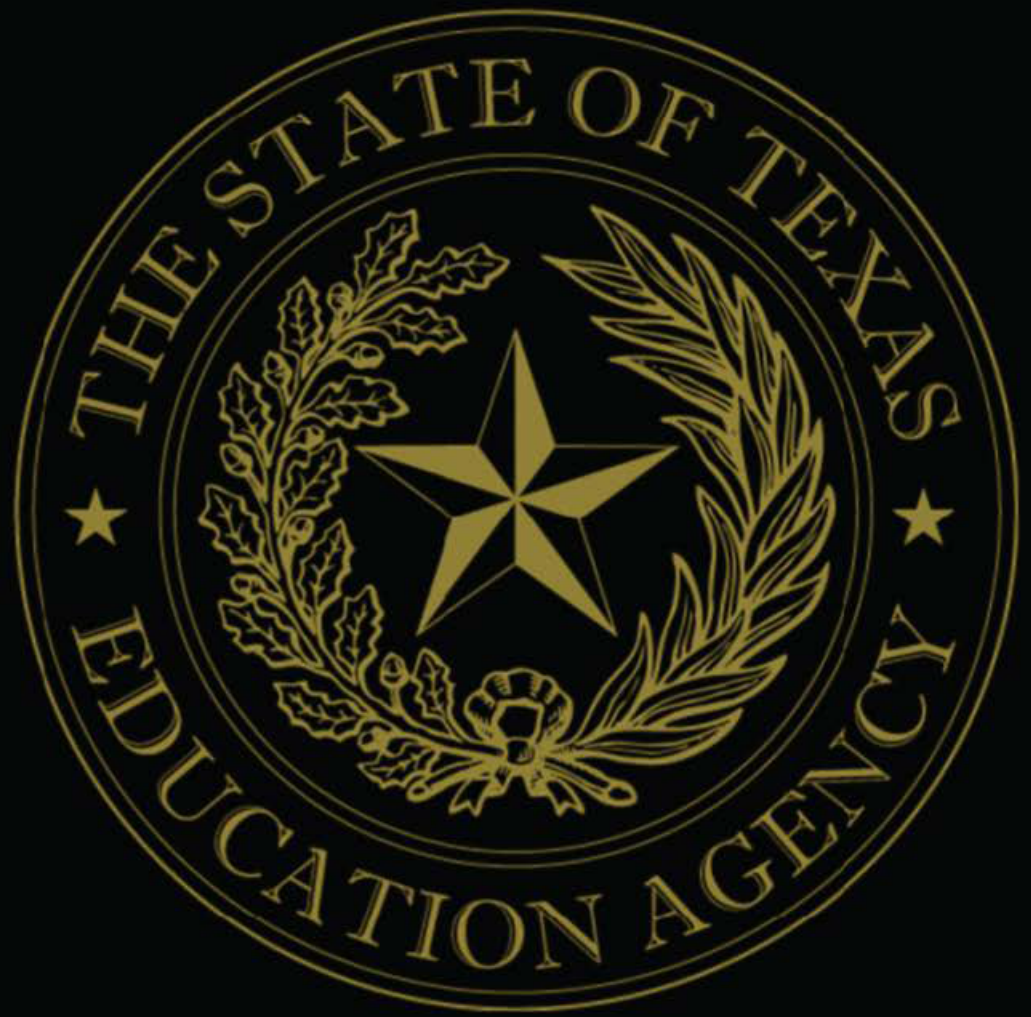


Texas Education Agency
1701 North Congress Ave.
Austin TX 78701



NEW OPERATOR

GENERATION 29

OPEN-ENROLLMENT CHARTER APPLICATION

NARRATIVE DOCUMENT



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CHECKLIST

Attachments

Click on each attachment title to access the corresponding attachment coversheet.

ELIGIBILITY

- ☐ [E1 Articles of Incorporation](#)
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Entrepreneur High School

Name of Proposed Charter School

REAL ED TEXAS

Name of Sponsoring Entity

Entity is a 501(c)(3) Nonprofit Organization

New
Operator

Contact Information

Contact Name: Alex Lucero

Email Address: a.lucero@realedtexas.org

Phone Number: 818-599-6567 cell

Board Chair: Silver Vasquez

Superintendent: Alex Lucero

Facility Location(s)

Number Campuses Requested (Years 1–5): 2

Anticipated Zip Code for Each Campus (Year 1):
78237, 78227

Addresses for all known campuses (Year 1):
N/A

Enrollment Projections (Years 1–5)

Maximum Enrollment Requested: 1,200

Specific Grades Requested: 9-12

Year	EE 3	PK 4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1												100	100			200
Year 2												125	125	125		375
Year 3												150	150	125	125	550
Year 4												250	250	150	125	775
Year 5												275	275	275	150	975

Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

The applicant team received paid legal services from the law firm of Schulman, Lopez, Hoffer, and Adelstein, LLP

EXECUTIVE SUMMARY

In no more than two pages, provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

REAL Education Texas (RET) and E-High School will prepare high school students on the Westside of San Antonio for success in college and a career of their choice. We will do so by providing a unique academic program in Entrepreneurship that has been carefully crafted to ensure we engage students in the process of learning and unlock their potential for greatness at every step of the way.

Entrepreneurship as a field of study is relatively new to K-12 education, but the mindsets, skillsets, and experiences that an entrepreneurship education provides students are critical to success in the modern world. We all want our children to be set up for success in a challenging job market, especially as the economy is in disarray. It takes a driven, thoughtful, and solutions-oriented person to launch and run a business -- all children benefit from learning to approach school and work this way. We want all children to make decisions for themselves someday, regardless of the neighborhood they were born in or the socioeconomic status of their parents, but we need to teach them to do so logically and fearlessly. Like mindsets, the skillsets of entrepreneurship are also able to be applied widely -- it is valuable for every person to be able to see a challenge, design solutions for that challenge, and develop a product that solves the problem. Moreover, the experiences students gain in a strong Entrepreneurship program -- learning to make a pitch in front of an audience, interning with local technology company, etc. -- are all incredibly valuable and sought after,

We are proposing the only Entrepreneurship-focused school program on the Westside, and our academic model was deeply informed by the work we did in our community to understand the strengths of our proposed neighborhood and to determine the knowledge and abilities community members want their graduates to possess when they graduate high school. What we learned from countless conversations with community members is that the Westside is a proud community that is desperate for its children to get a leg up in life, and community members believe that Entrepreneurship education will set their children up for lifelong success. At Entrepreneur High School ("E-High"), every student is on an individual path to excellence, and our program is designed to help them discover their interests and strengths as we prepare them to live rewarding and self-directed lives full of choice. In order to make this happen for all students, we focus on helping them build the right mindsets, skillsets, and experiences to be prepared for college and beyond.

At E-High, we are committed to educating the "whole child" as part of a balanced educational program where we know that students are much more than a test score, but we also believe academic results do matter. We know that relationships are key to ensuring students reach their promise as learners, to get the best results from everyone, and to unlock the most growth from our students. This includes relationships between staff and parents, staff and students, and staff and staff. We strive to exceed all expectations -- including those of our students, our families, our community, our partners, and our authorizer -- and we offer excellent customer service in everything we do. We are committed to be a lighthouse example of educational innovation and demonstrate a commitment to student learning that is unrivaled, including using education best practices to produce students who are college and career ready, ensuring the highest ethical standards in everything we do, and constantly demonstrating that student safety is of the utmost importance in schools.

To ensure we meet our goals, we will strive to excel in the implementation of our educational philosophy:

----> Create an ecosystem where learning is the focus -- including learning for adults in a focused Professional Learning Community environment.

----> Foster an environment where employees lead by example with the belief that all students will achieve high levels of academic performance.

----> Ensure alignment of all curriculum and programming to support students in reaching the expectations set by the Texas Education Agency and the Texas Essential Knowledge and Skills (TEKS).

----> Set and maintain a culture of high expectations for student learning in which data inform every aspect of what we do as an organization.

EXECUTIVE SUMMARY

----> Develop and provide high-quality and focused instructional leadership capacity and ongoing adult coaching support aligned to our instructional framework.

----> Be innovative and apply research-based best practices to maximize student engagement in the learning process.

----> Focus available financial resources toward achieving our mission helping each student reach their learning potential, and aggressively pursuing external funding.

----> Maintain quality facilities that match our innovative academic programming.

----> Recruit and retain a motivated and highly-qualified staff.

----> Meaningfully engage parents and community in the educational process.

----> Ensure educational equity and access for all students regardless of background.

Our world-class academic program, supported by a high-expectations culture built on the absolute belief that all children can succeed, is anchored by a specialty program in Entrepreneurship that is not available anywhere else in the targeted area. At E-High, Entrepreneurship is more than just a course or a set of classes – it is a purposefully designed pathway of courses and projects for all E-High students to take, intentionally calibrated to build their Entrepreneurial mindset and their Entrepreneurship skillset, while also providing them with real-world experiences that will change their lives. This mindset-skillset-experience framework creates active and involved students by focusing on academic achievement, character development, and hands-on project work that allows them to practice actual entrepreneurship in a controlled environment.

Our vision is that E-High will transform our communities by raising expectations for achievement, offering a high level of opportunity, and educating the next generation of leaders.

.....

Capacity of Leader and Board

Our proposed leader, Mr. Alex Lucero, is an experienced charter school founder and successful leader, having launched and led REAL Journey Academies (RJA) in California for fourteen years. While REAL Education Texas is not connected to RJA in any formal way, the experience Mr. Lucero gained there will be vital to the success of our school in San Antonio. At RJA, Mr. Lucero was able to design and develop an Entrepreneurship-focused high school as one of the five RJA campuses he managed in California's Inland Empire. The school is popular, overenrolling every year it has been opened, and student performance is strong, with many students pointing to the purposefully designed Entrepreneurship program as the reason why they are so engaged and successful in school. Mr. Lucero will bring the lessons he learned designing that program, launching and growing a charter school organization, managing a school and network team, and other key aspects of the work to his role as Founder and Superintendent at Real Education Texas. We expect that this deep experience will serve him well and will ensure RET and E-High are successful.

The Board of Directors of Real Education Texas is a team of local volunteers from the greater-San Antonio community who believe all children can succeed, all children deserve access to a great education, and Entrepreneurship education is essential for all children to unlock their potential for success in college and the world beyond. Our board includes academic experts, financial experts, and general management experts, each of whom is committed to ensuring our Superintendent is set up for success and is executing on the school's mission and vision and within the school's values system.

(The contents of this application have been adapted from RET's Generation 28 Charter Application.)

GEOGRAPHIC BOUNDARIES

NOTIFICATION

See [Attachment E4 Statement of Impact Notifications](#)

GEOGRAPHIC BOUNDARIES

Alamo Heights ISD, Boerne ISD, East Central ISD, Edgewood ISD, Floresville ISD, Fort Sam Houston ISD, Harlandale ISD, Judson ISD, Lackland ISD, La Vernia ISD, Medina Valley ISD, North East ISD, Northside ISD, Randolph Field ISD, San Antonio ISD, Schertz-Ciboloo-Universal City ISD, South San Antonio ISD, Southside ISD, Southwest ISD

PRIMARY BOUNDARIES, if applicable

N/A

CAMPUS GROWTH SCHEDULE

Number of campuses opening in each year:

Y1 Y2 Y3 Y4 Y5

CAMPUS-LEVEL OPERATIONS

Number of campuses in the district of location that serve similar grade clusters (elementary, middle, secondary).

Charter:

Traditional ISD:

PRIORITY POINTS [OPTIONAL]

- ☒ Proposed to locate (Year 1) in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.

District Name: San Antonio ISD

Campus Name: Rhodes Middle School

- ☐ Proposed to locate (Year 1) in a [Qualified Opportunity Zone](#). The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

County Name: _____

Census Tract Number: _____

DEMOGRAPHIC PROJECTIONS [YEAR 1]

Provide the anticipated demographic percentages for the main campus that will **open in Year 1**. Applicants must also provide demographic data for the district of location. Data is available on the [TEA Texas Academic Performance Reports](https://tea.texas.gov/academic-performance-reports/) website and [TXschools.gov](https://txschools.gov).

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Education	Gifted/Talented
Main Charter Campus											
6%	90%	3%	0%	0.5%	0%	0.5%	90%	21%	66%	13%	5%
District of Location											
San Antonio ISD											
6%	90%	3%	0.1%	0.5%	0%	0.5%	87.5%	21%	66%	13%	7.5%

Provide a rationale for selecting the proposed geographic location. Where demographic projections deviate significantly from the surrounding districts, explain the reasoning for the targeted student population.

With E-High, we are proposing a unique model that blends college-preparatory academic rigor with deep and meaningful preparation for students in an area of study that will help them attain meaningful employment after secondary school or college. This program is designed to even the playing field for students from all backgrounds so that our most at-risk students, those who are often left behind or failed by their schools, have the same access to opportunity as their peers. With this mission in mind, we have chosen San Antonio's Westside as our target location.

We are specifically targeting the Westside neighborhoods in ZIP codes 78207, 78237, 78227, and 78228 because the need for a high-quality public high school option in these communities is so great. In 2018, the City of San Antonio released a report that showed that the "San Antonio-New Braunfels Metropolitan Statistical Area (MSA) ranks highest for poverty among the 25 most populous U.S. Metropolitan Areas" at 20% of the population living in poverty from 2013-2018. (Link below.) The study also showed a large disparity in poverty rates between Hispanic citizens of any kind (21%) and White Non-Hispanic citizens (11%). With only 26% of residents attaining a Bachelor's degree or higher, San Antonio also trails Bexar County (27%), the state of Texas (29%), and the United States (31%) in higher education attainment. Our goal is to help our students end the cycle of poverty that has afflicted our city for generations. (<https://www.sanantonio.gov/Portals/0/Files/HumanServices/FaithBased/2019PovertyReport.pdf>)

The Westside is among the most impoverished in the city, with 41% of the residents of the 78207 ZIP code living below the poverty line, far exceeding the 17% rate across the rest of Bexar County. The average family income in our target areas is \$15,000-\$29,000 per year, and 12%-16% of the adults in the target area are unemployed. While the statistics are dire, the community remains bright and vibrant and is part of the fabric of what makes our city great. Westside neighborhoods are the cultural heart of San Antonio, with arts and community organizations like Center the Guadalupe Cultural Arts Center and the Westside Community Center among many that have supported residents there for decades.

Great schools offer communities hope for the future of their neighborhood and provide a source of pride for residents. It does not seem appropriate to list the failing schools here – we know that even struggling schools are full of educators who are trying hard and want to do the best for their students. Performance information for

middle schools, which would feed into our high school program, is publicly available and clearly shows the need for great high schools on the Westside. Instead, we will focus on the high schools in the area we intend to serve. Lanier High School, which is the SAISD high school within our current target geographic area, earned a "C" on the 2021-2022 Accountability A-F scale and has a graduation rate of 87%. Our geographic area also includes Edgewood ISD, where Kennedy High School, located just south of our target area, was "Unrated" on the Accountability A-F scale and had a graduation rate of 91%. Memorial High School, located in the heart of our target area in ZIP code 78228, earned a C on the A-F Accountability scale and has an 88% graduation rate. While those represent results that range from poor to average, we believe we can be part of the solution to increase performance for all students on the Westside and will aim for an A or B rating and a graduation rate above 95%. One of the biggest factors in our decision to serve the Westside, along with the significant demonstrated need, is our board of directors' connection to the area. Our board has family, cultural, and educational ties to the Westside communities we have identified for occupancy. This is important because we know that a board of director's personal and collective connection to the mission, vision, and values of a charter school is paramount to school excellence. Our board is deeply committed to getting education right for their community on the Westside and will ensure that we always live up to our mission, vision, and values at E-High.

We intend to make a difference in our Westside community by offering a high-quality public high school option that prepares traditionally marginalized students the opportunity to succeed in secondary school and prepare for post-secondary success. We do not purport to be the only solution to the decades-long challenge to break the cycle of poverty and low school performance on the Westside, but we know our unique program can be a significant part of the solution, and we look forward to getting to work with our Westside students and families.

Our projected demographics do not significantly differ from other local schools.

MISSION, VISION, DESIGN ELEMENTS

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

MISSION STATEMENT

State the mission of the proposed school.

E-High School creates active and involved citizens by focusing on academic achievement, character development, and service to the community. At E-High Schools, administrators, teachers, and parents work as a team to help our students acquire the skills and resources necessary to be successful in high school and in life as they prepare for college and a career of their choice.

VISION STATEMENT

State the vision of the proposed school.

Our vision is that E-High School will help transform our community on San Antonio's Westside by raising expectations for achievement, offering a high level of opportunity to all students, and educating the next generation of leaders through an innovative education model focused on college and career readiness through entrepreneurship.

DESIGN AND INNOVATION

Describe the school design and explain how it will improve student learning, increase the choice of high-quality educational opportunities in the proposed area, create professional environments that will attract new teachers to the public school system, set a high standard for school accountability and student achievement, and encourage different and innovative learning methods.

The contents of this section have been adapted from RET's Generation 28 Charter Application.)

At REAL Education Texas's E-High School, our academic model is intended to accomplish two goals: (1) prepare every student for success in the college or career of their choice, and (2) ensure every student who graduates from our school does so with the mindsets, skill, and experiences necessary to be a successful entrepreneur.

Our Lead Founder, Mr. Alex Lucero, has over a decade of experience leading a high-performing entrepreneurship charter school network, and while REAL Education Texas and E-High School are separate and new ventures designed for specific students in San Antonio, the fundamentals of the model remain the same. Mr. Lucero's experience has led us to our two core beliefs about academics and instruction at the high school level: (1) All students benefit from learning entrepreneurship as part of their high school program, and (2) A strong high school academic program must focus on mindsets, skills, and experiences in equal measure.

Our core academic program is designed to develop the mindsets necessary for students to be successful in school, the skills necessary for them to take on life's most rigorous challenges, and the experiences necessary to help guide them to make informed decisions about their futures.

.....

The Core Model

Our core academic model is designed to put a high-quality professional teacher in every classroom, provide them with high-quality professional development so they improve continuously, and provide them with high-quality instructional material to ensure students are always learning material aligned to grade-level standard TEKS and doing work worthy of their best effort.

In our core classes, teachers use backwards planning in order to design unit and lesson plans that address all the grade- and course-level appropriate TEKS in the most rigorous, engaging, and accessible way possible while

focusing on providing as many opportunities as possible for active learning. E-High School teachers design meaningful learning experiences for all students and ensure we meet the needs of diverse learners. This

commitment to each individual student, regardless of their learning needs, is fully aligned with our mission to create an inclusive, close-knit, and engaged learning community. Doing this work right requires that teachers be constantly engaged in self-reflection, where they incorporate feedback from regular coaching and adjust in real time to support evolving student needs. This approach centers our students and their needs in each classroom, and it ensures the experiences we create for students are designed to address their individuality as they learn the designated facts and skills in the TEKS. We use a wide variety of instructional strategies to improve academic outcomes and increase learner engagement, as evidenced below.

English Language Arts Department

The English department follows the Texas Essential Knowledge and Skills (TEKS) standards. The department's priority is for students to demonstrate their mastery in reading literature, reading informational texts, writing, language, and speaking and listening. Students also engage in expository writing, persuasive writing, and narrative writing in business (i.e., "pitching"). Students engage in critical thinking and analysis of micro/macro world perspectives and implementing them in discussion and writing. Students engage in discourse through whole groups, small groups and paired discussion to stimulate ideas.

Mathematics Department

E-High School math classes are heavy on student practice time and light on teacher talk time. This allows students to get many "at bats" with challenging concepts, allowing them to work their way from first exposure to a piece of content to conceptual understanding of the problem procedural accuracy in answering the problem. We are not laser-focused only on getting the answer right – students must also come to understand why the answer is right. Within our math lessons, there are segments for practical application of knowledge that allow for further and deeper understanding of the content. We also use technology tools like IXL to provide students with individual help in numeracy and procedural fluency necessary to understand the grade level content.

Social Sciences Department

Throughout the department, historical content is integrated within literacy and historical thinking skills that are aligned with TEKS standards. As a department, our Social Science team seeks to develop critical and analytical thinkers who are curious about the world. With that, our assignments require students to work collaboratively and achieve at high levels by being self-directed learners, adept at learning how to learn.

Science Department

The Science department aims to use science and engineering to teach students "inquiry" in science and the range of cognitive, social, and physical practices that it requires. The goal is to teach students to think and solve problems in the ways that scientists do. The use of inquiry-based lessons allows our students to reflect on their learning process as they go, which allows them to learn how they learn better. Lastly, most inquiries that students work on require them to work in groups, thus teaching students to collaborate and communicate effectively with each other and with their teachers.

