. The CEO will be the only individual granted authority to sign checks on behalf of the company.

Every purchase proposal and reimbursement proposal must receive the approval of the CEO and CFO. Any purchase proposal over \$5000 will also be reviewed by the Board of Directors and must receive their approval. Any purchase or contract proposal that exceeds \$25,000 will necessitate a competitive bidding process with the purchase not approved until the bidding process and proposed contract are vetted and approved by the CEO and Board of Directors in accord with their respective fiduciary duties. This process will help ensure that we are purchasing only from vendors who are able to perform under the conditions of the proposed transactions and do so at competitive pricing. The Board of directors will be responsible for creating a comprehensive system of conduct to govern the awarding and administering of these contracts. In the case of all purchase requests, the duties of approving the expenditure and placing the order will be separated among at least two parties to ensure fidelity and prevent duplicative purchases.

CA's CFO, with the oversight of the CEO, will engage in best practices to prevent accounting errors, including document accuracy review, document matching, and batch control. The same will be the case for inventory records and maintaining the control and confidentiality of CA's academic and financial data, including records that reflect the company's purchase history in complete detail. These practices will be outlined in detail in CA's financial system resource guide.

CA's financial system resource guide will consist of strict accounting policies and procedures, including rules for maintaining CA's contract administration system, requirements for the types of documentations required for the disbursement of funds, securing anonymity for whistleblowing and fraud reporting, and guidelines for lawful release of records in accordance with open records statutes. These financial systems resource guide will be strictly adhered to, and CA's board will review the guide biannually and update it when necessary to ensure ongoing compliance with state and federal standards.

CA will prepare its annual financial management report (AFR)⁷³ in accordance with Texas Education Code §39.083 and hold a qualifying public hearing for CA's students' parents and residents within CA's enrollment boundary to comment on the report. CA will submit the report no later than November 27th every year following CA's fiscal year end on June 30th (150 days following fiscal year end).

CA will contract with a qualifying⁷⁴ independent auditor for the preparation of an annual external audit report⁷⁵ to be included in CA's AFR. In addition to audited annual financial statements, the

⁷³ Board approved, audited AFR in PDF format, Schedule L-1 if separate from the PDF, management letter PDF, and data feed text file

⁷⁴ 19 TAC §109.23

⁷⁵ TEC §44.008

report will include an audited PEIMS data, the auditor's working papers, and the auditor's opinions.

CA will work every year ensure that we manage CA's financial resources sufficiently well to qualify for an A rating in the Charter FIRST system.

Projected costs associated with contracted services:

- Accounting services: \$10k per year for external audit
- Legal: \$4k startup, then \$10k per year
- Payroll & business office services from ESC Region 13: \$20k for first year, then zero (CFO)
- Special Ed: 50% of SPED students needing 30 weekly sessions at \$125 per session
- Curriculum development: \$2500 per year in total faculty summer stipends for curriculum
- Directors & Officer's insurance: \$2500 per year

Vendors and contractors will be selected based on service record and competitive pricing.

Curie Academy's contingency plan includes a Year 1 budget of \$10,000 for contingencies with the amount increasing by 25% each year and then leveling off at Year 4 when the school reaches capacity. Other elements of CA's contingency plan include:

- Postponing the building of the permanent campus for a Year 4 move in instead of Year 3
- Renting furniture and equipment (e.g., copier lease at \$185 per month (includes 200,000 free B/W prints with maintenance and supplies) instead of purchasing
- Limiting field trips (reduce field trip budget from \$100 per student per year)
- Limiting student laptop purchasing (reduce student-laptop ratio from 1:1 to 4:1)
- Reducing payroll costs by offering lower teacher salaries (but not below average)




Please see **Attachment 32: Budget Narrative** for a detailed narrative overview of CA's budget for Year 0 – 5.

Please see **Attachment 37: Plan for Insurance Coverage** for information about CA's plans for acquiring various insurance coverages.

Attachments

Attachment 1: Articles of Incorporation

Texas Certificate of Filing

<p>Corporation Section P.O. Box 13697 Austin, Texas 78711-3697</p>		<p>Carlos H. Cascos Secretary of State</p>
<p>Office of the Secretary of State</p> <p>CERTIFICATE OF FILING OF</p> <p>File Number _____</p>		
<p>The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.</p> <p>ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of _____.</p> <p>The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p>		
		<p> Carlos H. Cascos Secretary of State</p>
<p>Phone: (512) 463-5555 Visit us on the Internet at http://www.sos.state.tx.us Prepared by: Debbie Gustafson Fax: (512) 463-5709 Dial 7-1-1 for Relay Services TDD Document</p>		

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

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



Rolando B. Pablos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

Criteria
File Number: 803035889

The undersigned, as Secretary of State of Texas, hereby certifies that the statement of change of registered agent/office for the above named entity has been received in this office and has been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Filing.

Dated: 06/28/2018

Effective: 06/28/2018



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

Rolando B. Pablos
Secretary of State

Phone: (512) 463-5555
Prepared by: Tiffany Garcia

Come visit us on the internet at <http://www.sos.state.tx.us/>
Fax: (512) 463-5709
TID: 10013

Dial: 7-1-1 for Relay Services
Document: 821902710002

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

FILED
In the Office of the
Secretary of State of Texas
JUN 04 2018
Corporations Section

Article 1 – Entity Name and Type

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

Criteria

Article 2 – Registered Agent and Registered Office

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

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

OR

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

Cassian		Choucair	
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>

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

2632 Talbott Street	Houston	TX	77005
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

Article 3 – Management

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

A minimum of three directors is required.

Director 1				
Cassian		Choucair		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>	<i>Suffix</i>	
2632 Talbott Street	Houston	TX	77005	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 2:				
Hayder		Ali		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
105 Avondale Street #7	Houston	TX	77006	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

Director 3:				
Minsu		Kim		
<i>First Name</i>	<i>M.I.</i>	<i>Last Name</i>		<i>Suffix</i>
512 East 26th Street	Houston	TX	77008	USA
<i>Street or Mailing Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Country</i>

OR

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

Article 4 – Membership

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

- ☐ A. The nonprofit corporation shall have members.
- ☒ B. The nonprofit corporation will have no members.

Article 5 – Purpose

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

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

Criteria is a nonprofit corporation organized for exclusively charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

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

Supplemental Provisions/Information
(See instructions.)

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

Organizer

The name and address of the organizer:

Cassian Choucair
Name

2632 Talbott Street
Street or Mailing Address

Houston
City

TX
State

77005
Zip Code

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

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

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

Execution

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

Date: 05/21/2018

Signature of organizer

Cassian Choucair

Printed or typed name of organizer



Form 424**(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: See instructions

**Certificate of Amendment**

This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas
JUL 22 2019
Corporations Section

Entity Information

The name of the filing entity is:

Criteria

State the name of the entity as currently shown in the records of the secretary of state. If the amendment changes the name of the entity, state the old name and not the new name.

The filing entity is a: (Select the appropriate entity type below.)

- | | |
|---|---|
| <input type="checkbox"/> For-profit Corporation | <input type="checkbox"/> Professional Corporation |
| <input checked="" type="checkbox"/> Nonprofit Corporation | <input type="checkbox"/> Professional Limited Liability Company |
| <input type="checkbox"/> Cooperative Association | <input type="checkbox"/> Professional Association |
| <input type="checkbox"/> Limited Liability Company | <input type="checkbox"/> Limited Partnership |

The file number issued to the filing entity by the secretary of state is: 803-035-889The date of formation of the entity is: 06/04/2018**Amendments****1. Amended Name**

(If the purpose of the certificate of amendment is to change the name of the entity, use the following statement)

The amendment changes the certificate of formation to change the article or provision that names the filing entity. The article or provision is amended to read as follows:

The name of the filing entity is: (state the new name of the entity below)

Curie Academy

The name of the entity must contain an organizational designation or accepted abbreviation of such term, as applicable.


2. Amended Registered Agent/Registered Office

The amendment changes the certificate of formation to change the article or provision stating the name of the registered agent and the registered office address of the filing entity. The article or provision is amended to read as follows:

Form 424

RECEIVED
SECRETARY OF STATE
JUL 22 2019
CLK 57
AUSTIN, TEXAS

6

Form 401 Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: See Instructions	 Statement of Change of Registered Office/Agent	<p style="text-align: center;">Filed in the Office of the Secretary of State of Texas</p> <p style="text-align: center;">Filing #: 803035889 06/28/2018</p> <p style="text-align: center;">Document #: 821902710002</p> <p style="text-align: center;">Image Generated Electronically for Web Filing</p>
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Entity Information

The name of the entity is :

Criteria

The file number issued to the entity by the secretary of state is: **803035889**

The registered agent and registered office of the entity as currently shown on the records of the secretary of state are:

Cassian Choucair
2632 Talbott Street, Houston, TX, USA 77005

Change to Registered Agent/Registered Office

The following changes are made to the registered agent and/or office information of the named entity:

Registered Agent Change

☐ A. The new registered agent is an organization by the name of:

OR

☐ B. The new registered agent is an individual resident of the state whose name is:

Registered Office Change

☒ C. The business address of the registered agent and the registered office address is changed to:
11501 Century Oaks Ter, #3309, Austin, TX, USA 78758

The street address of the registered office as stated in this instrument is the same as the registered agent's business address.

Consent of Registered Agent

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

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

Statement of Approval

The change specified in this statement has been authorized by the entity in the manner required by the BOC or in the manner required by the law governing the filing entity, as applicable.

Effectiveness of Filing

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

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

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument.

Date: **June 28, 2018**

Cassian Choucair
 Signature of authorized person(s)

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

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

DEPARTMENT OF THE TREASURY

Date:

AUG 14 2018

CRITERIA

11501 CENTURY OAKS TER APT 3309
AUSTIN, TX 78758-7723

Employer Identification Number:

83-1066277

DLN:

26053618004138

Contact Person:

CUSTOMER SERVICE

ID# 31954

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Form 990-PF Required:

Yes

Effective Date of Exemption:

June 4, 2018

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 private foundation within the meaning of Section 509(a).

You're required to file Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation, annually, whether or not you have income or activity during the year. 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-PF" in the search bar to view Publication 4221-PF, Compliance Guide for 501(c)(3) Private Foundations, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 1076

CRITERIA

Sincerely,

Stephen A. Merton

Director, Exempt Organizations
Rulings and Agreements

Attachment 3: Applicant Information Session Documentation

GEN25 APP INFO SESSION
NOV 1 '19 AM9:22

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five Applicant Information Session Registration Form

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov along with the completed application.

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

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Curie Academy

Sponsoring Entity Name as reflected on the 501(c)(3) form: Curie Academy

Application Contact Name: Cassian Choucair 

Title/Role: Executive Director

Email: cassian.choucair@curieacademy.org Phone: (512) 800-1959

Board Member Attending: _____

Board Member Attending: Elizabeth Bayer-Morgan 

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

School Website

CA created a school website (www.curieacademy.org) featuring an overview of the school model, launch plan, job postings, and opportunities to connect via email and social media. It has served as a great point of reference when talking to members of the community who were not yet familiar with Curie Academy. Additionally, 7 out of 14 applicants for the Curie Academy founding teacher position approached Curie Academy after reading the job posting on the website.



Home

School Model

Launch Plan

Join Our Team

Charter School FAQs

Contact Us

f @ t in

WE ARE HOSTING A PUBLIC INFO MEETING ON
JANUARY 18, 2020. CLICK HERE TO LEARN MORE!

At Curie Academy, it will be our duty to prepare young scholars for success throughout college and fulfilling careers thereafter. We believe in starting with the end in mind, which means we will help our scholars understand the vast opportunities that await them in the modern economy and the role that their college education will play in their journey.

Public Meetings

Public Meeting 1

Date: December 14, 2019

Time: 11 AM

Location: Wells Branch Recreation Center⁷⁶

Board Members in Attendance: Elizabeth Bayer Morgan and Tina Steiner

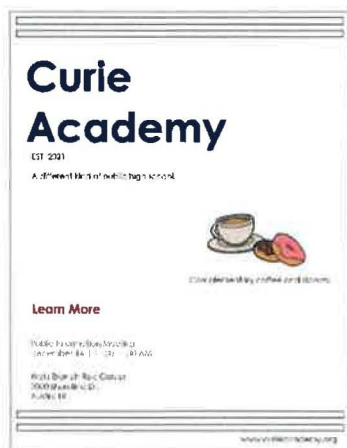
Executives in Attendance: Cassian Choucair (CEO) and Mark Diaz (Senior Advisor)

We had 9 attendees at CA's first public meeting, all of whom resided within 10 miles of the meeting location. We believe attendance was limited due to lack of exposure beyond CA's

⁷⁶ 3000 Shoreline Drive Austin, TX 78728

existing social networks in the community. We addressed this with CA's strategy for increasing attendance for CA's second public meeting.

CA's strategy to encourage attendance for CA's first public meeting consisted primarily of social media campaigns, printed flyers and a public notice in *Austin American Statesman* (in print and online). CA's social media campaign was comprised of a Facebook event page, which was posted under the Curie Academy Facebook account, an Eventbrite event page, a Craigslist event page, and posts LinkedIn and Instagram through official Curie Academy accounts and CA's personal accounts. Members of CA's team re-shared the Facebook event to reach each of CA's personal networks and Facebook groups we participate in. For example, the Williamson County Historical Commission Facebook group, which CA's board member Tina Steiner manages. We posted CA's full-page, color flyers at 18 locations within CA's proposed attendance boundary: public libraries in Cedar Park, Round Rock, Pflugerville, and North Austin, plus Starbucks and other coffee shops within 10 miles of the meeting location. We promised complimentary coffee and donuts to provide an extra incentive:



full-page flyer



Facebook event page

Public Meeting 2

Date: January 18, 2020

Time: 11 AM

Location: Wells Branch Recreation Center

Board Members in Attendance: Elizabeth Bayer Morgan, Minsu Kim, and Tina Steiner
Executives in Attendance: Cassian Choucrair (CEO) and Lisa Robinson (Senior Advisor)

Curie Academy had 23 attendees at its second public meeting all of whom resided within 10 miles of the meeting location. All attendees are also now subscribers to CA's monthly newsletter.

We amplified CA's strategy to encourage attendance to CA's second public meeting primarily through a more robust social media campaign:

- *Improved School Logo & Branding*

In order to limit expenses, Cassian created the original Curie Academy logo hoping it would suffice until we had a budget for a professional design. To increase the appeal of the Curie Academy brand, we created a design contest on 99designs.com to create a new school logo. We believe that CA's current logo increases the appeal of CA's brand.

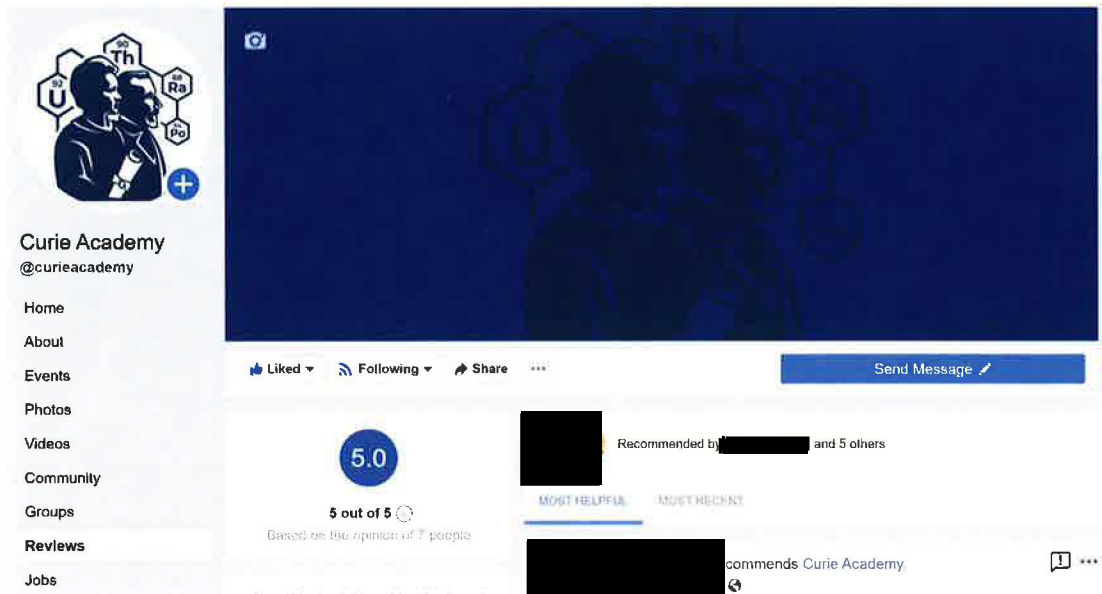


Original Logo



Improved Logo

Having the improved logo allows us to represent Curie Academy with professional and consistent imagery.



Curie Academy Facebook Page



Cassian Choucair Jan 6

Hi [REDACTED] I hope this email finds you well. I visited with you at [REDACTED]



[REDACTED] Jan 7

Dear Cassian, Happy New Year and congratulations on the progress you're making on your charter



Cassian Choucair Jan 7

Thank you so much, [REDACTED] I will reach out to them. All the best, Cassian

Email Profile Picture



Mark Diaz

Senior Advisor

Curie Academy

P (512) 456-8501

curieacademy.org

Email Signature

- *Facebook Followers & Reviews*

After the first public meeting, we started encouraging people to follow Curie Academy on Facebook, which has resulted in the accumulation of 171 unique online followers and 7 ratings of 5 out of 5 from former students of Mr. Choucair prior to the meeting. We believe this helped us establish credibility among Facebook users who were unfamiliar with CA's proposed school.

Note: CA's goal is to reach at least 1000 followers by September 2020.

- *Facebook Event Page*

CA created a more visually appealing Facebook event page for CA's second public meeting.

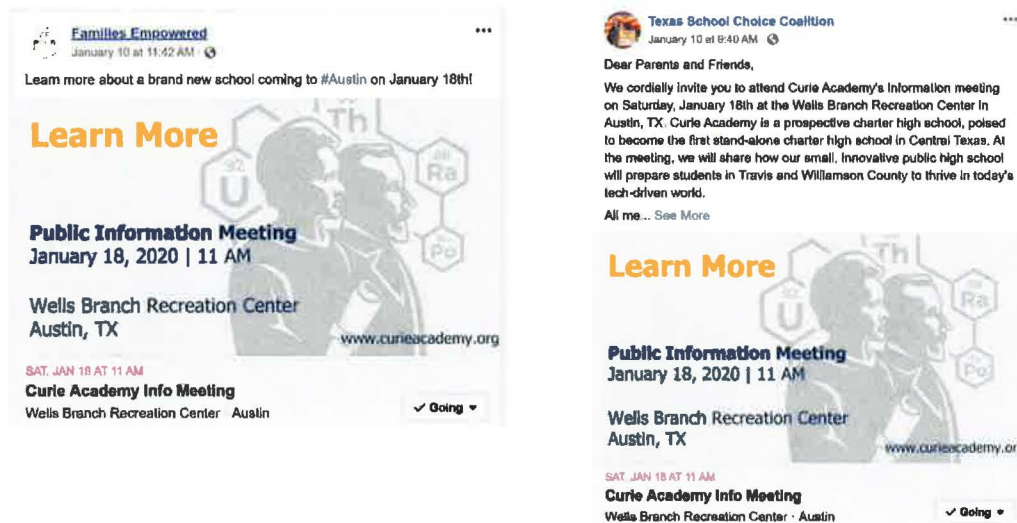
CA also dramatically expanded its exposure by sharing the event through popular local Facebook groups with a total membership of almost 50,000. CA shared the event info twice with each group.

- People of Round Rock (23,730 members)
- Cedar Park, TX area (6,739 members)
- Pflugerville Peeps (6,113 members)
- ATX Working Moms (3,316)
- Moms of Cedar Park (2,529 members)
- People of NW Austin and Cedar Park (2,431 members)
- Round rock Neighbors (2,094 members)
- People of Pflugerville (1,454 members)
- People of Round Rock 2.0 (1,434 members)
- Events in Hutto/Round Rock/Pflugerville/Surrounding Areas (1,300 members)
- North Austin People and Events (1,186 members)



- Rockin' Moms of Round Rock (1,157)
- ISEA – Informal Science Education Association of Texas (677 members)
- Round Rock and North Austin Community (475 members)
- Round Rock, TX Neighbors (453 members)

Texas School Choice Coalition (3,803 followers) and Families Empowered (3,828 followers) also shared CA's event info on their Facebook pages:



CA's team and members of the community also re-posted the event info throughout their own personal Facebook networks (at least 12 re-shares) and made personal invitations throughout their social networks via phone and email.

The CA team and friends also shared event info through LinkedIn, Instagram, Twitter, and Eventbrite with multiple re-posts on LinkedIn.

- *Email Campaign*

Curie Academy kicked off CA's implementation of email campaigns via MailChimp in preparation for the second public meeting. CA will be using MailChimp to release its monthly Curie Academy newsletter beginning in February (please see **School Design: Family and Community Engagement** for more information)



Public Information Meeting

January 18 | 11 AM - 12 PM
Wells Branch Recreation Center
3000 Shoreline Dr
Austin, TX 78728



Dear Parents and Friends,

We cordially invite you to attend Curie Academy's information meeting on Saturday, January 18 at the Wells Branch Recreation Center. At the meeting, we will share how our small, innovative public high school will prepare students to thrive in today's tech-driven world.

Complimentary donuts and coffee will be served.

If you have any specific questions in the meantime, please email us at info@curieacademy.org or call us at (512) 456-8501.

We look forward to meeting you on January 18th!

Sincerely,

Cassian Choucair, JD
Executive Director
Curie Academy

New to Curie Academy?

Our small, innovative high school is designed to provide a free, public education that ensures that each of our students develops the skills and practices they will need to thrive in today's tech-driven world.

Highlights of the Curie Academy model:

A comprehensive curriculum aligned to the tech-driven economy of today's world. Our curriculum features a strong foundation in literacy, quantitative reasoning, and career exploration. Our graduates will be prepared for college with experience in potential career fields of interest and a better understanding of how the world works. Graduates from our computer science micro major will be certified for careers in Austin's burgeoning tech sector even before they leave for college.

Pathways for success no matter where our students begin. Our curriculum is tailored to each of our student's level of preparation every semester. Students who come to us years behind in math and/or reading will get the support they need to be prepared for on-level curriculum before being required to enroll in that curriculum (a first). Our innovative school model ensures that each student receives the support they need while still remaining on track to graduate on time and earn the Texas Education Agency's Distinguished Level of Achievement. Students will also have the opportunity to start earning college credit at the 10th grade level and progress through more deeply rigorous curriculum that matches ambitious learning objectives to their level of preparation.

Social and emotional learning for all students. Success for our students in college, career, and life beyond Curie Academy in general will depend in large part on how well we help them to develop self-awareness, self-management, relationship skills, and responsible decision making. Strategies for developing and enhancing these critical life skills are embedded in the entire design of our school to ensure that our students develop the skills necessary to achieve their post-secondary goals.

A true student to teacher ratio that is over 60% lower than other schools. We define the true student to teacher ratio not as how many students are in the teacher's classroom, but how many the teacher serves day-to-day. At a typical high school where the average class size is 25 students, the teacher leads six classes per day or 150 students. At Curie Academy, each of our teachers will be dedicated to no more than 50 students per semester (over 60% less than a typical high school teacher). We also manage to get our students and teachers together for twice as much time as other schools on a daily basis.

Systems that attract and retain the best teachers. At Curie Academy, we know the impact that great teachers have on their students. To that end we designed our academy to be the best destination for great teachers. Feedback from top teachers across Texas has validated our approach to making Curie Academy the best place for the best teachers to do their best work.

A daily schedule and academic calendar designed to optimize health and academic achievement. Instead of juggling seven or eight subjects all year, our scholars will focus on three extended period classes every day in the fall semester and three others in the spring. Additionally, they will have periods for career and college preparation and extracurricular activities every day. Our academic calendar flattens the extended plateaus and valleys of rigor and rest of the typical school year while maintaining an extended summer vacation. As a result, our scholars and teachers will remain healthier and more productive throughout the entire year.

Join our Team!

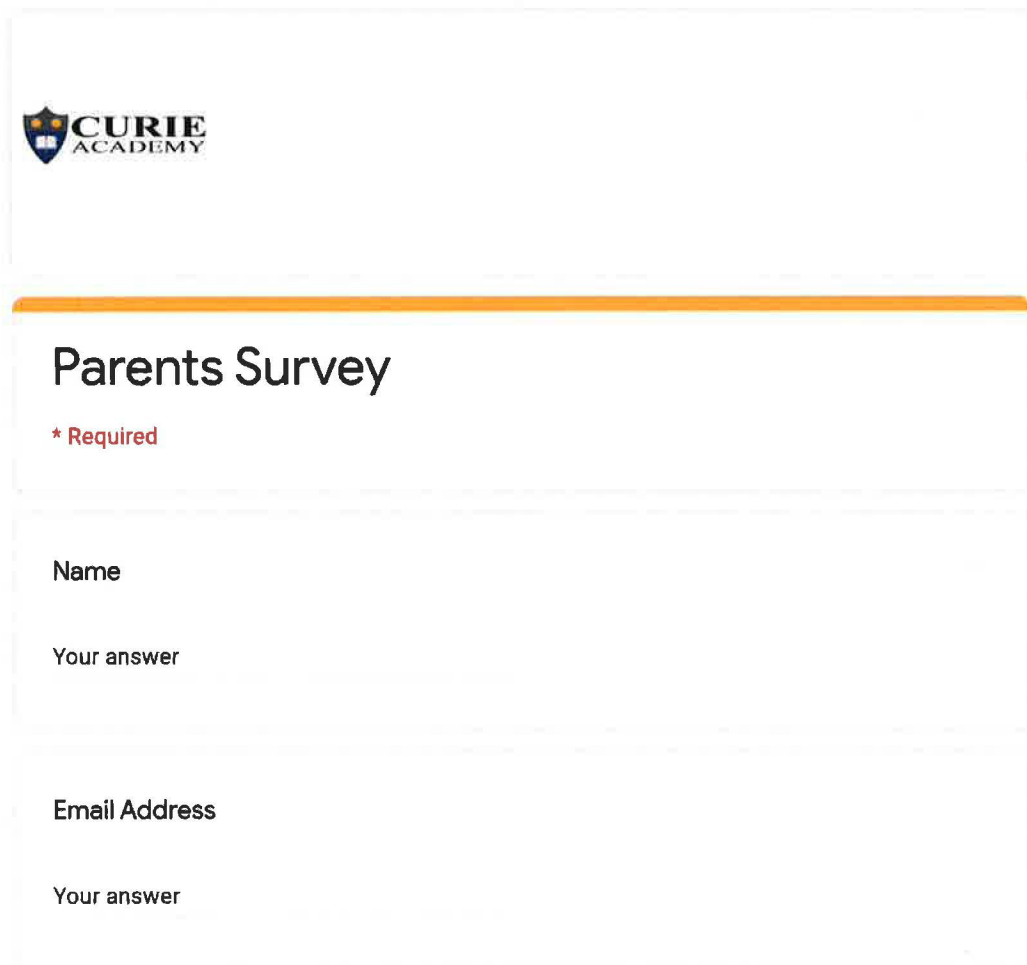
We are currently seeking candidates for a position on our Board of Directors. The ideal candidate will be highly motivated to further Curie Academy's mission and values and have expertise in law, business, finance, technology, or community outreach.


Key responsibilities of our Board of Directors include:

- Setting the vision and goals for the school
- Setting policies that align with the school's vision and goals
- Advocating for the school in the community
- Adopting and overseeing the annual budget

Contact us at board@curieacademy.org to learn more!

Parent Survey (Google Forms)



 **CURIE**
ACADEMY

Parents Survey

* Required

Name

Your answer

Email Address

Your answer

User Interface

Parents Survey

* Required

1. Name

2. Email Address

3. City, State

4. Zip Code

5. May we contact you for additional feedback? *

Mark only one oval.

- ☐ Yes (Note: please provide name and email address below)
- ☐ No

Untitled Section

6. Do you have children who could potentially enroll at Curie Academy? *

Mark only one oval.

- ☐ Yes, in 2021 (currently in 7th grade)
- ☐ Yes, sometime between 2022 - 2025 (currently in 4-6th grade)
- ☐ Yes, sometime after 2025 (currently in 3rd grade or below)
- ☐ No (Note: please complete Community Survey)

7. Comments:

8. How interested are you in enrolling your child at Curie Academy? *

Mark only one oval.

1 2 3 4 5

Not Interested ☐ ☐ ☐ ☐ ☐ Very Interested

9. Comments:

10. What is the greatest strength of the Curie Academy model? *

Mark only one oval.

- ☐ Curriculum
- ☐ Academic Calendar & Daily Schedule
- ☐ Small Academy Environment
- ☐ Emphasis on recruiting and retaining the best teachers
- ☐ Other (please comment below)

11. Comments:

12. How would you rate Curie Academy's curriculum overall? *

Mark only one oval.

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Excellent

13. Comments:

14. How would you rate Curie Academy's computer science curriculum? *

Mark only one oval.

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Excellent

15. Comments:

16. Agree or Disagree: Curie Academy's emphasis on career exploration, professional skills, and personal finance will greatly benefit its students. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

17. Comments:

18. How would you rate Curie Academy's academic calendar and daily schedule? *

Mark only one oval.

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Excellent

19. Comments:

20. How would you rate Curie Academy's small academy culture? *

Mark only one oval.

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Excellent

21. Comments:

22. What is your overall impression of Curie Academy? *

Mark only one oval.

	1	2	3	4	5
Very Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent					

23. Comments:

24. Rate your support of Curie Academy being founded in or near your community: *

Mark only one oval.

	1	2	3	4	5
Not Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very Supportive					

25. Comments:

26. Additional Comments:

Powered by
 Google Forms

Public Meeting Agenda

1. Introduction: The Origin of Curie Academy
2. The First Charter High School for All Middle School Students
3. Public Schools: Traditional and Charter
4. 10:1 How Big is Curie Academy?
5. A Day at Curie Academy
6. Curie Academy Curriculum
7. College and Career Prep: The Long View
8. Supporting Students Who are Behind
9. Great Teachers: Supply, Demand, and Retention
10. Q&A

Frequently Asked Questions

Q: I noticed that students are not required to take a foreign language. Why is that?

A: Texas requires all high school students to complete at least two years of the same language other than English or LOTE. Computer science is one of the languages that count towards the requirement and all Curie Academy students will complete at least two years of computer science. As noted, Curie Academy will offer Spanish, and students who elect to take Spanish will benefit from CA's semester-based schedule because they will be able to study the language 90 minutes per day all year, earning credit for both Spanish I and II. This level of immersion is unique to Cuire Academy and will help CA's students learn the language better.

We spoke with the admissions offices of all the major public and private universities in Texas, and all of them consider computer science on par with any other LOTE for admissions purposes. That is to say, with the exception of two: Rice Univerisy and Austin College. Both want to see that the applicant has taken 2 years of the same foreign language (computer science not included). Among the top national universities, almost none of them require foreign language as an admission requirement. Many recommend at least two, but the universities we spoke to siad they were primarily interested in the rigor of the courses the student completed and how well they performed. All of them said that a stuedent would not be disadvantaged for studying computer science instead of a foreign language.

.So what CA will do is inform students and parents. They will know that if they intend on going to Rice or Austin College, they will need to take at least 2 years of Spanish.

Q: Will there be any music classes?

A: CA's student-interest driven clubs program will provide the opportunity for interested students to explore and celebrate their interest in music. Studeints will spend an hour every Tuesday and Thursday attending their club and we anticipate that a good number of them will want to puruue music. CA will match CA's faculty with the student clubs based on fit and also build relationships in the community with volunteers to support CA's clubs program. For

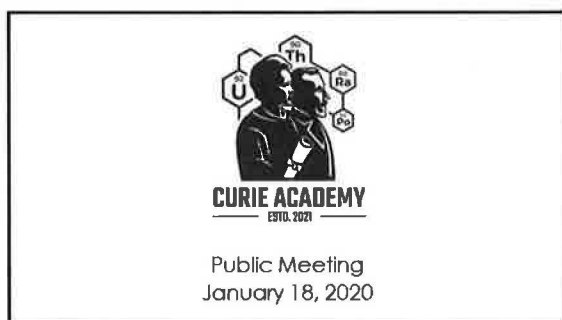
example, we could have a Curie Academy mom who also happens to be an excellent guitarist and eager to support a Curie Academy students interested in learning the instrument.

Q: Will the school offer any trade courses like welding or wood shop?

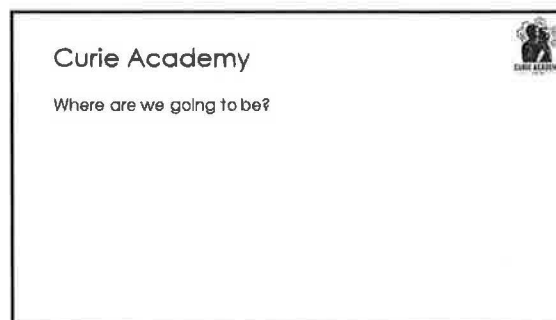
A: We are exploring opportunities with Austin Community College for vocational course offerings. ACC has the resources, equipment, and facilities to provide Curie Academy students these opportunities and rather than building CA's own at a high expense, CA will be working on a strategy for integrating the ACC opportunities into CA's educational plan.

Q: Why are all graduates required to be admitted into a 4-year college? What if they just aren't cut out for it?