Foreign Language Department

In our Foreign Language Department, all lessons are based on the four core areas of language development (listening, speaking, reading, and writing). Our priority at the beginning of the year is to tap into the cultural standards in order to hook the students into learning a new language. Keeping the entrepreneurial mindset front and center, even in foreign language courses, we have students think about places they will travel to, or possible jobs where the language they study will be used. We later move on to the foundations of the language. TEKS standards guide us to teach about everyday use of the language. We follow the standards and relate them to our E-skills, therefore, reaching the learning outcomes.

Physical Education

At E-High School, the goal of the Physical Education department is for each student to leave feeling confident and competent in leading a healthy and active lifestyle. The department focuses on teaching students how to Communicate Effectively, Work Collaboratively, and Learn How to Learn, in addition to objectives relating to the importance of strong and healthy bodies for the stamina it takes, both mentally and physically, to run a business successfully. Students are required to demonstrate knowledge at specific points in each physical education course, and they are expected to communicate effectively with the rest of the class at all times.

Career Technical Education (CTE)

The goal of Career and Technical Education (CTE) is to prepare students to enter the workforce and obtain high-

skill/high-wage employment. At E-High School, we also use our CTE courses to support students' college-preparatory work, as they prepare to enter post-secondary education in a technical school, two-year college, or four-year university.

Foremost, our CTE program focuses on developing an Entrepreneurial mindset and skill-building by integrating discipline content with internship applications of each of the pathways in Entrepreneurship. CTE pushes students to think critically and solve complex problems through case studies, applying workplace skills in the internships, and interacting with community customers. In our Entrepreneurship courses, we teach students how to communicate effectively by communicating with customers and with each other frequently. Students build businesses together at E-High, and they learn through the experience of applying the knowledge and skills required, as there are tasks that students create in order to move the businesses forward. Finally, because students oversee the businesses and learn how to make their own business in their courses, our focus on CTE Entrepreneurship Pathways ("ePathways") helps them develop an entrepreneurial mindset.

With our well-defined academic model in mind, we have devised the following course sequence for E-High School students.

.....

Entrepreneur High School (E-High) Graduation Course Sequencing by Subject Area --> English Language Arts:

English 9

English 10

English 11

English 12

.....

Mathematics:

Financial Algebra -or- Algebra I Algebra I -or- Geometry

Geometry -or- Algebra II -or- Precalculus Statistics -or- Calculus -or- Precalculus

.....

Foreign Language: Spanish I

Spanish II Spanish III

AP Spanish (optional)

.....

Physical Education

Physical Education I

Physical Education II (optional)

.....

Social Science:

World History

US History Since 1877

U.S. Government / Texas History & Government Macro Economics / Micro Economics

.....

Science:

Biology Chemistry

Physics or Physical Science

AP Biology, Chemistry or Physics (optional)

.....

Fine Arts:

Theater or Digital Art or Art

.....

Electives:

Success 101 and Career Exploration I Financial Literacy & ePathways Introduction ePathway Courses* (2)
ePathway Courses* (2) -and- Internship (2)

*ePathway Courses are aligned to the specific Career Pathway selected by the student. General Education courses are listed. All courses have an Honors option. Most 11th and 12th grade courses have a Dual Credit option.

.....

This particular course sequence ensures we are able to get every student who attends E-High to graduate within four years while still getting the full experience of our Entrepreneurship program. For more on that program in particular, see below.

.....

The Entrepreneurship Pathway ("ePathway")

Our Entrepreneurship Pathway is unique and innovative and perfectly suited to be launched on the Westside of San Antonio. There is not currently a program like it anywhere in the city, and we are proud to introduce this practice-proven program to students who will really benefit from it. Our lead founder, Mr. Alex Lucero, designed the innovative Entrepreneurship program when he launched a charter school network in California more than ten years ago. In the years since, he and his team built that program into one of the most sought after high school experiences in California's Inland Empire, with students traveling many miles each day to get to school just to take part in the entrepreneurship-focused academic program there. And although REAL Education Texas and E-High are not officially affiliated with the network in California, Mr. Lucero brings all ten-plus years of experience designing and running such an innovative program to this effort, and students on the Westside will reap the benefits.

At REAL Education Texas's E-High School, we build students "entrepreneurial spirit" by focusing on what matters most: helping them develop the mindsets, build the skillsets, and have academic experiences that will prepare them for success in college and in an increasingly competitive and entrepreneurial world.

Entrepreneurial Spirit:

This is not an ordinary high school – we focus on college and career readiness by instilling in students what we call the Entrepreneurial Spirit. Entrepreneurial Spirit is an attitude & “approach to thinking that actively seeks out change, rather than waiting to adapt to change. It is a mindset that embraces critical questioning, innovation, service and continuous improvement.” Columbia University Office of Career and Leadership Management, <https://blogs.cuit.columbia.edu/csswcareerservices/2020/05/26/applying-an-entrepreneurial-spirit-to-your-career/> Someone with an Entrepreneurial Spirit has passion and purpose with a unique skillset to be successful in post-secondary or career.

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eSkills:

Once we have laid the foundation by building the Entrepreneurial Spirit in each of our students, we focus on building a very specific set of skills associated with successful entrepreneurship. These “eSkills” are infused throughout the curriculum, and each course a student takes in their four-year sequence of courses has a set of associated eSkills that students are building as they learn the content of the course. These eSkills include visual

thinking, storytelling, reflecting, prototyping, interviewing, analyzing data and text, experimenting, writing, working in teams, providing feedback, pitching, and ideating. This intentional infusion of skills from 9th grade to 12th grade means that no matter what content students are learning in our classrooms – from literature to geometry to chemistry – they are always asked to systematically build and practice specific skills conducive to successful entrepreneurship. We also require specific end-of-year projects at each grade level to intentionally introduce students to grade- and skill-development-appropriate work production, as learning to actually produce material is an important aspect of learning entrepreneurship.

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Grade-specific Entrepreneurship Courses of Study:

Entrepreneurship is not something we expect our students to experience prior to coming to us for high school, so we plan to intentionally introduce essential knowledge and skills to our students.

9th Grade Experience --->

The goal of our 9th Grade Entrepreneurship courses of study is to set the foundation of knowledge in the subject and allow our students to explore the possibilities that studying entrepreneurship provides. We also focus on self-reflection and strengths-mapping, so our students get used to thinking about themselves in the context of entrepreneurship work and build the habit of continuous self-improvement. The 9th Grade Entrepreneurship courses are:

Courses

eSuccess 101. The eSuccess 101 Course is designed to give students a full orientation to the eModel, and the core eSkills. The course will also introduce postsecondary and career options to students.

Career Pathway Exploration. The Postsecondary & Career Exploration Course is a follow-up to the eSuccess 101 course. Students will study a variety of postsecondary paths, as well as an in-depth understanding of each ePathway the school offers. At the end of the course, students will be prepared to select their ePathway.

End-of-Semester Projects

---> eBlueprint Artifact.

The eBlueprint Artifact is an opportunity for students to capture and reflect on their strengths and areas of growth as an entrepreneur practicing each of the different eSkills and applying them to their school life and beyond.

---> ePathway Ranking Project.

Students will present their course rankings to the 11th & 12th grade teachers. In their presentation, students must provide evidence on how their course rankings align with their postsecondary goals, skills, and strengths.

10th Grade Experience --->

In 10th Grade, our students start to build on the foundational entrepreneurship knowledge and skills they learned in 9th grade and test their self-awareness to push themselves to produce more than they might think is possible.

Courses

Financial Literacy. Financial Literacy is a project-driven course focused on preparing students to successfully manage their personal finances in each stage of their lives. Students will learn to make calculated decisions about income, insurance, budgets, banking, investing, loans, credit, retirement, and many others.

Introductory ePathway Course. Students will take their first course in their ePathway sequence. This will be an introduction to courses that will provide students with the foundational skills necessary to be successful in their ePathway courses.

End-of-Semester Projects

---> Personal Financial Plan.

Students will create their own budget with their projected occupational career choice. Students will budget expenses such as housing, transportation, food, child-care, insurance, and other financial decisions. Students will present their zero-based budget to the class as well as a set of support advisors from the community.

---> Lean Business Model Canvas Project.

Students will identify and define all components of Lean Business Model Canvas (LBMC). They will also complete an LBMC using a new idea for a service or product. Students will then do a "Shark Tank"-style presentation of their

LBMC with their original idea.

11th Grade Experience --->

Our 11th Grade Entrepreneurship experience is designed to be fully immersive, so students are moving from learning to think like an entrepreneur to actually producing entrepreneurial ideas and moving those ideas to action.

Courses

Students will continue their ePathway sequence of four courses, with the focus being to build their capacity to design, develop, and deliver entrepreneurial business ideas and products. They will take a combination of introductory and advanced courses during their 11th grade year.

End-of-Semester Projects

---> ePathway Shark Tank Pitches.

Using a slide deck, students will create a 10- to 12-minute presentation to pitch their ideas for a new business, service, or product to a panel of investors, industry experts, local business owners, and community leaders. The pitch will differ depending on the ePathway that the students are a part of. Following the presentation, students will participate in a ten minute Q&A session from the panel.

---> eInternships.

The Entrepreneurial Internships (eInternships) will provide students with opportunities to gain valuable experience and to explore the career path in which they are interested. It will also enable them to apply everything they learned in their ePathway courses. Students will intern with one of the eInternships aligned to the ePathways. Juniors will start their eInternships during second semester. 12th Grade Experience --->

The 12th Grade Experience is designed for students to be able to demonstrate their learning through their experiences. The second semester is designed to give students flexibility to extend into External Internships and Work Experiences or expanded Post-Secondary experiences.

Courses

Students will continue their ePathway sequence of four courses, with the focus in 12th grade of producing innovative and high-quality entrepreneurial work. Students will take advanced ePathway courses and with an opportunity to complete additional dual enrollment courses.

End-of-Semester Projects

In 12th Grade, students can choose from several different projects meant to stretch their ability to apply entrepreneurial mindsets and skills to real-world environments. These include the Entrepreneurship Blueprint (eBlueprint) Defense, eSkills Certification, Business Accelerator, eInternships, and Externships. Students will participate in projects and experiences that match their demonstrated acumen in the subject and their specific accumulated credits.

---> Senior eBlueprint Defense.

The Senior eBlueprint Defense is the portfolio presentation of an individual's journey throughout their four years at E-High. Seniors will build a portfolio of entrepreneurial work and will defend that portfolio in front of a panel of their peers, teachers, and school leaders. This process is meant to be rigorous and will mimic portfolio defenses in college and graduate school programs across the country. This is an opportunity to demonstrate their ability to thrive in college, career, and life. In the Defense, they will showcase the results of four years of rigorous preparation, and they will show the community how they have grown academically and as an entrepreneur. The senior defense is not optional; it is a graduation requirement.

---> Business Accelerator.

The E-High Business Accelerator provides our developing student-developed products or business concepts with access to expert advisers, peer mentorship; and start-up business support such as workspaces, marketing, enabling technology and access to venture capital.

---> eInternships.

The eInternship provides a valuable development opportunity for students to practice the skills they will need to be successful in business within the supportive environment of our school. This experience offers students practical work exposure that is directly related to their field of study, and it allows students the chance to explore potential

career paths before they get into the high-stakes world of business. These "at-bats" in their areas of interest while still in high school provide students with the opportunity to push themselves, make mistakes, and grow through work-based exploration..

---> Externships

The Externship is similar to the eInternship, except the learning experience is outside the school setting within a local business or other professional setting.

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Dual Enrollment

We plan to establish the E-High Dual Enrollment program to offer our students the opportunity to earn high school and college credits simultaneously by taking select courses that are taught at the college level. We intend to partner with a local community college, like Alamo Colleges District, to support this program, and have begun outreach to their K-12 team to ensure we can finalize a service agreement prior to our opening of school in August 2025. Students will be eligible to enroll in dual credit courses as permitted by 19 Administrative Code 4.85(b) and our partner institution.

Students benefit from Dual Enrollment in many ways. They can earn college credits while still in high school, which can significantly reduce the time they spend in college and the cost of obtaining an associates or bachelor's degree. College courses also typically cover in one semester about as much as a general education high school course does in a full year of classes, so Dual Enrollment fundamentally increases the amount of learning they are doing in high school.

The goal of this program is to ensure our students get both the skill-building opportunity of taking advanced classes at the college level and the unique experience of taking those classes in a collegiate environment. This will help them prepare to make the right decisions about their future when the time comes for them to graduate from E-High and will provide them with an opportunity to put several advanced classes on their transcript, which is a differentiator in both the college admissions and career planning processes.

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How will we improve student learning?

Research from *Frontiers in Psychology*, a respected peer-reviewed professional journal, shows that Entrepreneurship Education has a sustained positive impact on students' ability to innovate and think creatively. (Wei. How Does Entrepreneurship Education Influence Students' Innovation? Testing on the Multiple Mediation Model. 2019) When students learn to innovate and think creatively, they become better problem solvers, which is the root of what all schools (especially high schools) are trying to teach their students to do.

Our approach to academic programming – which is based on our belief that (1) all students should learn Entrepreneurship in high school, and (2) students benefit most from a high school program that focuses on building mindsets, developing skills, and providing learning experiences in equal measure – is designed to ensure our students are on a pathway to success from the moment they walk through our doors until graduation.

With that in mind, we are firmly committed to tracking our students' learning via a TEKS- and STAAR-aligned assessment system, which is designed to provide consistent and up-to-date performance information that our teachers and leaders use to ensure we identify learning gaps as they arise and close those gaps quickly.

Our commitment to offering Dual Enrollment courses with a local community college ensures that we are increasing the rigor of coursework for students as they develop strong learning habits and prove themselves ready to take on more challenging opportunities.

The result is an academic program that is calibrated at every step to ensure we are improving our students' learning throughout their high school years.

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How will we increase choice of high-quality educational opportunities in the targeted area?

Our review of local high school choices in our targeted area (the Westside of San Antonio) revealed to us that no area schools currently offer a similar focus on Entrepreneurship for all students from 9th grade through 12th

grade. While several schools offer courses in Entrepreneurship or business, there are not currently any models that are designed to build students' mindsets and skills and to provide mission-aligned experiences for all students in the same way that our entrepreneurship program does.

With the proven power of Entrepreneurship education to improve outcomes for students, and with evidence mounting year-over-year that schools and school systems need to expand a vision of student success beyond just attainment and growth in reading, writing, mathematics, science, and social studies – but with the full understanding and belief that focus on these subjects is essential, just no longer sufficient – we believe our program is perfectly designed to meet the community's need. In our work to engage the local community prior to submitting this application, we heard time and again that community members want their children to learn transferable skills and have “real life” experiences that prepare them to be successful in college or a career as soon as they finish high school. Therefore, we were further encouraged to design the program to meet these needs for high school students and have honed the program design to make sure we are meeting the specific needs and responding to the specific desires of our targeted community. Consequently, we are poised to offer a program that is uniquely positioned to provide an innovative option on San Antonio's Westside community. This is especially true of our Dual Enrollment program, as we heard about the importance of earning college credits in high school from many local stakeholders.

We believe that E-High School can be part of the solution to the decades-long challenge of improving outcomes for students on the Westside by offering a program that does not currently exist in the area and by committing fully to ensuring every student is on a pathway to success from 9th grade to graduation and beyond.

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How will we create professional environments that attract new teachers to the public school system?

One of the biggest challenges facing schools and school systems today is finding and retaining excellent educators. This is especially true of high schools, where subject specialization means schools need to find educators who are subject experts, grade-level experts, and expert technical instructors. We understand this challenge and have built our program to attract new and innovative teachers to the public school system.

The first way we ensure we attract new teachers to the public school system is by positioning ourselves uniquely in the marketplace. There are currently no other schools or school systems that offer a comprehensive Entrepreneurship education to all students the way we propose to do so. Our Lead Founder, Alex Lucero, led a similar school for over a decade and found this type of program is very attractive to industry professionals who are interested in getting into education but do not see a space for themselves or for their skillsets in traditional high school programs. We believe REAL Education Texas will attract similar career-changers when we open in San Antonio.

The second way we ensure we attract new teachers to the public school system is by providing an environment that prioritizes and truly values innovation, flexibility, and growth. We know that expectations for work have shifted post-pandemic, and we believe an essential shift in how we attract new educators to the field must take place in response to the market. Our Entrepreneurship program is designed to be iterated upon and improved by the brilliance our educators bring to work every day. We allow for space to innovate in the classroom and around campus to ensure we take advantage of the talents of our people, including allowing teachers to try new instructional methodologies and to create service- and extracurricular-learning opportunities for students that match their interests and our community's desires while still fully aligning to the TEKS. We offer flexibility in how our teachers complete essential tasks like lesson planning and student/family conferencing, allowing them to work at a pace and in a place of intentionality that matches their own skills and personality types. For example, we have a standard lesson planning tool but allow teachers to iterate on that as they improve their practice. Additionally, we offer staff the chance to use virtual tools for conferencing to more easily connect with families. Furthermore, we commit to differentiated instructional coaching and supports that begin with high levels of support for novices and gradually release more and more responsibility to experienced and successful educators. The result of these intentional measures to shift the way we approach our educators' work is a school system that will attract new professionals to the job and keep them with us at E-High School for many years.

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How will we set a high standard for student achievement and school accountability?

We recognize that student achievement and school accountability are critical to the overall success of our school. We know that the bar for achievement must be raised to the highest grade-level-appropriate standard across all subject levels and all grades to ensure that each of our students is set up for success in college and beyond. We also recognize that the state has set rigorous accountability measures for schools because schools must be teaching students at or above grade level to elicit the best from them, so strong performance on state-level accountability is the best way to ensure we are performing at a level that is conducive to success for all. The first way we set a high bar for student achievement and school accountability is by adopting high-quality instructional materials that are fully aligned to the TEKS in each course and at every grade level. The Texas

Education Agency (TEA) has spent an incredible amount of time, energy, and resources to cultivate and curate their list of approved instructional materials, and we know they have done so to ensure that every child in the state of Texas has the opportunity to learn in a classroom that is built on the rock-solid foundation of a best-in-class curriculum. Adopting our curriculum and the associated curricular materials for each course from this list means we are actively aligning our coursework to the TEKS (and, by extension, to the STAAR assessment) from the outset. As the National Institute for Excellence in teaching (NIET) so aptly puts it, “research confirms what effective educators and policymakers know from practice: The implementation of a “high-quality” curriculum, aligned to rigorous state standards, leads to notable student learning gains.” (NIET, <https://www.niet.org/research-and-policy/show/policy/high-quality-curriculum-implementation>) We set ourselves and our students up for success by using the best tools available to us, and the state’s approved list of high-quality instructional materials is the best tool we have at our disposal for ensuring rigorous coursework throughout our school.

The second way we set a high bar for student achievement and school accountability is by aligning our practices to ensure we are identifying gaps as they form so we can close them quickly – this is true of both student-level performance and school-level performance. At the student level, we have designed a comprehensive assessment system that will provide us baseline, interim, and summative performance measures for all students throughout the school year. School staff use the data they get from these assessments to benchmark each student’s progress toward STAAR/EOC readiness. By using frequent interim assessments, the school can react in real time to performance gaps by providing students with essential intervention supports as need arises. This ensures students are always getting high-quality Tier 1 instruction at grade level AND high-quality Tier 2 instruction at THEIR level in intervention.

At the system level, we use similar data cycles to assess school performance across all functions (academics, operations/finance, and culture) to ensure our school is always making progress toward our goal of meeting or exceeding all state accountability targets, including STAAR/EOC academic accountability, financial accountability via CharterFIRST, and charter system accountability via the Charter School Performance Framework (CSPF). Just like with student academic performance, we use interim data to identify areas for growth so that we can solve any problems in real time and maintain progress to achieving our goals throughout the year. Our Lead Founder and Superintendent, Mr. Alex Lucero, will use a data tracking dashboard which collects student achievement and growth information from our interim assessments (NWEA MAP) and from bi-monthly internal assessments, operational data (enrollment, persistence, attendance, etc.), financial data (days cash on hand), and school culture data (positive family touchpoints, discipline referrals, suspensions, etc.) to track our progress over time, and along with school leadership, he will use that data to ensure we are closing gaps in performance as they arise. Mr. Lucero will present the data to the Board of Directors at each meeting.

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How will we encourage different and innovative learning methods?

Our school model is built on the belief that students learn best when presented with different and innovative learning methods. This is especially true when we talk about teaching something as inherently innovative as Entrepreneurship to all students. By committing to our Entrepreneurship pathway, we commit to providing space

for students to dream big and to use whatever creative methods they can think of to bring their dreams to life. That is the promise of the Entrepreneurial Spirit!

In order to bring that Entrepreneurial Spirit to life, we commit to encouraging different and innovative learning methods in all our classrooms. We do so by providing strong support and guidance to novice teachers, which includes weekly observations and coaching sessions with their managers and technical support walk-throughs from more senior teachers, to ensure they are set up for success from the very start of their time in our classrooms, and then providing more opportunities for personalization and innovation as teachers gain experience. We believe this is the right balance between providing high-impact support to teachers who need it the most (we never want a teacher to fail because they aren't provided with basic supports) and opportunities for more veteran teachers to innovate instructionally so they can better tailor their lessons to the students they are teaching and their own personal style.

Our Entrepreneurship pathway is also full of opportunities for teachers to provide students with innovative and different learning methods. Our End-of-Semester Projects are a great example of this. With students completing two major projects each year from 9th grade to 12th grade, these are an integral part of our program. The type of work being done on these projects ranges from Shark Tank-style pitch-offs to developing personal financial plans to executing a Lean Business Model Canvas Project, each of which take a significant amount of time, sustained effort, and innovative approaches to teaching and learning.

PRACTICE AND PEDAGOGY

Identify specific research-based practices and pedagogical approaches that clearly support the proposed model.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

At E-High School, students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology. To ensure our students are always learning at the highest level and in their zone of proximal development, we have designed a flexible pedagogical model to be implemented in classrooms across the school. Classrooms are generally organized around direct instruction from subject-expert teachers, but that is paired with a heavy dose of project-based learning and blended learning supports. Our teachers develop projects and lessons with scaffolded materials so all students can access content equitably, and they select instructional strategies that ensure that Emerging Bilinguals and students with learning differences can access the content and master the skills that the objective requires. Projects are developed so that students can use multiple modalities in order to complete the task. Google Classroom allows students to submit coursework in a variety of methods. In individual classrooms, students often work in small groups to write feedback, analyze data, and learn cooperatively. Teachers use cooperative groupings throughout the lessons so that students can share and learn from one another, and students use a variety of multimedia and technology strategies to learn new skills, access information, share their learning, and apply what they have learned. They also use online programs to complete various learning tasks and projects, and frequently conduct research via educational websites to gather information needed to complete projects.

Our selection of Entrepreneurship as the primary field of study at E-High is based on research-backed conclusions that studying entrepreneurship and developing entrepreneurial mindsets in high school prepares students for success in college and beyond. In their paper, "The impact of entrepreneurship education in high school on long-term entrepreneurial performance," Elert, Andersson, and Wennberg conclude that studying entrepreneurship in grades 9-12 "increases the long-term probability" of students starting a company later in life. (Elert, Niklas & Andersson, Fredrik & Wennberg, Karl. (2014). The impact of entrepreneurship education in high school on long-term entrepreneurial performance. *Journal of Economic Behavior & Organization*. 111. 10.1016/

j.jebo.2014.12.020.) Furthermore, in the paper, "Relationship Between Entrepreneurial Education, Entrepreneurial Mindset, and Career Readiness in Secondary Students," Rodriguez & Lieber find that "students in entrepreneurship education showed an overall statistically significant increase in entrepreneurial mindset, specifically in communication and collaboration, opportunity recognition, and critical thinking and problem-solving. Moreover, there was a positive association between entrepreneurial mindset gains and perceptions of future career success." (<https://www.nfte.com/wp-content/uploads/2020/05/Relationship-Between-Entrepreneurship-Education-Entrepreneurial-Mindset-and-Career-Readiness-in-Secondary-Students.pdf>)

E-High teachers will use research-based instructional strategies include using graphic organizers, modeling information, the use of video/audio supports for students, scaffolding, inquiry-based learning, the use of cues, activating prior knowledge, read-aloud, context clues, providing feedback, and summarizing/notetaking. Other strategies consist of cooperative learning, hypothesis testing, concept mapping, setting goals, reflecting, K-W-L charts, adapting to learning styles, close reading, conferencing, hands on learning, strategic grouping, formative assessment, guest speakers, jigsaw, annotating, and accountable talk. In addition, we have listed and explained a variety of resources and technology that our teachers utilize below.

In order to maximize learning time, we have adopted research-based materials, resources, and technology to enhance instruction and student learning beyond the textbook. These resources and technologies are aligned with E-High eSkills, standards, and school-wide learning outcomes. These consist of the Google Classroom Learning Management System, Google tools such as Jamboard, Kahoot, Flipgrid, Peardeck/Nearpod, and other aligned technology resources. These resources have proven effective for an Entrepreneurship-focused school at our Lead Founder's charter school network in California. While E-High School will not be affiliated with those schools in any way, we believe it is important to learn from those who have done the work before us. So while there might not be research that directly links these technology solutions with Entrepreneurship education, there is the equally important practical results from a similar school that we will rely upon to make these selections.

School Wide Technology Platforms:

In classrooms across the campus, students will use Flipgrid to turn in voice or video presentations. Nearpod will be used by teachers to check for understanding or provide assessments in a more interactive format, as Nearpod allows teachers to provide several opportunities for the learner to demonstrate knowledge. Assignments can be divided into several sections, and open-ended questions like those most effective in Nearpod are an important opportunity for students to demonstrate knowledge with more than a multiple-choice answer. Teachers will also use Kahoot and Quizizz to check for understanding.

English Department

GoSoapBox is a web-based clicker tool used by educators around the world to keep students engaged and gain real-time insight into student comprehension.

Mathematics Department

The Math department will use Desmos in the same manner that several subjects use Pear Deck, Jamboard, and GoSoapBox in order to engage students and check for understanding. Their primary function is to make slides for students that are interactive. Desmos is like a Pear Deck for math – it has many applications for graphing and mathematical models.

Science Department

Science teachers will use Phet to provide virtual labs and to take abstract concepts and show them in a more real-world scenario. Physics teachers will use Pear Deck and Physics Aviary, which provides simulations to explain physics concepts.

Career & Technical Education (CTE)

CodeHigh will be utilized in our information technology and cybersecurity classes for project development for websites and software programs. We will use Square Point of Sale and Quickbooks for accounting, gamification

tools such as Next Generation Personal Finance, and Student Social Media Simulation for hands-on engagement in technology classrooms. In our graphic design classes, we will use Adobe Creative Suite, including photoshop, inDesign, Illustrator, and Pixlr. In Digital Video Production courses, we will use Adobe Premiere, iMovie, and Final Cut Pro for video editing.

HIGH-QUALITY INSTRUCTIONAL MATERIALS AND INSTRUCTION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

Identify state compliant curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design in the description box. Lastly, identify if the materials are currently evaluated by either the [Texas Resource Review](#) (TRR) or [State Board of Education](#). See [Attachment SD1 TEKS Alignment Documents](#).

CONTENT AREA	GRADE(S)	INSTRUCTIONAL MATERIALS	COURSE(S)	EVALUATION STATUS
Mathematics	9-10	Carnegie Learning Texas Math Solutions	Algebra I, Algebra II, Geometry	On SBOE Adoption List
Reading Language Arts	9-10	Odell Texas High School Literacy Program	English I, English II	On SBOE Adoption List
Science	9-10	STEMScopes	Biology, Chemistry	On SBOE Adoption List
Social Studies	9-10	McGraw Hill TX	World History, US History	On SBOE Adoption List
Other	9-10	Savvas Learning Company; Entrepreneurship: Owning Your Future	Entrepreneurship	On SBOE Adoption List

Click to add a row to the table above.

Click to remove a row from the table above.

Explain why the above instructional materials were selected and discuss how they fit the definition of high-quality: (1) aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We understand the importance of ensuring all of our core courses are built upon high-quality instructional materials (HQIM), as designated by TEA. This ensures the content teachers teach and students learn is fully aligned with TEKS and has been vetted for quality by experts at the Agency. The following is a listing of the HQIM we intend to use in Year 1 of school in each of our four core content areas – Math, English, Science, and Social Studies – along with Entrepreneurship, as requested in this section of the application. All of the materials listed here have been selected from the Commissioner's list of approved instructional materials, and thus meet the definition of "high-quality" as defined by the Texas Education Agency. Further, we will work to identify and remove any content from the selected materials that violates state law and will replace it with appropriate TEKS compliant materials.

Math: Grade 9-10 Carnegie Learning Texas Math Solution

For core math courses, we will fully adopt and utilize the Carnegie Texas Math curriculum and associated materials, following the Scope and Sequence provided for the core required courses of Algebra I, Algebra II, and Geometry. We selected Carnegie for two main reasons: (1) It has been vetted and approved by the Commissioner of Education and the Texas Education Agency and is certified to be high-quality and aligned to the TEKS, and (2) the curriculum

focuses on building conceptual understanding of mathematical concepts rather than just building procedural skill. This was an extremely important part of our decision-making process – we know our students will likely come to us with gaps in their understanding of math, so we have selected a curriculum that is approved by TEA and prioritizes teaching math at the conceptual level, or the “why” level and not just the “what,” so our students truly begin to understand what they are doing when they are performing mathematical calculations. This aligns well with our perspective that students need to be doing hands-on work, often using the Entrepreneurial Spirit to drive their investigation and learning, to ensure they are engaged.

English: Grade 9-10 Odell Texas High School Literacy Program

For the core courses of English I, English II, English III, and English IV (English I and II in Year 1), we plan to adopt and utilize Odell High School Literacy materials and follow the accompanying Scope and Sequence. Since TEA and Odell have recently paused access to the digital platform for Odell, we will plan to use the printed version of materials primarily (or entirely, as the case may be). TEA has stated that they will relaunch the digital version of the materials in January 2024, which aligns fairly well with the launch of our school in Fall 2024, so at that time, we will be able to supplement the printed materials with digital support materials. Odell remains a HQIM adoption by the state of Texas, despite the pause of the online portion of the curriculum, so we are certain it remains a strong selection for our program.

Odell curriculum is designed on three pillars: Knowledge, Inquiry & Agency, and Choice & Flexibility. These align well with our own academic and instructional priorities. According to Odell, “each grade of the HSLP includes a Foundation Unit, five Development Units, and an Application Unit that concludes the year. All units present a combination of optional lessons and activities teachers may choose from. Lessons are designed to span 45-90 minutes, but the total length of a lesson depends on how many activities are chosen. Knowing that the needs of students may vary widely, educators are best suited to make decisions on pacing.” (Odell, Texas High School Literacy Program: Program Guide, pg. 8) This is deeply aligned with our vision for structured but adaptable classrooms in the English department, where we meet the expectations of grade-level TEKS but are fully responsive to individual student needs. Again, from Odell: “in each unit, students read a series of texts to explore a common text or a central topic. Students express their understanding of the core body of knowledge and their development of TEKS that are built into the unit in a Culminating Task—the final assessment of each unit. Culminating Tasks may be written or oral and may be independent or collaborative. Students will create a product (e.g., a video or podcast) or write an essay (e.g., a literary analysis), as well as read, understand, and express their knowledge of substantive texts and topics.” The Culminating Tasks align directly with our own vision for capstone projects at the end of each semester or year in the Entrepreneurship course pathway, which is a helpful cross-curricular alignment piece.

Science: Grade 9-10 STEMScopes Biology, and STEMScopes Chemistry

STEMScopes is the most commonly used science curriculum in Texas because it is fully aligned to the TEKS and provides an inquiry-based, hands-on investigative experience for students. We selected this curriculum for these two reasons. We knew that our science curriculum needed to be aligned to the TEKS without question, and we also believed it was important for our science curriculum to reflect the value we place on hands-on, investigative learning throughout our academic program. STEMScopes provides teachers with a blended learning-based platform that leverages teacher expertise and choice to provide a high-quality learning experience for students. The platform accomplishes this by offering teachers modular ways to teach—using the digital platform to assign activities directly to students, enhancing literacy with printed materials, and providing hands-on labs. According to STEMScopes, “STEMscopes pedagogy has its roots in Bybee’s 5E model, Gardner’s Theory of Multiple Intelligences, and the back-flipped classroom wherein students learn by doing and experiencing rather than passively observing.” This is the core reason why we have chosen to adopt STEMScopes – the curriculum’s design is fully aligned with our vision for classrooms where students do the majority of the intellectual heavy lifting.

Social Studies: Grade 9-10 McGraw Hill TX World History and McGraw Hill TX US History

We have selected McGraw Hill TX as our Social Studies curriculum because it provides the right mix of print and digital materials and resources to provide teachers with flexibility and choice in what and how they are introducing

students to the content but remains tightly aligned to the TEKS throughout the curriculum. McGraw Hill TX was purpose-built for the TEKS, so the material is tightly aligned to what the TEA and SBOE have deemed essential learning and skills for each grade level and course. Our review of the material also showed us that the curriculum engages students with interactive opportunities and resources, compelling storylines, and connections to present-day life. The program includes differentiated instruction that remains rigorous, which is aligned with our vision that all students can succeed if they are provided the right supports. Furthermore, the program helps teachers effectively manage and organize instruction. Using McGraw Hill TX our teachers need only determine how to deliver the material most effectively and how to collect and respond to the right data. E-High teachers will not have to fret about what to put together in a lesson or where to find quality resources.

Entrepreneurship: Grade 9-10 Savvas Learning Company, Entrepreneurship: Owning Your Future

We have selected Savvas Learning Company, Entrepreneurship: Owning Your Future, as our Entrepreneurship curriculum because it also provides a good mix of print and digital materials and resources and offers high-quality project-based learning opportunities for students. Our review of TEA-approved Entrepreneurship curricula produced several high-quality options for us to adopt, but ultimately we selected Savvas because Entrepreneurship: Owning Your Future provides step-by-step supports for students to design a business plan, and the curriculum has a strong financial focus. We also gave credit to the curriculum for focusing on softer or more niche skills like communications, negotiating, business ethics, social responsibility, and goal-setting. Students in this curriculum are taught a "design-thinking" approach to business development, including ideation, business model validation, creation, operation.

Project-Based Learning (PBL): To be determined

We intend to interweave PBL throughout our core curriculum and Entrepreneurship curriculum. The specific plan for integrating high-quality, TEA-approved Project-Based Learning will be developed in the planning year with a community co-design working group. The group will be made up of various stakeholders, including future school leaders and teachers, families, and community leaders. The group will be tasked with reviewing various TEA-approved PBL programs and selecting the program that best fits the needs of our students.

Describe the process for systematic review, adoption, continuous improvement of High-Quality Instructional Material (HQIM).

If offering early elementary grades, discuss the selected literacy materials and how they meet research-based best practice in the science of teaching reading.

If developing instructional materials locally, describe the plan for development and personnel responsible for ensuring the materials meet the definition of high-quality.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Our goal whenever we consider adopting instructional materials is to identify high-quality curriculum resources that are aligned with Texas state standards to maximize student achievement. E-High will work diligently to ensure that we fully understand and align our instructional program to the TEKS in order to meet the diverse needs of our students, and the best way to ensure this happens quickly and effectively is to adopt materials that the TEA has already vetted and approved for grade-level and course-specific use.

Therefore, for our material adoption process, we will exclusively utilize TEA's list of approved high-quality materials. Once the state determines materials are eligible for adoption, including covering 100% of required English Language Proficiency Standards, we will initiate a local adoption process for E-High School.

The local adoption process in E-High School will include the following steps:

1. An Internal Curriculum Material Adoption Team is selected (Subject Matter Experts including teachers, administrators including the Principal and Assistant Principal, and support staff)
2. The Internal Curriculum Material Adoption Team will go through a facilitated process to fully “unpack” and understand the related TEKS standards.
3. Administration will secure copies of the top 5-10 TEA-approved materials, including instructional and instructor materials, from the appropriate vendors. The team will confirm that the selected materials comply with state law.
4. The Internal Curriculum Material Adoption Team will go through a facilitated process to evaluate and rate the curriculum materials in the context of our specific academic program and instructional model. The RET Internal Team’s ratings will be made based on the alignment to the TEKS and the usability of the materials from the team’s perspective. The top two or three materials will be selected for the next step of the process, depending upon the grade level and course being assessed.
5. The Internal Curriculum Material Adoption Team will be expanded to include members of the school community, including parents.
6. The expanded Curriculum Material Adoption Team will review the materials in a facilitated process designed to determine alignment to local norms, including cultural and ethnic value alignment. The team will ensure the materials will enrich and support the TEKS curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served. The Curriculum Material Adoption Team will recommend a single set of curriculum materials for the course under adoption.
7. The Curriculum Material Adoption Team will bring a recommendation to adopt that curriculum and those materials to the RET Board of Directors. The Board of Directors will then act on the adoption recommendation.

If available and supported by TEA, we will fully align to any recommended scope and sequence and pacing guide outlined for the adopted curriculum materials. If not available, Curriculum Pacing Guides will be developed internally with the support of subject-matter experts in order to outline the order that learning outcomes are delivered and how curriculum delivery is paced to ensure students receive instruction across the full expectations of the TEKS standards for each course offered at E-High.

The students we will serve on San Antonio’s Westside need learning materials with adaptable text and materials with more visuals to scaffold learning, particularly for those still working toward English language acquisition. We have prioritized these tools when selecting our curriculum adoptions for Year 1 and will continue to require that kind of scaffolded support system from all of our materials as we evaluate and improve upon our adoptions in the future.

Our HQIM adoption cycle is ongoing throughout the school year and from year-to-year. Once curriculum is adopted, we will track performance and progress of our students and our teachers to ensure the curriculum is performing the way we expect it to. Data sources will include instructional observations by school leadership, interim assessment results, STAAR results, and surveys of students, families, and staff.

The Internal Curriculum Material Adoption Team will meet once a year at the mid-year point to align on semesterly progress of curriculum materials and to identify and problem-solve for any budding issues we see in our observations or assessment data, and then we will meet again at the end of the year to review progress and data again. The end-of-year meeting will include a full review of all curricular materials, with the team either formally re-adopting the materials for the next school year or, if there are significant performance issues that can be tracked back to the curriculum itself, kicking off a new curriculum review and adoption process for the subject and grade level.

DIFFERENTIATED RESEARCH-BASED INSTRUCTION

How will differentiation appear in lesson planning and daily activities? Identify school-wide, research-based instructional strategies that specifically benefit students with disabilities, emergent bilingual/English learners, and students performing above and below grade level in the same classroom environment.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

One of the most important skills for teachers to learn is how to differentiate for their students' individual needs. This includes learning how to determine what content to teach and how they will teach it with individual- and small-group-learning needs prioritized, and how they will assess learning to be most accurate for each student. At E-High, our teachers will be trained and supported to do this challenging work effectively, using our Regional Service Center, ESC 20, to support with trainings and training materials. Our founder and Superintendent, Mr. Alex Lucero, is also an experienced educator and understand that effective differentiation is much harder than it sounds – therefore, we will ensure that teachers get plenty of prep time to do the alignment work it takes to differentiate materials for students' various learning needs. Our teachers will backwards map from the STAAR assessment to help them determine what to differentiate for students with disabilities, Emerging Bilinguals, or other student groups. With the support of their coaches and school leaders, our teachers will plan out instruction at least one week in advance of lessons and will embed learning opportunities that ensure each student can successfully master the required curriculum and meet their learning objectives. While it will not always be possible to stay one week ahead of instruction, we will aim for this amount of flex time to ensure strategies are well calibrated to student needs. We have found again and again that the actual time it takes to properly differentiate is much more than what schools and school systems often think it is. We will take appropriate and effective steps to make sure this work gets done well, as it is essential to equitable access to learning for all of our students. To that end, we have purposefully selected materials that lend themselves well to deep differentiation – programs like Carnegie, Odell, STEMScopes, and McGraw Hill Social Studies that include multi-modal materials and have a lot of different learning opportunities already embedded within the program of study. At every step of the way, we want to make the process for differentiation as easy as possible for our staff.

We will use leveled grouping as our primary method of differentiation. Leveled grouping allows teachers to organize students in classrooms and activities by level (reading level, math performance level, etc.) to ensure every student is being taught at their specific level of need. We will also utilize our Response to Intervention (RtI) program to support differentiation. RtI at E-High is described in full later in this application.

Our lead content teachers will partner with the school's special education and Emerging Bilingual (EB) lead to embed differentiated strategies in lesson plans that meet the specific needs of our students who fall into special populations. This work will take place during teachers' assigned prep time whenever possible and during differentiation-focused Professional Learning Communities (PLCs). But we also know that differentiation is not only necessary for students who fall into special populations; it is also necessary to have a plan for meeting every student at their zone of proximal development to accelerate their learning, especially as we come out of the last few years of COVID-interrupted learning. To accomplish universal differentiation, we will use a Multi-Tiered System of Support (MTSS) approach, in which our Tier 1 instruction in the general education classroom is always delivered at grade level, with Tier 2 instruction taking place in intervention or other small-group settings to ensure we also meet every student at their individual level to move them along at the right pace. This approach has been championed widely as the most effective way to dig ourselves out of the learning hole that COVID caused – we need all of our students to continue to learn grade-level appropriate material in their core class, but we also need “at their individual level” interventions to make sure we are closing gaps as they form. This two-faceted approach allows us to maximize learning for all and to differentiate for the individual within the same flexible framework

SPECIAL POPULATIONS

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STAFFING PROJECTIONS: SPECIAL EDUCATION

Estimated Number of SPED Teachers for Year 1

2

Estimated Number of SPED Support Staff for Year 1

1

IDENTIFYING AND SERVING SPECIAL EDUCATION STUDENTS

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Without restating the federal requirements, describe how the school will meet the obligations of Child Find within the proposed model of the school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

E-High's Special Education Department commits to providing neurodiverse students with opportunities to engage in rigorous academics, emotional independence, and community exploration. In order to facilitate high-quality, differentiated instruction that promotes student achievement for all, the Special Education Department will work to ensure that scholars' unique learning differences are embraced and leveraged within the core instructional environment. Our special education work is dedicated to educating and challenging our scholars to meet expectations that will prepare them for success on the post-secondary school path of their choice.