A: We believe that college is a pathway that offers more for most students as a stepping stone into a career they love and that will provide the income they need to support themselves and their families. We believe it is CA's duty to ensure that we help CA's students obtain the best opportunities for post-secondary success, so at minimum we want all of them to be admitted to a 4-year college. But what if they are passionate about a trade? We think that is great. Who are we to tell a student that their ambition to become a master electrician is insufficient? There are many trades that offer greater compensation than many jobs that require a bachelor's degree. We still think it is important for students interested in pursuing high paying vocations to be college-ready and earn admission to a good school to ensure they have it as an option. For example, CA's student who wants to be a master electrician. They may realize later that earning a bachelor's degree in business administration will help them grow their small business.



1



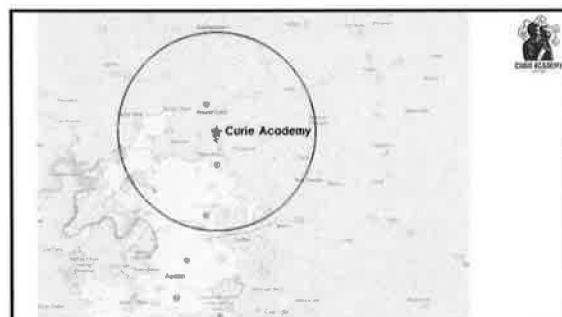
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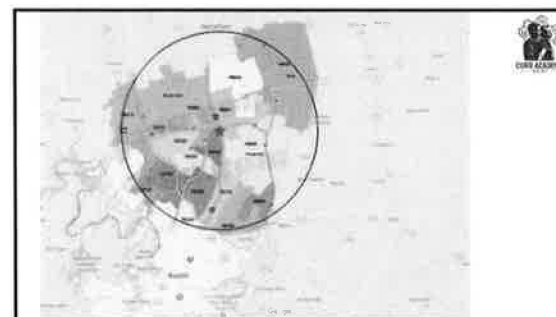
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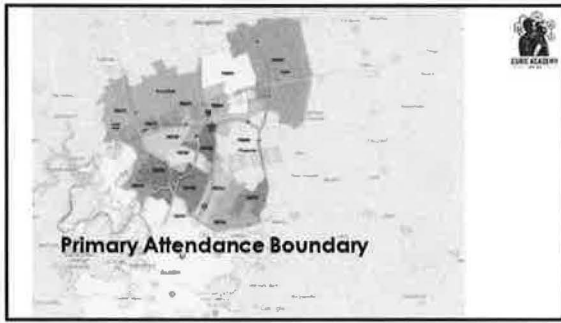
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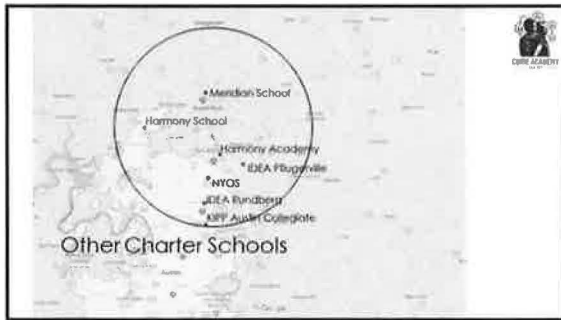
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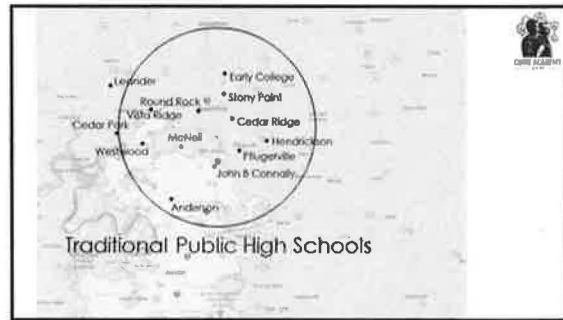
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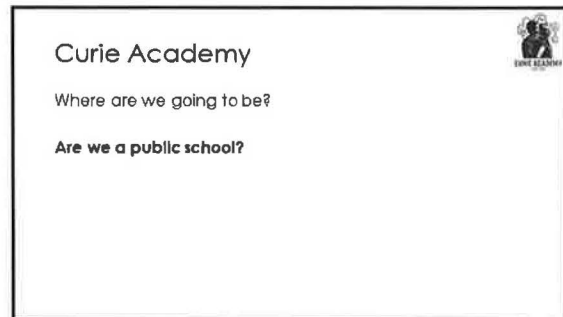
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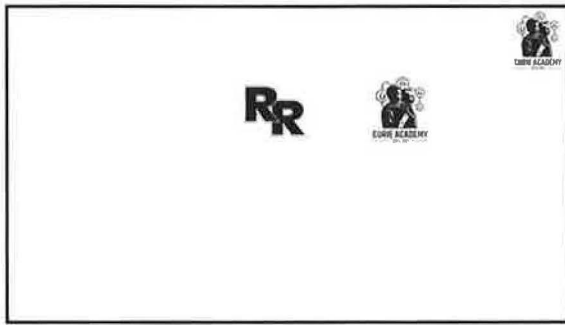
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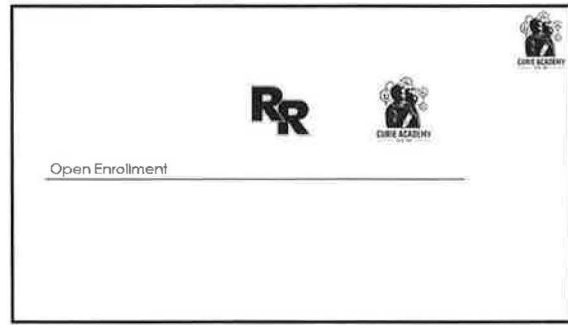
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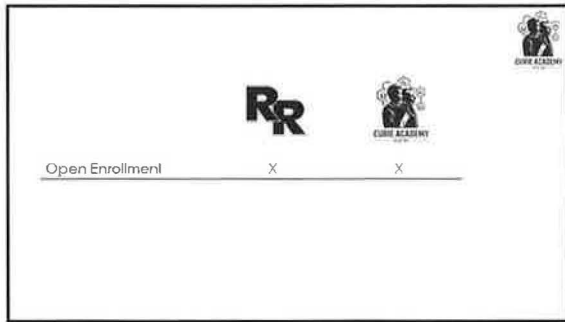
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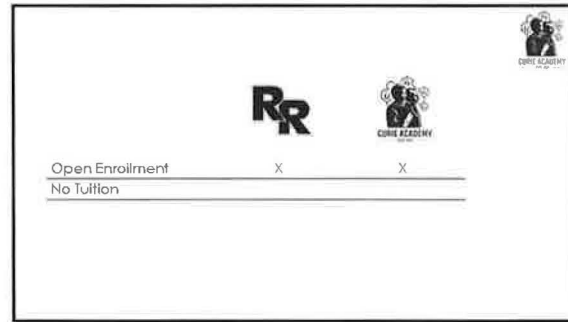
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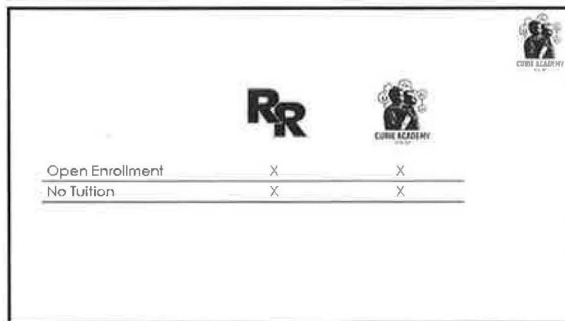
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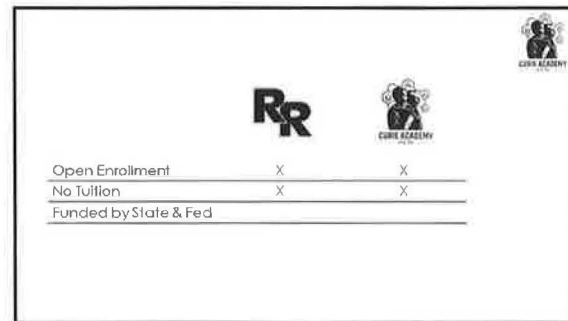
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16



17






18




Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X

19




Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Accl. Rating		

20




Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Accl. Rating	X	X

21




Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Accl. Rating	X	X
Operated by Nonprofit		

22




Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Accl. Rating	X	X
Operated by Nonprofit		X

23

Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Accl. Rating	X	X
Operated by Nonprofit		X
Freedom to Innovate		

24








Open Enrollment	X	X
No Tuition	X	X
Funded by State & Fed	X	X
TEA Acct. Rating	X	X
Operated by Nonprofit		X
Freedom to Innovate		X

25



26

3700	400
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27

Curie Academy

Where are we going to be?

Are we a public school?

What's a day at Curie going to be like?




28

Curie Academy

Where are we going to be?

Are we a public school?


What's a day at Curie going to be like?



29

Standard

1.1	1.2
2.1	2.2
3.1	3.2
4.1	4.2
5.1	5.2
6.1	6.2
7.1	7.2
8.1	8.2
9.1	9.2
10.1	10.2
11.1	11.2
12.1	12.2



30

Standard

1st Period	2nd Period
3rd Period	4th Period
5th Period	6th Period
Lunch 30 min	
7th Period	8th Period
9th Period	10th Period
11th Period	12th Period

Block Schedule

1st Period	2nd Period
3rd Period	4th Period
Lunch	45 min
5th Period	6th Period
7th Period	8th Period
9th Period	10th Period
11th Period	12th Period


Standard		Block Schedule		Curie Academy	
1 st Period	24 min	1 st Period	45 min	1 st Period	45 min
2 nd Period	24 min	2 nd Period	45 min	2 nd Period	90 min
3 rd Period	24 min	3 rd Period	45 min	Break	15 min
4 th Period	24 min	4 th Period	45 min	3 rd Period	90 min
Lunch	30 min	Lunch	45 min	Lunch	45 min
5 th Period	24 min	5 th Period	45 min	4 th Period	45 min
6 th Period	24 min	6 th Period	45 min	5 th Period	90 min
7 th Period	24 min	7 th Period	45 min	Lunch	30 min
8 th Period	24 min	8 th Period	45 min	Snack	60 min

The diagram compares two scheduling models for 150 students per teacher. On the left, the 'Standard' model shows a single vertical column of 150 student icons, with a label '150 Students Per Teacher' below it. On the right, the 'Block Schedule' model shows two vertical columns of 75 student icons each, with a label '150 Students Per Teacher' below it. To the right of the block schedule, a legend lists 15 student icons with their corresponding IDs: 801-789, 801-800, 801-801, 801-802, 801-803, 801-804, 801-805, 801-806, 801-807, 801-808, 801-809, 801-810, 801-811, 801-812, and 801-813.

The diagram illustrates three different classroom models:

- Standard:** A 4x4 grid of 16 classrooms. Each classroom is labeled with a grade level (1st through 4th) and a duration of 60 min. Below the grid, it states "150 Students Per Teacher".
- Block Schedule:** A 4x4 grid of 16 classrooms. Each classroom is labeled with a grade level (1st through 4th) and a duration of 45 min. Below the grid, it states "150 Students Per Teacher".
- Currie Academy:** A 4x4 grid of 16 classrooms. Each classroom is labeled with a grade level (1st through 4th) and a duration of 30 min. Below the grid, it states "50 Students Per Teacher".

010 AM 01/01/2012

 CBS 44
CBS 44 NEWS
44

8:10 AM Discovery 45 min





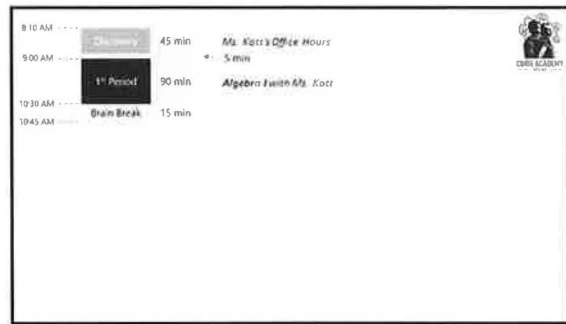
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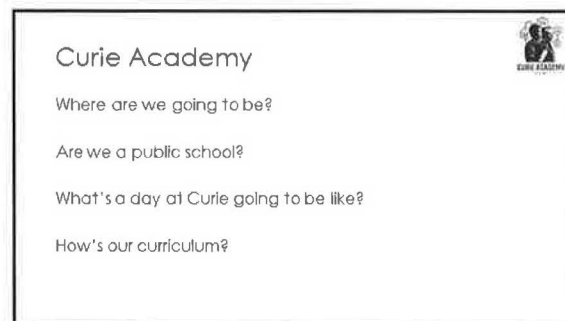
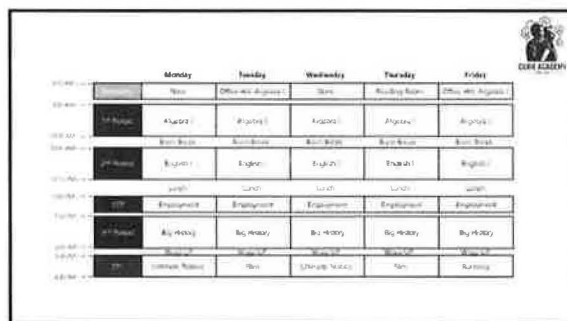
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41



42



Curie Academy

Where are we going to be?

Who can attend? Are we a public school?

What's a day at Curie going to be like?

How's our curriculum?

49

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

1st Period

2nd Period

3rd Period

4th Period

5th Period

Algebra I

Geometry

50

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

1st Period

2nd Period

3rd Period

4th Period

5th Period

Algebra I

Geometry

Algebra II

51

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

1st Period

2nd Period

3rd Period

4th Period

5th Period

Algebra I

Geometry

Algebra II

Math Studies

52

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

1st Period

2nd Period

3rd Period

4th Period

5th Period

Algebra I

Geometry

Algebra II

Math Studies

53

Ninth Grade

Tenth Grade

Eleventh Grade

Twelfth Grade

Fall

Spring

Fall

Spring

Fall

Spring

Fall

Spring

1st Period

2nd Period

3rd Period

4th Period

5th Period

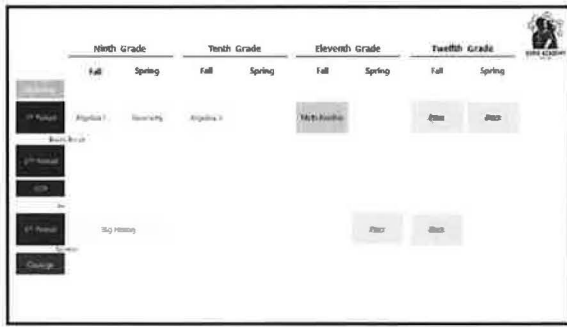
Algebra I

Geometry

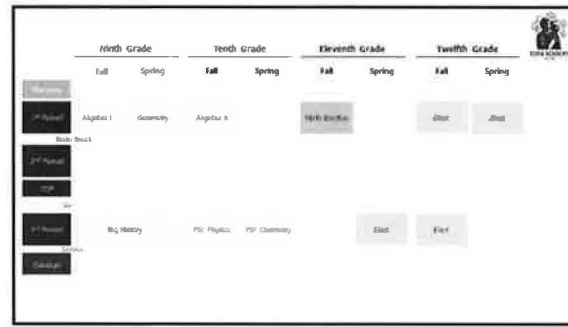
Algebra II

Math Studies

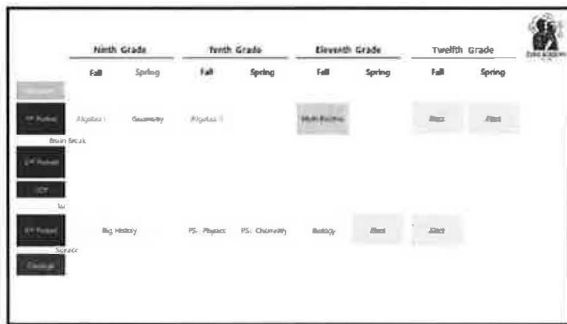
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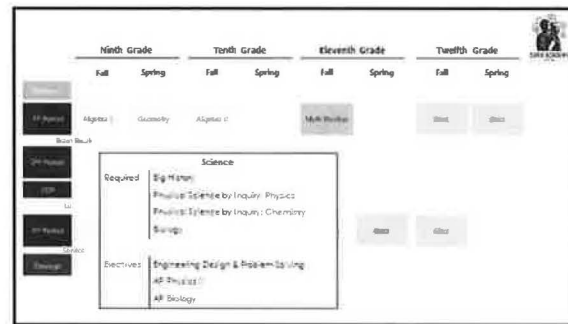
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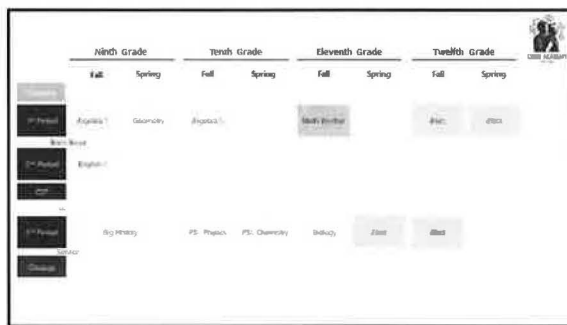
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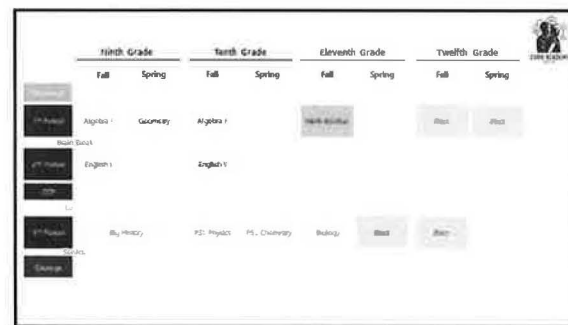
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58



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60

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III			
PE							
Art							
Band							
Big History		PSI Physics	PSI Chemistry	Biology	Elect	Elect	

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Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III		English Elect	
PE							
Art							
Band							
Big History		PSI Physics	PSI Chemistry	Biology	Elect	Elect	

62

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III		English Elect	
PE							
Art							
Band							
Big History							
		Required English					
		English I					
		English II					
		English III					
		Elective					
		Business English					
		AP English Literature					
		AP English Language					

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Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III		English Elect	
PE							
Art							
Band							
Big History		PSI Physics	PSI Chemistry	Biology	Elect	Elect	

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Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III		English Elect	
PE							
Art							
Band							
Big History		PSI Physics	PSI Chemistry	Biology	Elect	Elect	

65

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Math 1	Algebra I	Geometry	Algebra II	Math 2		Elect	Elect
Science	English I		English II	English III		English Elect	
PE							
Art							
Band							
Big History		PSI Physics	PSI Chemistry	Biology	Elect	Elect	

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Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Algebra I	Geometry	Algebra II	Math Elective	Math Elective		AP Calc	AP Calc
Geometry				U.S. History		U.S. History	U.S. History
						AP Calc	AP Calc

Required:

- Big History
- World History
- U.S. History
- U.S. Government & Economics
- AP World History
- AP U.S. History
- AP U.S. Government & Economics

BELL COUNTY

67

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Algebra I	Geometry	Algebra II		Math Practice		AP Calc	AP Calc
English I	English II	English III	World History	English IV	US History	English Honors	US History & Economics
Big History	AP Physics	AP Chemistry	Biology	AP Calc	AP Calc		

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[illegible]

69

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English I	Geometry	Algebra II	AP US History	Math Elective		English II/III	U.S. History & Government
Spanish I	Computer Science I	English I	World History	English III	U.S. History	English III/IV	U.S. History & Government
Art I							
Physical Education							
Music I							
Health							

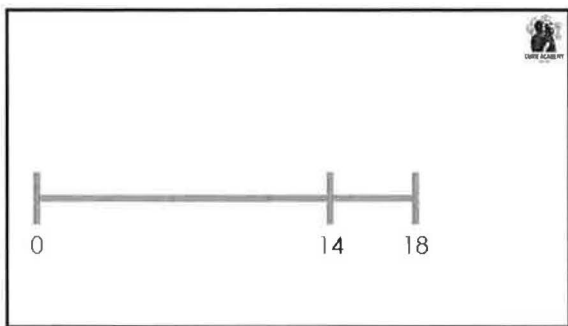
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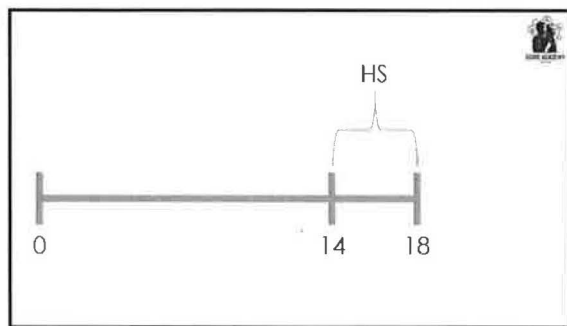
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Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<div>AP Calculus</div>							
<div>AP Physics</div>	Algebra 1	Geometry	Algebra 2	AP CS Principles	Art	Physics	AP Statistics
<div>AP Biology</div>	Computer Science 1	English II	World History	English III	US History	European History	AP Chemistry
<div>AP Computer Science</div>							
<div>AP Psychology</div>	Biology	PSI Physics	Required		Art I		
<div>AP Environmental Science</div>			Electives	Graphic Design			
				Culinary Arts I & 2			

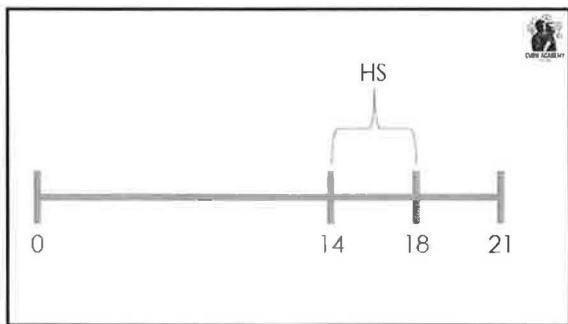
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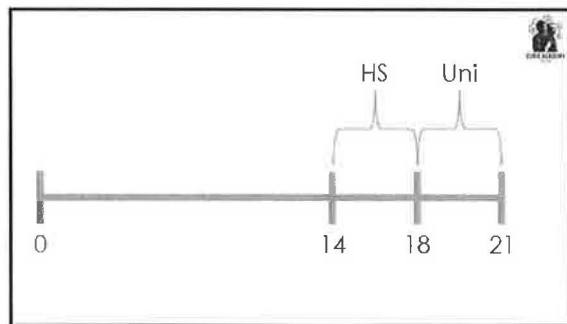
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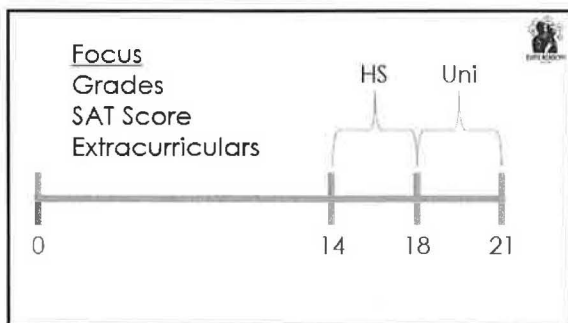
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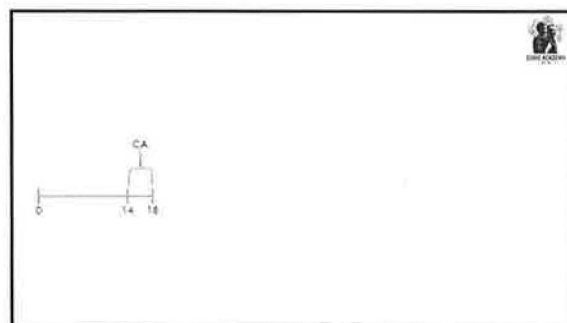
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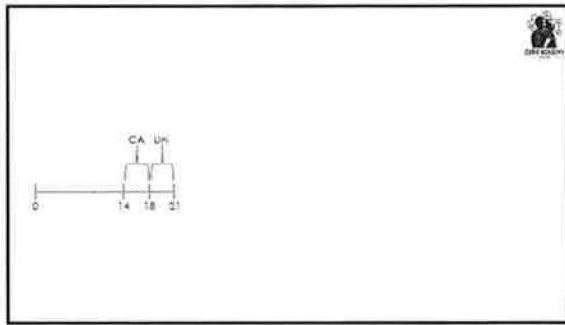
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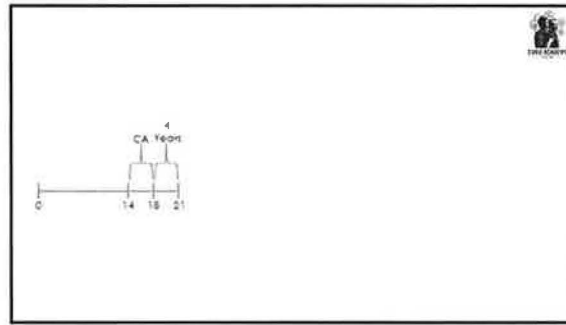
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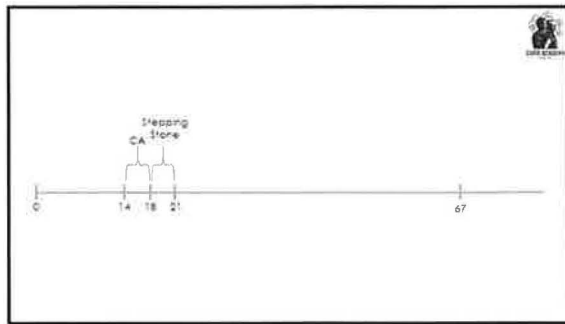
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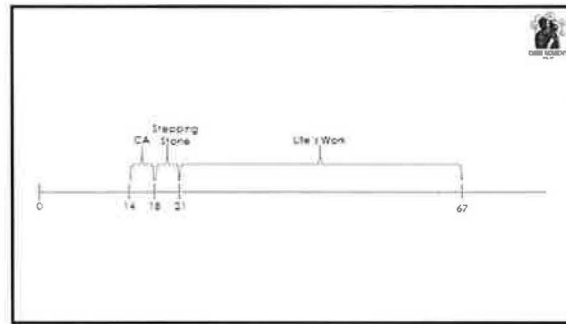
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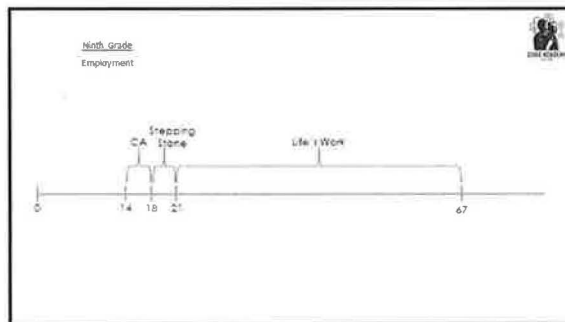
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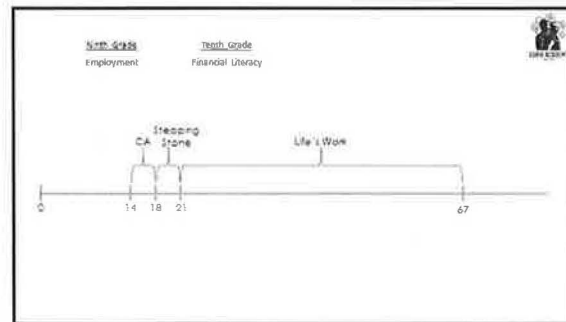
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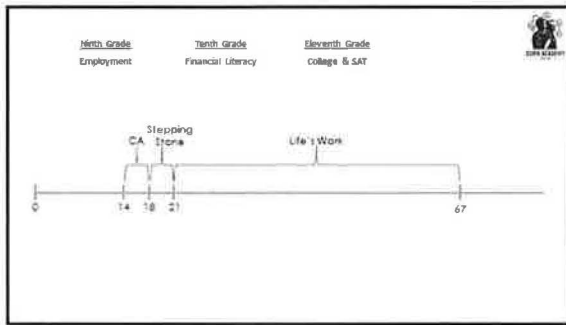
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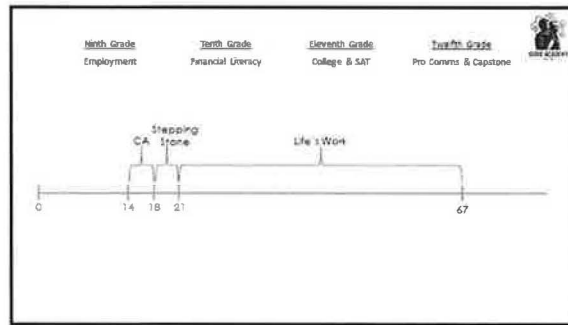
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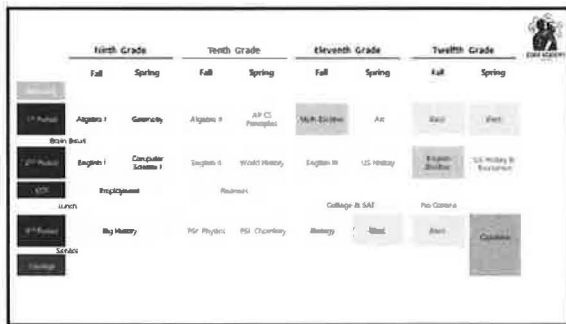
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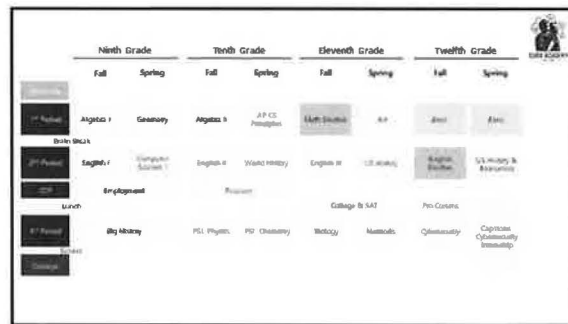
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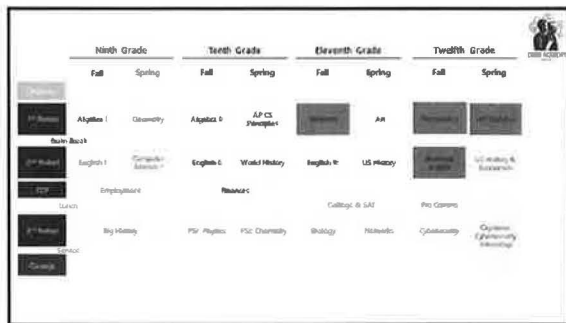
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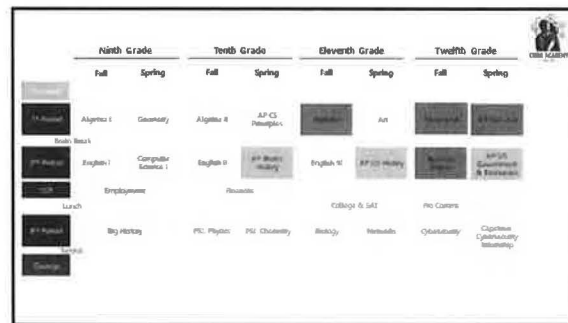
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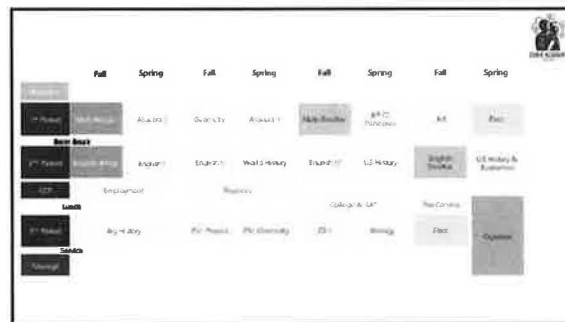
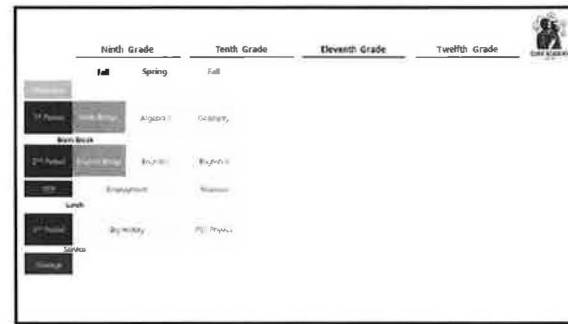
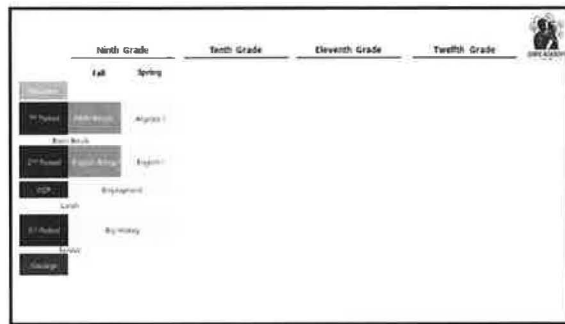
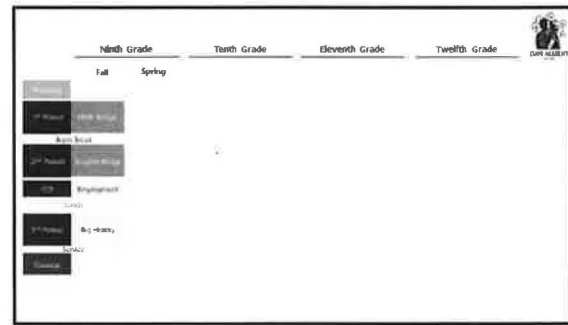
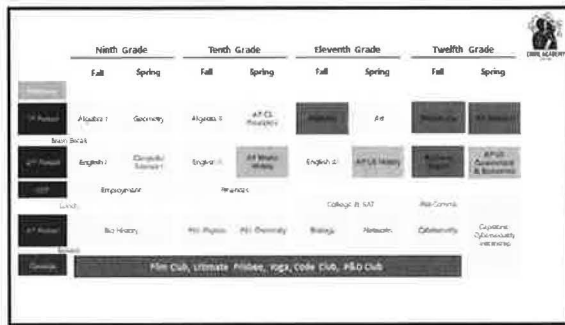
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Curie Academy



Where are we?

Are we a public school?

What's a school day at Curie going to be like?

How's our curriculum?

How are the teachers?

Curie Academy

Where are we?

Are we a public school?

What's a school day at Curie going to be like?

How's our curriculum?

How are the teachers?

97

Curie Academy

Classroom 1

Classroom 2

98

Curie Academy

Classroom 1

Classroom 2

99

Curie Academy

Classroom 1

Classroom 2

100

Curie Academy

Classroom 1

Classroom 2

101

Curie Academy

Classroom 1

Classroom 2

102

Curie Academy

Classroom 1

Beautiful Classroom
Awesome Curricular Resources
Expensive Equipment
Computers for Every Student
Mediocre Teachers

Worse Outcomes

Classroom 2

Dingy Classroom
None
Busted
3 Work Sometimes
Excellent Teacher

Better Outcomes

103

Curie Academy

How do we get the best teachers?

104

Curie Academy

How do we get the best teachers?

↑ Supply

105

Curie Academy

How do we get the best teachers?

↑ Supply

10-20%
Higher Teacher
Salaries

106

Curie Academy

How do we get the best teachers?

↑ Supply

↓ Demand

10-20%
Higher Teacher
Salaries

107

Curie Academy

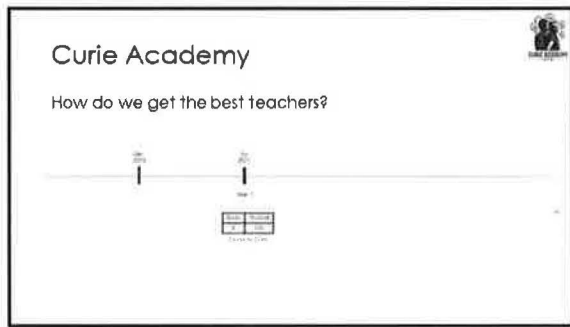
How do we get the best teachers?

↑ Supply

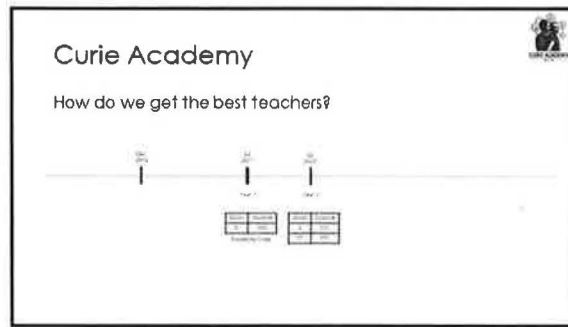
↓ Demand

10-20%
Higher Teacher
Salaries

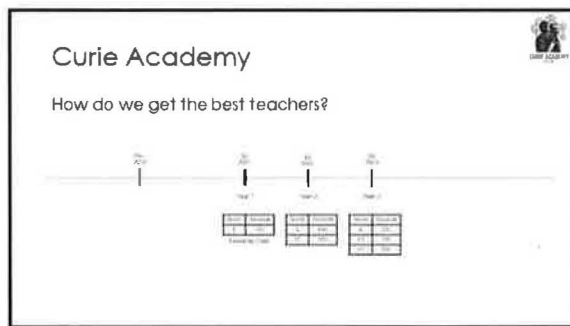
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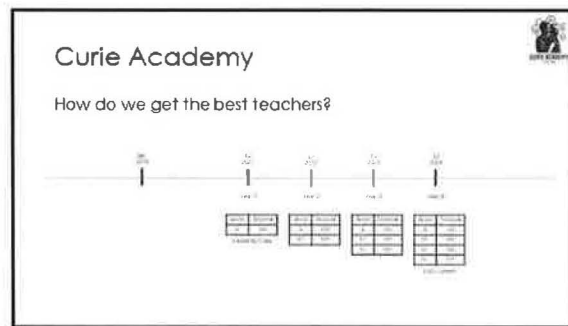
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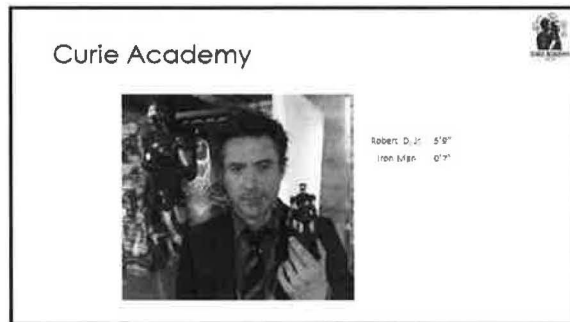
110



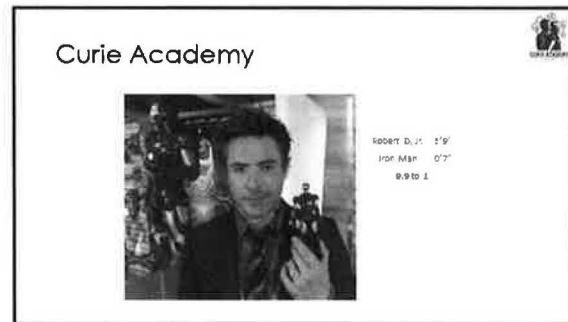
111



112




113



114


Curie Academy



Robert D. Jr. 5'9"	Round Rock HS 5666
Iron Man 0'7"	Curie Academy 400
9.9 to 1	

115


Curie Academy



Robert D. Jr. 5'9"	Round Rock HS 5666
Iron Man 0'7"	Curie Academy 400
9.9 to 1	9.2 to 1

116

Curie Academy



Robert D. Jr. 5'9"	Round Rock HS 5666
Iron Man 0'7"	Curie Academy 400
9.9 to 1	9.2 to 1

117

Curie Academy

How do we get the best teachers?

↑ Supply ↓ Demand




118

Curie Academy

How do we get the best teachers?

↑ Supply ↓ Demand






119

Curie Academy

How do we get the best teachers?

↑ Supply ↓ Demand Make Them Happy

120

Curie Academy

How do we get the best teachers?

↑ Supply

10-20% Higher Teacher Salaries


↓ Demand

Limit Scale of Operations

Make Them Happy

Teacher-Driven Operations (i.e. Collaboration-Based)

121



CURIE ACADEMY

ESTD. 2021

Q&A

122

January 10, 2020

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

Dear Commissioner Morath:

It is my pleasure to write in support of Curie Academy's application for a Generation 25 charter. As a leading advocate for choice in education, the State Director for EdChoice, the founder of the Texas School Choice Coalition, National Senior Advisor for National School Choice Week, and most significantly, a mother of three, I strongly urge you to support the growth of great charter schools like Curie Academy.

As you know, parents in Texas are desperate for additional education options. It is important that we utilize every tool at our disposal to increase access to options and create a competitive marketplace for education providers. Curie Academy is just a piece of the choice puzzle, but one that is essential if Texas is going to remain competitive in our efforts to educate the next generation.

Curie Academy represents the unification of numerous innovative elements, all of which will contribute to it being an incredibly effective school.

- As a stand-alone charter high school, it represents a **pioneering school choice** for middle school students in both traditional and charter public school systems in Central Texas.
- Their new **semester-based program** ensures that students will maximize their individual growth and graduate college ready with distinction no matter where they start.
- Curie Academy's **robust curriculum** with a concentrated foundation in science, math, and computer science for all encourages students of all backgrounds to see their potential for achievement in STEM, **ensuring that students underrepresented in these fields will persist** and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.
- **Students will graduate prepared to pursue their dreams.** The school's college and career prep curriculum coupled with social and emotional learning, student-interest driven clubs, and real-world experience in a career field of interest will help students explore budding interests, try new things, learn what suits them, and develop crucial life skills that will **prepare them to find fulfillment in their pursuits after high school.**
- The school's enrollment limit of 400 students and manageable growth rate of 100 students per year will ensure that the focus of the school's leadership and faculty will remain entirely on **maximizing the individual progress** of each student and foster a **tightly-knit community** where no student is anonymous and every student is a stakeholder.
- The choice of the **school's namesake**, Marie and Pierre Curie, speaks to the passion the founders have for encouraging all students, especially young women, to persist in the challenging fields of science and technology. It provides both young women and young men with role models who exemplify the **school's core values of courage, teamwork, discovery, and innovation.**

I fully support Curie Academy and recommend it for authorization. Please contact me with any additional questions regarding my support for this charter.

Sincerely,

Randan Steinhauser

202-734-1432 | 18205 Painted Horse Cove Austin, Texas 78738



January 16, 2020

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

Dear Commissioner Morath:

I would like to express my strong support of Curie Academy's application, a proposed STEM public charter high school in Austin. As Vice President of Building Hope, I believe the school would provide a unique school model for the community that is not currently present.

In my previous role as a Chief Financial Officer at a high-performing charter network in San Antonio, I witnessed firsthand the importance of strong financial stewardship to ensure that schools are operationally able to provide a world class education. In my conversations with the founder, Cassian Choucair, I was compelled by his vision and sound execution plan to guiding the organization to both academic success and financial sustainability.

Curie Academy represents numerous innovative elements which will create an incredibly effective school.

- Their new **semester-based program** ensures that students will maximize their individual growth and graduate college ready with distinction no matter where they start.
- Curie Academy's **robust curriculum** with a concentrated foundation in science, math, and computer science for all encourages students of all backgrounds to see their potential for achievement in STEM, **ensuring that students underrepresented in these fields will persist** and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.
- **Students will graduate prepared to pursue their dreams.** The school's college and career prep curriculum coupled with social and emotional learning, student-interest driven clubs, and real-world experience in a career field of interest will help students explore budding interests, try new things, learn what suits them, and develop crucial life skills that will **prepare them to find fulfillment in their pursuits after high school.**
- The school's enrollment limit of 400 students will ensure that the focus of the school's leadership and faculty will remain entirely on **maximizing the individual progress** of each student and foster a **tight-knit community** where no student is anonymous and every student is a stakeholder.

I fully support Curie Academy and recommend it for authorization.

Sincerely,

Shawn McCormack

Shawn McCormack
Vice President, West Region
Building Hope
www.buildinghope.org

January 20, 2020

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

Dear Commissioner Morath:

It is my pleasure to write in support of Curie Academy's application for a Generation 25 charter. As company President, I have had the pleasure of speaking with Mr. Cassian Choucair on several occasions. He has shared the mission and vision of Curie Academy, and I would like to express my support in seeing this charter school authorized.

Curie Academy represents the unification of numerous innovative elements, all of which will contribute to it being an incredibly effective school.

- As a stand-alone charter high school, it represents a **pioneering school choice** for middle school students in both traditional and charter public school systems in Central Texas.
- Their new **semester-based program** ensures that students will maximize their individual growth and graduate college ready with distinction no matter where they start.
- Curie Academy's **robust curriculum** with a concentrated foundation in science, math, and computer science for all encourages students of all backgrounds to see their potential for achievement in STEM, **ensuring that students underrepresented in these fields will persist** and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.
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- The school's enrollment limit of 400 students and manageable growth rate of 100 students per year will ensure that the focus of the school's leadership and faculty will remain entirely on **maximizing the individual progress** of each student and foster a **tightly-knit community** where no student is anonymous and every student is a stakeholder.
- The choice of the **school's namesake**, Marie and Pierre Curie, speaks to the passion the founders have for encouraging all students, especially young women, to persist in the challenging fields of science and technology. It provides both young women and young men with role models who exemplify the **school's core values of courage, teamwork, discovery, and innovation.**
- The school's design will attract **talented teachers** at all levels, from novice to veteran, as it ensures the structure and support they need to develop their skills, do their best work, and maximize the growth of their students.
- The strategically-designed scale and location of the school also ensure that Curie Academy will fulfill its honorable mission *and* do so **without negatively impacting the operations of independent school districts.**

I fully support Curie Academy and recommend it for authorization.

Sincerely,



Benson P. Sainsbury
President, InSite EFS

January 14th, 2020

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

Dear Commissioner Morath:

It is my pleasure to write in support of Curie Academy's application for a Generation 25 charter. As Founder and CEO of another charter school in the same region, I certainly would welcome Curie Academy to our community.

Curie Academy represents the unification of numerous innovative elements, all of which will contribute to it being an incredibly effective school.

- Their new **semester-based program** ensures that students will maximize their individual growth and graduate college ready with distinction no matter where they start.
- Curie Academy's **robust curriculum** with a concentrated foundation in science, math, and computer science for all encourages students of all backgrounds to see their potential for achievement in STEM, **ensuring that students underrepresented in these fields will persist** and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.
- **Students will graduate prepared to pursue their dreams.** The school's college and career prep curriculum coupled with social and emotional learning, student-interest driven clubs, and real-world experience in a career field of interest will help students explore budding interests, try new things, learn what suits them, and develop crucial life skills that will **prepare them to find fulfillment in their pursuits after high school.**
- The school's design will attract **talented teachers** at all levels, from novice to veteran, as it ensures the structure and support they need to develop their skills, do their best work, and maximize the growth of their students.

I fully support Curie Academy and recommend it for authorization.

Sincerely,



John Armbrust
Founder and CEO



January 9, 2020

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

Dear Commissioner Morath:

It is my pleasure to write in full support of Curie Academy's application for a Generation 25 charter. I met Cassian Choucair in 2018 soon after he completed his tenure at YES Prep Public Schools. I have had the pleasure of meeting with him several times since then and offer advisement as his team's strategic plan for Curie Academy continued to evolve into the incredible project that it is today.

For all students attending traditional public middle schools in the area, Curie Academy will represent the first, true public-school choice in addition to the large, traditional public high school in the district feeder pattern. As a stand-alone charter high school, it represents a pioneering school choice for all middle school students in the area. At the heart of the Curie Academy model is the founders' ardent belief in teachers and the central role they play in maximizing each student's development. I believe they have successfully designed a school that will attract, develop, and retain incredible teachers. It will be an incredible place to be a teacher. The founders' decision of naming the school after Marie and Pierre Curie, speaks their passion for encouraging all students, especially young women, to persist in the challenging fields of science and technology. As an advocate for disadvantaged students, I am thrilled with all of the innovations they have made to ensure that students coming from middle school at different levels of high school preparedness will have the means and opportunity to maximize their development no matter where they start and graduate prepared for post-secondary success in college and beyond.

I fully support Curie Academy and recommend it for authorization.

Sincerely,

Rachel Howell
Owner and Co-Founder
Copia Consulting, LLC

8808 ESCABOSA DRIVE • AUSTIN, TEXAS 78748 • 512.280.0884 • www.copiaconsulting.com



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

January 18, 2020

Dear Commissioner Mike Morath:

I am writing to strongly support Curie Academy's charter application, a proposed new public charter high school for Austin families. Curie Academy would provide an innovative opportunity for high school students that brings together multiple elements contributing to an effective and impactful school option:

- As a stand-alone charter high school, it represents a **pioneering school choice** for middle school students in both traditional and charter public school systems in Central Texas.
- Their new **semester-based program** ensures that students will maximize their individual growth and graduate college ready with distinction no matter where they start.
- Curie Academy's **robust curriculum** with a concentrated foundation in science, math, and computer science for all encourages students of all backgrounds to see their potential for achievement in STEM, **ensuring that students underrepresented in these fields will persist** and have the confidence to pursue burgeoning careers in a world that relies more on science and technology every day.
- **Students will graduate prepared to pursue their dreams.** The school's college and career prep curriculum coupled with social and emotional learning, student-interest driven clubs, and real-world experience in a career field of interest will help students explore budding interests, try new things, learn what suits them, and develop crucial life skills that will **prepare them to find fulfillment in their pursuits after high school.**
- The school's enrollment limit of 400 students and manageable growth rate of 100 students per year will ensure that the focus of the school's leadership and faculty will remain entirely on **maximizing the individual progress** of each student and foster a **tightly-knit community** where no student is anonymous and every student is a stakeholder.
- The strategically-designed scale and location of the school also ensure that Curie Academy will fulfill its honorable mission *and* do so **without negatively impacting the operations of independent school districts.**

As the School Services Manager for Families Empowered, I recognize the urgent need for high-quality schools for families. Families Empowered is a non-profit parent service organization. We have served families for 10 years, and currently have a network of over 90,000 families across Texas who are actively looking for school options; we communicate with these parents regularly and offer them accurate, actionable, neutral information about their options. We know, first hand, that there are thousands of parents in Central Texas that are actively seeking more school options that fit their child's needs – we have over 6,500 students in Austin from over 5,400 families that have turned to us for help over the last 3 years of working in the area. Having worked with hundreds of school leaders and potential school leaders, we also know that Curie Academy can offer some of these parents and students something truly unique, and an option they are seeking, especially for high school students.

I enthusiastically support the approval for a charter for Curie Academy as a new high- quality option for Austin families. My contact information is listed below, should you need anything further.

Sincerely,

Jessica Post
School Services Manager, Families Empowered
jpost@familiesempowered.org

7447 Harwin Drive,
Suite 246
Houston, TX 77036

office (713) 589-8767
fax (281) 616-3945

www.FamiliesEmpowered.org

EMPOWERING FAMILIES THROUGH **SCHOOL CHOICE.**

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;">SAMPLE</p> <p>2. Article Number (Transfer from service label)</p> <p style="text-align: center;">9590 9401 0000 5191 0000 12</p> <p>PS Form 3811, July 2015 PSN 7530-02-000-0053</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">COMPLETE THIS SECTION ON DELIVERY</p> <p>A. Signature X</p> <p>B. Received by (Printed Name) _____ C. Date of Delivery _____</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No If YES, enter delivery address below: _____</p> <p>3. Service Type</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td><input type="checkbox"/> Adult Signature</td> <td><input type="checkbox"/> Priority Mail Express®</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td><input type="checkbox"/> Registered Mail™</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail®</td> <td><input type="checkbox"/> Registered Mail Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td><input type="checkbox"/> Return Receipt for Merchandise</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery</td> <td><input type="checkbox"/> Signature Confirmation™</td> </tr> <tr> <td><input type="checkbox"/> Collect on Delivery Restricted Delivery</td> <td><input type="checkbox"/> Signature Confirmation Restricted Delivery</td> </tr> <tr> <td><input type="checkbox"/> Insured Mail</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Insured Mail Restricted Delivery over \$500</td> <td></td> </tr> </table> <p style="text-align: center; font-weight: bold;">CERTIFIED MAIL</p> <p style="text-align: center;">7001 2510 0005 0005 6417</p> <p style="text-align: center;">7001 2510 0005 0005 6417</p> <p style="text-align: center;">7001 2510 0005 0005 6417</p> <p style="text-align: center;">7001 2510 0005 0005 6417</p> </div>	<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®	<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™	<input type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery	<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise	<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™	<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery	<input type="checkbox"/> Insured Mail		<input type="checkbox"/> Insured Mail Restricted Delivery over \$500	
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<input type="checkbox"/> Insured Mail																	
<input type="checkbox"/> Insured Mail Restricted Delivery over \$500																	

Texas State Senate

Senator:

Dawn Buckingham (District 24)

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To The Honorable Dawn Buckingham
Street and Apt. No., or PO Box No. PO Box 12068, Capital Station
City, State, ZIP+4® Austin, TX 78711

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

Senator:

Donna Campbell (District 25)

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☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To The Honorable Donna Campbell
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City, State, ZIP+4® Austin, TX 78711

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

Senator:

Charles Schwertner (District 5)

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AUSTIN, TX 78711

Official Use

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To The Honorable Charles Schwertner
Street and Apt. No., or PO Box No. PO Box 12068
City, State, ZIP+4® Austin, TX 78711

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

Senator:

Senator Kirk Watson (District 14)

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AUSTIN, TX 78711

Official Use

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.05

Sent To The Honorable Kirk Watson
Street and Apt. No., or PO Box No. PO Box 12068
City, State, ZIP+4® Austin, TX 78711

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

Senator:

Judith Zaffirini (District 21)

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AUSTIN, TX 78711

Official Use

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

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To The Honorable Judith Zaffirini
Street and Apt. No., or PO Box No. PO Box 12068, Capital Station
City, State, ZIP+4® Austin, TX 78711

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

School District: Austin ISD	
Superintendent: Dr. Paul Cruz	Board President: Geronimo Rodriguez

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only</p> <p>For delivery information, visit our website at www.usps.com™.</p> <p>AUSTIN, TX 78703</p> <p>OFFICIAL USE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Certified Mail Fee</td> <td>\$3.50</td> <td rowspan="5" style="text-align: center; vertical-align: middle;"> 0135 27 Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee as appropriate)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required</td> <td>\$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td>\$0.00</td> <td></td> </tr> <tr> <td>Postage</td> <td>\$0.55</td> <td></td> </tr> <tr> <td>Total Postage and Fees</td> <td>\$4.05</td> <td style="text-align: center; vertical-align: middle;"> 01/02/2020 </td> </tr> </table> <p>Sent To: <u>Dr. Paul Cruz, Austin ISD</u> <u>1111 W. 6th St.</u> <u>Austin, TX 78703</u></p> <p>PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div> <div style="width: 5%; text-align: center; font-size: small;"> 7018 3090 0001 4494 0479 </div> </div>	Certified Mail Fee	\$3.50	0135 27 Postmark Here	Extra Services & Fees (check box, add fee as appropriate)	\$0.00	<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	<input type="checkbox"/> Return Receipt (electronic)	\$0.00	<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	<input type="checkbox"/> Adult Signature Required	\$0.00		<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		Postage	\$0.55		Total Postage and Fees	\$4.05	01/02/2020	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only</p> <p>For delivery information, visit our website at www.usps.com™.</p> <p>AUSTIN, TX 78703</p> <p>OFFICIAL USE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Certified Mail Fee</td> <td>\$3.50</td> <td rowspan="5" style="text-align: center; vertical-align: middle;"> 0135 27 Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee as appropriate)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required</td> <td>\$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td>\$0.00</td> <td></td> </tr> <tr> <td>Postage</td> <td>\$0.55</td> <td></td> </tr> <tr> <td>Total Postage and Fees</td> <td>\$4.05</td> <td style="text-align: center; vertical-align: middle;"> 01/02/2020 </td> </tr> </table> <p>Sent To: <u>Geronimo Rodriguez, Jr. Austin ISD</u> <u>1111 W. 6th St.</u> <u>Austin, TX 78703</u></p> <p>PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div> <div style="width: 5%; text-align: center; font-size: small;"> 7019 0140 0001 1296 7820 </div> </div>	Certified Mail Fee	\$3.50	0135 27 Postmark Here	Extra Services & Fees (check box, add fee as appropriate)	\$0.00	<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	<input type="checkbox"/> Return Receipt (electronic)	\$0.00	<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	<input type="checkbox"/> Adult Signature Required	\$0.00		<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		Postage	\$0.55		Total Postage and Fees	\$4.05	01/02/2020
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School District: Georgetown ISD	
Superintendent: Fred Brent, Ed.D.	Board President: Scott Stribling

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only</p> <p>For delivery information, visit our website at www.usps.com™.</p> <p>GEORGETOWN, TX 78628</p> <p>OFFICIAL USE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Certified Mail Fee</td> <td>\$3.50</td> <td rowspan="5" style="text-align: center; vertical-align: middle;"> 0135 27 Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee as appropriate)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required</td> <td>\$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td>\$0.00</td> <td></td> </tr> <tr> <td>Postage</td> <td>\$0.55</td> <td></td> </tr> <tr> <td>Total Postage and Fees</td> <td>\$4.05</td> <td style="text-align: center; vertical-align: middle;"> 01/02/2020 </td> </tr> </table> <p>Sent To: <u>Fred Brent, Ed.D. Georgetown ISD</u> <u>603 Lakeway Dr.</u> <u>Georgetown, TX 78626</u></p> <p>PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div> <div style="width: 5%; text-align: center; font-size: small;"> 7019 0140 0001 1296 8018 </div> </div>	Certified Mail Fee	\$3.50	0135 27 Postmark Here	Extra Services & Fees (check box, add fee as appropriate)	\$0.00	<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	<input type="checkbox"/> Return Receipt (electronic)	\$0.00	<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	<input type="checkbox"/> Adult Signature Required	\$0.00		<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		Postage	\$0.55		Total Postage and Fees	\$4.05	01/02/2020	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only</p> <p>For delivery information, visit our website at www.usps.com™.</p> <p>GEORGETOWN, TX 78628</p> <p>OFFICIAL USE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Certified Mail Fee</td> <td>\$3.50</td> <td rowspan="5" style="text-align: center; vertical-align: middle;"> 0135 27 Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee as appropriate)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic)</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery</td> <td>\$0.00</td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required</td> <td>\$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery</td> <td>\$0.00</td> <td></td> </tr> <tr> <td>Postage</td> <td>\$0.55</td> <td></td> </tr> <tr> <td>Total Postage and Fees</td> <td>\$4.05</td> <td style="text-align: center; vertical-align: middle;"> 01/02/2020 </td> </tr> </table> <p>Sent To: <u>Scott Stribling, Georgetown ISD</u> <u>603 Lakeway Dr.</u> <u>Georgetown, TX 78626</u></p> <p>PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div> <div style="width: 5%; text-align: center; font-size: small;"> 7019 0140 0001 1296 8025 </div> </div>	Certified Mail Fee	\$3.50	0135 27 Postmark Here	Extra Services & Fees (check box, add fee as appropriate)	\$0.00	<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	<input type="checkbox"/> Return Receipt (electronic)	\$0.00	<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	<input type="checkbox"/> Adult Signature Required	\$0.00		<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00		Postage	\$0.55		Total Postage and Fees	\$4.05	01/02/2020
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School District: Hutto ISD	
Superintendent: Dr. Colina Estrada Thomas	Board President: Terrence Owens

<div style="background-color: black; color: white; padding: 5px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-size: small;"> For delivery information, visit our website at www.usps.com™. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-weight: bold;"> HUTTO, TX 78634 </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 5px;"> <div style="width: 45%;"> <p>Certified Mail Fee \$3.50</p> <p>Extra Services & Fees (check box, add fee as appropriate)</p> <p><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</p> <p><input type="checkbox"/> Return Receipt (electronic) \$0.00</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</p> <p><input type="checkbox"/> Adult Signature Required \$0.00</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</p> <p>Postage \$0.55</p> <p>Total Postage and Fees \$4.05</p> </div> <div style="width: 50%; text-align: center;"> <p>0135 27</p> <p>Postmark Here</p> <p>01/02/2020</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Sent To <u>Dr. Colina Estrada Thomas</u></p> <p>Street and Apt. No., or PO Box No. <u>200 College St.</u></p> <p>City, State, ZIP+4® <u>Hutto, TX 78634</u></p> <p style="font-size: x-small;">PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div>	<div style="background-color: black; color: white; padding: 5px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-size: small;"> For delivery information, visit our website at www.usps.com™. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-weight: bold;"> HUTTO, TX 78634 </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 5px;"> <div style="width: 45%;"> <p>Certified Mail Fee \$3.50</p> <p>Extra Services & Fees (check box, add fee as appropriate)</p> <p><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</p> <p><input type="checkbox"/> Return Receipt (electronic) \$0.00</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</p> <p><input type="checkbox"/> Adult Signature Required \$0.00</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</p> <p>Postage \$0.55</p> <p>Total Postage and Fees \$4.05</p> </div> <div style="width: 50%; text-align: center;"> <p>0135 27</p> <p>Postmark Here</p> <p>01/02/2020</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Sent To <u>Terrence Owens</u></p> <p>Street and Apt. No., or PO Box No. <u>200 College St.</u></p> <p>City, State, ZIP+4® <u>Hutto, TX 78634</u></p> <p style="font-size: x-small;">PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div>
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School District: Leander ISD	
Superintendent: Dr. Bruce Gearing	Board President: Trish Bode

<div style="background-color: black; color: white; padding: 5px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-size: small;"> For delivery information, visit our website at www.usps.com™. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-weight: bold;"> LEANDER, TX 78646 </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 5px;"> <div style="width: 45%;"> <p>Certified Mail Fee \$3.50</p> <p>Extra Services & Fees (check box, add fee as appropriate)</p> <p><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</p> <p><input type="checkbox"/> Return Receipt (electronic) \$0.00</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</p> <p><input type="checkbox"/> Adult Signature Required \$0.00</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</p> <p>Postage \$0.55</p> <p>Total Postage and Fees \$4.05</p> </div> <div style="width: 50%; text-align: center;"> <p>0135 27</p> <p>Postmark Here</p> <p>01/02/2020</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Sent To <u>Dr. Bruce Gearing, Leander ISD</u></p> <p>Street and Apt. No., or PO Box No. <u>204 W. 6th St., PO Box 218</u></p> <p>City, State, ZIP+4® <u>Leander, TX 78646</u></p> <p style="font-size: x-small;">PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div>	<div style="background-color: black; color: white; padding: 5px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-size: small;"> For delivery information, visit our website at www.usps.com™. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center; font-weight: bold;"> LEANDER, TX 78646 </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 5px;"> <div style="width: 45%;"> <p>Certified Mail Fee \$3.50</p> <p>Extra Services & Fees (check box, add fee as appropriate)</p> <p><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</p> <p><input type="checkbox"/> Return Receipt (electronic) \$0.00</p> <p><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</p> <p><input type="checkbox"/> Adult Signature Required \$0.00</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</p> <p>Postage \$0.55</p> <p>Total Postage and Fees \$4.05</p> </div> <div style="width: 50%; text-align: center;"> <p>0135 27</p> <p>Postmark Here</p> <p>01/02/2020</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Sent To <u>Trish Bode, Leander ISD</u></p> <p>Street and Apt. No., or PO Box No. <u>204 W. 6th St. PO Box 218</u></p> <p>City, State, ZIP+4® <u>Leander, TX 78646</u></p> <p style="font-size: x-small;">PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions</p> </div>
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School District: Manor ISD	
Superintendent: Dr. Royce Avery	Board President: Elmer Fisher, Jr.