Special Education Department Commitments:

1. Provide ongoing professional development to our staff so that they differentiate and meet the individual needs of our students through high-quality, diverse learning environments.
2. Provide all staff with the tools, resources, data, and insight needed to implement an individualized education plan that informs instructional decisions for all students with disabilities.
3. Foster a culture of inclusivity that provides students with welcoming and encouraging environments that facilitate their personal growth and allows them to be their authentic self.
4. Effectively and efficiently use all available resources to maintain sound policies and practices to ensure students with disabilities are identified and receive services needed to access a Free and Appropriate Public Education (FAPE).

Child Find

Child Find is a federal mandate under the Individuals with Disabilities Education Act (IDEA). It requires local education agencies (LEAs), which include public school districts and charter schools, to identify, locate, and evaluate all children with disabilities residing within their jurisdictions who need special education and related services. (34 CFR §300.111) We are committed to ensuring we meet the requirements of Child Find and will train all school personnel on special education generally and the requirements of Child Find specifically each school year so that they are equipped to identify their students who might need special education services. Child Find notices will be part of family welcome packets, which will go home upon enrollment, and we will remind parents frequently that nobody knows their children as well as they do, and if they suspect their child might need more help, they should use Child Find to ensure their child gets evaluated early. We will also audit our practices regularly to make sure we are complying with Child Find to the letter of the law. One of the ways the state ensures we are complying with the law as a school is through the State Performance Plan (SPP). We are required to report data on several SPP indicators yearly to ensure we meet our responsibilities as a public education institution. SPP Indicator 11 is related to Child Find and measures the "percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or State-established timelines)." This is a compliance indicator, and data is collected and reported by the district/charter to Texas Education Agency (TEA) through the TEA Login (TEAL) System.

In order to ensure we implement Child Find effectively, we will do the following, as outlined in TEA's SPED Support

Child Find Implementation Overview (<https://spedsupport.tea.texas.gov/sites/default/files/2023-08/child-find-duty-quick-guide.pdf>):

1. We will develop written local policies and operating procedures.
2. We will engage in public and parent/guardian awareness activities, including partnering with primary referral sources.
3. We will notify parents by providing the Right of Information Statement annually.
4. We will conduct school-wide screenings.
5. We will ensure appropriate and timely referrals for evaluation.
6. We will coordinate with other agencies to ensure information flows freely.
7. We will maintain and report accurate data.
8. We will provide training and professional development to all staff.

Describe the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE) within the design of the proposed school. Outline a thorough continuum of services.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

There are several checks and balances in place at RTE and E-High to ensure we always provide our special education students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Every student identified for Special Education is required to and will have an Admission, Review, and Dismissal (ARD) Meeting annually. These meetings must be held before the due date each year, and they may be held on an as-needed basis depending upon student progress or performance. A parent can request an ARD meeting at any time. The following people make up the ARD committee for a student, and all members must be present at all ARD meetings for the duration of the meeting:

1. Parent
2. General Education teacher
3. Special Education teacher
4. Campus Administrator
5. LSSP/Diagnostician/OT/SLP as necessary
6. Translator as necessary

The purpose of the ARD meeting is to determine eligibility based on a full and individual evaluation report, and to develop an individualized education program (IEP) for the child, if applicable. The campus Principal must assign a designated meeting room to hold ARDs, preferably a space that will not be interrupted. If the parent is unable to attend the meeting, they must give permission to hold the meeting without them. If the school has not contacted the parent or has not gotten permission from the parent to hold the meeting without them, the meeting must be rescheduled. On the third rescheduled meeting, the meeting can be held without the parent and their permission with appropriate documentation in the deliberations and notices. However, we will make every effort to encourage parental participation in the process.

Continuum of Services at E-High School:

Special Education services and programs will be determined by a student's ARD committee and focus on the individualized needs of each student. From past experience with the needs of students who qualify for special education, we anticipate providing the continuum of SPED services described below:

1. Mainstream/Inclusion in the General Education classroom. This is our primary mode for delivering Special Education services, and it provides for in-class support using one of several possible co-teach models. A special

education teacher (or, in some cases, a support staff member managed by a special education teacher) will provide special education support services in the general education classroom. This service will be provided as determined by the ARDC, and it represents the Least Restrictive Environment (LRE) for most students who will enroll at E-High. Mainstream is an instructional arrangement for providing special education and related services to a student in the general education classroom in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through direct, indirect, and/or support services to the student and the student's general education teacher(s) as determined appropriate by the ARDC.

2. Classroom Support Services. Classroom Support services are a variety of supports provided either to students and/or to the general education teacher, which meets the needs identified through the ARDC process. A classroom support staff member will be involved in planning, materials preparation, training, and in-class support to students and teachers, supervision of paraprofessionals, and consultation. The classroom support staff member plans instruction with the general education teacher and delivery of instruction responsibilities is determined by students' and/or the general education teachers' need for assistance.

3. Resource Room. The resource setting is for students who need intensive direct instruction from a certified special education teacher in specific content areas in a special education setting for part of the school day. Students in the resource setting are generally four or more grade levels below enrolled grade level however, the ARDC will determine if this setting is appropriate for individual students.

4. Self-Contained/Life Skills. Students in this setting receive academic, functional, and life skills in the self-contained special education setting with a special educator. It is anticipated that few students will require services in this setting, but we will be prepared to offer it to any student for whom it is the appropriate setting.

5. Related Services. All related services provided to students are determined by the student's ARD committee and are documented in the Individualized Education Plan (IEP). Related services may include Speech Therapy, Adapted PE Class, Occupational Therapy, Physical Therapy, Counseling, and Transportation.

6. Homebound. Instruction is provided for students in special education in a home or hospital setting when a student is expected to be confined at home or hospital bedside for a minimum of four cumulative weeks for documented medical reasons and the medical condition is documented by a physician licensed to practice in the United States. If students do not meet eligibility criteria for special education services prior to the need for homebound services, they are to be serviced by the General Education Homebound Program.

7. Residential. This setting is for providing special education and related services to students who reside in care and treatment facilities. This is a most restrictive environment.

How will the school assess for over-identification and representation of particular student groups in special education programs?

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

One of the most common issues in education is the over-identification of students from certain subgroups (most prevalently Black and Hispanic/ Latino students and low socio-economic status) as special education eligible. We are intent on ending that cycle of over-identification and will use strong internal and external communication and data-driven decision making as the primary methods for ensuring we do not over-identify particular student groups. We will use strong external communication to ensure we get students' paperwork (including STAAR results and IEPs) from their previous schools early enough in the summer to fully review and analyze the services students have received prior to attending E-High, and to look for discrepancies between services rendered and performance. We will use strong internal communication to ensure we are always making decisions rooted in what we see and not what we think or believe, so students are not unfairly stigmatized. We will use data-driven decision

making to ensure we are always focused on learning outcomes when we are making decisions about special education participation. We will also run an annual special education review of all of our students identified as eligible for special education services during which we look for trends in identification and performance to make sure our program is continuously improving and we are not missing any misidentified students.

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "NA" in the response box below.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

According to Region 4's graduation information webpage (<https://www.esc4.net/services/transition/graduation>) "all students who receive special education services are required to complete the course and credit requirements of the Foundation High School Program. Additionally, the ARD committee will determine if a student receiving special education is required to meet satisfactory performance on the required end-of-course assessment instruments (EOC) in order to meet graduation requirements." We will ensure to follow these and other applicable standards so that all of our students who receive special education services are on track to graduate. We will plan ahead in ARD committee meetings so that each student's path to graduation is clear and accessible.

When a student's ARD committee determines they require modifications to the program to earn state credit on the Foundation High School Program, the student will also be required to successfully complete their IEP and meet additional criteria to determine that the student has employment, and/or employability skills, and/or access to services outside of the school district. We will track this information within the Special Education Department to make sure our students are always on track to complete their graduation plans.

MONITORING AND EVALUATING SPECIAL EDUCATION PROGRESS

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The school's lead special education teacher will be responsible for monitoring and evaluating the progress of students with mild, moderate, and severe disabilities at E-High. We are required to hold annual ARD meetings to discuss and evaluate student performance with the ARD committee, and families are able to request an ARD meeting or an evaluation of their student for special education services at any time. In between these required meetings, we will provide comprehensive progress monitoring for each student with an IEP to ensure they are making adequate progress toward achieving the goals of their individualized program. We will maintain regular contact with families of special education students to ensure we are always working together as a team. Biweekly, school staff will discuss progress of students with IEPs individually with the school leader, general education teacher, and special education teacher, in what is called a Special Education Roll Call meeting so that everyone is apprised of growth and performance in real time. We will also regularly collect assessment performance data to monitor performance of our special education students in comparison to their general education peers. The expectation is that special education students are always making meaningful progress in the general education program, whether the students have mild, moderate, or severe disabilities. We will regularly discuss student performance with families during our parent-teacher conferences and one-on-one ad hoc meetings. Using all of this data, we will assess the performance of our special education program as a whole. We will be prepared to make significant changes to the program to close any identified gaps based on any needs identified.

ENGLISH LEARNERS

STAFFING PROJECTIONS: ENGLISH LEARNERS

Estimated Number of Bilingual/ESL Teachers for Year 1

2 (ELA Teachers will be certified in ESL)

Estimated Number of Bilingual/ESL Support Staff for Year 1

2 (general education paraprofessionals will be used to support EBs)

IDENTIFYING AND SERVING ENGLISH LEARNERS

Describe the methods for identifying and appropriately placing emergent bilingual students in appropriate instructional settings, without restating state requirements.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The Texas Education Agency (TEA) requires schools to assemble a Language Proficiency Assessment Committee (LPAC) to identify, review, and place EB students in a Bilingual or ESL program within four weeks of their enrollment date. To identify English learners, we will collect a Home Language Survey for all students who enroll at E-High, and utilize a state-approved English-language proficiency test for students identified as speaking a language other than English at home by the survey. For students whose state-approved English-language proficiency test show results that suggest they would be best served in an ESL program, the next step for the LPAC will be to notify the parents/guardians of this result and to seek their approval to place the student in ESL. If the parent approves, the LPAC will notify that students' core content teachers and will place the student in ESL services based on their level of need. If the parent denies the placement, the LPAC will hold a parent conference to ensure the parent is aware of the benefits of the program. If after that conference they still deny placement, the student will be identified as "EB with Parent Denial" and will not receive ESL services.

Throughout the year, the LPAC must meet as often as necessary (but at least three times during the school year as required by law) to ensure timely identification and placement of EB students who enroll during the year. The committee is responsible for reviewing all pertinent information on all students who speak a native language other than English, identifying students as EB based on defined criteria, determining the level of each student's language proficiency, recommending program placement, ensuring all EB students are accurately placed in a program, etc.

Our LPAC committee will meet all state requirements for membership, including at least one campus administrator, at least one parent of a current EB student, and at least one certified ESL teacher. In order to ensure we are serving our student population's needs, we will both hire ESL certified teachers and encourage all of our English and Social Studies teachers to prepare and sit for the ESL certification exam.

Describe the research-based instructional programs, practices, and strategies that will be implemented to allow English learners the opportunity to master grade-level academic content and develop their language proficiency in English through: (1) Outlining the specific bilingual education program/model to be implemented and teacher certification requirements or (2) Identify the specific bilingual education model to be implemented when serving 20 or more Emergent Bilingual students in any language classification in the same grade level district-wide, prekindergarten through the elementary grades.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

English as a Second Language (ESL) programs are designed to make grade level academic content accessible to English learners, or Emerging Bilinguals. ESL programs target English language development, including listening, speaking, reading, and writing skills through academic content instruction that is linguistically and culturally

responsive. This means that the ESL program uses the academic, linguistic, and cultural background of Emerging Bilinguals as a platform for acquiring grade level content material in English. We will be prepared to implement Content-Based ESL. The goal of Content-Based ESL is for Emerging Bilinguals to attain full proficiency in English language in order to participate fully and equitably in school.

Description of Content-Based ESL: Emerging Bilinguals receive all content-area instruction in English, math, science, and social studies directly from certified ESL teachers. In order to provide the best possible opportunity for all of our students to succeed, we will look to hire content lead teachers with ESL certifications. (This will be a requirement for English teachers.) If content teachers are hired without ESL certifications, we will work with them to ensure they are prepared to sit for the certification exam within one year of their hiring.

To fully support our English Learner population, our plan for program improvement includes carefully designed professional development for staff, increased instructional support, and a support staff member to provide in class and after-school support. As we open E-High for the first time, we will focus on training and staff development so our teachers and support staff will have the knowledge and tools they need in order to respond effectively to the needs of Emerging Bilinguals.

The goals of professional development will be:

1. To equip teachers with evidence-based strategies that accelerate learning for all students including Emerging Bilinguals while promoting English Language development.
2. To learn strategies to ensure students are provided with rich and engaging opportunities for dialogue in the classroom.
3. To learn how to monitor progress and to implement a process for effectively managing and using multiple sources of data to design instruction.

As a high school program not serving elementary students, the "Rule of 20" does not apply to E-High.

AT-RISK STUDENTS

ADDRESSING THE ACHIEVEMENT GAP

Describe how the school will meet the needs of identified at-risk and underperforming students; reference the (1) qualified staff (including ratio), and the (2) structure(s) or programs that will support students such as counseling, academic interventions, or other services.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

With our intention to operate on the Westside of San Antonio in one of the most economically and educationally disadvantaged neighborhoods in the city, we expect many of the students who enroll at E-High will be considered "at-risk" at the time of their enrollment. We also recognize that, at times, students may fall behind and may underperform while they are enrolled at E-High. In both of those circumstances, we will use our Multi-Tiered System of Support (MTSS) protocol to ensure we are adequately addressing learning gaps and helping our students get and stay on track to graduate.

MTSS is a process that enables us to target instructional interventions to our students' areas of need as soon as they become apparent. The core characteristics of our MTSS program are that we run a high-quality and evidence-based general education instructional program, we screen all students for academic gaps using our interim assessment system, we have three different tiers of instruction that are progressively more intense and based on the student's response to instruction, and we progress monitor student performance. Our tiers are:

Tier 1. This is the general education setting, and instruction in every class should always be at grade level. Roughly

80% of our student population should fall into Tier 1.

Tier 2. This is our small group intervention setting. Instruction at this tier level should be at the student's individual level. Roughly 15% of our students should fall into this tier of instructional intervention.

Tier 3. This is the most intensive and most supportive tier for students who have not responded to Tier 1 or Tier 2 instruction. This is remedial by nature and instruction should be deeply calibrated to students' individual needs. Roughly 5% of our students should fall into this tier of intervention.

Typically, Tier 2 instruction happens in intervention or tutoring blocks, depending upon the student's individual schedule. This will ensure that all students who need it have access to high quality Tier 2 supports. Students who require Tier 3 supports will have a full schedule audit with their academic advisor to adjust their schedule to be responsive to their deep intervention and remediation needs. Tier 2 small groups will typically have a 1:5 teacher-to-student ratio. Tier 3 tutoring will typically be 1:1.

At-risk students also often need supports outside of the classroom to be successful. For that reason, we plan to employ a full-time Social-Emotional Counselor starting in Year 1, and we will hire an additional counselor for every 350 students we enroll (the ratio will be one counselor per 350 students). Counselors will be licensed to practice school social-emotional counseling in the state of Texas.

Ultimately, the success of our support and acceleration program for at-risk students rests on the quality of the data disaggregation and review practices we employ. Our Assistant Principal will be responsible for collecting and disseminating data and insights on at-risk students across all levels of the support team. The Assistant Principal will lead bi-weekly "Mission Students" meetings where we review the progress of every at-risk student in the school with the teacher leaders, the counselor, and other support staff to ensure we are always acting from the most current information on student performance. These "Mission Students" meetings will utilize common assessment data (MAP), course-specific assessment data collected in our SIS, and other information from our Behavior, Attendance, Assessment and Grade Reports (BAAG Reports). (More information on BAAG Reports is found in the section below this one.)

ASSESSMENT OF LEARNING AND DATA-DRIVEN INSTRUCTION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

LOCAL ASSESSMENTS [EE3–GRADE 2]

- ☐ The proposed charter school will serve grades EE3–Grade 2.
- ☒ The proposed charter school will not serve grades EE3–Grade 2. If no, skip to Local Assessments [Grades 3-12].

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Select a Grade		

[Click to add a row to the table above.](#)

[Click to remove a row from the table above.](#)

LOCAL ASSESSMENTS [GRADES 3–12]

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

TYPE	GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Formative	9-12	NWEA MAP, a nationally-normed adaptive achievement and growth assessment	70% of students will achieve their individual growth goals at each test administration; by the end of the year, 70% of students will perform in the top three quintiles of both achievement and growth
Formative	9-12	Biweekly Assessments & Quarterly Assessments; locally-produced standards-based assessment which monitor progress of student mastery of TEKS	Each biweekly and Quarterly Assessment should see about 80% mastery of the assessed TEKS. Assessments will cover all of the TEKS taught up to that point in the class.
Formative	9	PSAT 9	Students should meet or exceed national average for all sections of the PSAT 9
Formative	10	PSAT 10	Students should meet or exceed national average for all sections of the PSAT 10
Summative	11-12	ACT	Students should meet or exceed national average for all sections of the ACT
Summative	11-12	SAT	Students should meet or exceed national average for performance on all sections of the SAT
Summative	9-10	TEA End of Course (EOC) Exams	80% or better Approaches, 50% or better Meet, 25% or better Master

Click to add a row to the table above.

Click to remove a row from the table above.

ACADEMIC DATA ANALYSES

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We believe strong data practices are the key to propel student achievement, so each student reaches their potential as learners. Our system of Data-Driven Instruction (DDI) allows teachers to be more responsive to students, gives them more flexibility to use learning time more strategically, and helps make instruction more relevant and customized to each student's needs.

We use what we call Behavior, Attendance, Assessment and Grade Reports (BAAG Reports) to track student performance across four essential domains. BAAG reports are produced every three weeks during the school year and are distributed to teachers, students, and families, so all stakeholders are clear on up-to-date student performance and progress. Detailed data are reviewed by staff in our 3-Week Professional Learning Community (PLC) cycles. BAAG Reports use real-time data so students understand where and how they are excelling or struggling and which educators they may need to reach out to for support. They also help students understand their current progress in relation to their individual goals.

combination of data we track via the BAAG reports is essential; whenever possible, we want to look at data on the aggregate rather than looking at any single data point in isolation. We believe this gives us the right context to assess root causes for performance and to create strong, student-specific plans to attack any gaps the BAAG Reports might uncover. When teachers review BAAG data together during our PLC meetings, we are able to get a better picture of the whole child. We can build a map of how a student engages in different subjects, different classrooms, and different contexts across campus. Only then can we begin to understand why they might be performing better, performing worse, or engaging differently from class to class and why we might be seeing varied results in their learning. This allows us to better address student deficits through our defined Multi-Tiered System of Support (MTSS), which is outlined further below.

Our Assessments include benchmark, interim and short-cycle assessments. The benchmark assessments we use are the PSAT 9 and PSAT 10, which align with the SAT all of our junior students will complete. We will utilize the NWEA MAP (MAP) as our interim assessments given at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to each of our students covering all grade levels (9th-12th). The NWEA MAP is the most commonly utilized nationally normed assessment given in the United States, and gives a full range of formative data that is utilized during our DDI Cycle. Our students will take the reading, math, and science MAP assessments, and we will gather both achievement and growth data from the results. MAP “provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.” NWEA MAP Growth, <https://www.nwea.org/map-growth/> Our students will also participate in short-cycle assessments every three weeks in ELA, Math, Science, and Social Studies. These assessments are generated through a test-bank of retired normed-based assessment questions provided by Schoology Learning. We utilize these short-cycle assessments as course assessments in ELA, math, science, and social studies. Our DDI cycle, conducted every three-weeks in PLC meetings involving all staff, include the following steps to be undertaken in each two-meeting cycle:

1. Whole Group Formative DDI Cycle
2. Collect and Analyze Data by Grade Level Teams (Behavior, Attendance, Assessment & Grades)
3. Identify Strengths & Weaknesses
4. Identify BAAG Goals
5. Identify Modified Instructional Cycles
6. BAAG Individual Student DDI Cycle
7. Collect and Analyze Data by Grade Level Teams (Behavior, Attendance, Assessment & Grades)
8. Identify Student for MTSS
9. Set Individual Student Targets

ACCELERATED LEARNING AND TIERED SUPPORT

Describe plans to provide supplemental accelerated instruction to support student mastery of grade-level TEKS, including staffing and schedule arrangements and high-quality materials used. Separately, for an MTSS program, in order to address learning gaps based on collected data, describe the personnel responsible for data collection, the implementation of tutoring schedules, and the plans for monitoring the effectiveness of the interventions.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

In order to ensure we meet our students at their individual zone of proximal development and are able to provide supports for the whole child – considering academics, behavior, and their social-emotional needs – we will implement a Multi-Tiered Systems of Support (MTSS) across the campus. As part of our MTSS we will utilize Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) to address student needs, including learners who are falling behind grade level and students with disabilities. This will help us align our

assessments and our interventions on a multi-level instructional and behavioral system that is intended to maximize student achievement and decrease challenging behaviors.

All of our students will go through our MTSS process. The process begins with an initial review of all students to determine the tier of supports the student may need. We use data from previous years and baseline assessments, along with students' inclusion (or not) in special populations like 504, EB, Special Education, Gifted & Talented, At-Risk, etc., to determine preliminary tiers of support. We will also use information forms and conduct meetings LPAC meetings and ARD/Legal Framework meetings to support this work. However, we will not delay or deny any evaluations of children suspected of having a disability because of our RtI strategies.

The three Tiers of support within our MTSS are:

Tier 1. This is the tier of MTSS where students are working at grade level academically in the general education and have not exhibited social-emotional or behavioral challenges.

Tier 2. This is the tier of MTSS where students have displayed an inability to make consistent or adequate progress in Tier 1, have performed below-grade level academically, or have displayed challenging behaviors.

Students in Tier 2 are monitored every four weeks through our schoolwide BAAG process and through a regular intervention and MTSS effectiveness review process led by the school principal. If students who are placed in Tier 2 intervention responding very well to it, they are eventually reclassified to Tier 1 as part of the regular effectiveness review. Roughly 15% of our students should fall into this tier of instructional intervention. We recognize that some students will move from Tier 2 to Tier 3 throughout the year, but our goal will be to limit this to less than 10%. We will also set a goal to move at least 50% of our Tier 2 students to Tier 1 by year's end.

Tier 3. This is the tier of MTSS where students have not responded adequately to Tier 2 supports, have shown regression in Tier 2, or have displayed extremely challenging behaviors. Students who are placed in Tier 3 interventions are monitored for progress every two weeks as part of the schoolwide BAAG process and through a regular intervention and MTSS effectiveness review process led by the school principal. If students who are placed in Tier 3 intervention respond very well to it, they are eventually reclassified to Tier 2. Students who fail to make adequate progress or continue to regress in Tier 3 are referred for evaluation. Roughly 5% of our students should fall into this tier of intervention. Our goal will be to move at least 50% of them into Tier 2 or Tier 1 by year's end.

Personnel Responsible for Collecting Data

MTSS and RtI are data-intensive programs, and we will rely on our strong data practices organization-wide to ensure we are collecting the right data at the right time for the right students. Teachers will be responsible for giving benchmark assessments, short-cycle assessments (like Exit Tickets or Bi-Weekly Assessments, depending upon the course and grade level), and interim assessments at the appropriate point in the curriculum or time in the year. Teachers will collect short-cycle assessment data themselves and input that data into our schoolwide data tracker in PowerSchool. For benchmark and interim assessments (since these are 100% digital exams, matching the shift in STAAR assessments to all-digital format), data will be collected centrally by the Assistant Principal and once again input into the schoolwide data tracker in PowerSchool. Teachers and Leaders will review the short-cycle and interim data during dedicated BAAG meetings, which occur on the same three-week cycle as the BAAG Reports are distributed. Teachers and school leaders share the responsibility of collecting, inputting, reviewing, and discussing data so everyone is fully invested in performance monitoring.

Tutoring Schedules and Monitoring the Effectiveness of the Intervention:

As a high school, our schedules must align with the credit system, and we need to make sure all of our students are scheduled for enough credit-bearing classes each year to be on the path to on-time graduation. This makes scheduling tutoring and interventions challenging, as we cannot just add "Intervention Blocks" into our school day in the same way that a middle or elementary school can. Despite that limitation, we are deeply committed to ensuring all of our students have every opportunity to learn and grow at their own pace, so we have found ways to offer enough support for our students without infringing on credit requirements. The first way we do this is by

cycling intervention blocks through our students schedules in rotation with electives courses. In general, our electives courses meet three days per week, with the other two days given over to counseling, tutoring, and intervention programs. The other way we do this, when the student needs more support than intervention blocks, we have built into the school day, is by offering tutoring and intervention blocks before and after core class times. In the morning, this is called "A.M. Block," which is a 45-minute time period scheduled from 7:45-8:30 each morning, before the general school day begins. In the afternoon, the period of time is called "P.M. Block" and takes place from 3:45-4:30 each day. Students who need extra supports may be scheduled for one of these blocks by their advisor or the school leadership team. If students are unable to make morning or afternoon tutoring for transportation or other reasons, the advisory team will work to find other options within the academic day. We monitor the effectiveness of the MTSS intervention through our BAAG process, as outlined above.

Under HB3, any student who does not achieve Approaches or better in STAAR EOCs will be eligible for STAAR Accelerated Learning. By law, these students will get no fewer than 15-30 hours of tutoring from a consistent teacher or tutor and provided either in the summer or at least once per week throughout the school year. Groups will be limited to no more than four students at a time, and our teachers will work to ensure we are closing gaps in that time in preparation for improvement on STAAR.

With our intention to operate on the Westside of San Antonio in one of the most economically and educationally disadvantaged neighborhoods in the city, we expect many of the students who enroll at E-High will be considered "at-risk" at the time of their enrollment. We also recognize that, at times, students will fall behind and will underperform expectations while they are enrolled at E-High. In both of those circumstances, we will use our Multi-Tiered System of Support (MTSS) protocol to ensure we are adequately addressing learning gaps and helping our students get and stay on track to graduate.

MTSS is a process that enables us to target instructional interventions to our students' areas of need as soon as they become apparent. The core characteristics of our MTSS program are that we run a high-quality and evidence-based general education instructional program, we screen all students for academic gaps using our interim assessment system, we have three different tiers of instruction that are progressively more intense and based on the student's response to instruction, and we progress monitor student performance. Our tiers are:

Tier 1. This is the general education setting, and instruction in every class should always be at grade level.

Tier 2. This is our small group intervention setting. Instruction at this tier should be at the student's individual level.

Tier 3. This is the most intense and most supportive tier and is reserved for the rare students who have not responded to Tier 1 or Tier 2 instruction. This is remedial by nature and instruction should be deeply calibrated to students' individual needs.

Typically, Tier 2 instruction happens in intervention or tutoring blocks, depending upon the student's individual schedule. If the student cannot schedule an intervention or tutoring block into their day because they need certain credits to be on track to graduate, yet they qualify for Tier 2 intervention according to our RtI progress monitoring system, we will require the student to take a before- or after-school study hall. This will ensure that all students who need it have access to high quality Tier 2 supports. Students who require Tier 3 supports will have a full schedule audit with their academic advisor to adjust their schedule to be responsive to their deep intervention and remediation needs.

At-risk students may also need additional supports outside of the classroom to be successful. For that reason, we plan to employ a full-time Social-Emotional Counselor starting in Year 1, and we will hire an additional counselor for every 350 students we enroll (the ratio will be one counselor per 350 students). Counselors will be licensed to practice school social-emotional counseling in the state of Texas.

As we are committed to doing across our curriculum, we will closely monitor our progress in reducing the achievement gap. We will use the data we collect from biweekly assessments, interim assessments, and state exams to compare the performance of our students in MTSS with students who are not in the MTSS process to

ensure our at-risk students are making adequate progress. Midyear each year, we will have an MTSS “step back” meeting, where we analyze all the data available to us (including biweeklies, interims, and survey results from students and families) to get a full 360-degree look at how we serve at-risk students. If we determine there are gaps that can be closed quickly to ensure we get students on track in the same school year, we will make adjustments. We will also have an annual program evaluation where we will review the same data sources, but this time including STAAR assessment results, to determine if our program is effective or not. If it is deemed to be lacking in any area, we will use the summer to make the necessary program adjustments for the next school year.

PROMOTION, RETENTION, AND GRADUATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

LOCAL PROMOTION AND RETENTION POLICY

For all applicable grades, describe the policies and standards for promoting students from one grade to the next and exiting students who complete the educational program. Also, include the method(s) that will be used to inform families and stakeholders of the promotion and retention policy.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

E-High will ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the State Board of Education (“SBOE”) for the Foundation High School Program and our own local requirements, which are more closely aligned with the Advanced High School Program.

Promotion and Retention Requirements

Students will be promoted on the basis of academic performance or demonstrated proficiency of the subject matter of the course.

To be promoted to the next grade level, a student must:

1. Maintain a 2.0 grade point average or better;
2. Meet all state and local attendance requirements; and
3. Earn enough credits to remain on-track for an on-time graduation.

As a high school, E-High’s promotion policy is based on credit attainment. Retention is not the same as at the middle or elementary school level – if students have finished enough credits to move on to the next grade level, they will be promoted. In measuring the academic achievement or proficiency of a student with dyslexia, we will consider the student’s potential for achievement or proficiency in the area. For students receiving special education and related services, the student’s admission, review, and dismissal (ARD) committee will determine whether any modified promotion standards will be used, and will document any such modifications in the student’s individualized education program (IEP).

Additionally, students will complete an e-Pathway Ranking Project. The goal of the ePathway project is to provide students with information and hands-on experiences about all of the ePathways offered at E-High School. Students will extensively explore various ePathways and determine the appropriate rankings that demonstrate how each aligns with the student’s postsecondary goals and their current set of skills. It is also an opportunity for students to meet with their future teachers.

To determine whether a student has reached academic achievement, teachers and leaders will review all pertinent data at the end of the school year to determine whether a student has met the appropriate promotion

requirements, including but not limited to a student's grades, teacher recommendations, STAAR scores, and other academic information. Students who have not met the promotion requirements will have their data presented to the Retention Review Committee, comprised of teachers, specialists, and leaders, for retention consideration. The committee, in partnership with the student's caregivers, will determine the best course of action for the student.

Our promotion and retention policy will be shared with families and other stakeholders through the Student/Parent Handbook at the start of the school year and will also be made available online for public access.

Requirements for an E-High School Diploma:

A student must meet the following requirements to receive a high school diploma from E-High School:

1. Complete the required number of credits established by the State;
2. Complete locally required courses and credits, like our Entrepreneurship Pathway, in addition to the courses mandated by the State;
3. Achieve passing scores on required EOC assessments, unless specifically waived as permitted by State law; and
4. Demonstrate proficiency in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation:

E-High students are required to perform at the Approaches level or better on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform approaches on an EOC assessment, we will provide remediation in the content area for which the performance standard was not met. This may require student participation before or after normal school hours, or at times of the year outside of normal school operations.

Foundation Graduation Program:

The state of Texas requires all students to graduate under a program called the "foundation school program." Within the foundation graduation program are "endorsements," which are paths of Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript and diploma. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and the student's parents/guardians are advised of the specific benefits of graduating with an endorsement and submit written permission to an appropriate school administrator for the student to graduate without an endorsement.

At E-High we will offer the following endorsements:

1. Multidisciplinary Studies
2. Business and Industry
3. Public Service

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam; or for earning a nationally or internationally recognized license or certificate.

GRADUATION REQUIREMENTS [GRADE 9–12]

☒ The proposed charter school will serve grades 9–12.

☐ The proposed charter school will not serve grades 9–12.

Describe endorsement pathways, unique course offerings, or requirements that the proposed charter school will implement as part of the selected model/design. Discuss how these programs will support the school meeting accountability requirements for College, Career, and Military Readiness.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The state of Texas reworked its complex high school graduation requirements in 2014, known as the Foundation High School Program, requiring 22 credits total to graduate. We set a higher expectation in a REAL Education Texas Entrepreneur High School, requiring 26 credits to graduate.

Texas HS Requirements

4 English credits, including English I and II; 2 foreign language credits in same language
 3 Math Credits, including Algebra I and Geometry
 3 Science Credits, including Biology and a course with lab work
 3 Social Studies Credits
 1 PE Credit and 1 Fine Arts Credit
 5 Elective Credits
 TOTAL: 22 Credits

E-High Requirements

4 English Credits, including English I & II; and, 3 Foreign Language Credits (Same Language)
 4 Math Credits, including Algebra I and Geometry
 3 Science Credits, including Biology and Chemistry
 3 Social Studies Credits, including American History, U.S. Government, Economics & Texas History & Government
 1 PE Credit and 1 Fine Arts Credit
 7 Elective Credits, including 2 Foundational Courses, 4 Pathway courses and 1 Internship
 TOTAL: 26 Credits

In addition, an E-High student must successfully complete the Entrepreneur Blueprint Senior Project Defense prior to graduation.

SCHOOL CULTURE AND SAFETY

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

COMMUNICATING SCHOOL CULTURE

Describe the vision for the school's culture, including any artifacts or specific practices.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

E-High's main objective when building culture is to establish a safe, warm, positive, productive, and engaging school environment for our students. Our primary objectives related to climate and culture includes the following: 1. Maximize student academic performance (grades, measured student achievement & on-track graduation); 2. Identify and eliminate barriers to student learning; 3. Maximize student and family school satisfaction; 4. Maximize Student Attendance; and, 5. Engage and empower students in their intellectual and social-emotional development.

RET believes that the climate & culture of a school building is shaped by teachers and staff who build and maintain strong and effective relationships with students. Establishing and leveraging these adult-student connections to engage students in their academic and personal growth is critical to school improvement. We focus special

attention on building integrated skills and systems among our faculty and staff, so our behavior system is effective both in the classroom and across the school.

Our research-driven approach to student behavior systems is designed to equip students with the social skills needed for success in school and in life. The model uses a team approach to build students' social skills through proactive teaching strategies, praise for positive behavior, and teaching students appropriate social skills when they engage in problematic behavior.

Often students who are disruptive or who exhibit problem behavior do so because they either lack a specific social skill or because they choose not to use it. While behavior expectations will be made clear to students, families, and staff, rather than punishing students who do not follow school rules, our approach emphasizes the explicit teaching of social skills and expectations. Our founder, Mr. Lucero's, experience founding and operating a charter high school using this same approach proved that it significantly decreases problem behavior and improves the overall classroom and school culture. We attribute some of this success to the fact that our approach combines aligned techniques from the nationally recognized Positive Behavioral Intervention and Support system (PBIS) and research best practices in Restorative Justice (RJ).

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Positive Behavioral Intervention System (PBIS):

Our primary program of support will be based on the Positive Behavioral Intervention and Support (PBIS) System. According to the PBIS Website "(PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives." (<https://www.pbis.org/pbis/what-is-pbis>) PBIS will align perfectly into our Multi-Tiered System of Support. To properly implement PBIS programing, the entire staff must be trained and supported in the execution of the system, which requires continuous professional learning and development. We will engage outside experts to provide initial and ongoing training in PBIS, potentially via our partners at ESC 20.

Prior to the start of the initial school year, all staff will participate in an initial PBIS Design and Training Academy. This facilitated three-day professional development will focus on developing a unique positivity-based learning environment tailored to the unique needs of our student population. From this initial program development, student management and de-escalation technique training will be incorporated as part of a comprehensive training for staff. The three-day training will also incorporate elements of our Multi-Tiered System of Support (MTSS) policies and program, as well as our Restorative Justice (RJ) initiatives.

We will engage a specialized PBIS consultant to provide on-going coaching and technical assistance. The expert coaching and training focuses on preparing staff members to document the use of PBIS strategies using a standard rubric and to deliver and receive feedback on the use of the system across the school.

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Restorative Justice:

Restorative Justice is an approach to conflict that focuses on repairing harm and creating a space for open communication, relationship building, healing, and understanding. According to the Community Justice for Youth Institute (2011), restorative justice provides a way for those impacted by conflict to be a part of finding solutions that meet their needs and promote community safety and well-being. In a school setting, restorative justice practices can help students develop the critical thinking and social skills they need to be successful throughout the school community.

Unlike traditional discipline that focuses on punishment, restorative justice attempts rehabilitation. Restorative

Justice considers how the misconduct has harmed those involved and allows everyone impacted by the behavior to take part in finding solutions to the conflict. Most restorative practices include hearing the voice of victims, offenders, and the community and allowing each party to express how the situation has had an effect on their lives. Restorative Justice holds the offender accountable to the victim and the community, rather than to the rules and the rule makers who are often entirely separate from the incidence of misconduct.

One obvious benefit of Restorative Justice is that students who get in trouble will be able to remain in school after an offense. By continuing to come to school, offenders benefit from increased instructional time and increased learning opportunities. Restorative justice also helps students build important critical thinking and decision-making skills and develops students' capacity to deal with conflict in a healthy and productive way. Finally, restorative justice helps students connect (or reconnect) to the school community. More punitive actions – such as detention and suspension – isolate students and alienate them from the school community. Restorative justice takes the opposite approach by trying to bring students together so they understand they are an important member of the community.

There will, of course, be times that a student will face consequences up to and including suspension or expulsion based on the E-High School Student Code of Conduct. But suspension will not be the primary strategy for dealing with misbehavior. Even in cases where suspension is necessary, restorative practices will be followed as part of the student's School Re-entry Plan. In the context of restorative justice, Community Service will be a preferred consequence performed by a student who commits an infraction of the RTE Student Code of Conduct.

Influence on the School Community

Restorative practices can have many positive impacts on the school community, and we feel they integrate well into our school design. Because restorative practices provide all sides with an opportunity to be heard, the nature of these practices help students and parents feel like school cares about them. Furthermore, holding students accountable to the community rather than just to the rules or rule-makers helps to foster a sense of community within the school. It gives all parties involved a sense of ownership about what happens in the school and to the people who attend the school. Finally, restorative practices help people feel more comfortable in the school building because addressing and resolving root causes of conflict helps relieve the tension that people feel when lingering issues exist.

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Personnel Responsible for Managing or Behavior System:

Our school will employ a unique Restorative Justice Counselor (RJC) who will lead and champion the school's overall restorative justice strategy and interventions. The RJC designs and implements restorative practices that strategically address infractions against the school community by addressing the issues underlying all misbehavior and dysfunctional interactions to restore or transform individuals and groups of people into a safe, integrated, and functioning learning community. The RJC is not just an expert in RJ, but also one of the resident experts supporting the successful implementation of our PBIS system. The Principal and Assistant Principal are also deeply involved in the PBIS and RJ work, and they will support the RJC in managing the system, including decision-making about consequences and restoration when students make challenging behavioral choices.

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RTE E-High Restorative Practice Components:

Since it is an integrated system throughout our school, we employ several important practices that help our Restorative Justice approach come to life each day.

Restorative Chat

The Restorative Chat is essentially a conversation between one or more students and an adult (typically an administrator or the RJC) about an incident that has happened in the school. The restorative chat provides students with an opportunity to reflect on what they did, understand how their actions affect others, and find a way to repair the harm caused by their actions. Restorative chats are used for incidents that need to be addressed but are not very serious. For example, an adult may use a restorative chat with a student who leaves class without permission, with two students who are caught throwing food in the cafeteria, or with a student who is repeatedly late to class. More than anything else, the restorative chat is a teaching tool. Through the restorative chat, students learn how to slow down and think about how their actions affect other people. They also learn how to take responsibility for their actions and come up with solutions to repair harm caused by their behavior.

Peer Jury
Peer Jury is a restorative practice that allows one's peers to help come up with a plan for repairing harm caused by a student's misconduct. Any non-violent or drug violation can be referred to Peer Jury. However, for a student to participate in a Peer Jury, he or she must admit to the misconduct. Also, participation in the Peer Jury process must be voluntary. The E-High administrator must also get parent consent for a student to participate.

Restorative Conference
Restorative Conferences are reserved for situations that are more serious than those addressed using Restorative Chats. Restorative Conferences involve more people and often end with a written agreement for repairing the harm. Because restorative conferences are more formal than restorative chats and involve more people, they take more time to set up and facilitate. An E-High administrator, often the RJC, will be primarily responsible for facilitating restorative conferences. A restorative conference involves the community of people most affected by an offense, including the victim and the offender as well as the family, friends, and key supporters of both. Participation by all involved is voluntary. In a restorative conference, the affected parties are brought together by a trained facilitator (the RJC or other administrator) to discuss how they and others have been harmed by the offense and how that harm might be repaired. To participate, the offender must admit to the offense.

Peace Circle
There are several types of Circles that fall under the umbrella term "Peace Circle," including conflict circles, celebration circles, check-in circles, grief circles, and reintegration circles. At E-High, the most common type of Peace Circle will like be the "conflict circle." Conflict Circles should be used in situations where there is a serious conflict between two or more people that cannot be resolved through a simple chat or restorative conference. It is an intensive process meant to root out deep-seated issues or the most challenging conflicts between two children. They require a lot of planning and often take a long time to facilitate, thus they will be implemented sparingly. In our implementation of Restorative Justice, Restorative Chats will be used most often, then Peer Juries, then Restorative Conferences, then Peace Circles.