<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> MANOR, TX 78653 </div> <div style="display: flex; justify-content: space-between;"> <div> Certified Mail Fee \$3.50 Extra Services & Fees (check box, add fee if applicable) <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 </div> <div style="text-align: right;"> 0135 27 Postmark Here 01/02/2020 </div> </div> <div> Postage \$0.55 Total Postage and Fees \$4.05 </div> <div style="border: 1px solid black; padding: 2px;"> Sent To Dr. Royce Avery, Manor ISD Street and Apt. No., or PO Box No. 18355 US Hwy 290 E City, State, ZIP+4® Manor, TX 78653 </div> <div style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </div>	<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> MANOR, TX 78653 </div> <div style="display: flex; justify-content: space-between;"> <div> Certified Mail Fee \$3.50 Extra Services & Fees (check box, add fee if applicable) <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 </div> <div style="text-align: right;"> 0135 27 Postmark Here 01/02/2020 </div> </div> <div> Postage \$0.55 Total Postage and Fees \$4.05 </div> <div style="border: 1px solid black; padding: 2px;"> Sent To Elmer Fisher, Jr. Manor ISD Street and Apt. No., or PO Box No. 18355 US Hwy 290 E City, State, ZIP+4® Manor, TX 78653 </div> <div style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </div>
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School District: Pflugerville ISD	
Superintendent: Dr. Douglas Killian	Board President: Vernagene Mott

<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> PFLUGERVILLE, TX 78660 </div> <div style="display: flex; justify-content: space-between;"> <div> Certified Mail Fee \$3.50 Extra Services & Fees (check box, add fee if applicable) <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 </div> <div style="text-align: right;"> 0135 27 Postmark Here 01/02/2020 </div> </div> <div> Postage \$0.55 Total Postage and Fees \$4.05 </div> <div style="border: 1px solid black; padding: 2px;"> Sent To Dr. Douglas Killian, Pflugerville ISD Street and Apt. No., or PO Box No. 1401 W. Pecan City, State, ZIP+4® Pflugerville, TX 78660 </div> <div style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </div>	<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> PFLUGERVILLE, TX 78660 </div> <div style="display: flex; justify-content: space-between;"> <div> Certified Mail Fee \$3.50 Extra Services & Fees (check box, add fee if applicable) <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 </div> <div style="text-align: right;"> 0135 27 Postmark Here 01/02/2020 </div> </div> <div> Postage \$0.55 Total Postage and Fees \$4.05 </div> <div style="border: 1px solid black; padding: 2px;"> Sent To Vernagene Mott, Pflugerville ISD Street and Apt. No., or PO Box No. 1401 W. Pecan City, State, ZIP+4® Pflugerville, TX 78660 </div> <div style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </div>
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School District: Round Rock ISD	
Superintendent: Steven Flores, Ph.D.	Board President: Amy Weir

<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com®. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> ROUND ROCK, TX 78681 </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Certified Mail Fee \$3.50</td> <td style="width: 30%; text-align: right;">0135</td> <td rowspan="5" style="width: 40%; text-align: center; vertical-align: middle;"> Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee if appropriate)</td> <td style="text-align: right;">27</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic) \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required \$0.00</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</td> <td></td> <td></td> </tr> <tr> <td>Postage \$0.55</td> <td></td> <td></td> </tr> <tr> <td>Total Postage and Fees \$4.05</td> <td></td> <td></td> </tr> <tr> <td colspan="3"> Sent To Steven Flores, Ph.D. Round Rock 150 Street and Apt. No. or PO Box No. 1311 Round Rock Ave City, State, ZIP+4® Round Rock, TX 78681 </td> </tr> <tr> <td colspan="3" style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </td> </tr> </table>	Certified Mail Fee \$3.50	0135	Postmark Here	Extra Services & Fees (check box, add fee if appropriate)	27	<input type="checkbox"/> Return Receipt (hardcopy) \$0.00		<input type="checkbox"/> Return Receipt (electronic) \$0.00		<input type="checkbox"/> Certified Mail Restricted Delivery \$0.00		<input type="checkbox"/> Adult Signature Required \$0.00			<input type="checkbox"/> Adult Signature Restricted Delivery \$0.00			Postage \$0.55			Total Postage and Fees \$4.05			Sent To Steven Flores, Ph.D. Round Rock 150 Street and Apt. No. or PO Box No. 1311 Round Rock Ave City, State, ZIP+4® Round Rock, TX 78681			PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions			<div style="background-color: black; color: white; padding: 2px; text-align: center;"> U.S. Postal Service™ CERTIFIED MAIL® RECEIPT <i>Domestic Mail Only</i> </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> For delivery information, visit our website at www.usps.com®. </div> <div style="background-color: black; color: white; padding: 2px; text-align: center;"> ROUND ROCK, TX 78681 </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Certified Mail Fee \$3.50</td> <td style="width: 30%; text-align: right;">0135</td> <td rowspan="5" style="width: 40%; text-align: center; vertical-align: middle;"> Postmark Here </td> </tr> <tr> <td>Extra Services & Fees (check box, add fee if appropriate)</td> <td style="text-align: right;">27</td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (hardcopy) \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Return Receipt (electronic) \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Certified Mail Restricted Delivery \$0.00</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Required \$0.00</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult Signature Restricted Delivery \$0.00</td> <td></td> <td></td> </tr> <tr> <td>Postage \$0.55</td> <td></td> <td></td> </tr> <tr> <td>Total Postage and Fees \$4.05</td> <td></td> <td></td> </tr> <tr> <td colspan="3"> Sent To Amy Weir, Round Rock 150 Street and Apt. No. or PO Box No. 1311 Round Rock Ave City, State, ZIP+4® Round Rock, TX 78681 </td> </tr> <tr> <td colspan="3" style="font-size: small;"> PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions </td> </tr> </table>	Certified Mail Fee \$3.50	0135	Postmark Here	Extra Services & Fees (check box, add fee if appropriate)	27	<input type="checkbox"/> Return Receipt (hardcopy) \$0.00		<input type="checkbox"/> Return Receipt (electronic) \$0.00		<input type="checkbox"/> Certified Mail Restricted Delivery \$0.00		<input type="checkbox"/> Adult Signature Required \$0.00			<input type="checkbox"/> Adult Signature Restricted Delivery \$0.00			Postage \$0.55			Total Postage and Fees \$4.05			Sent To Amy Weir, Round Rock 150 Street and Apt. No. or PO Box No. 1311 Round Rock Ave City, State, ZIP+4® Round Rock, TX 78681			PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions		
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Texas State Board of Education	
Member: Tom Maynard (District 10)	Member: Ken Mercer (District 5)

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Texas State Senate

Senator:
Charles Schwertner (District 5)

Senator:
Senator Kirk Watson (District 14)

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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	
Postage	\$0.55	
Total Postage and Fees	\$4.05	01/02/2020

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Postage	\$0.55	
Total Postage and Fees	\$4.05	01/02/2020

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Texas State House of Representatives

Representative:
John H. Bucy III (District 136)

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Representative:
Sheryl Cole (District 46)

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Sent To: The Honorable Sheryl Cole
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Representative:
John Cyrier (District 17)

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Sent To: The Honorable John Cyrier
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Representative:
Vikki Goodwin (District 47)

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Sent To: The Honorable Vikki Goodwin
Street and Apt. No., or PO Box No. PO Box 2910
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Representative:
Gina Hinojosa (District 49)

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Sent To: The Honorable Gina Hinojosa
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Representative:
Donna Howard (District 48)

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Representative:
Celia Israel (District 50)

Representative:
Eddie Rodriguez (District 51)

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December 29, 2018

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

Dear Dr. Flores,

I hope this letter finds you well. My company, Curie Academy, intends to submit an application to the Texas Education Agency in response to the Generation Twenty- Five Open-Enrollment charter school application process. We intend to create one small high school in North Austin that will reach capacity at 400 students in 2024. Our school model is designed to have no material, negative impact on school districts. We hope to locate near the intersection of Austin ISD, Pflugerville ISD, and Round Rock ISD and draw a small number of students from seven school districts¹.

We hope to find ways to flip the script of traditional public schools vs. charter public schools. We view the charter school model as an opportunity to innovate at a very small scale and partner with the major traditional school districts in small ways that will benefit students in the region. One way we hope to do this is through a robust remedial program for students who enter high school several years behind in math and reading. It would be great to meet with you and get your insight on how we can partner with your district in positive ways.

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. Our application will be available on the Texas Education Agency Charter School webpage on (or around) February 21, 2020. Please let me know if you would like a copy before then.

Sincerely,

Cassian Choucair
Chief Executive Officer
Curie Academy
P (512) 800-1959

Curie Academy
3400 Harmon Ave
Apt 554
Austin, TX 78705

¹ Austin ISD, Hutto ISD, Leander ISD, Manor ISD, Pflugerville ISD, Round Rock ISD, and Georgetown ISD

Attachment 6: Published Notice(s) of Public Meetings



Musical couple creating sensual club jams with a strong side of silly

\$2

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.

Curie Academy is very fond of Houston Independent School District's 2019-2020 scope and sequence for English I. CA believes it provides a solid framework for the kind of workshop-based ELA curriculum that encourages higher rates of student engagement and growth.

Out of respect for the work and authorship of the Houston ISD Curriculum Department, CA has included their English I scope and sequence in its original form.

The material difference in how CA implements the scope and sequence is in its delivery. The original scope and sequence contemplate a schedule of 45-minute daily classes over the course of 2 semesters, while CA's schedule will consist of 90-minute daily classes over the course of 1 semester (with social studies in the alternative semester).

Unit	HISD (45-min periods)	CA (90-min periods)
1	22	11
2	19	10
3	22	11
4	22	11
5	24	12
6	30	15

This amounts to 70 full class periods at Curie Academy. CA's fall semester consists of 79 full days and its spring semester consists of 81, leaving a buffer of 9 and 11 days respectively.

COPYRIGHT MATERIAL

14 pages have been withheld

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English Curriculum

Grade	Course	Credits	TEKS
9R ⁷⁷	Bridge to English I	1.0	Local Credit
9	English I	1.0	§110.36
10	English II	1.0	§110.37
11	English III	1.0	§110.38
11-12	Business English	1.0	§130.135
11-12	AP English Language	1.0	§110.83
11-12	AP English Literature	1.0	§110.84

Social Studies Curriculum

Grade	Course	Credits	TEKS
9	Big History	1.0	§113.43 ⁷⁸
10	World History	1.0	§113.42
11	US History	1.0	§113.41
12	US Government	1.0	§113.44
12	Economics	1.0	§113.31
10-12	AP World History	1.0	§113.55
11-12	AP US History	1.0	§113.53
12	AP US Government	1.0	§113.57

Math Curriculum

Grade	Course	Credits	TEKS
9R ⁷⁹	Bridge to Algebra I	1.0	Local Credit
9	Algebra I	1.0	§111.39
9-10	Geometry	1.0	§111.41
9-10	Algebra II	1.0	§111.40
10-12	Statistics and Business	1.0	§130.190

⁷⁷ Remedial course

⁷⁸ World Geography

⁷⁹ Remedial course

	Decision Making		
10-12	Financial Mathematics	1.0	§130.180
10-12	Precalculus	1.0	§111.42
11-12	AP Calculus AB	1.0	§111.54
11-12	AP Calculus BC	1.0	§111.55
11-12	Linear Algebra	1.0	<u>Innovative Course</u>

Science Curriculum

Grade	Course	Credits	TEKS
9	Big History	1.0	<u>Innovative Course</u> ⁸⁰
10	Physical Science by Inquiry: Physics	1.0	§130.404 ⁸¹
10	Physical Science by Inquiry: Chemistry	1.0	§112.35 ⁸²
11	Biology	1.0	§112.34
11-12	Engineering Design & Problem Solving	1.0	§130.412
11-12	AP Biology	1.0	§112.62
11-12	AP Physics I	1.0	§112.64

Computer Science Curriculum

Grade	Course	Credits	TEKS
9	Computer Science Principles	1.0	§126.33 ⁸³

⁸⁰ Planet Earth (PEIMS Code: N1120040)

⁸¹ Principles of Technology

⁸² Chemistry

⁸³ Computer Science I

10-11	AP Computer Science Principles	1.0	§126.65
11-12	Networking	1.0	§130.305
11-12	Foundations of Cybersecurity	1.0	§126.51
11-12	Web Design	1.0	§126.47
11-12	Mobile App Development	1.0	§126.39

College and Career Prep Curriculum

Grade	Course	Credits	TEKS
9	Career & Social Practices	1.0	<u>Innovative Course</u> ⁸⁴
10	Money Matters	1.0	§130.182 ⁸⁵
11	College Planning	1.0	Local Credit
12	Professional Communications	0.5	§130.110
12	Capstone	2.0	§127.14 ⁸⁶

Art Curriculum

Grade	Course	Credits	TEKS
11-12	Digital Art & Animation	1.0	§126.42
11-11	Introduction to Culinary Arts	1.0	§130.253
11-12	Culinary Arts II	1.0	§130.254
11-12	Graphic Design & Illustration I	1.0	§130.106

Physical Education Curriculum

Grade	Course	Credits	TEKS
9	Sports 9	1.0	§116.55-56 ⁸⁷
10	Sports 10	1.0	§116.55-56 ⁸⁸

⁸⁴ General Employability Skills (PEIMS Code N1270153)

⁸⁵ Money Matters

⁸⁶ Career Preparation I (actual TEKS may vary—e.g., IT Practicum)

⁸⁷ Individual Sports & Team Sports

⁸⁸ Individual Sports & Team Sports

11	Sports 11	1.0	§116.55-56 ⁸⁹
12	Sports 12	0.5	§116.55/56 ⁹⁰

Languages other than English

Grade	Course	Credits	TEKS
11-12	Spanish I	1.0	§114.39
11-12	Spanish II	1.0	§114.40
11-12	Spanish III	1.0	§114.41
11-12	AP Spanish Language and Culture	1.0	§114.68

⁸⁹ Individual Sports & Team Sports

⁹⁰ Individual Sports & Team Sports

Attachment 8: Proposed Discipline Policy

Curie Academy's professional development program will stress positive classroom management strategies that incentivize good behavior for students of all backgrounds. CA's approach to discipline also features clearly defined offenses and consistent enforcement of expectations. CA faculty will ensure that CA students understand that the purpose of the school's disciplinary system is to ensure a safe, inclusive, and effective learning environment for all CA students and teachers.

CA's deans of students will lead the school's efforts to incentivize and celebrate positive, pro-social student behaviors, handle disciplinary infractions responsibly, build strong, supportive relationships with students, and contribute to CA's positive school culture.

CA teachers will track their communications with their students' parents in which they offer praise and/or encouragement of the student's progress. CA teachers will be expected to do this at least once for each of their current students each semester (minimum of 50 calls) outside of parent-teacher conferences, ARD meetings, and other scheduled meetings.

CA faculty will report all positive communications, discipline referrals, and interventions to CA's deans of students, who will track progress and support teachers in developing positive behavioral management practices.

Offense levels in Curie Academy's system were inspired by YES Prep Public Schools model.

Level 1 Offenses – Warning or Detention

- Not wearing Student ID
- Not having a hall pass
- Not following CA dress code
- Chewing gum or eating in the classroom
- Arriving late to school or to class
- Disrupting the classroom
- Not following directions
- Behaving disrespectfully to others
- Dishonesty
- Inappropriate language
- Inappropriate interactions with peers (hitting, pushing, PDA, etc.)

Level II Offenses – Suspension of 3 Days or Less

- Inappropriate language (egregious)
- Gang sign/symbol; involvement in fraternity/sorority/secret society
- Selling or buying unauthorized items
- Not attending class during the school day
- Leaving campus without permission of administrator
- Cheating or copying work
- Plagiarism/academic dishonesty
- Major disruption in class

Level III Offenses – Suspension of 3 Days or Less or Disciplinary Hearing

- Inappropriate physical or sexual conduct (consensual)
- Sexual harassment, including but not limited to verbal/physical conduct of a sexual nature
- Creating, possessing, or transferring obscene, sexually oriented, lewd or illegal content
- Intentionally activating a fire alarm, except in an emergency
- Creating a fire on school grounds or school sponsored event without school authorization
- Damaging school property or property belonging to others
- Possession or use of pyrotechnic device
- Possession of a firearm (grounds for automatic expulsion)

CA would hold a manifestation determination review (MDR) if ever one of its students with disabilities is subject to discipline that would cause a change of placement. The MDR would occur within 10 days of the decision in compliance with federal law.

CA will contemplate withdrawing a CA student only if the student has falsified enrollment information, not provided proof of identification, or not provided immunization records within 30 days of enrollment. A public disciplinary hearing will be held in Austin, TX to provide due process to any CA student who has been found to have committed a Level III expellable offense.

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.

GRADUATION REQUIREMENTS: CS MICRO MAJOR

28 Blocks

CORE CLASSES	Number of Blocks	MICRO MAJOR	Number of Blocks
All core courses are required.		Courses for Computer Science concentration.	
Math		Computer Science Electives	2
Algebra I	1	<i>Any 2 courses from the following:</i>	
Geometry	1	Databases	
Algebra II	1	Python	
Science		Web Development	
Big History	1	Mobile App Development	
Physical Science by Inquiry	2	Computer Networks	
Biology**	1	Computer Security	
Social Science		Arts & Entertainment Technology B	
Big History	1	Creative Coding	
Global History**	1	Computer Science Connecting Experience	2
US History**	1	Students are required to work on an independent project or intern at an organization for their curriculum work. Proposals for these experiences must be approved by the department chair prior to registration.	
Government**	0.5	Examples include:	
Economics**	0.5	a. Interning as a student at a local startup	
English		b. Working on a research project with a faculty or supervisor in a CS area	
English I	1	c. Pursuing an independent project related to technology	
English II	1		
English III**	1		
CTE			
Career Exploration	1		
Money Matters	1		
Professional Communications	0.5		
SAT Prep	0.5		
Computer Science			
Computer Science I	1		
Computer Science II** - OR -			
Art & Entertainment Technology A**	1		
Art			
Studio Art	1		
CORE ELECTIVES			
The following electives are required.			
Math Elective	1		
<i>Any 1 course from the following:</i>			
Statistics**			
Financial Mathematics			
Calculus**			
English Elective	1		
<i>Any 1 course from the following:</i>			
Business English			
Creative Writing			
Literature**			
Other Electives	2		
<i>Any 2 course from among:</i>			
Math / Science / S. Science /			
English / CTE / CS / Art			

**advanced course available (AP/OnRamps)



PATHWAYS

All students who pursue the Computer Science Micro Major may focus on a specific pathway in their electives and connecting experience. If the following conditions are met, the student will graduate with a certificate in their chosen pathway:

- Complete the 2 courses required for that specific pathway, chosen from the computer science electives; and
- Complete a pre-approved semester-long CS project/internship in the same field.

Students may choose from the following 4 pathways:

Computer Security

Required Coursework:
Computer Security
Computer Networks

Mobile App Development

Required Coursework:
Mobile App Development

And any 1 course from the following:
Databases
Computer Networks

Web Development

Required Coursework:
Web Development

And any 1 course from the following:
Databases
Computer Networks

Digital Arts & Media

Required Coursework:
A&E Tech B (OnRamps)
Creative Coding

⁹¹ Curie Academy CS Micro Major Program; developed in partnership with UT-Austin CS undergraduate program

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

**BYLAWS
OF
CURIE ACADEMY**

ARTICLE I. Name and Address

The name of this corporation shall be Curie Academy. The board of directors may designate other names for specific activities and programs as it deems appropriate. The principal office shall be located at 3400 Harmon Ave, #554, Austin, TX 78705.

ARTICLE II. Objectives

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The corporation shall carry out the founding and management of a charter school in the state of Texas. The corporation may carry out additional initiatives that are in furtherance of the purposes for which the corporation is organized.

ARTICLE III. Dissolution

Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or 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.

ARTICLE IV. Membership

Members of the board of directors shall constitute the membership of the corporation.

ARTICLE V. Board of Directors

A. Composition of the Board of Directors. The number of board members shall be at least 3 and no more than 7. Directors shall be of adult age.

B. Election. Candidates for membership shall be selected from among those nominated by the Nominating Committee, which shall be appointed by the chairperson and consist of at least 50% of the sitting directors. New directors shall be elected by a two-thirds vote of those members present.

C. Terms. Each director shall serve for a term of three years, or until a successor is selected. Initially, each director will serve for a term of one year. After the one-year term, one-third of the newly elected directors shall serve three-year terms; one-third shall serve two-year terms and one-third shall serve one-year terms. Terms shall be established so that one-third of the directors may be elected each year.

D. Removal. A director who has missed three or more consecutive meetings may be removed by a majority vote of the board members then sitting. A director may be removed for any reason by a vote of two-thirds of the members then sitting.

E. Vacancies. Vacancies may be filled at any time by a vote of two-thirds of the members then sitting.

F. General Powers. The board of directors shall constitute the governing body of the corporation. The board shall manage the business and affairs of the corporation. It shall have all powers necessary to carry out the objectives of the corporation as set forth in Article II. The board may accept, on behalf of the corporation, any contribution, bequest, or devise. The board shall have the authority to hire and dismiss the executive director as necessary in order to carry out the objectives of the corporation.

G. Meetings. Meetings of the board of directors shall be held at least once each year at a reasonable time and place designated by the chairperson. The chairperson may designate additional meeting dates. One-third of the board members then sitting may, by written request, schedule additional meetings.

H. Annual Meeting. A meeting during the third quarter of the year shall be designated as the "Annual Meeting," at which new members are elected and other formal annual business conducted.

I. Notice of Meetings. Board members shall receive ten days' notice of regularly scheduled meetings. This notice may be given in writing, in person, by telephone, or by any other reasonable method.

J. Waiver of Notice of Meeting. A director may, in writing, waive notice of any meeting of the board of directors either before or after the meeting, and such waiver shall be deemed the equivalent of receiving notice. Attendance of a director at a meeting shall constitute waiver of notice of that meeting, unless attendance is for the express purpose of objecting to the transaction of business because the meeting has not been lawfully called or convened.

K. Adjournment. A meeting of the board of directors may be adjourned. Notice of the adjourned meeting or of the business to be transacted there, other than by announcement at the meeting at which the adjournment is taken, shall not be necessary. At an adjourned meeting at which a quorum is present, any business may be transacted which could have been transacted at the meeting originally called.

L. Informal Action. If all the directors severally or collectively consent in writing to any action taken or to be taken by the corporation, the action shall be as valid as though it had been authorized at a meeting of the board.

M. Attendance by Telephone. If a member is not reasonably able to attend a meeting, a majority of the members present may authorize participation by telephone, so long as the absent member can hear, or be advised of the discussion of business, and other members can hear, or be advised of the absent member's votes or comments. A member participating by telephone may count toward a quorum.

N. Resignations. Any director may resign at any time by giving notice of resignation to the chairperson.

O. Quorum. A quorum shall be 60% of the directors then sitting.

P. Committees. The board of directors may appoint any committee it deems necessary to help fulfill its functions.

R. Compensation of Board Members. No member of the board of directors shall receive any salary or compensation for their services as director. No member shall receive any service

or benefit not provided to the general public. Members may receive reimbursement for out-of-pocket expenses incurred while conducting authorized business on behalf of the corporation. Members shall be entitled to receive reasonable fees for goods or services rendered to the corporation in capacities other than as members of the board.

ARTICLE VI. Officers

A. Officers. The board of directors shall have a chairperson, secretary, and treasurer. Any person may hold two or more offices except that the chairperson shall not also be secretary.

B. Duties of Officers.

1. The chairperson shall preside at all meetings of the board. The chairperson shall appoint members to standing and ad hoc committees. The chairperson shall perform whatever duties the board of directors may from time to time assign.
2. The secretary shall have charge of such books, documents and papers as the board of directors may determine; shall keep, or cause to be kept, a true and complete record of the meetings of the board of directors; shall give, or cause to be given, notice of all meetings of the directors; shall keep, or cause to be kept, a record containing the names, alphabetically arranged, of all persons who are members of the corporation, showing their places of residence, the names of persons entitled to participate in corporate affairs. Such books shall be open for inspection as provided by law. The secretary shall, in general, perform all the duties incident to the office of secretary subject to the control of the board of directors and shall perform other duties as may be prescribed by the board of directors.
3. The treasurer shall have custody of all corporate funds and property and the board of directors may impose securities subject to such regulations as. The treasurer shall keep, or cause to be kept, full and accurate accounts of receipts and disbursements and shall deposit, or cause to be deposited all corporate funds and other valuable effects in the name of and to the credit of the corporation in a depository or depositories designated by the board of directors. The Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation may deposit corporate funds only in banks or institutions, which are insured. The treasurer shall give to the president or board, whenever they require it, an account of transactions as treasurer and of the financial condition of the corporation and shall, in general, perform all duties incident to the office of treasurer, subject to the control of the board of directors.

C. Election and Terms. The officers shall be elected by the board of directors. The term of office shall be for three years or until the member's term as director expires.

ARTICLE VII. Staff

A. Chief Executive Officer. The executive director is responsible for administering the program of the corporation. The executive director is accountable to the board of directors and shall work closely with the board to fulfill its objectives. The executive director, as authorized by the board's fiscal policy, shall sign or delegate authority to sign checks and enter into agreements with the approval of the board of directors, which are necessary to carry out the

objectives of the corporation. The executive director may hire other staff members as the board of directors authorizes.

B. Other Staff. All other staff shall be supervised by and accountable to the director.

C. Hiring policies. Hiring shall be conducted in full compliance with the corporation's anti-discrimination policy. The corporation shall hire no employees who are members of the immediate family (spouse, grandparent, parent, brother or sister, son or daughter) of any board member or of any person who will supervise the employee.

ARTICLE VIII. Finances

A Fiscal Year. The fiscal year shall start on July 1 and end on June 30 of the next calendar year.

B Budget. The board shall prepare and adopt a budget at its first meeting each year.

C Annual Financial Statement. The corporation shall prepare an annual financial statement for distribution to board members.

D Fiscal Policy. The board shall adopt and from time to time review a fiscal policy setting out a formal procedure that shall govern internal controls, the signing of checks; the obligation of funds; approval of contracts, leases, deeds and mortgages; and other significant aspects of the organization's fiscal operation. The fiscal policy shall assure that the corporation shall have sound financial controls that are appropriate, under generally accepted accounting principles, to its size and purpose.

E Seal. The corporation will not use a common seal. The signature of the name of the corporation by an authorized person shall be legal and binding.

ARTICLE IX. Parliamentary Procedures

Robert's Rules of Order shall be the parliamentary authority for all matters of procedure not specifically covered by these bylaws.

ARTICLE X. Amendments of the Charter and Bylaws

The charter and these bylaws may be amended, supplemented, or repealed by a two-thirds vote of the directors present at any meeting at which a quorum is present. Before directors may vote on an amendment to the charter or bylaws, notice must be given to directors of the proposed amendment at a prior meeting of the board, and in no case less than 30 days before the amendment is to be considered. These bylaws shall become effective upon approval by the chairperson.

ARTICLE XI. Statement of Nondiscrimination

The corporation shall not discriminate against any person in the hiring of personnel, election of board members, provision of service to the public, the contracting for or purchasing of services or in any other way, on the basis of race, color, sex, national origin, disabling condition, age, or any other basis prohibited by law. This policy against discrimination includes, but is not limited to, a commitment to full compliance with Title VI of the Civil Rights Act of

1964; Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, and any subsequent amendments to these statutes.

CURIE ACADEMY

BY: 
Cassian Choucair, Curie Academy Board Chair

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.

Curie Academy Conflict of Interest and Nepotism Policy*

Article I

Purpose

The purpose of the conflict of interest and nepotism policy is to protect Curie Academy's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest and nepotism applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest or a familial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Familial Interest

A person has a familial interest if the person is related within the third degree by affinity or consanguinity to a natural person seeking employment with Curie Academy. The terms "affinity" and "consanguinity" are defined as under Texas law.

*Adapted from Compass Rose Academy Generation 21 Charter Application & Valor Texas Education Generation 22 Charter Application

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest or a familial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. The disclosure shall be made timely and shall be made in the format required by the applicable provision of the Texas Education Code, the Texas Government Code, the Texas Local Government Code, the Texas Administrative Code or any other applicable state or federal law.

2. Determining Whether a Conflict of Interest or Nepotism Exists

After disclosure of any financial interest, any familial interest and all material facts, and after any discussion with the interested person, he/she shall abstain from any vote on the matter and leave the governing board or committee meeting while the determination of a conflict of interest or nepotism is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest or nepotism exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3. Procedures for Addressing Nepotism

If the remaining board or committee members decide that nepotism exists and further, that no lawful exception applies to the hiring decision, then the applicant related to the interested person within the prohibited degree cannot be hired by Curie Academy.

Violations of the Conflicts of Interest and Nepotism Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest or nepotism, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest or nepotism, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. No director will receive directly or indirectly any salary, compensation or gift from the Corporation except as permitted by law. Additionally, no director will be entitled to any dividend or any part of the income or principal of the Organization or to share in the distribution of the assets upon dissolution of the Organization. While board members do not receive any salary, compensation, or gift as consideration for their board service, the Board of Directors may authorize the payment by the Organization of the reasonable, documented and allowable expenses incurred by a director in performance of his or her duties in accordance with state and federal law.
- b. A voting member of the board or of any committee whose jurisdiction includes compensation matters and who receives compensation as permitted by state law, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest and nepotism policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption and to comply with applicable state law it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status or its standing as a sponsoring entity for an open-enrollment charter school in the State of Texas, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits for all employees are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, in impermissible private benefit, in an excess benefit transaction, in any violation of state law.
- c. Whether hiring and employment decisions are consistent with applicable nepotism laws.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

CURIE ACADEMY

BY: 
Cassian Choucair, Curie Academy Board Chair

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.

ELIZABETH BAYER MORGAN

ewbayer@gmail.com • (512) 431-9384 • 54 Rainey Street #1106 Austin, TX 78701

EDUCATION

Harvard University Graduate School of Education Cambridge, MA
Ed. M. in Learning and Teaching conferred June 2007

Rice University Houston, TX
B.A. in Sociology conferred May 2005 – 3.48/4.0 GPA

University of Georgia Honors Program Athens, GA
B.A. in Journalism/Public Relations pursued from 2001 to 2003 - 4.0/4.0 GPA

St. Stephen's Episcopal School Austin, TX
High School diploma conferred May 2001

EXPERIENCE

Long-View Micro School + the number lab Austin, TX
Innovator + Literacy Specialist from July 2016 – Present

- Collaborated in multiple aspects of launching and growing an innovative school that seeks to reimagine education
- First to hold position and develop role since year 1 of the school
- Focus on teaching skills and competencies to help learners be successful in “the long view” (college, citizenship, and the global marketplace)
- Continuously networked and developed contacts to grow the school and its programs
- Maintain knowledge of educational landscape, including knowledge of operational and academic models
- Assisted in marketing strategy and efforts, including writing press releases, maintaining social media accounts, developing marketing materials, seeking reviews
- Expertise in the area of literacy education: best practices in instruction, using and analyzing data to improve instruction and programs, communication to multiple stakeholders of effective programs
- Worked with educators from around the nation and world to shift the culture of mathematics education and communicate reformed philosophies
- Helped host professional development weeks and field study days for educators seeking to learn about innovative school design, concept-based mathematics education, and workshop-model literacy instruction

Literacy First Austin, TX
Advisory Board Member from September 2016 – Present

- Thought partner at monthly board meetings for an organization providing strategic literacy intervention to low-income communities to help children read well by third grade
- Shared the organization's strategy, work, and outcomes with external audiences to help develop a network of supporters and donors
- Experience analyzing data to evaluate student progress and program outcomes

Trinity Episcopal School Austin, TX
Director of Student Life from August 2013 – June 2016

- First to hold position and develop role
- Led effort to foster student connection to school, community, and individuals
 - Developed K8 Buddy Program and oversaw all elements of program for pairing kindergarten students with eighth grade students for events throughout the year

- Planned and ran weekly Community Time for nearly 300 Lower School students and 50 faculty members
- Developed new initiatives and encouraged community service: Gift of Community, ACE Oak Springs partnership, Capture the Campus Service Project, Community Kids (after-school service group), Lower School wide learning about empathy
- Oversaw school participation in PSIA, including all parts of the process and communication
- Assisted students in executing student initiatives (Ex., Lunch meetings and Flyer Friday)
- Led Student-Life Committee, a 13-member faculty monthly committee
- Oversaw and developed Teaching Fellowship Program
 - Led transition from Teaching Assistant position to a developed Teaching Fellowship Program
 - Increased retention rate by 40% in first year
 - Worked with multiple stakeholders to monitor progress, overcome obstacles, and lead projects to successful outcomes
 - Planned and lead monthly professional development sessions for group of 15 Fellows
 - Created and led Teaching Fellowship Advisory Council, a small group of faculty to advise on decisions about the Teaching Fellow Program
- Recruited faculty
 - Extensively developed school employment page, directed and produced video “Why work at Trinity,” represented school at UT College of Education events, networked with local organizations, interviewed and helped managed process for hiring Teaching Fellow candidates as well as interviewed Lead Teaching candidates
- Promoted the school in the greater Austin area and beyond
 - Shared the school’s strategy, work, and outcomes with key external and internal audiences
 - Worked with Marketing and Communications: wrote articles bi-yearly for T Magazine, co-managed school Instagram account and other social media sites, consulted on press releases for local media, selected by Head of Lower School to represent division on school-wide marketing committee and attended bi-monthly meetings to plan for strategic marketing of the school
 - Participated as Admission Committee member: interviewed families, conducted testing, contributed in committee decision process
 - Co-organized and hosted first educational conference held at Trinity – Edcamp Independent ATX

Greenhill School

Dallas, TX

Fifth Grade English Teacher and Advisor; and Sixth Grade History Teacher from August 2012-June 2013

- Developed and implemented curriculum
 - Selected by Director of Curriculum to serve on Folio Management Team to consult on and implement an on-going professional development system
 - Maintained a weekly class webpage and used SMART Board technology to enhance teaching and learning
- Varsity Girls’ Basketball Assistant Coach from November 2008 – February 2013*
JV Girls’ Softball Assistant Coach February - April 2006; February – April 2010
First Grade Teaching Fellow from August 2005 – June 2006

Tutor and Educational Consultant

Dallas, TX

Privately employed from July 2010 – July 2012

- Managed academic progress of children who were lower, middle, and high school students at Greenhill School, The Hockaday School, The Lamplighter School, and St. Mark’s School of Texas
- Utilized diverse skills to teach children who learn differently and used effective strategies to help them comprehend and retain information
- Assisted in college admissions process by attending campus visits, consulting with the student in preparation for interviews, and coaching students as they worked on college applications, including essays

STAIRS Program

Dallas, TX

Program Coordinator from April 2011 – May 2013

- Worked closely with the Executive Director to oversee all aspects of the program
- Coordinated with the heads of the middle schools to encourage participation and support for the program
- Coordinated with high school faculty representatives to host sessions and recruit mentors for the program
- Assisted in running the admissions process to determine which students would be admitted into the program

English Teacher from September 2010 – May 2013

- Developed and taught reading and writing curriculum for sixth, seventh, and eighth grade underserved students to prepare them for admission into private schools all over Dallas
- Worked with high school student mentors to teach them mentoring and tutoring skills to utilize as they worked with the STAIRS middle school students

The Lamplighter School

Dallas, TX

Lead First Grade Teacher from August 2007 – May 2010

- Designed and taught literacy, math, and social studies lessons for whole class, small groups, and individuals and worked with assistant to meet the needs of each student
- Maintained a weekly webpage and used interactive whiteboard technology to enhance teaching and learning
- Selected by Head of School as a representative in long-term strategic planning
- Selected by Head of School to participate in a year-long leadership course
- Served as Committee Chair for the Mattingly Fund, which grants \$5,000 per year to a member of the faculty to provide an opportunity for personal or professional growth
- Served as Committee Chair for school's community service project for the Dallas Area Habitat for Humanity, which involved researching and budgeting of supplies and coordinating assembly of 75 supply buckets to be donated
- Appointed to represent the school at a national admissions event and employee recruiting events

Rice University

Houston, TX

Men's Basketball Student Manager from October 2003 – March 2005

- Received half-tuition scholarship for assisting in daily operation of the team

Admission Office Lunch Program Coordinator from Fall 2004 – Spring 2005

- Coordinated and hosted lunch visits for prospective students and families

Camp Longhorn

Burnet, TX

Staff Counselor for summers 2000 – 2006

- Supervised, mentored, and evaluated campers and counselors; managed camp programs for over 600 people

PROFESSIONAL DEVELOPMENT

- Education for Social Innovation: NAIS and TakingITGlobal (*February – May 2016*) Online E-course
- The Future of Education: In-Service Training with Grant Lichtman (*January 2016*) Austin, TX
- Neuhaus Reading Readiness Online E-Course
- Cultural Competency Training: Jones & Associates Consulting, Robert Greene (*January 2015*) Austin, TX
- Education First Professional Development in Paris and Helsinki Paris, FR/Helsinki, FI
Joined NAIS delegation to visit Organization for Economic Cooperation and Development to learn first-hand about the Program for International Student Assessment, visit Finnish National Board of Education, and to visit the University of Helsinki Teacher Training School (*March 2014*)
- SXSWedu (*March 2014*) Austin, TX
- Writing Instruction Training On-campus: Katherine Bomer (*September 2013*) Austin, TX
- Teachers College Reading and Writing Project New York, NY
Reading Summer Institute (*June 2013*)
Writing Summer Institute (*July 2013*)
- Neurological Aspects of Learning Differences/Current Research Dallas, TX
Shelton School Seminar (*October 2011*)
- International Reading Association Annual Convention (*February 2009*) Phoenix, AZ
- Responsive Classroom Workshop (*November 2007*) Mystic, CT

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am passionate about education and providing a wonderful learning experience to children. Thus, when I was approached with the opportunity to be on the board of Curie Academy and build another wonderful high school choice for children in Austin, I was thrilled. I believe education is crucial in building a strong society, and I believe that children should have the opportunity to spend their time at a school that nourishes them rather than makes them feel depleted. I've spent a lot of time working in independent education and I have recently become very interested in making an impact in the public sector. Thus, this opportunity was a wonderful one.

2. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public school board member is to provide support, advice, and guidance to the CEO, however, includes no role in the day-to-day operations of the school. Board members play a part in raising money and support for the school, oversee the school's budget and asset management, partner with the school's leaders to set and maintain ambitious academic goals, and write and review long-term strategic plans.

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 worked in independent education for over 15 years and currently work at a school since one year after its founding, so feel that I am knowledgeable about what it takes for a school to be successful. I have a strong background in literacy instruction and feel like designing a program that creates and nurtures strong readers, writers, and thinkers is essential for creating a wonderful school. I also have experience serving on a nonprofit board, Literacy First. This organization provides strategic reading intervention to low-income students to get them reading on grade level by third grade or sooner. I have been on this board for three years.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a background in teaching and learning, school culture, communication, and designing student programs. I have taught at multiple levels at several different schools and been an administrator, so I feel like I have a wide perspective on the heart of what makes a school great. As mentioned above, I have a great deal of experience in reading and writing instruction. I am highly committed to a workshop model approach in classes involving these vital skills. Students should have the opportunity to be exposed to high-level concepts and try out those skills and ideas over time with an expert coaching him/her along the way. Students should have to make authentic choices about reading and writing and should be given lots of time to do so with expert teachers providing clear feedback.

Other experience I bring is knowledge from serving on another nonprofit board for the past four years. Literacy First provides strategic reading intervention to low-income students in Central Texas. We have helped advise on multiple areas including strategic growth of the program fundraising/friendraising efforts.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The school seeks to provide an excellent and innovative option for high school students in the Austin area. No matter where a student enters our program in ninth grade, we seek to provide a pathway to success; whether behind grade level or exceeding grade-level expectations our program will offer a rigorous pathway to help that student rise to grade-level standards or continue to push that student to appropriate and rewarding challenges. The school seeks to create a high-level and supportive environment for teachers and

prioritize high-level teaching and learning. This focus on faculty will, in turn, create a high-level and nurturing environment for students.

2. What is your understanding of the school's proposed educational program?

A major aspect of the school's educational program is to help students find their passion and then develop the necessary skills to work toward their goals. Thus, the educational program will offer extended blocks of time for each class, allowing students to dive into deeper learning. Additionally, students will get to experience these in-depth classes each day over the course of the semester, and this immersion further encourages a deep understanding of the material. Whether a student comes in behind, at, or above grade-level expectations, the school's immersive educational program will help students accelerate success. The educational program also incorporates a period for college/career prep each day, beginning in ninth grade. This kind of sight line to the future will be extremely helpful to students. The school will offer innovative classes such as Big History, an integrated science and history course, varying levels of computer science, science by inquiry,

3. What do you believe to be the characteristics of a successful school?

A successful school prioritized the students, and the heart of every decision is centered around those students. Successful schools also honor and trust the high-level professions who are teaching, and the adults working in the school feel inspired and invigorated to continue doing their best work. The adults respect the students, and vice versa, and students feel that they have some ownership over the experience. Successful schools also do an excellent job of partnering with and engaging families. While I believe the heart of a successful school resides in student culture and high-level teaching culture, a successful school also requires financial accuracy and responsibility.

4. How will you know that the school is succeeding (or not) in its mission?

I believe authentic feedback from the various stakeholders is the best way to know if we are succeeding in our mission. We can do this through meetings and talking with teachers, students, and families. We can also send out an email or digital survey to solicit more feedback. Student retention numbers will be a large indicator for us and we want to make sure to keep this number as high as possible.

Other important measures will include quantitative data that we get from STAAR results. Student growth measures will be crucial especially for our students who came in behind grade-level. A huge part of our model seeks to make sure we are providing intervention to help those students, and so these student growth measures will be key in assessing our program.

We are also highly committed to attracting and retaining a student population that reflects the demographics of the area, so these measures will help us assess if we are succeeding in this part of the mission.

Finally, another measure that will tell us a lot about whether we are succeeding or not is our faculty retention rate and reasons for departures, as determined in exit interviews. We are hoping to create an innovative, inspiring, and supportive environment for teachers and thus, we must retain them if we are succeeding in this. Every year, there could be faculty leaving, but we'll just want to make sure that the reasons for this could be beyond our control, like a partner moving or some other reason that doesn't have to do with how that person feels as a professional.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will play an important role in advising and holding accountable the superintendent. It's important that the board keeps the big picture in mind and provides high-level feedback, speaking up no matter the situation. It is also important that the board trusts the superintendent to the day to day to day running of the school. In addition to providing constructive feedback, when necessary, another role the board will play is to support and reinforce the good work of the superintendent.

2. How will you know if the school is successful at the end of the first year of operation?

I think the student-retention rate will be an important indicator for us. As we work to build a strong student culture, retaining students will be a valuable marker of whether or not we are creating a culture that resonates with those students. Another great indicator for us will be the rate at which we are attracting new students. Within the outer community, word will spread through our current students/families, and if our school is successful then it will attract many more students through that word-of-mouth "marketing." However, if our rate of attracting new students is lacking, then we will know that there is something about our school that is not as successful as we want it to be. Another indicator of success can be measured through teacher feedback about student progress. We want to make sure every student is on a path to success, so this feedback about progress will be crucial toward making sure we are achieving that goal.

3. How will you know at the end of four years if the school is successful?

By the end of four years, we will have students who have completed our whole program, so feedback from them will be essential in understanding if the experience was a successful one. We will also have more traditional measures of accountability to see how our students are ranking against other students in the area

and nationally, so those will be helpful measures. Ideally, any student wanting to go to college will have been accepted to at least one option and anyone wanting to enter a career will have a strong background and readiness to successfully get a job.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think the school board will need to have regular meetings, reviewing programs, finances, and plans. We will also have several on-site visits to make sure we have a clear picture of the way the school is actually functioning. It will also be important to review data several times a year. This data will include measures around student progress, data or feedback from teachers, and financial data. Another important thing will be to use our networks to grow support and funds for the school. An important part of being on a board has to do with fundraising, and so we, as a board, will need to be very active in this.

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?

This would be a difficult situation, but I think the first thing to do would be to bring the action to the attention of the board member as well as to communicate appropriately with the superintendent. It will be important to communicate clearly why the action was/is unethical or not in the best interest of the school as well as offer some sort of request for alternative action or timeline by which the action could be resolved. Then, depending on the situation and the response of the individual(s), it could be important to bring the issue to the board as a whole. Finally, if appropriate steps were still not taken and I felt further action was needed, I would feel obligated to report the matter to a local or state official and work to receive outside help in the matter.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

Page _____

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

I own no part of any business nor organization.

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 have no previous experience with charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page _____

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, Elizabeth Wilson Bayer Morgan, 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

Elizabeth WB Morgan

Date

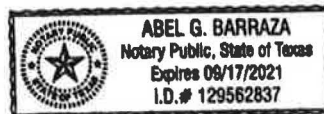
1/20/20

State of

Texas

County of

Travis



On this day, Elizabeth Wilson Bayer Morgan (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 20th day of January, 2020:

(Notary Public)

Abel G. Barraza

(Seal)

My commission expires 09/17/2021 AB.

Page ____

MINSU M KIM

Personal Info

Address

512 E. 26TH STREET
HOUSTON, TX, 77008

Phone

(832) 622-3974

E-mail

MINSUTX@GMAIL.COM

Skills

Budgets

Project scheduling

Coaching and mentoring

Client Facing

Data analysis

Delivery

Financial reporting

Hiring

Leadership

Managing

Analysis of market data

Issue resolution

MS Office

Negotiating

New Construction

Multi-tasking leader well-known for successfully taking a project from the initial stages to completion. Highly skilled and educated with a positive demeanor. Possess great networking skills with deep relationships within the industry, A&E firms, general contractors, property managers, and a multitude of vendors. Pursuing a Director Project Management role where hard work and dedication will be highly valued.

Work History

2018-01 -

Current

Senior Project Manager, Foundations PJM-1, PMP

CBRE, Houston, TX

- Responsible for reporting on project health, negotiating on behalf of BP for large program purchases, financial reporting, planning and creating FM budgets \$25M-\$45M in value, managing design process, and leading the team for the design and build back of BP Westlake One, Level 1.
- Instrumental in Building Program for Restroom Refresh for entire BP building along with establishing new base building design standards.
- Responsible for hiring, evaluating and mentoring direct reports.
- Lead a team of three project managers managing A&E firms, General Contractors, FFE vendors, and Food Services, in the \$45M rebuild efforts of Westlake One, Level 1
- Project amenities included New Main Entry and Canopy, Lobby, Cafeteria with Dining Hall, Fitness Center, Conferencing Center, Coffee Bar, C-Store, Main St Market, Monumental Stairway with vertically integrated media wall.
- Assisted in implementing new AHUs as base building specified product.
- Achievements: Coordinated efforts to bring online base building infrastructure which included electrical switchgear, domestic water line, and mechanical/electrical rooms.
- Successfully completed \$45M "Return to Occupancy" project on time and under budget.

Organized	2017-10 -	Project Manager
Presenting	2018-01	<i>CBRE, Houston, Texas</i>
Design process		<ul style="list-style-type: none"> Responsible for weekly reporting, man power, financial reporting, and presenting to BP leadership.
Project coordination		<ul style="list-style-type: none"> Managed general support for decontamination effort, cost reporting for general conditions on site; negotiated terms for trailer, HVAC skids, providing and coordinating de-mobilization efforts, responsible for tracking and approving of all equipment invoice, analyzing proposal from contractors, awarding jobs, and managing contractors.
Program Management		<ul style="list-style-type: none"> Managed remediation efforts for ~190,000 sf.
Proposal		<ul style="list-style-type: none"> Duties included mold remediation, asbestos remediation, demolition of mold contaminated materials, testing and reporting.
Quality control		<ul style="list-style-type: none"> Lead decontamination efforts after flooding caused by Hurricane Harvey.
Real-estate		<ul style="list-style-type: none"> Removal of hazardous waste ensure proper safety protocol was follow (Hazmat Suits, Full Face mask), and constant air quality data analysis.
Reporting		
Scheduling		
Cost control		
Project development		
Recruitment		
Performance improvement	2016-03 -	Project Engineer
Business development	2017-09	<i>O'Donnell/Snider Construction, Houston, TX</i>
Project management		<ul style="list-style-type: none"> Estimate bids, plan review, client acquisition, project interview, contract document review, review submittals, and manage RFI, change request management, scheduling, monthly pay applications, and monthly fee report.
Relationship building		<ul style="list-style-type: none"> Oversee and manage entire project from start to finish, including internal kick off meeting, project coordination, scheduling, and conduct weekly Owner's meeting, close out documents.
Effective leader		<ul style="list-style-type: none"> Awarded Jobs: Aegis Energy, CSE Icon, Portfolio for Hospitality, Heritage Texas Properties (Katy, The Woodlands, and Memorial Green), TPMC Spec Suites, Porsche of North Houston (New Construction), 1000 Main Fitness Center, Oxilino, Locin Oil, Repsol L7 and L10, Gravity Midstream, Conn's Corporate Office.
Deadline-oriented		
Sale expertise		
Stakeholder relations		
Staff training/development		
	2014-02 -	Project Superintendent
	2016-02	<i>O'Donnell/Snider Construction, Houston, Texas</i>



- Oversee and manage all aspects of multi-million construction projects relating to high-rise tenant improvements, including demolition, new structural steel, large scale electrical packages, stairs, TPO roof systems, elevators, EIFS, and fire protection.
- Manage trades, schedule and coordinate subcontractors, evaluate submittals by various subcontractors, shop drawings, and submit bids.
- Analyze and evaluate architectural drawings for consistency with site layout; analyze and evaluate MEP drawings for appropriate scope and to assure proper utility, plumbing and mechanical tie-ins.
- Achievements: Gensler Level 6 18,000 sf
- Macquarie Group 10,000 sf
- Plains All America, Memorial Resource Development, Goodman L4, 5, 6, and 11, Noble Energy 21,000 sf, Mayer Brown L34, 35, 36 56,000 sf.

2012-11 -
2014-02

Lead Superintendent

Ryan Construction Services, Houston, TX

- Completed construction of full floor high-end office interiors for BHP Billiton, Four Oaks Plaza; multiple high end tenant improvements at Allen Center; and BHP Fitness Center 11,000 sf
- Managed team of superintendents, labor allocation, monthly team meetings, and job assignments.
- Achievements: Joe Jamail, Raymond James Wealth Management, and BHP Fitness Center.

2012-03 -
2012-08

Project Manager/Superintendent

Russell-Filand Builders, Glendale, AZ

- Procured cost estimates from external vendors in accordance with project budget; qualified and selected vendors, subcontractors, and engineering firms; led weekly meetings with subcontractors, vendors, architects, and owner.
- Coordinated sub-contractor activities, quality control, responsible for overall delivery of project.

2008-04 -
2012-02

Superintendent

Dickinson Cameron Construction, Carlsbad, White Plains, CA, NY.



- Ensured completion from initiation through punch with personal attention for detail; built appropriate cost and scheduling models and generated reports for client as well as internal management; qualified bids from multiple sub-contractors; analyzed architectural drawings for inconsistencies; reviewed schedules with tenants and sub-contractors; obtained, reviewed, and negotiated estimates; and evaluated all change orders.
- Coordinated contractor activities including review of construction contract documents, and master scheduling of all internal and contractor supply chain and construction activities.
- Co-chaired weekly OAC meetings, qualified change requests, management of field labor.
- Reviewed approved shop drawings, RFI and RFC; inspected final product to minimize punch list items; completed required punch list/close out; and submitted payment requests.
- Achievements: Apple Americana, 11,000 sf, \$2.8M Glendale, CA; Flagship Hermes, 10,000 sf
- \$2.5M Chicago, IL; Louis Vuitton (Denver, CO, Palm Desert, CA, Houston, TX); and Club Monaco.

2005-03 -
2008-04

Project Manager

K&K Investments, Houston, TX

- Supervised and managed multiple residential construction projects simultaneously.
- Responsible for hiring contractors and trades, while building and maintaining relationships with vendors.
- Prepared analysis of market data of residential real-estate for acquisition.
- Detailed out scope of work for multiple trades to ensure building compliance and budgetary goals.

Education

2000-01

Bachelor of Science: Microbiology

University of Wisconsin - Madison



Certifications

PMP Certified 2012, OSHA 10 Certified November 2009,
OSHA 30 Certified 2013, NFPA 70e, PJM-1 Foundations

Affiliations

- PMI
- Board Member-Criteria Non-Profit School
- Member, CBRE Asia Pacific Network, 2018 to Current

Accomplishments

- Collaborated with team of 4 in the development and delivery of BP Westlake One North American HQ Main Entry, Canopy, Lobby, Cafe, and Amenities.
- Recruiting
Ability to attract and hire top talent from industry to bolster staff with SME. Added 2-Project Managers, 1-Construction Manager, 1-Electrical SME.

Hobbies

Saltwater Inshore Fishing
Golf
Duck Hunting
BBQ
Foodie
Craft Beer/Wine

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

My main motivation to serve on the board was to bring my passion and belief that educating our children is of the highest importance in order to sustain our community in the coming future. In addition, the central belief to attract top talent that will educate the future is paramount. In order to achieve said goal is to compensate teachers at a higher level to ensure their self-worth in the within the community.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of board member is to ensure proper governance and adherence to the laws and by laws 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.

Although I may not have had extensive experience in a "board member" role, I feel my knowledge and background will offer a sound opinions and guidance. An outside voice can compliment the overall strategy and goals of the charter school.

4. Describe the specific knowledge and experience that you would bring to the board.

My specific experience in the real estate, construction, and facilities management experience will allow me to have a direct impact in helping the charter get off the ground during the infancy stages.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to educate students the skills needed for the tech revolution.

2. What is your understanding of the school's proposed educational program?

The school's main emphasis will be targeting students to prepare them for the technological advances being made in computing, AI, and automation.

3. What do you believe to be the characteristics of a successful school?

High academic performance, a culture of grit and perseverance, high college/job placement, and safe environment for learning.

4. How will you know that the school is succeeding (or not) in its mission?

The measurable for knowing if the school is succeeding will be in the data. "How many students are placing into jobs?", "How many students are going to college?", etc. A measurable set of accomplishments or gaps should be in place to assist with gauging success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role of the board will be to set policies to help guide the school to success. Board members are not compensated and are not involved in the day-to-day operations.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful when enrollment increases, students that enter have higher test scores, and/or the students remain enrolled for the following years.

3. How will you know at the end of four years if the school is successful?

At the end of four years, if the students have remained with the school and graduated, SAT scores, and either a job or college placement will be indicators of a successful school program.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to focus their energies on ensuring financial stability, setting guideline and policies for the school to follow, and safeguard that the schools is aligned with it's mission statement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would address it face to face and raise the question. Then I would escalate and put it on record, and come up with a resolution plan or some type of improvement plan. In addition, there should be some safeguards against multiple violations that would allow the dismissal or ability of the board to address the violation.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☐ Yes

☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, MINSU Kim, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

1/20/2020

State of Texas

County of Harris

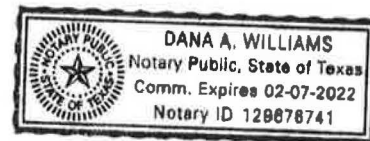
On this day, 20th (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 20 day of January, 20 20

(Notary Public) Dana Williams

(Seal)

My commission expires 2/7/2022



Page 1

Tina Steiner-Johnson
608 Spring St
Round Rock, TX 78664
(512) 902-4177

WORK EXPERIENCE

Round Rock Opportunity Center

MS SPED Inclusion/Applied ELA & HS Practical Writing Teacher
Middle School English Language Arts and Reading Teacher
Middle School All Content Level 0 Teacher
Middle School Reading Teacher

Round Rock, TX
August 2013 - Present

Round Rock Independent School District

Substitute Teacher

Round Rock, TX
August 2012 - June 2013

Round Rock Opportunity Center

Paraprofessional: Middle School Level 1,
High School Level 1, Special Education

Round Rock, TX
August 2005- January 2009

Stony Point High School

Paraprofessional: ACHIEVE, Life Skills

Round Rock, TX
August 2000 - May 2005

Hopewell Middle School

Paraprofessional
One on One Aide, Content Mastery, Life Skills

Round Rock, TX
August 1998 – May 2000

AWARDS

Teacher of the Year 2018, Round Rock Opportunity Center
Member of the Year 2018, El Amistad Club
Service to Mankind Recipient 2017-18, Sertoma, Inc.
Scholar Recipient 2019, Texas Folklife - Stories from Deep in the Heart
Scholarship Recipient 2019, LBJ Why Women Organize
2016 Central Texas Writing Project Advanced Studies Summer Institute Grant

VOLUNTEER EXPERIENCE

Texas State Representative James Talarico

Vice Chair, Community Advisory Board

Austin, TX
January 2019 - Present

City of Round Rock

Member, Historic Preservation Commission

Round Rock, TX
April 2018 – Present

Member, Infrastructure Council	December 2016 – Present
Member, Preservation Board	December 2016 – Present
Chairperson, Local Legends Selection Committee	January 2016 – April 2019
Commissioner, Housing Authority	April 2017 – April 2019
Williamson County Tax Office Deputy Voter Registrar	Round Rock, TX October 2013 – Present
Heart of Round Rock Neighborhood Association Vice President, Community Liaison, Secretary	Round Rock, TX January 2013 – Present
El Amistad Club of Round Rock Member	Round Rock, TX July 2013 – Present
Austin Community College Alumni Network Member, Advisory Council	Austin, TX September 2019 – Present
Travis County Tax Office Deputy Voter Registrar	Austin, TX April 2018 - Present
Rodeo Austin Ambassador Committee	Austin, TX November 2016 – Present
Association of Texas Professional Educators Legislative Board Member	Round Rock, TX April 2013 – Present

EDUCATION

Grand Canyon University Masters of Education: Curriculum and Instruction	Phoenix, AZ October 2018
Masters of Education: Reading, Secondary Education	April 2017
Texas State University Bachelors of Science: Interdisciplinary Instruction	San Marcos, TX May 2012
Austin Community College Associate of Art: General Studies	Austin, TX May 2004

CERTIFICATIONS

Teaching English to Speakers of Other Languages (TESOL)	December 2019
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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

I am passionate about serving educationally disadvantaged students and students who are at risk of not graduating high school. I currently serve as a teacher at the Round Rock Opportunity Center, an alternative school in the Round Rock Independent School District, where I was named Teacher of the Year in 2018. I love the at-risk students I serve and I believe they benefit from being in a small school environment with caring teachers who work with them every day. In Curie Academy, I see the kind of small school environment where at risk students will thrive. The low student-teacher ratio means that the teachers are able to really know the students and provide them the support they need, especially at risk students. I'm excited about the bridge programs for students who are serverely behind. The programs will not set them up to fail because they will get the support they need to get caught up and then succeed. I think the career prep curriculum between 9th and 12th grade will be very helpful to at-risk students too, because it will help them develop the skills they need to succeed in different work environments and feel motivated because they will connect their education to a career they are interested in.

Page _____

2. What is your understanding of the appropriate role of a public charter school board member?

Public charter school board members oversee the charter school's performance and provide guidance on different aspects of the school's operations. This includes approving the annual budget, annual audit, and evaluating the CEO. The board also sets goals and creates strategic plans with the school's executive team and monitors progress.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on many committees and boards as an active citizen and member of the Round Rock and wider Texas community. I currently serve on the legislative board of the Association of Texas Professional Educators; the advisory council of the Austin Community College Alumni Network; the preservation board and infrastructure council for the City of Round Rock; and serve as Vice Chair of Texas State Representative James Talarico's community advisory board.

4. Describe the specific knowledge and experience that you would bring to the board.

I have specific knowledge of the history of the areas of Round Rock that Curie Academy will serve and have extensive ties to the community. My ancestors settled in Williamson County many years ago, and I was born and raised in Round Rock. I am a proud member of the Sauls family, which was recently named a Local Legend by the City of Round Rock. I will be able to help Curie Academy fulfill its mission and develop strong relationships in our community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Curie Academy's mission is to prepare students of all backgrounds to thrive in today's technology driven world. We believe that all students can succeed and that all students deserve an education that will prepare them to succeed after high school no matter what level they are at when they enroll at our school. We believe that a small school community and excellent teachers will help our students achieve things they didn't know were possible.

2. What is your understanding of the school's proposed educational program?

Curie Academy's educational program is different than other high schools in many ways. It starts with students taking the classes they are prepared for and is designed to maximize each student's growth no matter where they start. Students who are years behind in math and reading will be able to get the support they need before taking 9th grade math and English classes in their second semester and be on track with the rest of the students when they get to 10th grade. Students will take 3 years of math and science and 2 years of computer science between 9-10th grade and be able to take electives in 11-12th grade based on what they're interested in. Students will be able to get certified and be eligible for careers even out of high school and all the students will complete an internship in a career they're interested in before graduating.

3. What do you believe to be the characteristics of a successful school?

A successful school meets the needs of its students and understands that not all students have the same needs. A successful school has teachers that care deeply about their students and motivate them to believe in themselves, work hard, and achieve their goals.

4. How will you know that the school is succeeding (or not) in its mission?

The school's mission can be broken down into goals for student growth and operations. To serve students of all backgrounds, our goal is to meet our projected demographics, especially our projections for economically disadvantaged students and at risk students. We will know if the school is successful if students of all backgrounds are growing and feel included and safe at school. We will know if they are growing based on their academic results over time and have survey data to gauge how they feel about the school. Persistence rate will be important too. We will also know if the school is successful based on its financial performance and whether it is operating in line with its approved budget.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will oversee the school's operation but not its day to day operations. The day to day operations are the responsibility of the CEO and Curie Academy's employees. The board will set and approve policies for school operations and monitor progress.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful at the end of the first year of operation if it has achieved the results that would be necessary for an A rating from the TEA Accountability System (if rated); if the students have persisted throughout the year; if parent and student survey data shows that the school is meeting the social and emotional needs of the students; and if the school has attracted incredible teachers who will be returning the next year.

3. How will you know at the end of four years if the school is successful?

At the end of four years, the school will be graduating its founding class. We will know if the school is successful if our graduates have all been accepted to at least 1 4-year college, have completed an internship in a career field of interest, have earned at least 3 college credits, have demonstrated tremendous growth in literacy and quantitative reasoning, and have the skills they need to be successful in college and beyond.

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 set and monitor specific goals that are mission aligned and provide a framework for success in both the short and long term. The board will have to set effective policies that will help the CEO and other employees reach its goals and fulfill its mission. The board will have to be smart about the annual budget and ensure that the school is using its funds wisely. The board will have to effectively monitor, evaluate, and develop the CEO to maximize his effectiveness.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would inquire to them what was happening and open the conversation to the entire board to make sure that we resolve the matter as a team and take whatever actions are necessary to fulfill our duties to the 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.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☒ Yes

☐ Does not apply to me.

If yes, describe the precise nature of your relationship.

Class C Misdemeanor (1998)

CERTIFICATION

I, Tina Steiner Johnson, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1-20-2020

State of Texas

County of Williamson

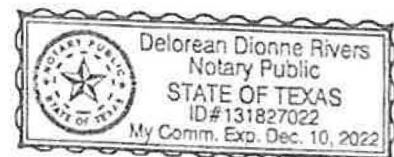
On this day, Tina Steiner Johnson (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 20th day of January, 2020.

(Notary Public) Delorean Dionne Rivers

(Seal)

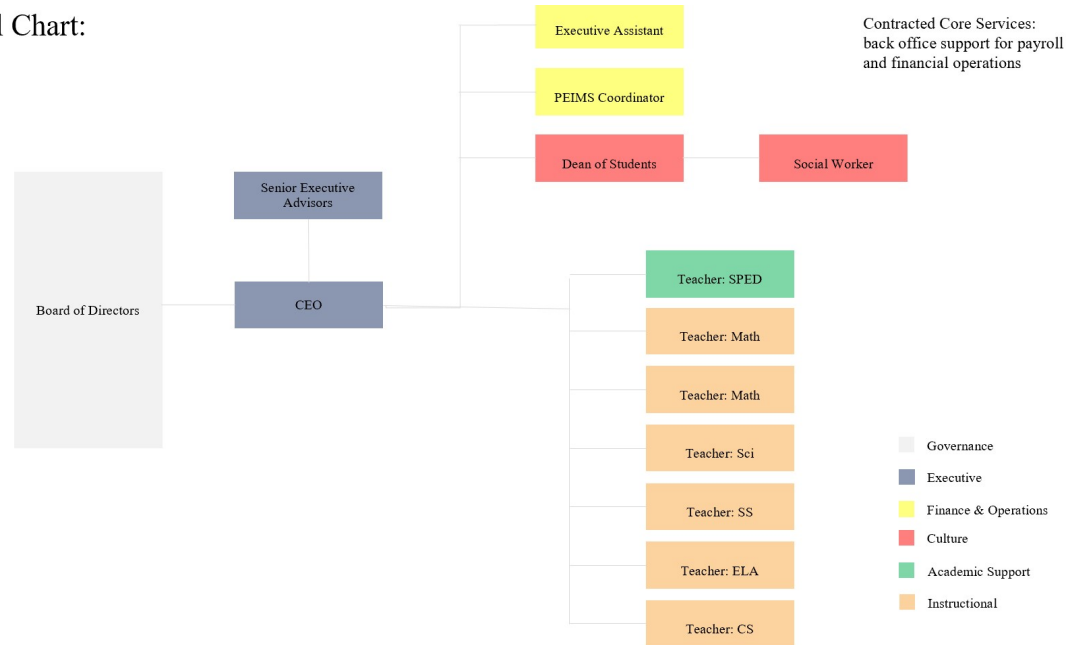
My commission expires 12/10/2022



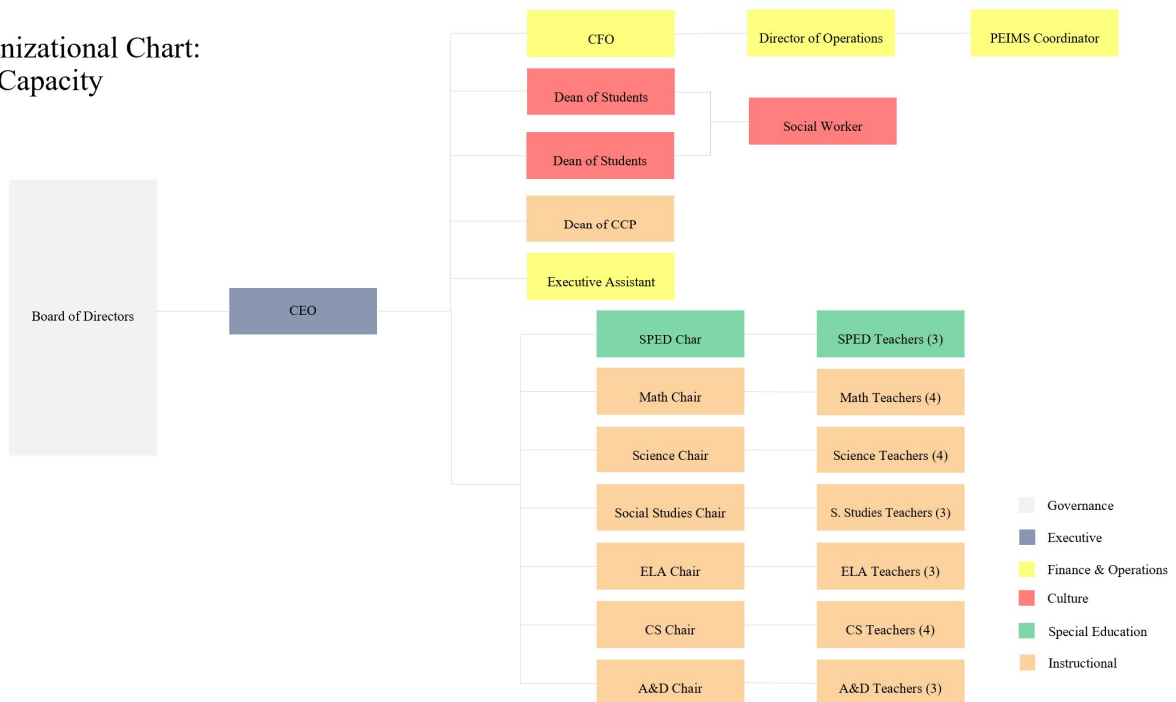
Page 8

Attachment 13: Organizational Charts for Year 1 and Full Capacity

Organizational Chart:
Year 1

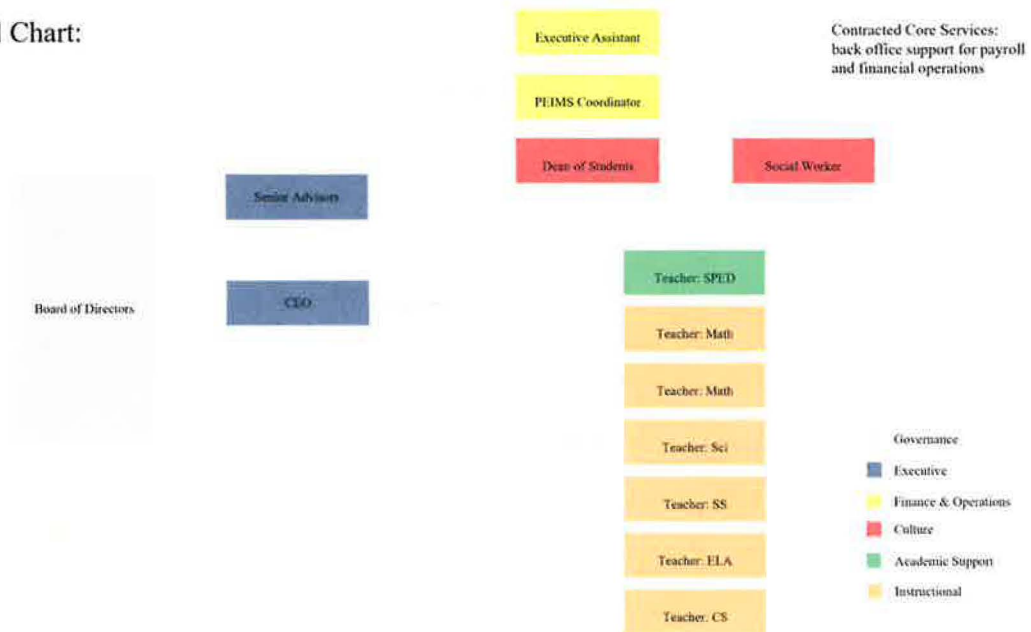


Organizational Chart:
Full Capacity

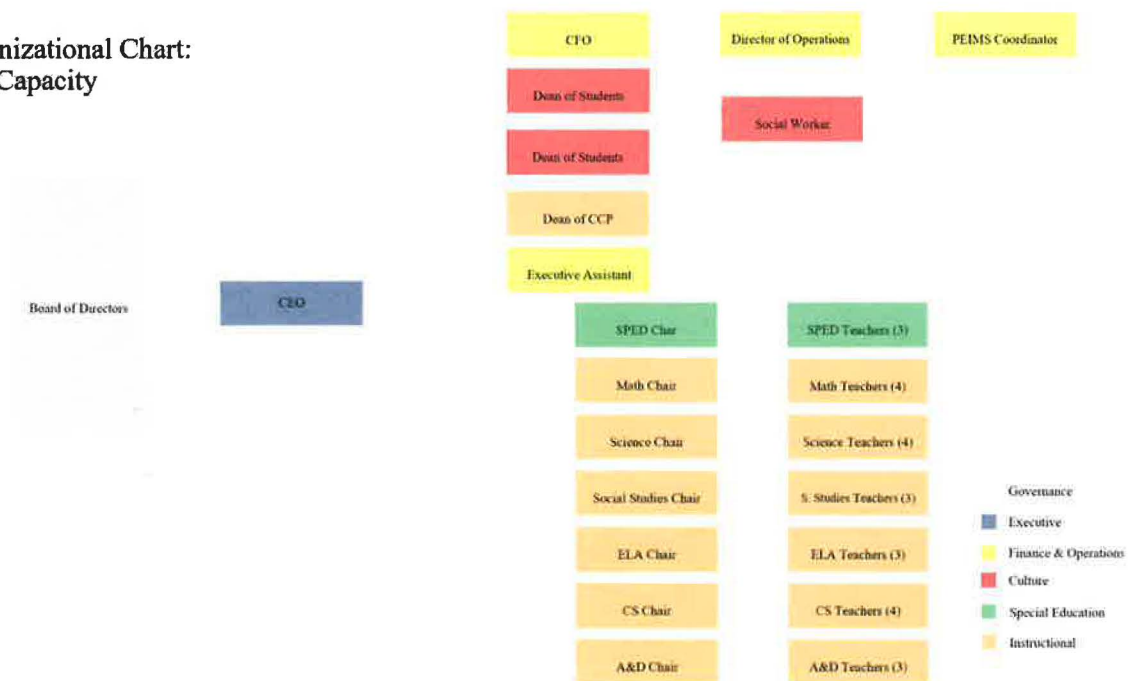


Attachment 13: Organizational Charts for Year 1 and Full Capacity

Organizational Chart:
Year 1



Organizational Chart:
Full Capacity



Attachment 14: Superintendent Evaluation Tool(s)

Curie Academy will be participating in the Texas Education Agency's Lonestar Governance Program (LSG) and using the superintendent evaluation tools developed by LSG.

Sample Superintendent Evaluation Template & Monitoring Report from the LSG Participant Manual:

37 Sample Superintendent Evaluation Template

Because Superintendent performance is considered indistinguishable from school system performance, the Superintendent's annual evaluation is simply the amalgam of all monthly monitoring reports. A student outcome goal or constraint is considered met if a) the goal / constraint actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measure (GPM) / constraint progress measure (CPM) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met.

Student Outcome Goals Scorecard

Student Outcome Goal #1 (target/actual):

GPM #1.1: (target/actual)	GPM #1.2: (target/actual)	GPM #1.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #2 (target/actual):

GPM #2.1: (target/actual)	GPM #2.2: (target/actual)	GPM #2.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #3 (target/actual):

GPM #3.1: (target/actual)	GPM #3.2: (target/actual)	GPM #3.3: (target/actual)	% of GPMs That Met Target

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38 Sample Superintendent Evaluation

Constraint #1:

CPM #1.1: (target/actual)	CPM #1.2: (target/actual)	CPM #1.3: (target/actual)	% of CPMs That Met Target

Constraint #2:

CPM #2.1: (target/actual)	CPM #2.2: (target/actual)	CPM #2.3: (target/actual)	% of CPMs That Met Target

Constraint #3:

CPM #3.1: (target/actual)	CPM #3.2: (target/actual)	CPM #3.3: (target/actual)	% of CPMs That Met Target

Constraint #4:

CPM #4.1: (target/actual)	CPM #4.2: (target/actual)	CPM #4.3: (target/actual)	% of CPMs That Met Target

Constraint #5:

CPM #5.1: (target/actual)	CPM #5.2: (target/actual)	CPM #5.3: (target/actual)	% of CPMs That Met Target

Overall Performance

% of All CPMs That Met Target

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39 Sample Superintendent Evaluation

Student Outcome Goal #4 (target/actual):

GPM #4.1: (target/actual)	GPM #4.2: (target/actual)	GPM #4.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #5 (target/actual):

GPM #5.1: (target/actual)	GPM #5.2: (target/actual)	GPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance

% of All GPMs That Met Target

Constraints Scorecard

Constraint #1:

CPM #1.1: (target/actual)	CPM #1.2: (target/actual)	CPM #1.3: (target/actual)	% of CPMs That Met Target

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40 Sample Superintendent Evaluation

Sample Monitoring Report

There are many different ways a monitoring report can appear. This sample is not intended to be a model; this is just one of many options. Actual appearance will vary based on school system-specific factors. What will not vary is the minimum elements necessary for an effective monitoring report: 1) it identifies which student outcome goal or constraint is being monitored and on which date; 2) the GPMs/CPMs showing the previous three reporting periods, the current reporting period, the annual target, and the deadline target; 3) the Superintendent's evaluation of performance (that meeting, approaching, meeting, missing or "red/yellow/green" or "on track/off track" or whatever evaluation language the Superintendent and board agree on); and 4) supporting documentation the Superintendent believes evidences their evaluation of performance or that describes corrective actions to be taken.

Sample Monitoring Report, May 2019

Student Outcome Goal #3	Evaluation
The qualifying ELA proficiency scores of graduates meeting college, military, or industry certification requirements will increase from 81% to 93% by May 2023.	On Track

Goal 3

Year	Graduate ELA Proficiency %
SY 17-18	81
SY 18-19	82.2
SY 19-20 Current	86.5
SY 20-21 Goal	87
SY 21-22 Goal	91
SY 22-23 Goal	93

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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.

CASSIAN CHOUCAIR
3400 Harmon Ave, Apt 554, Austin, TX 78705
(512) 800-1959 | cassian.choucair@curieacademy.org

EXPERIENCE

Curie Academy

Chief Executive Officer

- Leading preparations for prospective Generation 25 Texas charter high school.

Austin, TX
June 2018 – Present

YES Prep Public Schools

Physics Teacher

- Led students in achieving highest common assessment passage rate across the YES Prep District and YES Prep West science department (2016-2017, 2017-2018).
- Earned highest end of year performance rating for student growth (8.0/8.0).

Houston, TX
July 2015 – June 2018

Grade Level Chair

- Led 11th grade culture and academics with the assistance of the 11th grade faculty.
- Designed and piloted successful innovations to long standing high school disciplinary system.
- Created "Pass the Torch," the most celebrated annual assembly in school history.

August 2016 – June 2018

Data Czar

- Facilitated all state and district exam and survey administration for the middle school and high school; consistently provided stakeholders with timely and accurate data.

August 2016 – June 2018

University of Washington

Physics Institute Fellow

- Trained in University of Washington's *Physics by Inquiry* instructional methods.
- Assisted colleagues in completing institute curriculum and preparing for exams.
- Attended on full scholarship and stipend.

Seattle, WA
June 2016 – July 2016

Fort Bend Independent School District

Physics Teacher & Science Fair Coordinator

- Led students in achieving second highest average on Fort Bend ISD district assessment for physics (the school had ranked near last place in all previous years).
- Served as Science Fair Coordinator for students participating in the Fort Bend ISD Science Fair and Science and the Engineering Fair of Houston.

Missouri City, TX
August 2014 – June 2015

Responsive Education Solutions

Classroom Monitor

- Designed and led Biology STAAR Exam preparatory course, which helped raise the school's passage rate from below 20% to over 90%.
- Provided individual instruction to high school students in all science curriculum.
- Created program to help students apply for concurrent enrollment at Austin Community College and enrollment after high school.

Austin, TX
August 2013 – June 2014

EDUCATION

Vanderbilt University Law School

Doctor of Jurisprudence

Honors: Certificate in Law and Business

Nashville, TN
May 2013

Brigham Young University

Bachelor of Arts in Philosophy

Honors: David H. Yarn Scholarship

Publication: Choucair, C. (2008). Objects and Identity in Time. *Aporia*, 18(1), 29-39.

Provo, UT
May 2009

LANGUAGE

Spanish: elementary proficiency (reading, writing, speaking)

BAR ADMISSION

State Bar of Texas, Member No. 24107581

Mark Diaz, Ed.D.

2909 Geronimo Trail
Austin Texas 78734
markdiaz54@yahoo.com
(512) 923-0797

Scholarship & Certifications

Doctor of Education: Texas A&M University at Corpus Christi & Kingsville, May 1998

Master of Education: Southwest Texas State University, August 1985

Bachelor of Arts: The University of Texas, December 1976

Certificates: Texas Teaching Certificate, Life- Professional Superintendent, Life- Professional Mid-Management Administrator, Life- Provisional High School Math, Life- Provisional High School Psychology

Professional Experience

January 2018 – Present

Superintendent Mentor Texas Education Agency

July 2008 – 2018

Superintendent Cedars International Academy

February 2008 – July 2008

Consultant Texas Principal Excellence Program

March 2005–January 2008

Superintendent Manor ISD

July 2001– Feb. 2005

Associate Superintendent Waco ISD

June 1993– July 2001

Director of Staff Development Victoria ISD

June 1991– June 1993

Curriculum Director Floresville ISD

June 1990– June 1991

Superintendent American School; Pachuca, Mexico

June 1989– June 1990

Principal American School; Tegucigalpa, Honduras

June 1986– June 1989

Assistant Principal Kennedy ISD

June 1985– June 1986

Assistant Principal Cotulla ISD

June 1982– June 1985

Secondary Math Teacher

Professional Accomplishments, Awards and Recognitions

- Region 13 Board Member
- Region 13 Regional Area of Charter Superintendents
- Texas Charter School Association: Charter Member
- National Staff Development President
- Learning Forward Board of Trustees
- Fast Track Winner- Austin Greater Chamber of Commerce
- Semifinalist- Governor's Volunteer Award Cen-Tex Hispanic Chamber of Commerce
- Volunteer of the Year- Cen-Tex Hispanic Chamber of Commerce
- Baylor University Doctoral Portfolio Assessor
- National Staff Development Council Conference Chairperson- Dallas
- National Staff Development Council Conference Planning Committee
- Texas Staff Development Council President
- Texas Association of School Administrators Leadership Committee and Canvassing Committee

- Region 12 Administrators' Academy- Faculty member
- Administrators' Midwinter Conference on Education- Member of the External Planning Committee
- Reg. 12 & 13 Leadership Development Representative
- State Board for Educator Certification Test Comparability Study Phase II Content Expert Professional Development (Secondary)
- State Board for Educator Certification Phase III Judge Professional Development (Secondary)
- Item Review committee for EXCET -Member of the Pedagogy and Professional Responsibilities 8-12

Presentations/Videos/Other

Host Address presented at National Staff Development Conference

Various Speeches at National Staff Development Council Conference Nashville, TN

"Economic Development Abatements: Impact on School Districts" with Dan Casey & Kevin O'Hanlon- TASA/TASB

"LBJ School of Public Affairs Panelist on School Finance" (National broadcast) U. T Austin__ (<http://www.utexas.edu/news/2006/05/05/lbj/>)

"Breaking the Code of Silence" Texas Association of School Administrators Midwinter Conference –Austin,

"Brown vs. Board of Education" Panelist at McLennan County Branch NAACP-

"The State of Fatherhood in the Hispanic Community" Panelist at Central Texas Fatherhood Initiative-

"Connecting At-Risk Students and Dropouts to a College Education" Seamless Transitions State Conference- Dallas

"Changes in Attitude, Changes in Latitude" TASB/TASA Convention-Dallas

"TAKS: Teachers Acquiring Knowledge and Skills" 55th Annual Summer Conference on Education-Austin; Texas Elementary Principal and Supervisor Association- Austin; and Texas Education Agency Administrators' Midwinter Conference on Education-Austin January

"It's the Principal of the Thing: The Executive Perspective" Region 12 Service Center Leadership for Learning

Presentations on the **Parents for Public Schools**

Videos: Safety Organization for Schools; ASCD Video "Program Action Tool: Creating the Capacity for Change"; TEA Gear Up Video

Other: Mentioned in the national CATCH magazine; in the **Christian Science Monitor** and in TASBO November – December 2006.

Lisa N. Robinson

1911 Rogers Ranch Road
Lockhart, TX 78644
(512) 351-2914
Email: lnrobinson80@att.net

Education:

B.S. Health & Physical Education
Texas A&M University, College Station, 1982
M.S. Behavioral Sciences,
Cameron University, Lawton OK, 1991
Administration Certification,
Southwestern Oklahoma State University,
Weatherford, OK, 1993

Licenses, Certifications

Texas Teacher Certification Health/PE K-12
Texas Principal Certification

Work Experience

Educational Consultant, September 2014-Current

- Trained elementary principal working 20 hr/wk during the FY 15 school year.
- Perform contracted services as needed by clients relating to district administration, Federal
- Programs administration, Special Education or other functions.
- Superintendent Mentor for TEA Charter School Division through grant administered by ESC 11

Chief Academic Officer, Wayside Schools, January 2012-August 2014

- Responsible for all academic programs at 2 elementary and 1 secondary campus
- District Testing Coordinator
- Assist the CEO in the development of an academic vision and strategic plan scaling the existing instructional model and implementation of International Baccalaureate (IB) ensuring excellence and high standards as Wayside Schools expands to serve more students.
- Determine and implement Wayside Schools annual academic priorities.
- Provide scalable instructional program leadership to all Principals with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools.
- Develop and lead Principals and school teams in their roles as instructional leaders and site managers.
- Monitor, provide feedback to and evaluate Principals providing clarity of roles, functions, goals and accountability. Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.
- Assist Principals in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Facilitate collaboration among Principals and school sites, with a Wayside Schools culture.
- Collaborate with Principals on hiring and on-boarding of staff when appropriate.
- Build and maintain a robust and resilient pipeline of high performing sustainable leaders at every level prepared to assume the next role up, enabling effective handling of expected and unexpected changes in leadership.
- Recruit and train highly qualified incoming Principals.
- Oversee student assessment and data analysis, ensuring all schools have access to and effectively utilize data to increase and enrich student learning.
- Perform duties of District Testing Coordinator
- Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Oversee teacher recruitment and development, including working collaboratively with schools and support team to provide leadership surrounding the instructional staff evaluation process.

- Develop and oversee all required services for special populations including:
 - Special Education
 - Bilingual Education
 - ESL and Dual Language
- Manage and direct all federal program reporting and compliance as required by law
- Coordinate the development of CNAs, CIPs and DIPs for Wayside Schools
- Define key elements that are universal to learning at all Wayside Schools
- Develop district policy concerning universal norms concerning grading, student behavior expectations and logistics
- Support Principals at schools to ensure high quality implementation of the schools' educational design, including school culture, standards, assessments, and instructional guidelines.
- Ensure that curricula are aligned to state, federal and college readiness standards, are vertically aligned, and are made accessible to teachers allowing for efficient and effective pacing, sequencing and lesson planning.

Director, Eden Park Academy, August 2004-December 2011

- Managed all aspects of single campus charter as the principal and superintendent
- Campus ratings of recognized in 2006, 2007, 2008, and Exemplary in 2009, 2010, 2011, 2012
- Built a fund balance of over \$750,000 between 2004 and 2011
- Increased enrollment from 142 to 252 between 2004 and 2011
- Maintained the one of the highest teacher retention rate in the state for a charter school.
- Increased parent participation and involvement with the campus
- HEB Semi-Finalist for Principal of the Year Award 2010

Principal, Pat Henry Elementary, Lawton, OK, July 1996-June 2004

- All campus principal duties
- 550 students, 90% free/reduced, highest crime area in city
- \$500,000 Title I budget with site based responsibilities
- Awarded Oklahoma Writing Project Grant, \$150,000 over 3 years
- State Superintendent's Principal Advisory Council
- Newsletter Chair of Oklahoma ASCD
- District PD provider
- Member of District Principal Leadership Team

Principal Lee Elementary, Lawton, OK, July 1995-June 1996

- Fulfilled all duties of principal at 150 student campus

Assistant Principal, Lawton, OK, July 1993-June 1995

- Worked 1 semester at 2 different campuses in training program
- Was Acting Principal at a campus for 1 year

Teacher, Eisenhower Elementary, Lawton, OK

- Elementary PE teacher 1987-1990
- 6th grade teacher 1990-1993

Teacher, Rancier Middle School, Killeen, TX, Aug 1983-June 1986

- Middle School PE Teacher, girls basketball, volleyball and track coach

References

Matt Abbott, CEO Wayside Schools, Austin, Texas
mmabbott@waysideschools.org

Denise Pierce, General Counsel, Texas Charter Schools Association
dpierce@txcharterschools.org

John Wilson, former Chairman, Wayside Schools Board of Trustees
wilsonjh01@austin.rr.com

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

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.

N/A

**Attachment 18: Job Descriptions or Qualifications for Instructional
Leadership Team**

Chief Executive Officer (p. 249)

Dean of College & Career Prep (p. 279)

Dean of Students (p. 281)

Art & Design Teacher (p. 287)

Computer Science Teacher (p. 289)

English Teacher (p. 291)

Math Teacher (p. 293)

Science Teacher (p. 295)

Social Studies Teacher (p. 297)

SPED Teacher (p. 285)

Attachment 19: Leadership Evaluation Tool(s)

Curie Academy will be participating in the Texas Education Agency's Lonestar Governance Program (LSG) and will be adapting the LSG superintendent evaluation tools into evaluation tools suitable for the Curie Academy instructional leadership team, financial team, and operations team. This will ensure a results-driven evaluation system that is vertically and horizontally aligned and built upon the correct metrics.

Sample Superintendent Evaluation Template & Monitoring Report from the LSG Participant Manual:

Sample Superintendent Evaluation Template

Because Superintendent performance is considered indistinguishable from school system performance, the Superintendent's annual evaluation is simply the amalgam of all monthly monitoring reports. A student outcome goal or constraint is considered met, if a) the goal / constraint actual results meet or exceed the targets or b) at least 2/3rds of the respective goal progress measure (GPM) / constraint progress measure (CPM) actual results meet or exceed the targets. Overall Superintendent performance is met if at least 4/5ths of the goals and constraints are met.

Student Outcome Goals Scorecard

Student Outcome Goal #1 (target/actual):

GPM #1.1: (target/actual)	GPM #1.2: (target/actual)	GPM #1.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #2 (target/actual):

GPM #2.1: (target/actual)	GPM #2.2: (target/actual)	GPM #2.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #3 (target/actual):

GPM #3.1: (target/actual)	GPM #3.2: (target/actual)	GPM #3.3: (target/actual)	% of GPMs That Met Target

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Constraint #2:

CPM #2.1: (target/actual)	CPM #2.2: (target/actual)	CPM #2.3: (target/actual)	% of CPMs That Met Target

Constraint #3:

CPM #3.1: (target/actual)	CPM #3.2: (target/actual)	CPM #3.3: (target/actual)	% of CPMs That Met Target

Constraint #4:

CPM #4.1: (target/actual)	CPM #4.2: (target/actual)	CPM #4.3: (target/actual)	% of CPMs That Met Target

Constraint #5:

CPM #5.1: (target/actual)	CPM #5.2: (target/actual)	CPM #5.3: (target/actual)	% of CPMs That Met Target

Overall Performance

% of All CPMs That Met Target

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Student Outcome Goal #4 (target/actual):

GPM #4.1: (target/actual)	GPM #4.2: (target/actual)	GPM #4.3: (target/actual)	% of GPMs That Met Target

Student Outcome Goal #5 (target/actual):

GPM #5.1: (target/actual)	GPM #5.2: (target/actual)	GPM #5.3: (target/actual)	% of GPMs That Met Target

Overall Performance

% of All GPMs That Met Target

Constraints Scorecard

Constraint #1:

CPM #1.1: (target/actual)	CPM #1.2: (target/actual)	CPM #1.3: (target/actual)	% of CPMs That Met Target

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Sample Monitoring Report

There are many different ways a monitoring report can appear. This sample is not intended to be a model; this is just one of many options. Actual appearance will vary based on school system-specific factors. What will not vary is the minimum elements necessary for an effective monitoring report: 1) it identifies which student outcome goal or constraint is being monitored and on which date, 2) the GPMs/CPMs showing the previous three reporting periods, the current reporting period, the annual target, and the deadline target, 3) the Superintendent's evaluation of performance ("on track", "approaching", "meeting", "mastering", or "red/yellow/green" or "on track/off track" or whatever evaluation language the Superintendent and Board agree on), and 4) supporting documentation the Superintendent believes evidences their evaluation of performance or that describes corrective actions to be taken.

Sample Monitoring Report, May 2019

Student Outcome Goal #3	Evaluation
The qualifying ELA proficiency scores of graduates meeting college, military, or industry certification requirements will increase from 81% to 93% by May 2023.	On Track

Goal 3

Year	Graduate ELA Proficiency %
BY 17-18	81
BY 18-19	82.5
BY 19-20 Current	84.5
BY 20-21 Goal	89
BY 21-22 Goal	91
BY 22-23 Goal	93

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Finance & Operations Performance Targets (Charter FIRST Indicators 2020-2021)

Critical Indicators	Was the complete annual financial report (AFR) and charter school financial data submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date of June 30 or August 31, respectively?	Yes
	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes
	Was the charter school in compliance with the payment terms of all debt agreements at fiscal year end? (If the charter school was in default in a prior fiscal year, an exemption applies in following years if the charter school is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes
	Did the charter school make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? If the charter school received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the charter school is considered to not have made timely payments and will fail this indicator. If the charter school was issued a warrant hold, the maximum points and highest rating that the charter school may receive is 95 points, A = Superior Achievement (even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days).	Yes
	Was the total net asset balance in the Statement of Financial Position for the charter school greater than zero? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have an average of 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.) (If the charter school passes indicator 5 based only on the charter school's 7 percent or more increase in students in membership, the maximum points and highest rating that the charter school may receive is 79 points, C = Meets Standard Achievement.)	Yes
Solvency Indicators	Was the average change in total net assets over 3 years less than a 25 percent decrease or did the current year total net asset balance exceed 75 days of operational expenditures [(total expenditures less depreciation) /365]*75 days? (If the charter school fails indicator 6, the maximum points and highest rating that the charter school may receive is 89 points, B = Above Standard Achievement.)	Yes
	Was the number of days of cash on hand and current investments for the charter school sufficient to cover operating expenses? The calculation will use expenses, excluding depreciation.	10
	Was the measure of current assets to current liabilities ratio for the charter school sufficient to cover short-term debt?	10
	Did the charter school's revenues equal or exceed expenses, excluding depreciation? If not, was the charter school's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation. For government charter schools, pension expense will be excluded.	5
	Did the charter school average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	10
	Was the ratio of long-term liabilities to total assets for the charter school sufficient to support long-term solvency? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have an average of 7	10

	percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	
	Was the debt service coverage ratio sufficient to meet the required debt service?	10
	Did the charter school have a debt-to-capitalization percentage that was reasonable for the charter school to continue operating?	5
	Was the charter school's administrative cost ratio equal to or less than the threshold ratio?	10
	Did the charter school not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)?	10
Financial Competence	Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA?	5
	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function?	Yes
	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Yes
	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	10
	Did the charter school post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the charter school's fiscal year end?	5
	Did the charter school serve students that reside within its approved geographic boundaries?	Yes

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

Chief Executive Officer (p. 251)

Senior Advisor (pp. 252-255)

Chief Financial Officer (pp. 273-274)

Chief Executive Officer (p. 249)

Senior Advisor (p. 251)

Chief Financial Officer (p. 269)

**Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations
Team**

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

Chief Executive Officer (p. 251)

Senior Advisor (pp. 252-255)

Director of Operations (pp. 277-278)

PEIMS Coordinator (pp. 281-282)

Chief Executive Officer (p. 249)

Senior Advisor (p. 251)

Director of Operations (p. 273)

PEIMS Coordinator (p. 277)

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						
CEO	0.7	0.8	0.9	1	1	1
Senior Advisor	0.3	0	0	0	0	0
CFO	0	1	1	1	1	1
Dir. of Operations	0	1	1	1	1	1
Total central office FTEs	1	2.8	2.9	3	3	3
High School Campus Staff						
PEIMS Coordinator	1	1	1	1	1	1
Executive Assistant	1	1	1	1	1	1
Dean of Students	1	1	1	2	2	2
Dean of CCP	0	0	0	1	1	1
Social Worker	.2	.5	.8	1	1	1
SPED Teacher	1	2	3	4	4	4
Art/Design Teacher	0	0	1.5	2	2	2
CS Teacher	1	2	3	5	5	5
English Teacher	1	2	3	4	4	4
Math Teacher	2	4	5	6	6	6
Science Teacher	1	3	4	5	5	5
S. Studies Teacher	1	2	3	4	4	4
Total high school FTEs	11.1 ⁹²	21.3	29.2 ⁹³	39	39	39
Total charter school staff	10.2	18.5	26.3	36	36	36
Teacher-student ratio	1:14	1:13	1:13	1:13	1:13	1:13

⁹² 11.1 instead of 11.2 due to rounding sum of unrounded FTE numbers of entire high school FTE

⁹³ 29.2 instead of 29.1 for same reason stated in footnote 55.

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the [Subchapter D](#) application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

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="Bartlett ISD"/>	<input type="text" value="14902"/>	<input type="text" value="Bartlett, TX"/>	<input type="text" value="343"/>	<input type="text" value="\$107,000"/>
<input type="text" value="Broaddus ISD"/>	<input type="text" value="203902"/>	<input type="text" value="Broaddus, TX"/>	<input type="text" value="396"/>	<input type="text" value="\$105,000"/>
<input type="text" value="Granger ISD"/>	<input type="text" value="246905"/>	<input type="text" value="Granger, TX"/>	<input type="text" value="446"/>	<input type="text" value="\$108,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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
Austin ISD	227901	Austin, TX	79,787	\$55,150-\$78,400
Pflugerville ISD	227904	Pflugerville, TX	25,361	\$57,567-\$77,884
Round Rock ISD	246909	Round Rock, TX	50,204	\$52,305-\$75,267

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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
Bartlett ISD	14902	Bartlett, TX	343	N/A
Broaddus ISD	203902	Broaddus, TX	396	N/A
Granger ISD	246905	Granger, TX	446	N/A

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$51,522-\$72,150"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$52,493-\$71,022"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$48,960-\$70,476"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$38,189-\$42,702"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$48,744-\$68,704"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$44,856-\$64,546"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$33,820-\$47,390"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$32,219-\$45,417"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$34,584-\$49,790"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Curie Academy**

Name of Sponsoring Entity: **Curie Academy**

Position Title: **Dean of College & Career Preparation**

Reports to: **Chief Executive Officer**

Salary Range: **\$55,000 - \$70,000**

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): **Austin, TX**

Number of Students anticipated in year one: **100** In year five: **400**

Minimum Qualifications Required:

Education Required: **Bachelor's degree**

Experience Required: **Clear record of developing effective college/career preparation curriculum, internship programs, and pedagogy**

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 CUSD. 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
Austin ISD	227901	Austin, TX	79,787	\$54,270-\$76,862
Pflugerville ISD	227904	Pflugerville, TX	25,361	\$55,909-\$75,640
Round Rock ISD	246909	Round Rock, TX	50,204	\$53,667-\$77,229

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$58,040-\$79,468"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$55,909-\$75,640"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$56,887-\$81,863"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$44,325-\$59,617"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$43,972-\$59,492"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$41,898-\$60,306"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$50,251-\$62,937"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$46,750-\$60,007"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$49,300-\$65,706"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$50,251-\$62,937"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$46,750-\$60,007"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$49,300-\$65,706"/>

Name of Proposed Charter School: Curie Academy

Name of Sponsoring Entity: Curie Academy

Position Title: Art & Design Teacher

Reports to: A&D Department Chair

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead students in a range of strategies to formulate ideas individually and in collaboration with their peers
2. Create lesson plans that align with the course scope and sequence and essential knowledge and skills
3. Implement effective instructional methods and assessment/evaluation techniques
4. Collaborate effectively in department professional development initiatives; implement action steps prescribed by department chair to enhance instructional practices
5. Facilitate student's development and achievement of individual goals that are aligned with successful course completion
6. Differentiate instruction and activities to accommodate varying student needs and preparedness
7. Align classroom management to Curie Academy's positive behavioral intervention policies and practices
8. Lead students in building a portfolio of their work
9. Take accurate and timely classroom attendance; maintain accurate attendance records
10. Actively support the mission and vision of Curie Academy

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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$50,251-\$62,937"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$46,750-\$60,007"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$49,300-\$65,706"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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 CUSD. 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="Austin ISD"/>	<input type="text" value="227901"/>	<input type="text" value="Austin, TX"/>	<input type="text" value="79,787"/>	<input type="text" value="\$50,251-\$62,937"/>
<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$46,750-\$60,007"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$49,300-\$65,706"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Curie Academy**

Name of Sponsoring Entity: **Curie Academy**

Position Title: **Math Teacher**

Reports to: **Math Department Chair**

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): **Austin, TX**

Number of Students anticipated in year one: **100** In year five: **400**

Minimum Qualifications Required:

Education Required: **Bachelor's degree**

Experience Required: **At least 3 years of high school experience with evidence of outstanding student growth (preferred)**

Certification Required: **Valid Texas teaching certificate
Valid Texas TESOL certification**

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	
			Served	Salary Range
Austin ISD	227901	Austin, TX	79,787	\$50,251-\$62,937
Pflugerville ISD	227904	Pflugerville, TX	25,361	\$46,750-\$60,007
Round Rock ISD	246909	Round Rock, TX	50,204	\$49,300-\$65,706

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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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).

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<input type="text" value="Pflugerville ISD"/>	<input type="text" value="227904"/>	<input type="text" value="Pflugerville, TX"/>	<input type="text" value="25,361"/>	<input type="text" value="\$46,750-\$60,007"/>
<input type="text" value="Round Rock ISD"/>	<input type="text" value="246909"/>	<input type="text" value="Round Rock, TX"/>	<input type="text" value="50,204"/>	<input type="text" value="\$49,300-\$65,706"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: **Curie Academy**

Name of Sponsoring Entity: **Curie Academy**

Position Title: **Social Studies Teacher**

Reports to: **Social Studies Department Chair**

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): **Austin, TX**

Number of Students anticipated in year one: **100** In year five: **400**

Minimum Qualifications Required:

Education Required: **Bachelor's degree**

Experience Required: **At least 3 years of high school experience with evidence of outstanding student growth (preferred)**

Certification Required: **Valid Texas teaching certificate
Valid Texas TESOL certification**

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Austin ISD	227901	Austin, TX	79,787	\$50,251-\$62,937
Pflugerville ISD	227904	Pflugerville, TX	25,361	\$46,750-\$60,007
Round Rock ISD	246909	Round Rock, TX	50,204	\$49,300-\$65,706

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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Attachment 24: Teacher Evaluation Tool(s)

COPYRIGHT MATERIAL

9 pages have been withheld

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

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.