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Training in Restorative Practices
The most important component of any Restorative Justice program is the initial training in restorative practices and the ongoing professional development opportunities for the key personnel who will be primarily responsible for implementing the practices in the school. All administrators, academic department chairs, and the Restorative Justice Counselor will be fully trained in all restorative practices so their knowledge can be leveraged through the training of other staff. The Introductory Training will focus on: General Philosophy of Restorative Justice / Practices; 2) Chats, Conferences, and Peace Circles; 3) Peer Jury; and, 4) Restorative Dialogue.

DRESS CODE AND UNIFORM POLICIES

☐ The proposed charter school will not have a required dress code and/or uniform policy. If no, skip this question.

Provide a brief description of the school's dress code and/or uniform policy, and the reason for determining this policy, including how it supports the proposed model of the school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

E-High will have a Uniform Dress Code.

We consider our dress code part of our commitment to building a strong culture based on high-expectations and intensive support for all students, and we believe a dress code contributes to a more positive and productive school culture overall. We will inform our families and our students of our dress code expectations during student enrollment, via our Student Handbook, and at the beginning of the school year during orientation. We will also inform families and students if we ever adjust or change the dress code.

The E-High Uniform Dress Code for students is “business casual” – which is defined as:

1. Slacks or business dress pants, khakis, chinos, and knee-length skirts. Dark jeans are allowable, but must be free of holes; rips and tears; loose fitting; and, worn at the waist. Leggings, Jeggings, Yoga Pants, and Pajama Pants are not allowed.
2. Button-down shirts, sweaters, blouses or polo shirts, branded with the E-High School logo.
3. Knee-length or maxi dresses.
4. Optional cardigans, blazers, sport coats and E-High branded pullovers (especially for the colder months).
5. Closed-toed shoes such as loafers, Oxfords, boots or flats. Tennis shoes or sneakers are also acceptable.
6. Simple, professional accessories.
7. Students are not allowed to wear hats or scarves that cover the head, unless for religious purposes. Headbands may be worn on top of the head no more than two inches wide. If headbands are worn, they should be of a solid color without a logo. Students may request accommodations for religious or other reasons from their campus administrator.
8. Hoodies are not allowed.

9. E-High students should not wear flip-flops, clothing with excessive holes or rips, tank tops, or clothing with inappropriate language or images.

We believe the Uniform Dress Code to be an important aspect of the E-High mission and will ask our students to adhere to these policies. We will outline the Uniform Dress Code policy in our Student Handbook and will distribute it to families and students prior to the school year beginning. Generally, excessive violations of our Uniform Dress Code will be referred to our Peer Jury process.

Students will be provided initially with two pair of khakis, two polo shirts or button-down shirts, and one pullover. Shirts and pullovers will be branded with the E-High logo. We also recognize that many of our families are economically disadvantaged and may not be able to purchase uniforms. We will have an application for uniform assistance available at the school's front desk and will encourage any family experience hardship such that purchasing a uniform is not feasible to fill out the application for aid and will support those families by providing necessary uniform pieces for free. Students will be able to wear casual wear on Friday and on special occasions set by administration. Administration will also set special “student dress” days, like “My Favorite College Day,” at their discretion. Some of these policies may be modified during the school year based on requests of Student Government and/or Senior Class Officers with the approval of Administration. Student IDs with a lanyard must be worn at all times for safety reasons.

CAMPUS SECURITY OFFICER

Number of armed security officers at each district campus in year 1:

1

- ☒ By checking this box, the sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all requirements of [Texas Education Code, Chapter 37, Section 37.0814](#), relating to armed security officers at each district campus.

SCHOOL DISCIPLINE

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

DISCIPLINE POLICY

Charter schools are permitted under TEC §12.111(5)(A) to exclude students based on documented disciplinary history. Describe whether the charter school intends to exclude these students from enrollment and the rationale behind doing so, especially as it aligns with the mission and vision of the proposed model. See [Attachment SD2 Proposed Discipline Policy](#).

The mission and vision of E-High are tightly focused on ensuring every student experiences success in school. For that reason, we do not intend to exclude students based on their documented disciplinary history under TEC §12.111(5)(A).

SUSPENSION AND EXPULSION SUMMARY

List any discretionary offenses consistent with the school's mission and vision for which a student will be removed from the learning environment.

TYPE	OFFENSE
Suspension	Sexual harassment
Suspension	Physical violence
Suspension	Theft
Suspension	Possession or use of illegal drugs/narcotics or alcohol
Suspension	Extortion or blackmail
Suspension	Use of a prohibited item like a firecracker or airgun/BB gun or other "look-alike" weapon
Suspension	Bullying or harassment
Expulsion	Committing any act punishable as a felony offense
Expulsion	Possession of a weapon on school property in accordance with 20 U.S.C. Section 7151
Expulsion	Sexual assault

Click to add a row to the table above.

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DISCIPLINE DATA ANALYSES

Discuss plans, if any, to conduct analyses that will evaluate student discipline data and overidentification of any specific student group.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

As part of our regular data-driven practices, we will review and analyze behavior and discipline data on a short-cycle basis to ensure our students are always making growth, our community is coming together in support of strong behavior practices, and our staff are well-trained in how to execute our PBIS/RJ behavior system and are executing it with fidelity. These reviews will take place alongside the regularly scheduled BAAG Report/Review process on a three-week cycle to ensure we always have a clear and up-to-date picture of schoolwide and individual student behavior trends.

We will review individual behavior data like discipline referrals, minor consequences (i.e., detention), and suspensions on a student-by-student basis to get ahead of any negative trends. We will also try to correlate behavior trends with attendance rates and tardiness rates to see if there is interconnection there. On the schoolwide level, we will review and analyze the same data for the following populations and subpopulations:

1. Whole school
2. By race/ethnicity
3. By sex or gender
4. By participation in special education
5. By disability or participation in Section 504
6. By emerging bilingual status
7. By refugee or homeless status
8. By socioeconomic status (i.e., participation in free or reduced meals)
9. By at-risk status

We will look for any outlier student groups, which we define as +/- 10% difference in discipline rates from the Whole School group, and if we determine any groups are outliers, we will work to uncover root causes and will attack the issue as a team to get back to a place of equity. This will include examining our core policies and procedures to make sure they are equitable and age- and grade-appropriate.

BOARD FORMATION, STRUCTURE, AND COMMUNITY

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

See [Attachment E1 Articles of Incorporation](#)
[Attachment E2 501\(c\)\(3\) Letter of Determination](#)
[Attachment G1 Organizational Bylaws](#)
[Attachment G2 Code of Ethics and Conflict of Interest Policy.](#)

CURRENT BOARD MEMBERS

Please note, Sole Member Board structures are not permitted for purposes of this application.

See [Attachment G3 Board Member Résumé and Affidavits.](#)

BOARD MEMBER	STATUS	CITY	PRIMARY SKILL SET
Delia Covo	Voting	San Antonio, TX	Educational Leadership
Alvaro (Tony) Vasquez	Voting	San Antonio, TX	Facilities
Silver Vasquez	Voting	San Antonio, TX	Public Relations
Carlo Max Gonzalez	Voting	San Antonio, TX	Finance

Click to add a row to the table above.

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ROLES AND RESPONSIBILITIES

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

As an independent organization, we will not have a relationship with a CMO or any other partner entities. While our founder and proposed Superintendent, Mr. Alex Lucero, previously opened and operated a network of out-of-state charter schools, REAL Education Texas (RET) has no formal connection to those schools.

Developing strong relationship between governance and management with clear roles and responsibilities will be essential in our efforts to achieve our goals for students in San Antonio. The purpose of the Board of Directors is to provide oversight of the organization's activities and performance. Day-to-day management of the school and enterprise is the responsibility of the Superintendent. Among the Board's most important duties is the hiring, supervision, and retention of the Superintendent. The Board will be responsible for setting appropriate compensation for the Superintendent and for evaluating the performance of the Superintendent on an ongoing, consistent basis. The Superintendent (and designees thereof) will be responsible for hiring all other staff members of the school. The Board also hold fiduciary responsibilities for the organization – ensuring the organization is financially strong and always acts a good steward of public money is among its most important duties. The Board will review the financial position of the organization at every board meeting and during every meeting of the Financial Committee between board meetings. The Superintendent and designees will be responsible for ensuring the financial position of the organization is strong, on target with the state's Charter FIRST accountability system, and aligned to the Board's expectations. Finally, the Board is responsible for ensuring the academic program is equitable and aligned to the vision outlines in this charter application and that performance always meets or

exceeds expectations. The Board will review academic performance metrics at every regular Board meeting and at every meeting of the Academic Committee between board meetings to ensure adequate progress is being made. The Superintendent and designees are tasked with executing on the academic and instructional vision of this charter application, and they will ensure the Board is apprised of all pertinent information related to academics at the school. The Board understands its responsibilities under Texas Education Code § 12.121 and 19 TAC § 100.1033(b)(14)(C).

The governance policies will be designed to ensure delineation of responsibility among appropriate parties and to set standards to measure performance and accountability in all key domains of the enterprise.

COMMUNITY CONNECTIONS

Discuss the extent to which members of the board are connected and/or currently involved with the anticipated community of the proposed school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The Board of Directors of REAL Education Texas is composed of a diverse, talented and committed group of San Antonio-based professionals, including members with technical skills and professional experience in the areas of finance, fundraising, law, education, marketing/public relations, and facilities. They are a representative sample of the San Antonio community and have deep ties to the Westside community, in particular.

For example, board member Silver Vasquez is a native San Antonian who owns his own strategic communications firm. He was raised near Lackland Air Force Base, in the same neighborhood we are targeting to serve with E-High School, and attended John Jay High School. Having never taken the SAT or ACT, and with no clear strategy for life after high school, Silver followed a childhood friend to Palo Alto College where he later earned a scholarship to the University of Northern Iowa where he studied journalism and public relations. Shortly after graduation, he moved back to Texas and attended Texas Christian University in Fort Worth and earned a Master's of Science Degree in Journalism with an emphasis in Public Relations.

Vasquez began a career in oil & gas with Chesapeake Energy and is a staunch advocate for stakeholder engagement and transparency within the industry. He started his own company, Quatro Strategic Solutions, and has advocated for clients in eight different states. His clients include some of the largest operators in the state of Texas, and a handful of industry trade groups. Silver has also focused on workforce development, employer relations and relationship development to help connect industry and educators across the San Antonio region.

While in Fort Worth, Silver began tutoring at-risk students who resembled the children he grew up with, and developed a desire to nurture students with little exposure to environments outside their own. He is focused on removing stigmas associated with non-degreed professions and promoting entrepreneurship for students in area he grew up in. While he believes college provides critical skills for all, he is a firm believer that non-traditional career pathways are equally important to the economic success of the region.

Board member Delia Covo is a lifelong educator, having taught in SAISD -- the district we intend to locate in -- before going on to hold several different leadership positions within Teach for America - San Antonio. This experience has kept her closely connect to San Antonio's Westside, having coached and supported dozens of TFA corps members in SAISD schools and charter schools serving students on the side of town we intend to serve. Delia volunteers at Westside church food pantries regularly and values the deep connections she has made with the community over her years in education.

Board member Alvaro (Tony) Vasquez has had a deep impact on San Antonio throughout his career. He joined Bexar County Public Works (BCPW) in December 2004 and currently serves as the Public Works Division Chief. In

this role, he is responsible for County-wide Operations & Maintenance of the Streets Division, Traffic Division & Fleet Division. Throughout his time with BCPW, he has leveraged new technologies into Bexar County's pavement data collection, geographic information systems, asset management and operations workflow management. He helped institute a Pavement Preservation Program in Bexar County that was recognized by the Foundation for Pavement Preservation and FHWA with the James B. Sorenson Award for Excellence in Pavement Preservation in 2012. He is a past president and current fund raising chair of the American Public Works Association South-Central Texas Chapter. He helped to establish Scholarship Endowments for students at The University of Texas San Antonio and Texas A&M San Antonio. He is also past president of the Texas Association of County Engineers and Road Administrators (TACERA). He holds a bachelors degree from the University of Texas and an MBA from Webster University.

Finally, board member Carlo (Max) Gonzalez was born and raised in San Antonio. He attended San Antonio Community College after he graduated high school, but like many graduates of San Antonio-area high schools, he took a non-traditional route into his career. Working his way up from being a server at a restaurant on San Antonio's Broadway, he is currently the COO for Lending Strategy Advisors, a real estate advisory organization. Prior to his current role, Max was a Loan Officer at a mortgage lender and is an expert both in corporate finance and the real estate market in San Antonio. He is dedicated to ensuring students like himself see their futures in the courses they take in high school, and he is proud to bring an excellent Entrepreneurship-focused high school program to his home town.

As evidenced here, each member of our board has a deep, often life-long connection to San Antonio and to the Westside. Board members come from the neighborhoods we intend to serve, have taught and led schools in our neighborhoods, have been public servants in our neighborhoods, graduated from high school and community college in our neighborhoods, and therefore are totally committed to doing right by our neighborhoods.

STAKEHOLDER ACCOUNTABILITY

Identify the processes and structures that the proposed board will have in place to ensure transparent accountability and engagement with all stakeholders.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The Board of Directors ensures accountability to all stakeholders by following all rules and regulations set by the State of Texas and TEA for charter school governing boards. The Board governs the school in accordance with all applicable open meetings laws, including the Texas Open Meetings Act (TOMA), and they comply with Texas Administrative Code 19 TAC § 100.1113 and Texas Government Code §§ 573.021-573.025 relating to Relationships by Consanguinity or Affinity. The Board is also aware of the legal requirements of the Texas Public Information Act.

The Board of Directors of REAL Education Texas will hold the E-High charter (should a charter be awarded), and ensures accountability to the school's mission, its financial viability, and its adherence to the terms of the charter. As previously stated, Governing Board members will also be local San Antonians, which increases accountability to the community. The Governing Board meets each month in a public space with pre-announced, publicly posted meetings in full accordance with all open meeting requirements. The Governing Board records accurate minutes of all meetings and makes these minutes publicly available soon after the meeting is adjourned. Governance policies at REAL Education Texas are designed to ensure delineation of responsibility among appropriate parties and to set standards to measure performance and accountability. Once the school is approved, a Governance Manual will be created to guide the Board's activities, will be distributed to each member of the Board upon appointment, and will be made publicly available for accountability purposes. The manual will include but will not be limited to the following:

1. Overview of the school, including mission and goals

2. By-laws and Articles of Incorporation

3. Charter Contract

4. List of Current Board members

5. List of committees, including purposes and objectives of each

6. Board policies and procedures

7. School information, including educational and organizational information (i.e., student achievement data, description of academic programs, organizational chart)

8. Operating Plan and Strategic Plan for the school

9. Recent public reports (financial, administrative, and programmatic audits)

A Family and Student Handbook, which articulates major school policies and essential student procedures, along with a Staff Handbook, which articulates personnel policies, and a Fiscal Policy Manual, which outlines all policies that apply to financial management at the school and by the Board, will also be drafted by management, approved by the Board, and made publicly available at the school site for accountability purposes.

Board development is a critical part of creating and sustaining a high-performing school, and strong development practices are essential to strong public accountability. Board development includes regular support from governance experts at ESC 20 and elsewhere, and coaching for the Board Chair from an experienced Texas Charter Board chairperson. Additionally, the Board completes a yearly self-evaluation which helps members better understand the Board's strengths and weaknesses. As necessary, the Board will secure additional consultants to facilitate strategic planning retreats, resource development, and to assist with visioning. The Board of Directors' Governance Committee is responsible for ensuring the Board remains fully accountable to the public at all times by auditing open records practices, open meetings practices, etc., and by ensuring the public's best interest is always considered before the Board takes any action. The Governance Committee is also responsible for identifying potential new Directors, presenting them to the full Board for consideration, and orienting all new members to the organization, with special emphasis placed on the Board's accountability to the public.

The board will use a consistent process of checks and balances to ensure these measures of transparency are always adhered to. The Governance Committee will keep maintain a standing Transparency & Accountability item on their committee meeting agendas to review transparency measures monthly. They will then report on their findings each regular board meeting and will provide guidance to school management if there ever seems to be a lapse in the school's state-mandated efforts to maintain transparency with the public. Should there be instances where transparency falls short (i.e., a required posting is not on the website, etc.), the school will have five working days from the date of the board's report on its finding to correct the oversight.

Briefly outline the procedure to be followed after a parent, student, or staff member has an objection or grievance regarding a governing board policy or decision, administrative procedure, or practice at the school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Staff, students, families, and the general public have the right to bring grievances to the attention of the school and organization and to have those grievances considered and acted upon in a timely fashion. We will address all

complaints in an effort to resolve them at the lowest possible level. If an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the complainant in writing of the necessity to extend the time to respond and a specific date by when the response will be issued.

First and foremost, we encourage all stakeholders to bring any issues to the school's attention via informal conferencing with a school leader. If a complaint is unable to be rectified in a satisfactory way via in informal meeting or conference, the individual will be encouraged to begin the formal complaint process. This process begins with the submission of a Complaint Form, with separate versions of the form for families, students, staff members, or community members to fill out depending on who the complainant is. This form can be found at the front desk of the school or on our website. Of course, complainants are not required to have a conference before filing a complaint; they may go straight to the formal complaint form if they would like.

The filing of a formal complaint will constitute a "Level One Complaint." For Level One Complaints, the Principal or designee serves as the Presiding Administrator. The Level One Administrator investigates as necessary and holds a conference with the individual within ten days of receipt of the written complaint.

Should the individual not obtain the desired resolution at Level One, or if the response period has lapsed, they can seek a meeting with the Superintendent to challenge the school's decision. This is referred to as a "Level Two Complaint." After receiving notice of the appeal, the Level One Presiding Administrator prepares and forwards a record of the Level One complaint to the Superintendent or designee. This record includes:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One Presiding Administrator in reaching the Level One decision.

The Superintendent or designee then serves as the Level Two Administrator and holds a conference within ten days after the appeal notice is filed. If the individual does not receive the relief requested at Level Two, or if the time for a response has expired, they may appeal the decision to the Board. This is considered a Level Three Complaint.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint may, at REAL Education Texas's discretion, be listed as an agenda item or be heard during the "Public Comment" portion of a regular Board meeting. In either event, the Superintendent or designee shall provide the Board with the record of the Level Two appeal, which includes:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The Board then hears the complaint in a Board Meeting and may request that administration provide an explanation for the decisions at the preceding levels. The Board is the final authority to hear or decide complaints. (19 Tex. Admin. Code § 100.1033(13)(C)(i)) Failure of the Board to take action on the complaint or schedule a complaint offered at Public Comments on a future agenda indicates the Board's approval of the decision below. The Board and senior staff members will be trained that it is unlawful to retaliate against any individual for bringing a concern or complaint to our attention.

Identify the methods by which instructional materials and testing materials will be made available to parents. Include a plan to facilitate any and all requests to review those materials that follow state law.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

If requested by the parent or guardian, parents of students attending E-High can receive coursework or any assessment given to their child by a teacher in any course in which their child is currently enrolled. Additionally, any survey given to students can be reviewed by a parent or guardian of the student. Parents will have access to an Access to Instructional Material request form at the front office of the school. Should they fill out the form and request access, the school will fulfill that request within two school days. Access will be provided on site at the school.

GOAL SETTING

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STUDENT OUTCOME GOALS

Identify three [House Bill 3](#) (HB 3) outcome goals that will be achieved by the end of Year 5. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Applicants who propose to serve early childhood (EC) grades must submit both EC literacy and EC math outcome goals. Applicants who do not propose to serve EC grades must submit both literacy and math outcome goals. All applicants must submit college, career, and military readiness (CCMR) outcome goals.

	OUTCOME GOAL	ANNUAL TARGETS
Literacy	By 2030, the percentage of students who achieve Meets grade level or better on EOC English I and II will increase by 30% from baseline entry data.	We will not have baseline data for our students until they enroll with us, which makes setting these targets difficult. However, we believe that a 15% increase in students who achieve Meets/Masters on EOC English I and II is a reasonable benchmark for 2026. That percentage will increase to 30% by 2027. The percentage of students who are "on track" for passing EOC as measured by our NWEA MAP assessment will increase by 15% at mid-year from our beginning-of-year baseline test and 25% by our end-of-year MAP assessment.
Math	By 2030, the percentage of students who achieve Meets grade level or better on the Algebra I EOC will increase by 30%.	We will not have baseline data for our students until they enroll with us, which makes setting these targets difficult. However, we believe that a 15% increase in students who achieve Meets/Masters on the Algebra I EOC is a reasonable benchmark for 2026. That percentage will increase to 30% by 2027. The percentage of students who are "on track" for passing EOC as measured by our NWEA MAP assessment will increase by 15% at mid-year from our beginning-of-year baseline test and 25% by our end-of-year MAP assessment.