CURIE ACADEMY

2021 - 2022

www.curieacademy.org | (512) 456-8501

Adopted

(Date)

July 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2021						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

December 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Fall Semester

July 27 - 30
 August 2 - 31
 September 1 - 30
 October 1 - 29
 November 2 - 29
 December 1 - 14

MSE Sep 30
 PSAT Oct 16
 STAAR Dec 7 - 10
 FE Dec 7 - 10

Spring Semester

January 4 - 31
 February 1 - 25
 March 1 - 31
 April 1 - 29
 May 2 - 17

MSE Feb 24
 AP May 2 - 13
 SAT Mar 12
 STAAR Apr 5 - 7
 May 10 - 13
 FE May 10 - 13

Daily Schedule

AM Period 8:10 - 8:55
 Period 1 9:00 - 10:30
 Brain Break 10:30 - 10:45
 Period 2 10:45 - 12:15
 Lunch 12:15 - 1:00
 CCP 1:00 - 1:45
 Period 3 1:50 - 3:20
 Reset 3:20 - 3:30
 E&C 3:30 - 4:30

Calendar Key

Calibration Day (No School)
 House Orientation
 House (9:00 - 12:30)
 Holiday
 [] Terms
 { } Semesters

Full Days: 164 x 500 min = 82,000 min
 House Days: 12 x 210 min = 2,520 min
Total Min: 84,520

January 2022						
S	M	T	W	T	F	S
						1
2	3	{4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2022						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

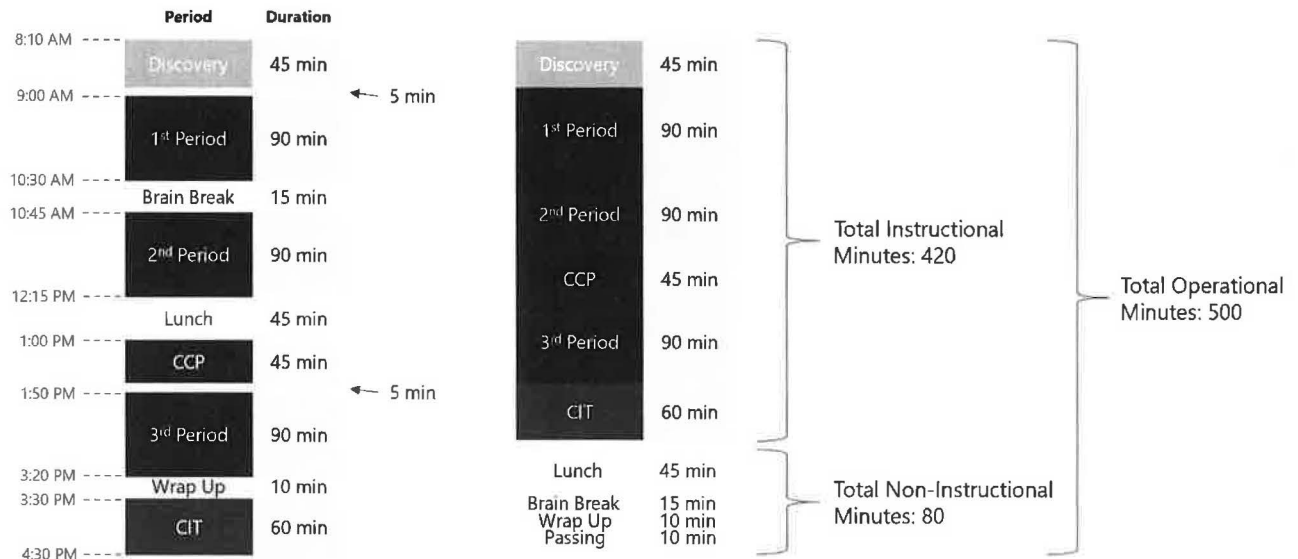
May 2022						
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1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Daily Schedule - General Format:



Discovery Start Time: 8:10 AM (All Grades)

1st Period Start Time: 9:00 AM (All Grades)

Dismissal Time: 4:30 PM (All Grades)

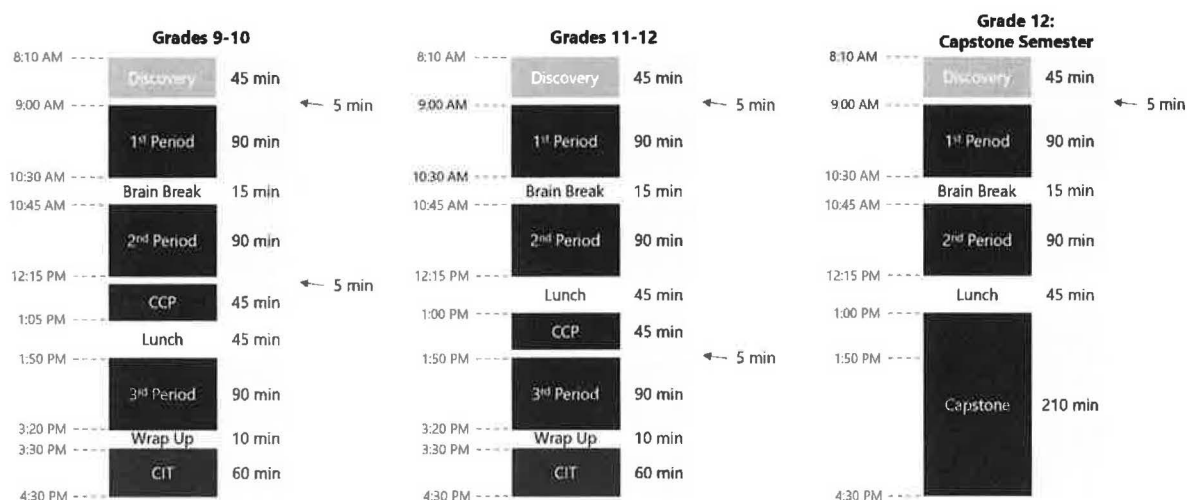
Operational Minutes Per Day: 500 (All Grades)

Operational Minutes Per Week: 2500 (All Grades)

Minimum Minutes of Academic Instruction Per Day: 420 (All Grades)

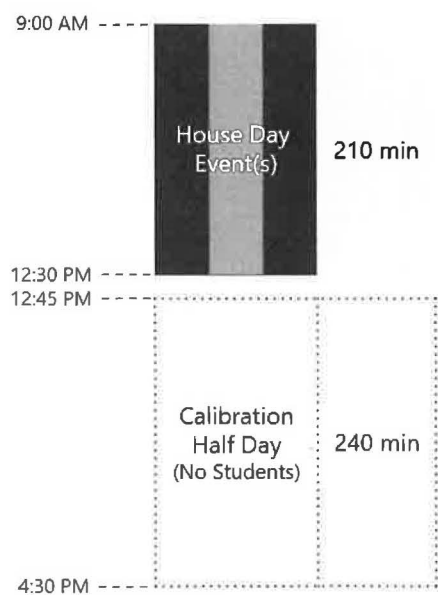
Minimum Minutes of Academic Instruction Per Week: 2,100 (All Grades)

Daily Schedule – Grade Level Variations:



Note: the daily schedules for grades 9-10 and 11-12 (non-capstone) are identical with the exception of the order of CCP and lunch.

Daily Schedule – House Day Variation:

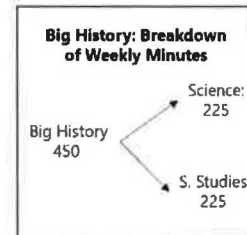


Daily Schedule – Student Example (9th Grade):

	Fall Semester	Spring Semester
8:10 AM	Discovery	Discovery
9:00 AM	1 st Period	1 st Period
10:30 AM	Brain Break	Brain Break
10:45 AM	2 nd Period	2 nd Period
12:15 PM	CCP	CCP
1:05 PM	Lunch	Lunch
1:50 PM	3 rd Period	3 rd Period
3:20 PM	Wrap Up	Wrap Up
3:30 PM	CIT	CIT
4:30 PM		

Math
Science
Literacy: Social Studies
Literacy: ELA

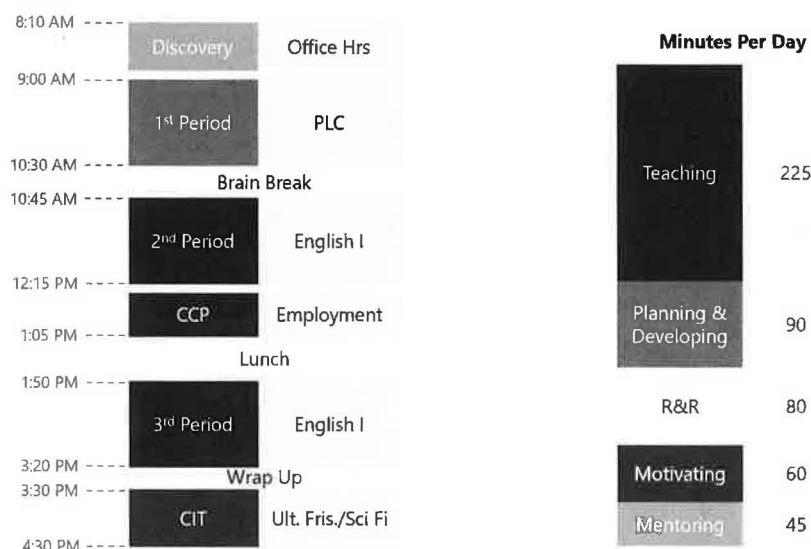
Core Subject Minutes Per Week	
Fall	Spring
450	450
225	225
225	225
450	0
Total Literacy Min: 675	Total Literacy Min: 225



Weekly Schedule – Student Example (9th Grade; Fall Semester):

	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 AM	Discovery	Reading	Reading	Office Hrs: Algebra I	Office Hrs: Big History
9:00 AM	1 st Period	Algebra I	Algebra I	Algebra I	Algebra I
10:30 AM	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
10:45 AM	2 nd Period	English I	English I	English I	English I
12:15 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 PM	CCP	Employment	Employment	Employment	Employment
1:50 PM	3 rd Period	Big History	Big History	Big History	Big History
3:20 PM	Wrap Up	Wrap Up	Wrap Up	Wrap Up	Wrap Up
3:30 PM	CIT	Yoga	Treasury Dept.	Yoga	Yoga
4:30 PM					

Daily Schedule –Teacher Example (English I):



Weekly Schedule – Teacher Example (English I):

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:10 AM	Discovery	Reading Room	Tutorials: English I	Office Hrs: English I	Tutorials: English I	Office Hrs: English I
9:00 AM	1 st Period	PLC Dept Meeting (30 min)	PLC Work Period	PLC Work Period	PLC Observation Debrief (30 min)	PLC Work Period
10:30 AM	Brain Break		Brain Break	Brain Break	Brain Break	Brain Break
10:45 AM	2 nd Period	English I	English I	English I*	English I	English I
12:15 PM	Lunch		Lunch	Lunch	Lunch	Lunch
1:00 PM	CCP	Employment	Employment	Employment	Employment	Employment
1:50 PM	3 rd Period	English I	English I	English I	English I	English I
3:20 PM	Wrap Up		Wrap Up	Wrap Up	Wrap Up	Wrap Up
3:30 PM	CIT	Ultimate Frisbee	Sci Fi Club	Ultimate Frisbee	House	Ultimate Frisbee
4:30 PM						

*Observed by Dept Chair

Attachment 27: Proposed Admissions and Enrollment Policy

Overview

Curie Academy will offer open-enrollment to students entering 9th through 12th grade. CA will primarily enroll students at the 9th grade level and offer enrollment to students at higher grade levels to the extent that seats become available.

CA's application window will span from October 1 to January 31. If we receive more applications than we have seats available at a given grade level, CA will conduct a blind lottery on February 1 to determine which applicants to that grade level will be offered admissions and which applicants will be placed on the waitlist.

Notification of offer/waitlist status will be given to each applicant by February 7. Offered students will have until March 7 to accept or decline the offer. Applicants on the waitlist will receive offers in the order they appear on the waitlist and to the extent that seats become available.

Application Process

Applications will be available online at www.curieacademy.org and by visiting Curie Academy to use a campus-based computer starting on October 1. The window for submitting the applications will remain open until January 31.

Applications submitted after January 31 will be accepted but placed on the admissions waitlist in the order they were received.

The application itself will ask for only basic identifying information about the applicant and their parent/guardian:

Applicant Information	Parent/Guardian Information
<ul style="list-style-type: none">• Name• Birthdate• Home address• Current grade level• Grade level next year• Current school• Name of sibling who is a returning student (if applicable)• Name of parent/guardian who is a school founder or staff member (if applicable)	<ul style="list-style-type: none">• Name• Parent/guardian status• Relationship to student• Home address• Confirmation of home address• Contact phone number• Contact email address

Lottery

If the number of applications for a grade level exceeds the number of seats available, Curie Academy will conduct a blind lottery to determine which students will be offered admission. The lottery, if needed, will occur on February 1, the day after the application window closes.

The lottery will be conducted to determine the order in which students will be offered admission. Applications will be placed in descending priority level priority level and randomized within their given level:

1. Applicants who are siblings of returning students

2. Applicants who are the children of school founders or current employees⁹⁴
3. Applicants who reside within Curie Academy's primary enrollment boundary
4. Applicants who reside within Curie Academy's secondary enrollment boundary

After the applications from the first priority level have been randomly selected and placed on the admission list, the applications from the second priority level are then added in the same manner. This process will continue through the third and fourth priority levels. Applications submitted after the close of the application window will then be added to the waitlist in the order in which they were received.

Offer and Waitlist Procedure

All applicants will be notified by February 7 as to whether they have secured an admission offer or placement on the waitlist.

Enrollment

Offered students must accept or decline the offer by March 7 by submitting an intent to enroll form electronically or in person at Curie Academy. In the event that an offer is declined, the applicant at the top of the waitlist will be offered admission.

Nondiscrimination Policy

Curie Academy will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the student would otherwise attend.

If an applicant has a documented history of a criminal offense but otherwise qualifies for admission, Curie Academy's Board of Directors will confer with the proper authorities to determine their eligibility for enrollment. The applicant will be presumed eligible and be offered admission unless there is a significant risk of them being a danger to themselves or to others.

⁹⁴ The lottery exemption for the children of school founders and staff will be limited as to constitute only a small percentage of total enrollment

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

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.

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.

N/A

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

BD: Board of Directors

CEO: Chief Executive Officer (C. Choucair)

ESC13: Back Office and Payroll Support

LC: Legal Consultant

PEIMS: PEIMS Coordinator

SAM: Senior Advisor (M. Diaz)

SAL: Senior Advisor (L. Robinson)

Month	Category	Description	Team Member(s)
September 2020	Enrollment	Finalize strategic plan for student recruitment: (1) creation and distribution of promotional information (English and Spanish) via CA's website and relevant newspapers; (2) logistics for promotional events throughout CA's enrollment boundary, including block walks information meetings at local libraries and other public spaces for both before and during the application window; and (3) define the roles and responsibilities of Found Families Council in student recruitment	CEO, SAL
		Finalize strategic plan for student enrollment: (1) selection of enrollment management software; (2) communicating enrollment offers; (3) registering students; (4) requesting registered student records; and (5) addressing staffing needs based on registered student records (e.g., IEPs)	CEO, SAL
		Create enrollment application (English and Spanish)	CEO
		Configure enrollment management software	CEO
		Post admission and enrollment policies on Curie Academy website; post user friendly explanation of application and enrollment process	CEO, SAL
		Publish application and enrollment information in Austin American-Statesman	CEO
	Financial Operations	Finalize financial accounting policies and practices, including implementation of financial accounting software and internal controls for managing funds and purchase approval processes	CEO, ESC13
		If needed, complete and submit grant proposals for additional funding	CEO, SAL
	Hiring	Implement new hire procedures (e.g., background checks, fingerprinting, verification of teaching certifications, enrollment in benefits)	CEO, SAL
		Finalize employment contract for superintendent	BD
		Finalize employment contracts for Year 0 employees	CEO, LC
		Finalize strategic plan for faculty and staff hiring:	CEO, SAM

		(1) consolidated hiring candidate list generated through prospective Year 0 faculty and staff professional networks; (2) communications with prospective candidates; (3) schedule of recruiting trips and networking efforts with local universities; and (4) detailed interview and hiring policies and procedures	
		Launch employment application portal on Curie Academy website with entries for open positions in Year 1	CEO, SAM
October 2020	Academics	Finalize foundational documents on instructional practices, homework and assessment policies, and grading policies	CEO, SAM
	Enrollment	Launch enrollment application process (begin accepting applications online and in print)	CEO, SAL
	Facilities	Finalize strategic plan with landlord to prepare facility for the 2021-2022 school year (e.g., E Occupancy status and necessary tenant improvements)	CEO, SAM
		Sign facilities lease to begin occupancy in 2021	CEO, SAM
	Governance	Board of Directors complete TEA-mandated fall training	BD
	Enrollment	Host public information meetings to promote CA's school and answer questions about the enrollment process	CEO, SAL
November 2020	Facilities	Monitor progress of facility preparations	CEO, SAM
	Financial Operations	Finalize inventory management and tracking systems to ensure safe keeping of assets	CEO, ESC13
	Enrollment	Host info meeting to promote CA's school and answer questions about the application and enrollment process	CEO, SAL
		Refine recruitment strategy based on interim results (i.e., how many applications we have received)	CEO, SAL
	Hiring	Create and publish job postings for all open Y1 positions on relevant boards and websites	CEO, SAM
December 2020	Facilities	Monitor progress of facility preparations	CEO, SAM
		Make final determination of furniture, equipment, and technology needs; request quotes from reputed vendors (at least 3)	CEO, SAM
	Enrollment	Host info meeting to promote CA's school and answer questions about the application and enrollment process	CEO, SAL
		Student Recruitment: refine recruitment strategy based on interim results (i.e., how many applications we have received)	CEO, SAL

January 2021	Enrollment	Conduct lottery and record results	CEO, SAL
		Communicate enrollment offers and waitlist status to all students who applied	CEO, SAL
		Register students who accept enrollment offers	CEO, SAL
		Request registered student records thru Ascender	CEO, SAL
	Facilities	Monitor progress of facility preparations	CEO, SAM
	Financial Operations	Commence complete accounting and payroll services	CEO, ESC13
	Parent Engagement	Commence home visits to registered students and their families	CEO, SAL
	Purchasing	Publish RFP for breakfast/lunch program vendor	CEO, SAL
February 2021	Campus Operations	Finalize start and end times of the school day	CEO, SAL
		Finalize and announce official 2021-2022 academic calendar	CEO, SAL
	Enrollment	Internal deadline to have all seats filled for 2021-2022 school year (Feb 26, 2021)	CEO, SAL
	Parent Engagement	Complete home visits to all registered students and their families	CEO, SAL
		Send February 2021 newsletter to families of registered students	CEO, SAL
	Special Populations	Meet with parents of registered special education to gain insight that will help us understand how to best accommodate their needs	CEO, SAL
		Meet with ESC Region 13 Special Education to formalize strategy for hiring and contracting services based on registered student IEPs and parent meetings	CEO, SAL
	Facilities	Confirm completion of facility readiness plan for the 2021-2022 school year	CEO, SAM
	Hiring	Implement special populations hiring strategy devised with Region 13	CEO, SAM
	Purchasing	Interview meal vendors based on best proposals	CEO, SAM
March 2021	Academics	Finalize TEKS-based scope and sequence for each course to be offered in Year 1	CEO, SAM
	Campus Operations	Finalize operations strategy for student and faculty parking; student drop-off; and student pick-up	CEO, SAL
		Finalize comprehensive campus security and emergency response plan	CEO, SAL
		Finalize professional development program, including performance evaluation	CEO, SAM
	Governance	Board of Directors complete TEA-mandated spring training	BD
	Parent Engagement	Send March 2021 newsletter to families of registered students	CEO, SAL
	Purchasing	Select a vendor from among those interviewed to provide breakfast and lunch on campus	CEO, SAM

		Finalize required purchase assessment for network equipment and internet services and obtain quotes from at least 3 reputed vendors	CEO, SAM
April 2021	Academics	Create interim strategic plan for anticipated academic remediation based on records of registered students	CEO, SAM
	Special Populations	Finalize English learners' official policies and procedures	CEO, SAL
		Finalize special education official policies and procedure	CEO, SAL
	Parent Engagement	Send April 2021 newsletter to families of registered students	CEO, SAL
	Hiring	Internal deadline to complete hiring for 2021-2022 school year.	CEO, SAM
		Review Y1 new hire process and results for improve practices in the next cycle	CEO, SAM
	Purchasing	Purchase necessary software (e.g., accounting/payroll software, student information system, student testing, and meal program)	CEO, SAM
May 2021	Academics	Finalize official student handbook and publish to Curie Academy website	CEO, SAL
		Finalize House Orientation schedule and activities (including MAP Growth assessments)	CEO, SAL
	Campus Operations	Finalize policies and procedures to ensure safekeeping of records in compliance with FERPA	CEO, SAL
		Implement contracted software services (e.g., student information system and special education software database)	CEO, SAL
		Finalize daily procedures for breakfast and lunch to ensure operational success	CEO, SAL
		Finalize and announce athletics programs and after school programs for the 2021-2022 school year	CEO, SAL
	Facilities	Complete all necessary purchases of furniture, equipment, and technology	CEO, SAM
	Financial Operations	Finalize and approve budget for the 2021-22 fiscal year	BD
	Hiring	Complete new-hire check-ins with Year 1 faculty and staff	CEO, SAM
	Parent Engagement	Send May 2021 newsletter to families of registered students	CEO, FT
June 2021	Academics	Communicate master schedule and teaching assignments to Year 1 faculty and staff	CEO, SAM
		Finalize strategic plan for anticipated academic remediation based on records of registered students (to be refined after MAP Growth assessments during House Orientation)	CEO, SAL

		Provide Year 1 faculty with relevant course planning documents and resources	CEO, SAM
	Campus Operations	Complete PEIMS coding of all registered students	PEIMS
		Create master schedule and register students for classes in student information system	CEO, SAL
		Finalize policies and approval process for purchases by Curie Academy leadership and faculty	CEO, SAM
		Finalize school uniform elements and provisions	CEO, SAL
		Send special newsletter to families of registered students to address the student and family logistics of starting the school year (e.g., House Orientation schedule and Fall Semester supply list)	CEO, SAL
	Enrollment	Request updated records for all registered students	CEO, SAL
	Facilities	Distribute supplies, materials, and resources to designated placements on campus	CEO, SAM
		Install all campus furniture and equipment	CEO, SAM
	Hiring	Complete June 2021 check-in with each individual Year 1 hire	CEO, SAM
July 2021	Campus Operations	Ensure facilities and operations are ready for Year 1	CEO, SAM

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.

Curie Academy
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
REVENUE						
Total State Revenue	\$ -	\$ 931,805	\$ 1,900,883	\$ 2,851,325	\$ 3,906,315	\$ 3,906,315
Total Federal Revenue	\$ -	\$ 46,495	\$ 92,990	\$ 139,485	\$ 185,515	\$ 185,515
Total Local and Other Revenue	\$ 230,000	\$ 230,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
TOTAL REVENUE	\$ 230,000	\$ 1,208,300	\$ 2,023,873	\$ 3,020,810	\$ 4,121,830	\$ 4,121,830
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	\$ 88,167	\$ 280,750	\$ 396,033	\$ 412,028	\$ 563,927	\$ 569,626
Total Instructional Personnel Costs	\$ 54,167	\$ 430,080	\$ 929,362	\$ 1,407,983	\$ 1,914,542	\$ 1,933,687
Total Non-Instructional Personnel Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Payroll Taxes and Benefits	\$ 13,963	\$ 92,291	\$ 189,279	\$ 266,610	\$ 366,926	\$ 377,518
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 156,297	\$ 803,121	\$ 1,514,674	\$ 2,086,620	\$ 2,845,394	\$ 2,880,831
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	\$ 11,000	\$ 74,125	\$ 82,450	\$ 110,777	\$ 132,075	\$ 132,281
Total School Operations	\$ 19,190	\$ 122,057	\$ 124,537	\$ 139,766	\$ 165,459	\$ 124,427
Total Facilities Operations and Maintenance	\$ -	\$ 127,200	\$ 134,050	\$ 652,205	\$ 652,205	\$ 652,205
Reserves / Contingencies	\$ -	\$ 10,000	\$ 12,500	\$ 15,625	\$ 19,531	\$ 19,531
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 30,190	\$ 333,382	\$ 353,537	\$ 918,373	\$ 969,271	\$ 928,444
TOTAL EXPENSES	\$ 186,487	\$ 1,136,503	\$ 1,868,211	\$ 3,004,993	\$ 3,814,665	\$ 3,809,276
NET OPERATING INCOME (before depreciation)	\$ 43,513	\$ 71,797	\$ 155,662	\$ 15,816	\$ 307,164	\$ 312,554
STUDENT ENROLLMENT						
Projected Student Enrollment	100	200	300	400	400	400
Revenue Per Pupil	\$ 12,083	\$ 10,119	\$ 10,069	\$ 10,305	\$ 10,305	\$ 10,305
Expenses Per Pupil	\$ 11,365	\$ 9,341	\$ 10,017	\$ 9,537	\$ 9,523	\$ 9,523

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.

Curie Academy

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Cassian Choucair	
Contact Email:	cassian.choucair@curieacademy.org	
Contact Phone:	512-800-1959	
Start-Up (Year 0) Fiscal Year End:	2021	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2022	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	84,520	Enter the number of minutes (e.g., 75,600)

Curie Academy

ESTIMATE OF STATE AID ENTITLEMENT INPUT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026
ENROLLMENT					
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	-	-	-	-	-
1st Grade	-	-	-	-	-
2nd Grade	-	-	-	-	-
3rd Grade	-	-	-	-	-
4th Grade	-	-	-	-	-
5th Grade	-	-	-	-	-
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	100.00	100.00	100.00	100.00	100.00
10th Grade	-	100.00	100.00	100.00	100.00
11th Grade	-	-	100.00	100.00	100.00
12th Grade	-	-	-	100.00	100.00
Total Number of All Students Enrolled (Average Membership)	100.00	200.00	300.00	400.00	400.00
Total Number of High School Students Enrolled	100.00	200.00	300.00	400.00	400.00
Average Daily Attendance (ADA) %	85%	85%	85%	85%	85%
Average Daily Attendance (ADA)	85.00	170.00	255.00	340.00	340.00
Percent change YOY		100%	50%	33%	0%

	Data for the following fiscal years must be based on reasonable estimates and projections.									
STUDENT POPULATION	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	-	-	-	-	-	-	-	-	-	-
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	-	30.00	-	45.00	-	60.00	-	60.00	-
Special Education Student Count (SPED)	15.00	-	30.00	-	45.00	-	60.00	-	60.00	-
Special Education Student Count %	15.00%		15.00%		15.00%		15.00%		15.00%	
Percent change YOY			100%	0%	50%	0%	33%	0%	0%	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	25.00	-	25.00	70.00	25.00	90.00	25.00	90.00	25.00	90.00
Number Enrolled in Two-hour Class	75.00	-	105.00	-	205.00	80.00	205.00	80.00	205.00	80.00
Number Enrolled in Three-hour Class	-	-	70.00	-	70.00	-	70.00	-	70.00	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	100.00	-	100.00
Number Enrolled in Five-hour Class	-	-	-	-	-	-	75.00	-	75.00	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	25.00	-	25.00	-
Career & Technology Students Enrolled	100.00	-	200.00	70.00	300.00	170.00	400.00	270.00	400.00	270.00
% of Career & Technology Students	100.00%		100.00%	35.00%	100.00%	56.67%	100.00%	67.50%	100.00%	67.50%
Percent change YOY			100%	0%	50%	143%	33%	59%	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	10.00	20.00	30.00	40.00	40.00
% of Gifted and Talented Students Enrolled	10.00%	10.00%	10.00%	10.00%	10.00%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	25.00	50.00	75.00	100.00	100.00
% of Students Enrolled in Bilingual/ESL	25.00%	25.00%	25.00%	25.00%	25.00%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	55.00	110.00	165.00	220.00	220.00
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TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	-	-	-	-	-
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

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Curie Academy

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.										
REVENUE										
TOTAL STATE REVENUES		931,805			104.00%	50.00%	37.00%	0.00%		
TOTAL FEDERAL REVENUES		46,495			100.00%	50.00%	33.00%	0.00%		\$464.95 per ADA based on federal revenue of other schools with similar student demographics
TOTAL LOCAL & OTHER REVENUES	230,000	230,000			-86.96%	0.00%	0.00%	0.00%	Seeking \$400,000 start-up funding (Y0:\$200,000); Board of Directors contributes \$30,000	Seeking \$400,000 start up funding (Y1: \$200,000); Board of Directors contribute \$30,000 annually
TOTAL REVENUE	\$ 230,000	\$ 1,208,300								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	88,167	108,750								
Instructional Management	-	-								
Deans, Directors & Coordinators	-	65,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	-	107,000								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 88,167	\$ 280,750								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	54,167	360,000							1 Founding Teacher @ \$65k prorated to 10 months	
Teachers - SPED	-	60,000								
Substitute Teachers	-	-								
Teaching Assistants	-	-								
Specialty Teachers	-	-								
Aides	-	-								
Therapists & Counselors	-	10,080								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 54,167	\$ 430,080								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								custodial costs included in "Janitorial Services" under Facilities Operation & Maintenance
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -								
TOTAL PERSONNEL EXPENSES	\$ 142,334	\$ 710,830								
PAYROLL TAXES AND BENEFITS			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	TRS Opt In	TRS Opt In
Medicare	2,064	10,307	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45% federally mandated	1.45% federally mandated
State Unemployment	639	2,727	0.45%	0.38%	0.40%	0.40%	0.38%	0.38%	2.7% of first \$9000 per employee (\$243 per employee)	2.7% of first \$9000 per employee (\$243 per employee)
Worker's Compensation Insurance	1,423	7,108	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1% of total personnel expenses	1% of total personnel expenses
Health Insurance	7,560	46,488	5.31%	6.54%	7.55%	7.55%	7.61%	7.76%	\$4536 per full-time employee (cost of TRS-ActiveCare 1-HD for 1 employee (FY 2020) per year, prorated to 10 months)	Includes assumption of 3% increase in total employer contribution annually to keep up with projected ActiveCare 1-HD coverage costs
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	offered through insurance provider without employer contribution	offered through insurance provider without employer contribution
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	offered through insurance provider without employer contribution	offered through insurance provider without employer contribution
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	2,277	25,661	1.60%	3.61%	3.88%	4.25%	4.36%	4.49%	adjusted for HB3	adjusted for HB3

Curie Academy

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 13,963	\$ 92,291								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 156,297	\$ 803,121								

Curie Academy
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
Enter the % change below for which the amount entered in column F should change each year.										
CONTRACTED SERVICES					1.00%	1.00%	1.00%	1.00%		
Accounting / Audit	-	10,000			1.00%	1.00%	1.00%	1.00%		
Legal	4,000	10,000								
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Payroll Services	-	20,000			-100.00%	0.00%	0.00%	0.00%		ESC Region 13 Business Services
Special Ed Services	-	28,125			100.00%	50.00%	25.00%	0.00%		50% of SPED students need 30 weekly sessions at \$125 per session
Titlment Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Curriculum Development	-	2,500			0.00%	0.00%	0.00%	0.00%		Assume \$2500 per year in total faculty summer stipends for curriculum development
Directors and Officers Insurance	\$1,000	3,500			0.00%	0.00%	0.00%	0.00%		
Financial Services	6,000				0.00%	0.00%	0.00%	0.00%		
TOTAL	\$ 11,000	\$ 74,125							Financial Consultant	
SCHOOL OPERATIONS										
Board Expenses	1,500	1,500			0.00%	0.00%	0.00%	0.00%	Assume \$1500	Assume \$1500
Classroom / Teaching Supplies & Materials	-	652			237.00%	109.00%	20.00%	0.00%	based on campus simulation	based on campus simulation
Special Ed Supplies & Materials	-	1,200			100.00%	50.00%	33.00%	0.00%	Assume \$200 per SPED student	Assume \$200 per SPED student
Textbooks / Workbooks	-	1,500			100.00%	45.00%	34.00%	0.00%	Assume \$150 per teacher	Assume \$150 per teacher
Supplies & Materials other	50	1,735			68.00%	50.00%	30.00%	0.00%	based on Year 0 simulation	based on campus simulation
Equipment / Furniture	9,500	31,357			-5.00%	-23.00%	44.00%	-100.00%	based on campus simulation	based on campus simulation
Telephone	150	360			0.00%	0.00%	0.00%	0.00%	\$180 for ED's mobile line	Add \$180 office mobile line
Technology	-	57,095			-27.00%	0.00%	-4.00%	-20.00%	based on campus simulation	based on campus simulation
Student Testing & Assessment	-	2,850			0.00%	0.00%	0.00%	0.00%	MAP Testing: \$1500 annual license + \$13.50 per new student	MAP Testing: \$1500 annual license + \$13.50 per new student
Field Trips	-	10,000			100.00%	50.00%	33.00%	0.00%	\$100 per student	\$100 per student
Transportation (student)	-	3,250			100.00%	50.00%	33.00%	0.00%	\$3250 per 100 sudents	\$3250 per 100 sudents
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%		
Office Expense	250	268			100.00%	50.00%	33.00%	0.00%		
Staff Development	-	1,050			114.29%	46.67%	31.82%	0.00%	Assume \$150 per teacher	Assume \$150 per teacher
Staff Recruitment	2,700	4,140			-18.84%	30.36%	-49.32%	0.00%	Assume \$300 per open position	Assume \$300 per open position; Assume 80% retention YOY
Student Recruitment / Marketing	5,000	5,000			0.00%	0.00%	0.00%	0.00%	Assume \$50 per new student	Assume \$50 per new student
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%	Assume Net \$0 (fed & state funding + fees - cost)	Assume Net \$0 (fed & state funding + fees - cost)
Travel (Staff)	40	100			100.00%	45.00%	34.00%	0.00%	Assume \$10 per staff member (gas reimbursement)	Assume \$10 per staff member (gas reimbursement)
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		Assume Net \$0 (fees less cost)
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 19,190	\$ 122,057			0.00%	0.00%	0.00%	0.00%		
FACILITY OPERATION & MAINTENANCE										
Insurance	-	7,500			0.00%	300.00%	0.00%	0.00%	No facilities	Assume \$1 per square foot
Janitorial Services	-	2,800			0.00%	376.00%	0.00%	0.00%	No facilities	Assume \$1 per square foot; Janitor cleans only non-classrooms
Building and Land Rent / Lease	-	90,000			0.00%	455.56%	0.00%	0.00%	No facilities	Y1-2: based on figures provided by current leasee plus 20% as a conservative measure(temp campus); Y3-5: \$7M debt financed at 8.5% (Building Hope: Bridge Financing Y3-6)
Repairs & Maintenance	-	12,000			0.00%	275.00%	0.00%	0.00%	No facilities	Assume \$1.50 per square foot
Security Services	-	1,200			0.00%	0.00%	0.00%	0.00%	No facilities	Assume \$1200 per year for security cameras and safety equipment
Utilities	-	13,700			50.00%	205.00%	0.00%	0.00%	No facilities	Y1-2: based on figures provided by current leasee (temp campus);
Internet	-	-							Included in Utilities	Included in Utilities
Custom Facilities Operations #1	-	-								
Custom Facilities Operations #2	-	-								
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 127,200								