GOVERNANCE AND LEADERSHIP

	OUTCOME GOAL	ANNUAL TARGETS
CCMR	The percentage of students who meet the criteria for CCMR will increase by at least 10% by 2026 and 20% (if applicable) by 2027.	We only have local ISD performance to go by at this point. SAISD reported 73% of students met CCMR criteria. We will set the benchmark to achieve 80% or more CCMR readiness by 2026. That percentage will increase to 90% CCMR ready by 2027. We will increase the percentage of students who meet CCMR State Accountability Standards for College Readiness by 15% from baseline (when they enter our school), and we will increase the percentage of students who are Career/ Military Ready according to State Accountability Standards by 10% from baseline.

START-UP GRANT PROGRAM GOALS

Charter School Program (CSP) Start-Up Grant - SMART Goals

Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's HB 3 student outcome goals. Include all progress measures that will be used to track each start-up goal.

	OUTCOME GOAL	PROGRESS MEASURES
Ex.	Purchase and install SMART Boards in 100% of classrooms by July 1, 2025.	
Goal 1	By the beginning of Year 3 (August 2027), 70% of students at E-High will earn Approaches or better on English I and English II End-of-Course (EOC) assessments.	The school will use an integrated system of short-cycle assessment like exit tickets and biweekly assessments along with three major interim assessments throughout the year (NWEA MAP) to measure progress toward this goal. The object of each assessment, whether short-cycle or interim, is for students to show 80% mastery of the TEKS assessed in that particular assessment.
Goal 2	By the beginning of Year 3 (August 2027), 70% of students at E-High will earn Approaches or better on the Algebra I EOC assessment.	The school will use an integrated system of short-cycle assessment like exit tickets and biweekly assessments along with three major interim assessments throughout the year (NWEA MAP) to measure progress toward this goal. The object of each assessment, whether short-cycle or interim, is for students to show 80% mastery of the TEKS assessed in that particular assessment.
Goal 3	By the beginning of Year 3 (August 2027), E-High will meet 100% enrollment by the end of the first week of school.	We will set student recruitment and enrollment benchmarks based on the time of year and year of operation. Leading up to Year One, we will look to be 50% enrolled toward our first day of school projections by May 31, 75% enrolled by June 30, and 100% enrolled by July 31. (We know from interviews that San Antonians tend to enroll late, so we expect a big enrollment push in the summer.) In the lead up to Year Two, we expect to be 50% enrolled by March 31, 75% enrolled by May 31, and 100% enrolled by June 30.

GOVERNANCE AND LEADERSHIP

	OUTCOME GOAL	PROGRESS MEASURES
Goal 4	By the beginning of Year 3 (August 2027), E-High will have 85% teacher retention from the previous year.	We know that hiring and retaining high-quality teachers is the key to ensuring great instruction across all of our classrooms, and for that reason we will measure teacher retention as a key indicator of school performance. Benchmarking "stepback" meetings will be set for midyear and in March to assess our progress towards this goal, with the expectation that we have retained over 90% of our staff at each checkpoint.
Goal 5	By the beginning of Year 3 (August 2027), E-High will achieve 90% student persistence year-over-year.	We understand that the best recruitment tool is strong persistence of students already enrolled in the school. We will track withdrawals over the course of the year and will aim for no more than 1% of enrollment to withdraw each month of the school year. We will hold a midyear "stepback" meeting to assess enrollment and persistence progress each year. If we determine we are off-track for this goal, we will make significant changes to our engagement with our families to ensure we get back on track right away.

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both HB 3 and grant program goals. Include any corrective actions that will be taken if progress is off schedule.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

As stated throughout this application, we will continuously measure student academic performance and progress throughout the school year as part of our commitment to data-driven instruction and decision making. This is why we have selected such measurable goals – we believe they align very well with our overall goals for the program at E-High and with the processes and systems we have in place for tracking progress.

We will use two primary methods for tracking progress at the school level: (1) the BAAG Report/Review process outlined throughout this application, and (2) a targeted "stepback" process meant to allow school and district leadership to strategically review progress at key times of the year in order to identify areas of strength to build upon and areas for improvement. These will funnel directly into a Board of Directors monitoring process, which allows our Board to stay current with all data. The board will also have constant access to a data-tracking dashboard to help this process, as described below.

The board will be presented with reports on CSP-specific goals, as well as broader organization-wide goals, at each monthly board meeting. They will also have access to a dashboard to track progress between meetings, and they will be expected to review the dashboard regularly to ensure they are up to date on school performance at all times. The board calendar for updates related to the goals listed above is as follows:

August: Update on progress to goals for Teacher Retention (year-over-year)
 September: Update on progress to goals for Student Enrollment and persistence (year-over-year)
 October: Overview of performance on baseline assessments (NWEA MAP & internal interims)
 November/December: Updates on student persistence (current year) and teacher retention (current year)
 January/February: Updates on mid-year assessments (NWEA MAP & internal interims)
 March/April: Updates on student persistence (current year) and teacher retention (current year)
 May/June: Updates on end-of-year assessments (NWEA MAP & internal interims)
 July: Yearly wrap-up of Assessment data, student enrollment & persistence, and staff retention

If the board determines the school is off-track to meeting either HB3 or grant goals, they will require the Superintendent draft and submit a Corrective Action Report (CAR) for their review. The report will include specific steps the school will take to improve outcomes. The board will then require bi-weekly updates on progress toward

academic goals to ensure the corrective action plan is driving improvement.

Describe a system that the board will use to hold the superintendent accountable for meeting the proposed HB 3 and grant program goals.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

School leadership will prepare a report for each board meeting which aggregates progress data on the goals listed above. At these monthly meetings, the Superintendent is expected to provide a "Progress-to-Goals Report" on the specific CSP Startup Grant-related goals above, along with all other organizational goals. During the meeting, the Superintendent will discuss any data trends or discrepancies and will alert the board about what to look for when they review the goals dashboard between meetings. The dashboard will be built in Tableau and will collect academic performance and growth data from Biweekly Assessments and Interim Assessments, behavior and student culture data, attendance and enrollment data and trends, teacher retention data, and more. The Board is expected to check in on dashboard data weekly between meetings and is encouraged to send any questions or concerns to the Superintendent via email so they can be addressed at the next meeting. Anything of immediate concern will be addressed right away, either through email to the whole group for less urgent items or via an emergency "called meeting" for more robust discussion and action.

The Superintendent will be responsible for the school making adequate progress on all CSP-related goals each month and on larger organizational goals by designated times throughout the year. If at any point the school is off-track from hitting a CSP-related goal, the Superintendent will be responsible for developing a Corrective Action Report (CAR), which outlines the specific steps the school will take to correct the issue in a timely fashion. If that CAR does not support the turnaround of performance toward that particular goal, the board and school leadership team will reconvene to assess school performance in that functional area and to collaborate on best next steps moving forward. If multiple goals are not met or if performance in certain areas consistently falls below the Board's expectations, the Board will convene to determine if the Superintendent should be replaced.

SUPERINTENDENT POSITION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

SUPERINTENDENT SALARY RANGE

Salary Range [Proposed School] \$95,000 - \$115,000

Salary [District of Location] \$315,000 (San Antonio ISD)

QUALIFICATIONS AND EXPERIENCE

The applicant has identified a candidate to serve as the founding superintendent. If so, provide their ☒ qualifications and experience in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe the leader's connection to the community and/or ability to effectively serve the anticipated population. Do NOT input a response if the applicant has not identified a proposed superintendent.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Our Board of Directors is a group of interested citizens looking to make a difference in the education of our youth in San Antonio. Our search for a Superintendent to lead these efforts began with the understanding that whoever might end up in the role had to share the mindset that all kids can succeed, had to have the vision and experience to lead the organization through start up and growth, and had to bring expertise in academic programming and the business of schools to be an effective Superintendent. We created a Job Description for the role and circulated that to several area charter school superintendents to get feedback from those who already do the job. Once we integrated the feedback into our final draft of the job description, we posted the role publicly and sent the job description to several local education recruiters and headhunters looking for the best possible candidates. We reviewed credentials for at least five different qualified candidates, but it became very clear very quickly that Mr. Alex Lucero was the best suited for this role.

Mr. Lucero has been in education for over 25 years. He started his career at California State University, Northridge, as an instructor in the Michael D. Eisner College of Education. From there he went onto work at Project GRAD, a national K-12 education reform program which combines a variety of education reforms to improve instruction and raise student achievement in schools that serve primarily minority and low-income students. With the overarching objective of closing the achievement gap between such students and their more economically advantaged counterparts, the initiative helps students develop the skills and aspirations required to complete a college preparatory curriculum and move on to postsecondary education. This is deeply connected to the work we aim to do at E-High School and REAL Education Texas. After his time at Project GRAD, Mr. Lucero started his charter school career as the New Site Development Director for PUC Schools, a California-based charter school network. With PUC Schools, Mr. Lucero was instrumental in opening or growing fourteen different campuses. Finally, in 2009, Mr. Lucero took the experience he gained at PUC Schools and launched a new charter school organization serving the students of California's Inland Empire, co-founding REAL Journey Academies (RJA). In the thirteen years since, Mr. Lucero and the RJA team have opened five different campuses, including two Entrepreneurship High School campuses, which are very similar to the design of our E-High School. For years, RJA has been among the highest performing charter schools in the Inland Empire, with a population of students very similar to the population we will serve at REAL Education Texas and E-High School. We believe this track record of success, along with his deep experience launching, growing, and leading opportunity-gap-closing organizations and the positive feedback we got from our future families about Mr. Lucero, make him the most qualified candidate to launch and lead our organization.

☐ The applicant has **not** identified a candidate to serve as the founding superintendent. If not, provide a sample job description in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process that will be used to identify and select the candidate best qualified to lead the proposed school in achieving its mission. Include the timeline, criteria, and selection process. Do NOT input a response if the applicant has identified a proposed superintendent.

N/A

EVALUATION OF SUPERINTENDENT

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L2 Superintendent Evaluation Tool](#).

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will use the Commissioner's Recommended Appraisal System which is the TASB Superintendent's Evaluation Tool to evaluate the performance of the Superintendent. Appraisals will take place midyear in January as a

checkpoint of progress to goals, and at the end of the year in May, as a summative assessment of the Superintendent's performance that year. We will use Region 13's recommended Evaluation Workbook to track progress top goals and to support data-driven reflection on the superintendent's performance.

This TASB Evaluation and ESC 13 Workbook were selected because they center student academic performance and growth as the most critical aspects of the evaluation. This squares with our vision that the most important aspect of the Superintendent's role is ensuring the school is academically successful. This also supports our vision that the most important aspect of the Board's role, like the Superintendent's, is to ensure the school is meeting academic expectations for all students.

Midyear evaluations of the Superintendent will be performed by the Governance Committee, with results shared out to the Board as a whole at the February board meeting following the January appraisal. The end-of-year evaluation will be performed by the Governance Committee, with support from the Academic Committee. Results will be reported to the whole board at the July board meeting.

The board expects that the superintendent will earn Exceptional or Proficient on 80% or more of all indicators at mid-year evaluation and 90% or more of all indicators at the end-of-year summative evaluation.

STAFFING, LEADERSHIP, AND PROFESSIONAL DEVELOPMENT

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

STAFFING STRUCTURE

See [Attachment OP1 Organizational Charts](#).

STAFFING PLAN AND TIMELINE

Describe the strategy, plans, and timeline to recruit, hire, assign, and retain highly qualified, diverse instructional and support staff who will support the operation of the proposed school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The key to any school's success is its ability to recruit and retain great people. In our classrooms, the teacher is a trusted advisor and source of knowledge, someone students feel comfortable with but who will push them to achieve more than they imagine is possible.

Every candidate we recruit to be part of our team must be aligned first and foremost with our mission. To that end we have developed four Key Competencies & Mindsets that we think are predictive of success in any almost role on our team. We look for these as we recruit for positions and we track them throughout the hiring process.

We look for people who are:

Thoughtful: Working in schools requires a great deal of thoughtfulness – we want our staff to take their jobs to heart, and we think a good indicator of their willingness to do so is their level of thoughtfulness when presented with challenges.

Tenacious: We ask for maximum effort all the time. We know the work is hard, which is why our staff need to be prepared and excited to work hard every day.

Coachable: Everyone at E-High gets coached. We all get feedback and are expected to implement that feedback to the best of our ability every day.

Collaborative: We want to hire people who play well with others. Our students rely on us to provide them with tools for their future; it is up to us to work together to identify what works and to share.

We know that the hiring market for effective educators is getting more and more competitive. We are committed to hiring the right people for our organization, as outlined above, so we know we need to be very strategic and aggressive about creating a strong candidate pool from which to choose.

In our startup years, the two most effective recruitment techniques will be old-fashioned legwork, by which we mean tedious-but-effective one-on-one communication and targeted outreach, and referrals. We will plan to send out at least fifty direct in-mail messages on LinkedIn per week, every single week to educators across San Antonio, Central Texas, and South Texas. While that kind of cold call approach has a low response rate, we know we will not be able to rely on any kind of market reputation to drive interest until we're a much more mature organization. Out of fifty messages a week, we might get five warm leads, which might not seem like much. But if we get five leads every single week, we will have built a significant pool of candidates for hiring season. We will also partner with organizations like Teach for America, UTSA's education school, and other certification and alternative certification programs. We will plan the same sort of direct, individualized outreach to master lists of candidates we will get from these partner organizations and can probably expect the same sort of return rate (~10% response rate).

Referrals will also be essential to our success in the early years. Nothing is more convincing than an educator who loves where they work. We will ask our staff, both newly hired and, over time, returners, to reach out to their educator friends to encourage them to join us. Through our fact-finding discussions with other charter school

leaders in the San Antonio area, we've heard that as many as 40- 50% of all hires come from direct referrals made by staff.

Supporting this direct engagement effort will be an awareness and outreach campaign that we run through social media. We will run targeted ads on Facebook, Instagram, and TikTok to make sure educators in the San Antonio area see the name "REAL Education Texas and E-High" when they are scrolling the internet, so when they see our postings on Indeed, Monster, or ZipRecruiter, they will have a point of reference for who we are and what we are all about. We will support that effort with a significant push for ads and postings on LinkedIn, which is the place charter leaders in San Antonio say most candidates see their job postings. This effort will pair with the LinkedIn InMail outreach described above to ensure we have that whole space covered.

As we grow, we will plan to shift more resources toward broad engagement efforts like paid advertisement and will spend less time doing one-to-one targeted outreach.

TIMELINE

We know that setting strong benchmark for hiring will be essential to ensuring we are fully staffed by day one of school. As a best practice, we are looking to obtain at least 10 applications for every open position. In year zero, our benchmarks will look like this:

December -- Applications for all open positions go live

End of January -- We are 15% of the way to our overall application goal

End of February -- We are 25% of the way to our overall application goal and 10% of the way to our hiring goal

End of March -- We are 50% of the way to our overall application goal and 30% of the way to our hiring goal

End of April -- We are 75% of the way to our overall application goal and 50% of the way to our hiring goal

End of May -- We are 100% of the way to our overall application goal and 70% of the way to our hiring goal

End of June -- We are 85% of the way to our hiring goal

ASSIGNING STAFF

We know one of the keys to professional success is being put in the right position to succeed. For that reason, we try to be thoughtful about how we assign staff once they are hired. To the best of our ability, we want to place experienced Texas educators in core classrooms, especially in EOC-tested subjects like Algebra I, English I & II, etc. This provides us with the certainty that the teachers assigned our most challenging roles – preparing students for success on high-stakes exams – come to the work with experience they can call upon when needed. It also helps our more novice educators if we are able to assign them to lower-stakes courses, those that do not carry state-mandated exams at the end of the year. We can focus on growing their teacher voice and practicing teacher moves throughout our high-touch coaching cycles to ensure they improve every day.

We also try to assign staff by interest and subject-area expertise. As a high-school-only program, it is essential that we find ways to put subject experts into every classroom. There is nothing more beneficial to a student, especially a high-school-aged student, than learning from an expert who truly loves the subject they teach. We will make it a priority to seek out subject experts in the recruitment and hiring process, and we will pay attention to experience and interest when assigning classes to our teachers. We will assign all staff to their roles prior to the first day of summer professional development so they have time to prepare for their roles.

RETAINING STAFF

In such a competitive hiring market, staff retention is more important than ever. We will aim for 85% retention in current roles year-over-year, which accounts for some natural attrition (i.e., moving out of town, promotions) and some necessary attrition. In order to meet or exceed this goal, we will do five things:

Competitive Pay & Benefits:

This is a no-brainer. If we want to hire and retain the most effective teachers, we need to be competitive with our compensation. While money is not always the most important driver of school staff happiness, it is always a

consideration. We will make sure salaries and benefits are always in the top half of the local market.

Career Planning with All Staff:

We believe it is important for all staff, from custodians to principals, to have the opportunity to discuss their career trajectory and aspirations with their managers. This invests both parties in working together toward a shared goal for the staff member. We will have beginning-of-year and end-of-year Team Member Trajectory (TMT) meetings where we will plan side-by-side for each staff member's future with the organization.

Short-cycle Coaching & Planning Support:

When asked what they want most from their employers, teachers often cite strong coaching and lots of support. This makes sense – teachers are generally driven to improve their practice, and strong coaching and support helps them do that. We will provide weekly observation/feedback/coaching cycles and will support with lesson planning on a bi-weekly basis.

Well-Defined Pathways to Impact & Leadership:

While we cannot promise every staff member an opportunity to take on a leadership role in the future (nor would we want to... we need great teachers in our classrooms!), we can create pathways to impact and leadership which include: grade level chairs, department chairs, graduation committees, culture chairs, master teachers, etc. And yes, this also includes pathways to dean, assistant principal, and principal positions.

Biannual Alignment Touchpoints & Evaluation:

We believe in Brene Brown's maxim that "clear is kind." So we have very clear performance conversations at the midpoint and end of every year with all staff (again, from custodian to principal) to ensure everyone knows where they stand. These conversations should never include anything surprising, since the staff member and their manager engages in weekly coaching cycles all year long. But it is still good for staff to know exactly where they stand performance-wise.

We believe these strategies will help us build a professional culture that great people want to be part of and will keep teachers and other staff members with us for many years of service.

DIVERSITY IN HIRING

We are committed to building a diverse staff because diversity yields both immediate and long term benefits shared equally by our students, our staff, and the greater San Antonio community.

When we hire a diverse staff, we stack the deck for our students by allowing them to work with teachers who have similar cultural, socioeconomic, and linguistic backgrounds, and who have benefitted from a good education. This can help students perceive our college and career readiness goals as tangible, achievable, and worthwhile. But having a diverse staff does not just mean hiring people who come from similar backgrounds to our students. Our hiring practices reflect the global nature of today's economy, as we try to expose our students to cognitive diversity by targeting global recruits. When our students leave high school, they should be well-prepared to step into an increasingly diverse adult world.

We will work with HBCUs, staffing companies, and others to ensure we have a strong pool of diverse candidates that reflect our community, including attracting candidates who identify as people of color and those who speak Spanish as a first or second language.

TALENT MANAGEMENT AND DEVELOPMENT

Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover, and specific plans to provide coverage in the event of staffing shortages.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We believe the work we do to invest our staff members in their trajectory with E-High will help us remain fully staffed throughout the school year. We will work to develop a culture of excellence and support that helps teachers feel connected to the school and the work. We will also have clear and consistent communication with our teachers to ensure we always know what they are thinking about as far as their career trajectory is concerned. We want to build the kind of professional community where clarity, kindness, high expectations, and strong support underpin everything we do, which ultimately makes for the kind of school most teachers want to work at. But we also know that anything can happen in schools, especially in what seems like a volatile and competitive hiring market, so we will plan ahead to make sure we have good contingencies in place to cover unexpected staff shortages.

1. We will contract with a local substitution services company to provide support for regular and short-term absences.
2. We will have a "Plan B Admin Schedule" in place, which accounts for school leaders having to cover one or more classes for more than one week at a time, which is often the case when schools have unexpected gaps in staffing. This will allow us to cover admin duties seamlessly if one or more of our leaders have to cover classrooms longer-term.
3. We will cross train all of our operations and support team members to do each other's jobs so we can cover tasks until unexpectedly open roles are filled.
4. We will also maintain an active pool of candidates for positions we can reasonably expect to have higher than normal chances of being "high turnover," like special education and the sciences. While we can never guarantee a pool of midyear candidates will be available, we will work to maintain contact with strong candidates to make sure we have some folks to call when openings pop up.
5. We will maintain a large and strong pool of volunteers, generally families and community members, who can step in and support when opening pop up unexpectedly. From talking to other San Antonio-area superintendents, this seems to be an effective strategy for protecting schools against the inevitable surprise openings. Volunteers will be background checked and fingerprinted, so they can step in to classrooms if needed as a very short-term solution.