Curie Academy
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2021	2022	2021	2022	2023	2024	2025	2026		
RESERVES / CONTINGENCIES	-	10,000			25.00%	25.00%	25.00%	0.00%		Y1: \$10k and annual 25% increase thereafter
TOTAL EXPENSES	\$ 186,487	\$ 1,136,503								
NET OPERATING INCOME (before Depreciation)	\$ 43,513	\$ 71,797								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 43,513	\$ 71,797								

Curie Academy
PROJECTED BUDGET / OPERATING PLAN

SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
Total Revenue	230,000	1,208,300	2,023,873	3,020,810	4,121,830	4,121,830
Total Expenses	186,487	1,136,503	1,868,211	3,004,993	3,814,665	3,809,276
Net Operating Income (before Depreciation)	43,513	71,797	155,662	15,816	307,164	312,554
Revenue Per Pupil		12,083.00	10,119.37	10,069.37	10,304.57	10,304.57
Expenses Per Pupil		11,365.03	9,341.05	10,016.64	9,536.66	9,523.19

REVENUE

TOTAL STATE REVENUES		931,805	1,900,883	2,851,325	3,906,315	3,906,315
TOTAL FEDERAL REVENUES		46,495	92,990	139,485	185,515	185,515
TOTAL LOCAL & OTHER REVENUES	\$ 230,000	230,000	30,000	30,000	30,000	30,000
TOTAL REVENUE	\$ 230,000	\$ 1,208,300	\$ 2,023,873	\$ 3,020,810	\$ 4,121,830	\$ 4,121,830

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	88,167	108,750	85,963	98,857	113,685	114,882
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	65,000	65,650	66,307	200,909	202,918
CFO / Director of Finance	-	-	75,750	76,508	77,273	78,045
Operation / Business Manager	-	-	60,600	61,206	61,818	62,436
Administrative Staff	-	107,000	108,070	109,151	110,242	111,345
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 88,167	\$ 280,750	\$ 396,033	\$ 412,028	\$ 563,927	\$ 569,626

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	54,167	360,000	787,800	1,193,517	1,607,270	1,623,342
Teachers - SPED	-	60,000	121,200	183,618	247,272	249,745
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	10,080	20,362	30,848	60,000	60,600
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 54,167	\$ 430,080	\$ 929,362	\$ 1,407,983	\$ 1,914,542	\$ 1,933,687

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL PERSONNEL EXPENSES	\$ 142,334	\$ 710,830	\$ 1,325,395	\$ 1,820,011	\$ 2,478,468	\$ 2,503,313

	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	2,064	10,307	19,218	26,390	35,938	36,298
State Unemployment	639	2,727	5,315	7,258	9,531	9,531
Worker's Compensation Insurance	1,423	7,108	13,254	18,200	24,785	25,033
	-	-	-	-	-	-
	-	-	-	-	-	-
Health Insurance	7,560	46,488	100,067	137,411	188,611	194,257
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	2,277	25,661	51,425	77,350	108,061	112,399
	-	-	-	-	-	-
	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 13,963	\$ 92,291	\$ 189,279	\$ 266,610	\$ 366,926	\$ 377,518
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 156,297	\$ 803,121	\$ 1,514,674	\$ 2,086,620	\$ 2,845,394	\$ 2,880,831
CONTRACTED SERVICES						
Accounting / Audit	-	10,000	10,100	10,201	10,303	10,406
Legal	4,000	10,000	10,100	10,201	10,303	10,406
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	20,000	-	-	-	-
Special Ed Services	-	28,125	56,250	84,375	105,469	105,469
Titlment Services (i.e. Title I)	-	-	-	-	-	-
Curriculum Development	-	2,500	2,500	2,500	2,500	2,500
Directors and Officers Insurance	1,000	3,500	3,500	3,500	3,500	3,500
Financial Services	6,000	-	-	-	-	-
TOTAL	\$ 11,000	\$ 74,125	\$ 82,450	\$ 110,777	\$ 132,075	\$ 132,281

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
SCHOOL OPERATIONS						
Board Expenses	1,500	1,500	1,500	1,500	1,500	1,500
Classroom / Teaching Supplies & Materials	-	652	2,197	4,592	5,511	5,511
Special Ed Supplies & Materials	-	1,200	2,400	3,600	4,788	4,788
Textbooks / Workbooks	-	1,500	3,000	4,350	5,829	5,829
Supplies & Materials other	50	1,735	2,915	4,372	5,684	5,684
Equipment / Furniture	9,500	31,357	29,789	22,938	33,030	-
Telephone	150	360	360	360	360	360
Technology	-	57,095	41,679	41,679	40,012	32,010
Student Testing & Assessment	-	2,850	2,850	2,850	2,850	2,850
Field Trips	-	10,000	20,000	30,000	39,900	39,900
Transportation (student)	-	3,250	6,500	9,750	12,968	12,968
Student Services - other	-	-	-	-	-	-
Office Expense	250	268	536	804	1,069	1,069
Staff Development	-	1,050	2,250	3,300	4,350	4,350
Staff Recruitment	2,700	4,140	3,360	4,380	2,220	2,220
Student Recruitment / Marketing	5,000	5,000	5,000	5,000	5,000	5,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	40	100	200	290	389	389
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 19,190	\$ 122,057	\$ 124,537	\$ 139,766	\$ 165,459	\$ 124,427
FACILITY OPERATION & MAINTENANCE						
Insurance	-	7,500	7,500	30,000	30,000	30,000
Janitorial Services	-	2,800	2,800	13,328	13,328	13,328
Building and Land Rent / Lease	-	90,000	90,000	500,000	500,000	500,000
Repairs & Maintenance	-	12,000	12,000	45,000	45,000	45,000
Security Services	-	1,200	1,200	1,200	1,200	1,200
Utilities	-	13,700	20,550	62,678	62,678	62,678
Internet	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 127,200	\$ 134,050	\$ 652,205	\$ 652,205	\$ 652,205
RESERVES / CONTINGENCIES	-	10,000	12,500	15,625	19,531	19,531
TOTAL EXPENSES	\$ 186,487	\$ 1,136,503	\$ 1,868,211	\$ 3,004,993	\$ 3,814,665	\$ 3,809,276
NET OPERATING INCOME (before Depreciation)	\$ 43,513	\$ 71,797	\$ 155,662	\$ 15,816	\$ 307,164	\$ 312,554
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 43,513	\$ 71,797	\$ 155,662	\$ 15,816	\$ 307,164	\$ 312,554

Curie Academy

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2021	2022	2023	2024	2025	2026

REVENUE

Total State Revenue
Total Federal Revenue
Total Local and Other Revenue

	\$ 931,805	\$ 1,900,883	\$ 2,851,325	\$ 3,906,315	\$ 3,906,315
	\$ 46,495	\$ 92,990	\$ 139,485	\$ 185,515	\$ 185,515
\$ 230,000	\$ 230,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
\$ 230,000	\$ 1,208,300	\$ 2,023,873	\$ 3,020,810	\$ 4,121,830	\$ 4,121,830

TOTAL REVENUE**EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs
Total Instructional Personnel Costs
Total Non-Instructional Personnel Costs
Total Payroll Taxes and Benefits

\$ 88,167	\$ 280,750	\$ 396,033	\$ 412,028	\$ 563,927	\$ 569,626
\$ 54,167	\$ 430,080	\$ 929,362	\$ 1,407,983	\$ 1,914,542	\$ 1,933,687
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 13,963	\$ 92,291	\$ 189,279	\$ 266,610	\$ 366,926	\$ 377,518
\$ 156,297	\$ 803,121	\$ 1,514,674	\$ 2,086,620	\$ 2,845,394	\$ 2,880,831

TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services
Total School Operations
Total Facilities Operations and Maintenance
Reserves / Contingencies

\$ 11,000	\$ 74,125	\$ 82,450	\$ 110,777	\$ 132,075	\$ 132,281
\$ 19,190	\$ 122,057	\$ 124,537	\$ 139,766	\$ 165,459	\$ 124,427
\$ -	\$ 127,200	\$ 134,050	\$ 652,205	\$ 652,205	\$ 652,205
\$ -	\$ 10,000	\$ 12,500	\$ 15,625	\$ 19,531	\$ 19,531
\$ 30,190	\$ 333,382	\$ 353,537	\$ 918,373	\$ 969,271	\$ 928,444

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES**

\$ 186,487	\$ 1,136,503	\$ 1,868,211	\$ 3,004,993	\$ 3,814,665	\$ 3,809,276
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NET OPERATING INCOME (before depreciation)

\$ 43,513	\$ 71,797	\$ 155,662	\$ 15,816	\$ 307,164	\$ 312,554
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STUDENT ENROLLMENT

Projected Student Enrollment
Revenue Per Pupil
Expenses Per Pupil

	100	200	300	400	400
	\$ 12,083	\$ 10,119	\$ 10,069	\$ 10,305	\$ 10,305
	\$ 11,365	\$ 9,341	\$ 10,017	\$ 9,537	\$ 9,523

Curie Academy

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		85.000
High School ADA	\$ 275	85.000
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	0.000
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 Special Education FTE		0.000
Total Special Education Weighted FTE		0.000
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	12.750
Career & Technology FTEs	1.35	24.650
Advanced Career & Technology Education FTEs	\$ 50	0.000
Regular Program ADA		60.350
Gifted & Talented Enrollment	0.12	4.250
State Compensatory Education Enrollment	0.20	55.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	21.250
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	151.203
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	\$ 447.180
District Basic Allotment (DBA)	7	\$ 5,102.00
Adjusted Basic Allotment (ABA)	7	\$ 5,390.00
Adjusted Allotment	7	\$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	\$ 0.057339

District Tax Rate Level 2 (DTR2)	12	\$	0.049003
2018-2019 State Average I&S Rate that limits spending to \$60 million	16	\$	0.060035
EDA Guaranteed Yield (GY)	16	\$	37.00
Level 1 Entitlement	12	\$	106.28
Level 2 Entitlement	12	\$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	\$	394,387
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	\$	3,333
25-Bilingual Education Allotment (spend 52% of amount)	2	\$	13,887
99-New Instructional Facility Allotment	2	\$	-
31-High School Allotment (spend 100% of amount)	2	\$	23,375
Special Education Detail:	SOF pg		
Regular Special Education	10	\$	-
Mainstream	10	\$	91,653
Residential Care and Treatment	10	\$	-
State Schools	10	\$	-
Extended Year Special Education	10	\$	-
23-Special Education Adjusted Allotment (spend 52% of amount)		\$	91,653
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	\$	217,468
Advanced CTE Allotment	10	\$	-
22-Career and Technology Allotment (spend 58% of amount)	2	\$	217,468
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	\$	71,885
Pregnancy Related	11	\$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	\$	71,885
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	\$	815,989
TIER II	SOF pg		
Tier II Level 1	12	\$	92,144
Tier II Level 2	12	\$	23,673
TOTAL TIER II	3	\$	115,817
OTHER PROGRAMS			
Staff Salary Allotment	13	\$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilities Allotment	16	\$	-
TOTAL OTHER PROGRAMS	3	\$	-
	SOF pg		
TOTAL STATE AID	3	\$	931,805
Available School Fund (ASF)	3	\$	-
Foundation School Fund (FSF)	3	\$	931,805

Curie Academy

PAYMENT FORMULA EXAMPLE

FSP Allotment	\$ 931,805
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 931,805

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 77,340
October	11	9.1%	\$ 77,756
November	10	10.1%	\$ 78,448
December	9	11.1%	\$ 77,507
January	8	12.4%	\$ 76,974
February	7	14.4%	\$ 78,304
March	6	16.6%	\$ 77,269
April	5	19.9%	\$ 77,253
May	4	25.1%	\$ 78,049
June	3	33.2%	\$ 77,324
July	2	49.7%	\$ 77,323
August	1	100.0%	\$ 78,257
Total Payments			\$ 931,805

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.

State Revenue

We project enrolling a new set of 100 9th grade students each year starting in Year 1. We conducted a thorough demographic analysis of existing middle schools, high schools, and official census data within a 10-mile radius of CA's proposed location to generate a realistic projection of CA's future student body at Curie.

Among the demographics we analyzed, there are a few that directly affect state revenue: (1) economic disadvantage; (2) English learners; (3) gifted and talented; and (4) special education. Among CA's 100 new 9th grade students each year, we project having:

- 55 economically disadvantaged students
- 25 English learners
- 10 G/T students
- 15 students who receive special education services (mainstream)

Another major factor affecting state revenue will be CA's attendance rates. In the financial plan workbook, we conservatively project a student ADA of 85% each year. Meeting CA's goal of 97% ADA will result in much higher than projected levels of state revenue.

The only factor affecting state revenue in the workbook that doesn't change at a constant rate (like enrollment) is CA's CTE enrollment. Because the number of CTE credit hours students are required to earn between 9th-12th grade varies, CA's projected state revenue on a per pupil basis changes slightly between Years 1 – 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
State Revenue Per Pupil	\$9309	\$9490	\$9488	\$9748	\$9748
YOY Change		+1.94%	-0.02%	+3.16%	+0.00%

Federal Revenue

Federal revenue is estimated at an average of \$464.95 per student based on federal revenue on a per student basis at Texas charter schools with student populations similar to CA's projected enrollment.

Local Revenue

Curie Academy's board of directors have pledged to raise \$30,000 annually starting in Year 0 (an average of \$5000 per year from each director).

CA is currently working with a prospective donor to secure a pledge of up to \$400,000 for startup funding based on meeting criteria in the first half of 2020 and conditional upon charter authorization in September 2020.

Expenses

Personnel: Year 0

During CA's startup year, CA will employ CA's CEO, Senior Advisors, and a Founding Teacher to prepare CA's school for opening in 2021.

CA's CEO and Founding Teacher will be employed full-time at annual salaries of \$65,000 each. Their salaries will be prorated to the 10 months between the start and end of CA's startup year at \$5,416.67 per month or \$54,166.67 total for the 10-month term.

CA's Senior Advisors will be employed part-time at \$85 per hour on an as-needs basis. We have budgeted for an average 10 hours per week for the 10-month term: \$34,000.

Personnel: Executive Management

The Curie Academy CEO's salary will increase 15% annually between Year 1 and Year 4 as Curie grows from 25% to full capacity. After Year 5, his salary will increase at a 1.00% annual raise thereafter.

	Year 1	Year 2	Year 3	Year 4	Year 5
CEO Salary	\$74,750	\$85,963	\$98,857	\$113,685	\$114,882
YOY Change		+15%	+15%	+15%	+1%

A thorough explanation of how the CEO's salary range and salary each year were determined is available in **Talen Management and Development: Proposed Superintendent Qualifications**.

Curie Academy Senior Advisors will be employed part-time at \$85 per hour on an as-needs basis during Year 1. We have budgeted for 10 hours per week between July 2021 and April 2022 (10 months) for a total of: \$34,000.

Personnel: CFO / Director of Finance

CA will hire a full-time CFO after Year 1; their starting salary is budgeted at \$75,000 with a 1.00% annual raise thereafter.

Personnel: Operations / Business Manager

CA will hire a full-time Director of Operations (\$60,000 per year) for Year 1 with a 1.00% annual raise thereafter.

Personnel: Administrative Staff

CA will employ a full-time PEIMS coordinator (\$55,000 per year) and an Executive Assistant (\$52,000 per year) starting in Year 1. They will both receive a 1.00% annual raise thereafter.

Personnel: Deans, Directors, and Coordinators

CA will employ a Dean of Students at Year 1 (\$65,000 per year) and a second one at Year 4. CA will also hire a Dean of College and Career Prep (\$65,000 per year) at Year 4. All of CA's Deans will receive an annual raise of 1.00%.

Personnel: Therapists & Counselors

CA will employ a social worker part-time starting in Year 1 at a wage of \$28 per hour during the 10-month school year (not including House Orientation in July). We have budgeted for the position to reach full-time status at Year 4 when CA's campus reaches capacity.

Social Worker	Year 1	Year 2	Year 3	Year 4	Year 5
Hours Per Week	10	20	30	Full-Time	Full-Time
Compensation	\$10,080	\$20,362	\$30,848	\$60,000	\$60,600

Personnel: Teachers

In order to create useful projections for CA's personnel needs, we created a simulated master schedule with integrated course registration for each enrolled student for each semester from Year 1 through Year 4 when CA's campus reaches capacity. A summary of CA's conclusions follows.

Year 1 Enrollment: Add

9th Grade	Fall	Sections	Spring	Sections	Regular Teachers	SPED Teachers
Math Bridge	25	1	0	0	1 Math ⁹⁵ 1 Science 1 Social Studies 1 English 1 CS	1 SPED
Algebra I	50	2	25	1		
Geometry	25	1	50	2		
Algebra II	0	0	25	1		
English Bridge	25	1	0	0		
English I	50	2	50	2		
Big History	100	4	100	4		
CS I	25	1	50	2		

Year 2 Enrollment: Add

10th Grade	Fall	Sections	Spring	Sections	Regular Teachers	SPED Teachers
Algebra II	50	2	25	1	2 Math 2 Science 1 Social Studies 1 English	1 SPED
Geometry	25	1	0	0		
Statistics	25	1	0	0		
English II	50	2	50	2		
PSI	100	4	100	4		
World History	50	2	25	1		
AP W History	0	0	25	1		
CS I	0	0	5	0		
AP CS P	0	0	70	3		

⁹⁵ 1 math teacher already on faculty (i.e., founding teacher on Year 0 launch team)

					1 CS	
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Year 3 Enrollment: Add

11 th Grade	Fall	Sections	Spring	Sections	Regular Teachers	SPED Teachers
Statistics	25	1	25	1	1 Math 1 Science 1 Social Studies 1 English 1 CS 1.5 Art	1 SPED
Financial Math	0	0	25	1		
Biology	50	2	25	1		
English III	50	2	25	1		
US History	50	2	25	1		
CS I	20	1	0	0		
D Art & Anim.	55	2	45	2		
AP CS P	0	0	10	1		
Cul. Arts I, II	25	1	25	1		
AP Lang	0	0	25	1		
Networks	25	1	20	1		
AP Biology	0	0	25	1		
AP US History	0	0	25	1		

Year 4: Add

12 th Grade	Fall	Sections	Spring	Sections	Regular Teachers	SPED Teachers
US G, E	50	2	25	1	1 Math 1 Science 1 Social Studies 1 English 2 CS 0.5 Art	1 SPED
B English	50	2	25	1		
Cybersecurity	20	1	15	1		
Precalculus	25	1	0	0		
Linear Algebra	15	1	0	0		
AP Physics I	0	0	15	1		
M. App Dev.	20	1	15	1		
Web Dev.	20	1	15	1		
G. Design	25	1	20	1		
Eng D & PS	25	1	15	1		
AP Calc	0	0	20	1		
AP Gov	0	0	25	1		
AP Lit	0	0	25	1		
Capstone	50	0	50	0		
AP CS P	0	0	30	1		

The great thing about CA's projected numbers for regular teachers on faculty each year is that they are very predictive. The number of regular teachers we need in each department is unlikely to change even if CA's predicted levels of student interest in individual elective courses varies. CA will be able to make adjustments in the number of sections available for individual elective courses based on student interest while maintaining the number of class sections within each

discipline. This allows us flexibility within CA's master schedule without altering CA's projected number of regular teachers in each department each year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Regular Teachers	6	13	19.5	26	26
YOY Change		+7	+6.5	+6.5	0
SPED Teachers	1	2	3	4	4
YOY Change		+1	+1	+1	0

We do not have great metrics for projecting CA's special education personnel needs before learning CA's incoming students IEPs, because we must tailor CA's special education personnel to the specific needs of CA's students. For budgetary purposes, we project adding one SPED teacher per year, which corresponds with a projection of 15 new students receiving SPED services per year.

In reality, CA will collect all the IEPs of CA's students who accept the admissions offer as soon as we can, so that we can begin work on building up CA's special education department to fit their needs. As soon as we collect CA's incoming students IEPs, CA will work with the Special Education Services at ESC Region 13 to determine what services we need to provide and what new personnel we may need to hire. CA will make these determinations as soon as possible to ensure that we are able to find and hire great candidates for the next school year.

The average salary for all of CA's teachers in Year 1 will be 60,000 with a 1.00% annual raise starting in Year 2.

Payroll Taxes and Benefits

- Medicare Tax

We project Medicare tax costs at the federally mandated rate of 1.45% of payroll.

- State Unemployment Insurance Tax

We set CA's estimated state unemployment insurance tax rate at 2.70% of the first \$9000 of each employee's annual compensation. As an employer newly liable for state unemployment tax, Texas will set CA's unemployment tax rate at 2.70%.

As a conservative measure, we have kept the projected rate at 2.70% each year.

- Worker's Compensation Insurance

We estimate worker's compensation insurance at 1% of payroll based on insurance quotes.

- Health Insurance

CA will contract with TRS-Active Care to provide health insurance to all of CA's full-time employees. CA's contribution will match the full cost of TRS-ActiveCare 1-HD. This will allow CA's employees to have full health care coverage without the cost coming out of their paycheck. They will be able to pay a group rate to add their spouses, children, or other eligible family members and also have the option of selecting higher premium plans at a cost minus Curie's contribution.

The FY 2020 rate for TRS-ActiveCare 1-HD is \$378 per month or \$4536 annually for employee coverage. This represents a 3% increase from the FY 2019 rate. As a conservative measure, we predict the same increase to occur annually between 2021 – 2025.

Contribution Per Full-Time Employee	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	\$4536	\$4672	\$4812	\$4957	\$5105	\$5258

How this contribution per full-time employee relates to CA's total personnel costs:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
% of Total Personnel Costs	7.22%	6.54%	7.55%	7.55%	7.61%	7.76%

- Dental and Vision Insurance

CA will partner with health insurance providers to offer employees dental and vision insurance plans at discounted rates.

- Retirement Contribution

CA's retirement contribution for each school year is based on the mandated district contribution rate and also the state contribution rate in conjunction with the minimum salary schedule with respect to CA's full-time faculty.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
District Contribution Rate	1.60%	1.70%	1.80%	1.90%	2.0%	2.1% ⁹⁶
Cost	\$2011	\$10,938	\$24,099	\$34,939	\$49,635	\$52,638

In addition to CA's retirement contribution based on the district contribution rate, CA will also be required to contribute at the state contribution rate on CA's teachers' salaries to the extent they exceed the state minimums. For the purpose of estimating cost, we

⁹⁶ Assumption based on 1% increase in existing rate schedule

assume that on average CA's teachers will have 5 years of experience. The minimum annual salary required under House Bill 3 in this case is \$37,350. As a conservative measure, we do not assume an increase in the minimum salary between Year 0 – Year 5. CA's average teacher's salary is projected to be \$60,000 in Year 1 with a 1.00% annual raise thereafter.

To calculate CA's additional retirement contributions based on CA's full-time teachers' salaries exceeding the minimum required, we take the difference between the average teacher's salary each year, subtract the state minimum salary, multiply by the number of teachers on faculty, and then multiply by the state contribution rate for that given year.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time Teachers	N/A	7	15	22	29	29
Salary in Excess of Minimum	N/A	\$22,650	\$23,250	\$23,856	\$24,468	\$25,086
State Contribution Rate	7.50%	7.75%	8.00%	8.25%	8.25%	8.25% ⁹⁷
Cost	\$0	\$12,288	\$27,900	\$43,299	\$58,540	\$60,019

CA's total retirement contributions are the sum of CA's district contribution plus the additional contribution due to higher than minimum teacher salaries.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Retirement Contribution	\$2011	\$23,226	\$51,999	\$78,237	\$108,175	\$112,657
% of Total Personnel Expenses	1.60%	3.61%	3.88%	4.25%	4.36%	4.49%

Contracted Services

- Accounting / Audit

We assume an audit expense of \$10,000 each year starting in Year 1 with 1.00% annual inflation.

- Legal

⁹⁷ Assumption based on no change in rate from 2023 to 2024

We assume \$4000 in legal expenses during CA's startup year and \$10,000 per year thereafter with 1.00% annual inflation.

- Payroll Services

We assume payroll and financial services⁹⁸ amounting to \$20,000 during Year 1 while we are without a chief financial officer. Thereafter, we assume \$0 payroll services cost as CA will perform the services in-house.

- Special Education Services

We assume that 50% of CA's students receiving special education services will need an average of 30 weekly sessions at \$125 per session.

- Curriculum Development

We assume a total cost of \$2500 per year in stipends paid to faculty to develop curriculum for new classes (e.g., Physical Science by Inquiry: Chemistry).

- Directors and Officers Insurance

We assume directors and officer's insurance at \$1000 per year in Year 0 and \$3500 per year thereafter.

School Operations

To ensure reasonable estimates of school operation costs, we charted projected purchases of necessary supplies, materials, equipment, and technology between Year 0 to Year 5. We found that in each case, the good had a numerical basis in students, faculty, or classrooms and in each case whether the entity was a new addition to the school. We used actual costs of all goods used in the simulation. We tabulated everything from staples (copier⁹⁹, standard¹⁰⁰, and heavy duty¹⁰¹) to a refrigerator¹⁰² for the staff lounge. Examples:

- Classroom / Teaching Supplies & Materials

5 pencils per student x \$0.083 per pencil¹⁰³ = \$0.42 in pencils per student per annum

5 dry erasers per classroom x \$2.00 per eraser¹⁰⁴ = \$10 in dry erasers per classroom per annum

⁹⁸ Provided by ESC Region 13

⁹⁹ 300 per student at \$0.005 per

¹⁰⁰ 150 per student at \$0.0002 per

¹⁰¹ 50 per student at \$0.0042 per

¹⁰² Kenmore 79349 (22 cu. Ft.) at \$979.94

¹⁰³ Dixon #2 HB Soft

¹⁰⁴ EXPO brand

- Supplies & Materials (Other)
14 standard toilet paper rolls per student x \$0.63 per roll¹⁰⁵ = \$8.82 in toilet paper per student per year¹⁰⁶
- Equipment / Furniture
25 student chairs per new classroom x \$50 per student chair = \$1250 in student chairs per new classroom
- Technology
1 digital projector¹⁰⁷ per new classroom = \$280
1 professional laptop¹⁰⁸ per new full-time staff member = \$700
- Office Expenses
5 business envelopes¹⁰⁹ per student x \$0.02 per envelope = \$0.10 in business envelopes per student
- Board Expenses
We assume a cost of \$150 per board member per year to complete necessary board member training.
- Special Education Supplies and Materials
We assume \$200 per special education student
- Textbooks / Workbooks
We assume \$150 per teacher (teacher resource)
- Telephone
We assume a cost of \$180 per year to cover a mobile subscription for the CEO's mobile school line starting in Year 0. At Year 1, we add \$180 to cover the mobile subscription cost for the main office line. These costs are based on \$15/month for unlimited talk and text and 3 GB of data usage.
- Student Testing & Assessment
CA will use the NWEA's Measures of Academic Progress adaptive assessments to measure reading, mathematics, and language usage among CA's new students during orientation to help inform CA's course placements and measure growth over time.

For each year starting with Year 1, CA will pay a \$1,500 annual license fee, plus an annual fee of \$13.50 per student tested.

$$\$1500 + (\$13.50 \times 100) = \$2,850 \text{ per year}$$

¹⁰⁵ Scott Essential Professional 100% Recycled Fiber; 2-Ply

¹⁰⁶ 14 rolls were also used as an estimate for cost on a per staff member basis.

¹⁰⁷ ViewSonic PA503S

¹⁰⁸ Lenovo ThinkPad E580

¹⁰⁹ AmazonBasics #10 Security-Tinted Envelope

- **Field Trips**
We budget for \$100 per student per year starting in Year 1 to cover field trip expenses.
- **Staff Development**
We budget for \$150 per full-time teacher per year starting in Year 1.
- **Staff Recruitment**
We assume an average expense of \$300 per open staff position per year with a conservative retention rate estimate at 80% YOY.
- **Student Recruitment**
We assume an average cost of \$50 per new student in the upcoming year starting in Year 0.
- **Travel (Staff)**
We assume minimal staff travel and so budget \$10 per staff member per year—primarily to serve as an estimate for fuel reimbursement on a case by case basis.

Facility Operation & Maintenance

- **Insurance**
We assume an annual cost equal to \$1.00 per square foot.
- **Janitorial Services**
We assume an annual cost equal to \$2.00 per square foot.
- **Building and Land Rent / Lease**
Year 1-2: As a conservative measure, we used the estimated annual lease cost of the realistic temporary facility plus 20% as our budget for annual rent
Year 3-5: We used an estimated our annual budget for rent based on bridge financing from Building Hope of \$7,000,000 at 6.0% interest to arrive at \$500,000 per year.
- **Repairs & Maintenance**
We assume an annual cost equal to \$1.50 per square foot.
- **Security Services**
We assume \$1200 per year for security cameras and equipment
- **Utilities**
We assume an annual cost equal to \$1.50 per square foot.

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.”

The applicant has no documents in response to this attachment.

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/](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

Curie Academy
Statement of Financial Position - Unaudited
As of December 3, 2019

	Totals
Assets	
Current Assets	
Cash and cash equivalents	\$ 25
Accounts receivable	\$ -
Prepaid expenses	\$ -
Total current assets	<u>\$ 25</u>
Property and Equipment, net	<u>\$ 3,153</u>
Total Assets	<u><u>\$ 3,178</u></u>
Liabilities and Net Assets	
Current Liabilities	
Accounts payable	\$ -
Accrued liabilities	\$ -
Deferred revenue	\$ -
Current portion of long-term debt	\$ -
Total current liabilities	<u>\$ -</u>
Long-Term Debt	<u>\$ -</u>
Total Liabilities	<u><u>\$ -</u></u>
Net Assets	
Without Donor Restrictions	\$ 3,178
With Donor Restrictions	\$ -
Total Net Assets	<u>\$ 3,178</u>
Total Liabilities and Net Assets	<u><u>\$ 3,178</u></u>

Curie Academy
Statement of Activities - Unaudited
June 4, 2018 - December 3, 2019

	Totals
Revenues	
Donations	\$ 21,658
Total Revenues	<u>\$ 21,658</u>
Expenses	
Furniture/Equipment	\$ 270
Licenses and Fees	\$ 300.68
Marketing	\$ 585
Office Expenses	\$ 6.43
Professional Services	\$ 801
Personnel	\$ 16,758
Software	\$ 27
Technology	\$ 2,845
Travel	\$ 41
Total Expenses	<u>\$ 21,633</u>
Net Assets	<u>\$ 25</u>

Curie Academy
Statement of Cash Flows - Unaudited
June 4, 2018 - December 3, 2019

	Totals
Cash flows from operating activities:	
Donations	\$ 21,658
Payments to personnel for services rendered	\$ (16,758)
Payments to vendors for goods and services rendered	\$ (4,606)
Net cash provided by operating activities	<u>\$ 295</u>
Cash flows from investing activities:	
Purchase of furniture/equipment	\$ (270)
Net cash provided by investing activities	<u>\$ (270)</u>
Cash flows from financing activities:	
Issuance of long-term debt	\$ -
Principal payments on long-term debt	\$ -
Net cash provided by financing activities	<u>\$ -</u>
Net increase in cash	
Cash at beginning of period	<u>\$ 21,658</u>
Cash at ending of period	<u><u>\$ 25</u></u>

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.

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Note: Curie Academy was formed as a 501(c)(3) private foundation in 2018 based on the expectation that Curie Academy CEO would likely be the sole contributor of funding until 2020. Thus, Curie Academy filed a Form 990-PF for the 2018-2019 tax year. Curie Academy has since filed to change its status to a 501(c)(3) public charity.

990 FORM

PAGES 367 to 378 = 12 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

12 PAGES HAVE BEEN WITHHELD

Attachment 37: Plan for Insurance Coverage

Provide, as **Attachment 37**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance might include workers' compensation, liability, property, indemnity, directors and officers, automobile, etc.

Curie Academy will secure several types of insurance including –

- Workers' Compensation

Estimated at 1% of total personnel costs for standard coverage

- Property Insurance

Estimated at \$1.00 per square foot of property to cover value of entire property

- Directors and Officers Liability Insurance

Estimated at \$1000 in Year 0¹¹⁰ and \$3500 thereafter¹¹¹

¹¹⁰ Less than 5 employees and \$1,000,000

¹¹¹ Up to 40 employees and \$4,500,000

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Curie Academy

Proposed Charter School Name: Curie Academy

The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.

I. Open Meetings Requirements

cl 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.

cl 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

cl 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

cl 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

cl 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

cl 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

cl 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:

Curie Academy

Proposed Charter School Name: Curie Academy

VII. Admission and Enrollment

- cl 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.
- cl 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.
- cl 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.
- cl 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.
- cl 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)

- cl 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

- cl 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.
- cl 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: Curie Academy

Proposed Charter School Name: Curie Academy

cl 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).

cl 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

cl 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

cl 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

cl 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.

cl 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.

cl 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

cl 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: Curie Academy

Proposed Charter School Name: Curie Academy

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.

Cassian Choucair

Printed Name of Sponsoring Entity Board Chair

Cassian Choucair

Signature of Sponsoring Entity Board Chair

January 19, 2020

Date