PEIMS [PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM]

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

One of our first hires will be a PEIMS Coordinator, who will be responsible for managing all things related to PEIMS data collection and reporting to the state. We recognize that this is an essential position, as it is the role that works directly with the state to ensure our data is accurate and to ensure we are maximizing our opportunities for state funding, so we will pay special attention to hiring an experienced leader for this role. We will also provide robust supports for this person through a partnership with Region 20, whose strong relationship with TEA and many years of PEIMS-support work will benefit whoever we hire for the coordinator role. We will ask Region 20 to provide PEIMS training to the coordinator and to our school leadership team as a whole in the summer before we open, so everyone understands the system deeply and so we are ready to go for day one of school. We will pay our PEIMS coordinator a competitive salary, which in the San Antonio market seems to be \$50,000-60,000 per year for a very

TALENT MANAGEMENT AND DEVELOPMENT

experienced professional.

INSTRUCTIONAL LEADERSHIP TEAM

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate and all applicable qualifications. See [Attachment L3 Leadership Team Résumés](#).

ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES	QUALIFICATION REQUIREMENTS
Principal	Ultimately responsible for the academic, operational, and culture/climate performance of the school. Directly manages, coaches, and develops the Assistant Principals, Counselors, and a small cohort of teachers.	Bachelors Degree required Masters Degree preferred Principal Certification preferred 7+ years of education experience required 3+ years of education leadership experience required Experience leading project-based learning initiatives preferred
Assistant Principal	Responsible for managing, coaching, and developing ELA, SPED/EB, and Social Studies Teachers. Responsible for managing behavior system across campus. Responsible for student life and extracurricular activities.	Bachelors Degree required Masters Degree preferred Teaching or administration certification preferred 5+ years of education experience preferred 3+ years of education leadership preferred Experience teaching and/or leading humanities, SPED, and EB teachers preferred
Assistant Principal	Responsible for managing, coaching, and developing Math, Science/CTE, and Electives teachers. Responsible for parent and guardian communication systems. Responsible for testing coordination.	Bachelors Degree required Masters Degree preferred Teaching or administration certification preferred 5+ years of education experience preferred 3+ years of education leadership preferred Experience teaching and/or leading math and science teachers preferred
Counselor	Responsible for the social-emotional health of the students and for academic counseling.	Bachelors Degree required Masters Degree required School Counseling certification required
Counselor	Responsible for the social-emotional health of the students and for academic counseling.	Bachelors Degree required Masters Degree required School Counseling certification required
College & Career Counselor	Responsible for supporting students' planning for and transitioning to post-secondary placement in college or a career. Provides academic counseling.	Bachelors Degree required Masters Degree preferred

Click to add a row to the table above.

Click to remove a row from the table above.

EVALUATION OF LEADERSHIP [NON-SUPERINTENDENT]

Explain how leadership will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L4 Leadership Team Evaluation Tool](#).

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will adopt the Texas Principal Evaluation and Support System (T-PESS) as our evaluation tool for school leaders. (<https://tpess.org/>) T-PESS is a state-approved evaluation system, and we believe it provides us with a strong and well-rounded evaluation tool for our leadership team. T-PESS has both a Principal rubric/evaluation and an Assistant Principal rubric/evaluation, which is helpful to us. We will also update/amend the AP rubric to be useable for our Counselors, who we consider part of our academic leadership team. We are especially excited about the fact that T-PESS prioritizes growth and support for the staff member being evaluated as much as or more than the evaluation itself. We also love that the system relies on the evaluator making several informal walkthroughs (something we prioritize through our short-cycle coaching commitment) and on the collection and analysis of artifacts by the staff member being evaluated.

The timeline of evaluation via T-PESS is:

1. Orientation with the Appraisee in August
2. Self-Assessment by the Appraisee and Goal-Review with the Appraiser in early September
3. Beginning-of-Year Conference/Goal Approval in Late September/early October
4. Walkthroughs and Informal Assessment ongoing throughout the year
5. Mid-year Conference in January
6. Artifact Collection and Evaluation ongoing throughout the year
7. End-of-Year Conference and Goal Setting in May

The Superintendent will evaluate the Principal, and the Principal will evaluate the Assistant Principals and the Counselors. We expect that our leaders will earn Proficient or better on 70% of the indicators observed the first time they are evaluated. After that, we expect adequate growth in performance, typically measured by increasing deficient indicators by at least one performance level over the course of the year.

PROFESSIONAL DEVELOPMENT SCHEDULE [YEAR ZERO]

Budgeted Amount: \$10,000

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER
Partial Day	Carnegie Math Training	Blended	Expert in Carnegie Math, either from Carnegie themselves or from ESC 20; Supported by Principal
Partial Day	Odell ELA Training	Blended	Expert in Odell curriculum, likely a consultant from Odell themselves; supported by the Principal
Partial Day	Mandated Reporter Training and all other state- or federally required trainings	In-person Workshop	Superintendent & Principal
Partial Day	Behavior Management and PBIS with DeansList	Blended	DeansList employee/ consultant and Principal

TALENT MANAGEMENT AND DEVELOPMENT

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER
Partial Day	Special Education and ESL Supports	In-person Workshop	Principal and APs
Partial Day	Restorative Justice	In-person Workshop	Texas-based Restorative Justice in Education expert, perhaps from ESC 20
Partial Day	The Entrepreneurship Pathway at E-High	In-person Workshop	Principal and APs
Partial Day	Lesson Planning and Intellectual Prep/ Curriculum Internalization the E-High Way	In-person Workshop	Principal and APs
Partial Day	Tier II Intervention and Tutoring	In-person Workshop	Principal and APs
Partial Day	Planning for the first two weeks of school, including lesson planning and intellectual prep for classes	Independent work	Principal and APs
Partial Day	Daily Attendance Procedures	In-person Workshop	Operations Manager and PEIMS Coordinator
Partial Day	School Safety and Emergency Response	In-person Workshop	Operations Manager
Partial Day	Novice Teacher Induction and Basics of Highly Effective Teaching	In-person Workshop	Principal and APs

Click to add a row to the table above.

Click to remove a row from the table above.

Discuss how and when teachers will be compensated for their time during the induction period.

Teachers will earn a \$2,000 stipend (roughly equivalent to two weeks' pay) for two weeks of in-service professional development prior to the first day of school. Teachers will get their stipend as part of their first paycheck in mid-September.

PROFESSIONAL DEVELOPMENT SCHEDULE [FOLLOWING YEAR ZERO]

Discuss how the annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, including protected time built into the master schedule for teachers to meet frequently and regularly for in-depth conversations about formative and interim student data in order to meet the needs of both struggling learners and learners needing acceleration.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Professional development is an essential part of our recipe for success at REAL Education Texas; therefore, we dedicate significant time to it before, during, and after the school year. We set up our annual academic calendar to allow for several school-based professional development initiatives, including the use of PLCs, observation/coaching/co-planning cycles, data days, and regular development and planning days.

Professional Learning Communities (PLCs):

We will ensure teachers have access to content- and grade-level-based PLCs which will meet frequently (usually biweekly) throughout the year and focus on sharing resources, problem solving, and co-planning.

Observation/Coaching/Planning Cycles:

As we discussed previously, everyone at E-High School will get coached. We offer short-cycle coaching, with observations and feedback sessions taking place weekly without fail. We also ask our leaders to support teachers by providing planning support on at least a bi-weekly basis.

Data Days:

We have built three Data Days into our regular school calendar to strategically align with the testing internal- and interim-assessment cycle so teachers can spend extended time reviewing, analyzing, and planning from high-leverage student data. The first Data Day takes place after First Quarter Exams in the Fall. The second Data Day takes place after the mid-year interim assessment (NWEA MAP) and occurs on the day we return from Winter Break. The third Data Day takes place after Third Quarter Exams in the Spring and is used as a final preparation before STAAR/EOC testing.

Regular Development and Planning Days:

We will hold regular professional development once a week, typically on Wednesdays after students leave school for the day. This includes direct training on things like supporting struggling learners and learning acceleration (which will be the two most common topics during this time) and independent planning time, with planning support provided by the APs and Principal as requested. This is our chance to ensure our teachers are getting adequate whole-group and individual training throughout the year (outside of the one-to-one coaching they get) and that we are focusing on supporting struggling learners and learning acceleration at regularly intervals. During these meetings, teachers will review formative and summative data as a way of understanding current student performance and trends over time.

The principal is responsible for ensuring professional development meets the needs of all teachers and staff. The principal will delegate many decisions about PD to the assistant principals, who will be responsible for designing data days and professional development days, selecting professional development opportunities from ESC 20 to offer staff, bringing in trusted partners to lead certain PDs, tracking attendance and progress at PD sessions, etc. But ultimately, it is the principal's responsibility to ensure PD meets the needs of the school.

STAFF CLIMATE SURVEY

Discuss the school's plan for conducting staff climate surveys and how the data will be used to monitor morale and improvement as needed.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will administer regular staff climate surveys to ensure we hear directly from our staff members how they experience work at E-High, what we are doing well as an organization, and what we could be doing better. These surveys will be administered weekly so staff have consistent and frequent outlets for providing feedback and get timely responses. In our earliest years, we will use Google Forms to send the surveys and collect the information, but as we grow and can afford it, we may move to Possip or a similar tool for data aggregation and visualization purposes.

Each year we will also use the Great Place to Work (GPTW) framework to collect formal data from all staff on how we are performing as an organization and as an employer. (<https://www.greatplacetowork.com/>) GPTW requires surveys to be sent to all staff (organizations cannot choose a sample of staff), so it will be comprehensive in its reach, and the surveys are taken at two distinct times during the year – the first (baseline) survey is taken in November, and the end-of-year summative survey is taken at the end of the year. We like the GPTW survey because it is broad in scope, covering many different aspects of a staff member's experience with an employer, and they are able to break the data down to show trends and problem areas that we might not understand or even see without the survey's results to show us.

TEACHER SUPPORT AND EVALUATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

TEACHER SUPPORT

Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Professional development and teacher support at E-High has six core elements:

Summer Professional Development (Summer PD):

Summer PD is a 10-day in-service period for staff to prepare for the coming year. All teachers are required to attend and begin their coaching work with their managers, start lesson planning and internalizing, and practice operational tasks during this time.

Weekly Professional Development:

Typically on Wednesdays, staff will attend one 90-minute professional development period per week. This occurs after students have left school for the day and allows the team to come together to work on schoolwide initiatives. It's also an opportunity for teachers to get targeted support from their managers or extra prep or practice time. During the summer, school leadership creates a scope and sequence for the weekly Professional Development.

Data Days:

Data Days are full-days where teachers work without students in the building and focus on analyzing interim assessments and planning for upcoming instruction. We schedule a minimum of three Data Days per year. During these days, our staff reviews the results of student assessments as a whole group, by grade level, by standard, and by subgroup to ensure students are all making adequate progress. The team then uses that analysis to action plan for whole group (Tier I), small group (Tier II), and individualized instruction.

Individualized Coaching:

All teachers at E-High will benefit from a weekly observation-feedback cycle. Each teacher will be observed at least once and have at least one feedback and lesson planning session with their coach each week, which we have found to be very supportive for teachers.

External Professional Development:

Occasionally we may choose to send teachers to a summer workshop at ESC 20 or elsewhere across the state to ensure they have consistent access to subject development experts in critical areas like Restorative Justice and subject-specific training. Access to outside professional development will depend upon the ability of the budget to take on the associated costs

Peer-to-Peer Mentoring:

We know how important it is for teachers to learn and share best practices with one another. We will create a formal mentoring program, where each teacher is paired with another teacher in the school as a support system. Novice teachers will be paired with the most experienced, higher-performing teachers, but often these pairings will be more evenly balanced in skill and experience. The idea is that every teacher mentors another teacher and every teacher receives mentoring, too.

In Year 1, the Superintendent will manage the teacher support program, ensuring professional development delivered by the Principal and AP is high-quality and the program is effective at improving outcomes for students and at increasing the capacity and comfort of all teachers. This will be measured through student results data and teacher survey data. In future years, the Principal will carry the responsibility of making sure the teacher support program is effective.

Novice teachers will get increased supports across all six areas listed above, including extra observations and feedback sessions through their first two months in the classroom, at least. They will also get targeted professional

TALENT MANAGEMENT AND DEVELOPMENT

development for early-career teachers, which focuses on basics like classroom management and communication strategies. This will take place in dedicated after-school professional development sessions for novice teachers only and will run from August to January, with bi-weekly sessions the typical cadence. The sessions end in January because teachers will start to shift focus to STAAR/EOC prep starting around that time, and novice teachers should by then need fewer targeted supports. The six support structures listed above will remain in place for all teachers throughout the year.

TEACHER EVALUATIONS

Provide the title of the evaluation tool, if identified:

T-TESS

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment OP2 Teacher Evaluation Tool](#).

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will use the Texas Teacher Evaluation and Support System (T-TESS) as our evaluation tool for teachers. (<https://www.teachfortexas.org/>) T-TESS is a state-approved evaluation system, and as with our adoption of its sister tool T-PESS for school leadership evaluation, we believe T-TESS provides us with a strong and well-rounded evaluation tool for our teachers. T-TESS prioritizes growth and support for the staff member being evaluated as much as or more than the evaluation itself. We also love that the system relies on the evaluator making several informal walkthroughs (something we prioritize through our short-cycle coaching commitment) and on the collection and analysis of artifacts by the staff member being evaluated.

The timeline of evaluation via T-TESS is:

Weeks 1-6 of School: Orientation with the Appraise and Goal-Setting Professional Development Plan (GSPDP)

Week 6-EOY: Ongoing review of teacher and student data, ongoing review of GSPDP, ongoing collection of evidence by appraisee and appraiser, informal walkthroughs and coaching

At least 15 days prior to the end of school: End-of-Year (EOY) Conferences

The Principal and Assistant Principals will appraise all of their direct reports. Appraisals may not be delegated to any other person but the staff members direct manager. We expect that our teachers will earn Proficient or better on 70% of the indicators observed. We also expect adequate growth in performance each appraisal, typically measured by increasing deficient indicators by at least one performance level over the course of the year.

TEACHER GROWTH

Discuss the school's plan for supporting teachers in need of performance growth.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

There will be times when our teachers fall short of performance expectations. In those cases, all teachers will be provided targeted supports to help them improve performance quickly so they are meeting expectations. We will intensify our observations and coaching cycles so those struggling teachers are being observed two or three times per week, and we will make sure leaders or more experienced or successful teachers are co-planning lessons with them. We will require struggling teachers to spend one or two afternoons per week after school working on lesson internalization and delivery practice. We will also assign Grade or Department Chairs to co-teach classes with the struggling teacher. Only when we have tried at least three of the supports listed above and the teacher is still not

performing up to expectations will we place the teacher on a formal Performance Improvement Plan (PIP). Like everything at E-High, our PIPs have clear criteria for success and are time-bound (typically two- or three-weeks long). If this still does not turn performance around, school leadership will convene to discuss next steps, which could include dismissal of the teacher from employment for performance reasons.

COMMUNITY ENGAGEMENT AND STUDENT RECRUITMENT

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

PUBLIC MEETING

See [Attachment E3 Public Meeting Notice](#).

COMMUNITY ENGAGEMENT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used. See [Attachment E5 Evidence of Community Support](#).

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Community Engagement at E-High School started from the moment we determined we would focus on launching a school on San Antonio's Westside. In the time since that decision was made, we have held numerous meetings in the community, gathering insight from community members on topics ranging from what they want from a Superintendent in their community to what they want their graduates to know and be able to do upon graduation from high school. Each conversation has provided a little more insight into the community we intend to serve, and each has been incredibly valuable in the design and development process of this application and of our school vision.

Part of that engagement process was also an effort to assess and build parent interest and demand for the school in the community. We have used several outreach strategies specific to increasing awareness of the proposed school among local families and garnering interest in future enrollment.

Tabling at local events:

We have tabled at over thirty local events on the Westside over the last few months. These events range from National Night Out to Halloween to First Friday and many others. When we table, we bring collateral that tells the story of our vision, so we have something to hand interested families, but the biggest value is in having face-to-face conversations with community members about our vision for the school and how we think we can improve educational outcomes on the Westside.

Door-to-Door Canvassing:

We have spent ten full days canvassing door-to-door across the community. On those whole-day canvassing efforts, we're typically able to reach about 300 houses with the support of a strong team of volunteers (which includes our proposed superintendent, board members, and friends of the school). In total, we believe we have reached at least 3,000 local families through our door-to-door canvassing efforts.

Weekend Meet-ups and Information Sessions:

We have offered a unique benefit to our community by providing a place for young people to go on the weekend so their families can go shopping, go to work, or otherwise use their time. We have provided free "meet ups" for middle-school-aged children throughout the summer and fall at local community parks and at the playgrounds and community centers within housing complexes on the Westside. The only thing we ask in return is that the parent and student participate in a fifteen-minute "information session" about our school. We have hosted over 100 young people during these sessions.

Our decision making about which types of strategies to use to assess and build demand for the school on the Westside has been driven by our knowledge that San Antonio in general and the Westside in particular are places where face-to-face conversations are going to move the needle much faster than any kind of paid advertising or sponsorship will. As we get closer to launch, we know our outreach strategies will need to shift according to trends

we see and data we collect, but we also believe those strategies will always lean heavily on having as many one-on-one conversations about the school and our vision as possible.

Describe plans to support the ongoing use of effective parent, family, and community engagement and solicitation strategies to implement and operate the proposed charter school.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We believe that an essential support for a highly effective school is a deeply engaged community, and we know it is incumbent upon us to build and cultivate that engagement from families and community stakeholders. We will do this in several ways:

Family Advisory Council & Team (FACT):

Similar to a PTA, but without the inherent politics of that sort of entity, our FACTs provide the school with invaluable insight about our operations and student needs from the perspective of a family. The FACT is open to any family member who wants to participate, and meetings are typically held monthly. The agenda is co-designed between the FACT leader and the Principal or designee to ensure a connection between what the FACT is working on and talking about and what is happening in the school at the time. Recommendations and requests that come out of the FACT meeting are taken to the Superintendent and Board for consideration on a regular basis. This is an important engagement strategy because it gives families real voice in the school's operation.

Board Participation:

As we mentioned previously, we intend to increase our Board of Directors membership to 9-13 members post-authorization. One of the ways we intend to add family voice to the planning and execution of the school's mission, is to ensure that we have family voice on the Board. We will also look at add more community members from the Westside to the Board to ensure the voices of the neighborhood and of our families are always heard when we are making plans for the school.

Bi-weekly Coffee with the Principal:

We will host biweekly coffee chats with the Principal and other school leadership as early as this fall in Year Zero, prior to our doors opening. These will continue on throughout the school year once we launch. The vision is that this is an informal time for families to come to the campus and meet with leadership. They can provide insight on what is going well, give feedback on areas that could improve, or just enjoy some coffee and pastries provided by our school team. In Year Zero, these will take place at a local coffee shop or bakery; in years post-launch, they will take place in the school's cafeteria.

Community Co-Design of Programs:

We will also engage our community in deeply meaningful co-design work of some of our key programs. The strongest example of this is our Entrepreneurship program. Since this program is the heartbeat of the school, we want to make sure it meets the expectations and vision of the community. We will engage interested participants (typically we find interest through our engagement strategies like community tabling and door-to-door canvassing) in several design sessions where we ask for their guidance on what skills, topics, etc., we need to layer into our Entrepreneurship pathway to make sure the knowledge, skills, and experiences our students gain are aligned to the job market in the community. This process will occur yearly, as programs like Entrepreneurship need to be updated and curriculum needs to be maintained regularly.

Open Door Policy for Visits:

We welcome families and members of the community to visit our school as often as they like. For that reason, we have an open-door policy for visitation. Families and Community Members do not need to make appointments in advance – they can drop by the school and visit our classrooms any time they wish (with some restrictions for things like testing). We only require a background check through our front office Raptor system.

STUDENT RECRUITMENT PLAN [YEAR 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, English learners, students with disabilities, or other groups at risk of academic under-achievement or attainment.

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE
Ongoing	Tabling at community events	Low-income families and at-risk students	\$0
Ongoing	Door-to-door canvassing	Low-income families and at-risk students	\$0
09/2024	Direct Mailer in Spanish & English	Emerging Bilinguals	\$5,000
10/2024 and 02/2025	Participation in events at Morgan's Wonderland (fully accessible park for students with exceptional needs)	Special Education	\$0
11/2023-03/2024	Information Sessions at local libraries and community centers	Low-income families and at-risk students	\$0
01/2025	"Phone-a-Friend" with engaged families (call their friends with a script to read about E-High)	Low-income families, at-risk students, English Learners, SWDs	\$0
02/2025-04/2025	Tabling at Walmart	Low-income families and at-risk students	\$0
04/2025	Direct Mailer in Spanish & English	Emerging Bilinguals	\$5,000
Ongoing	Geotargeted Facebook and other social media ads in Spanish & English	Low-income families, at-risk students, English Learners, SWDs	\$10,000
Ongoing	Hanging street banners and bus stop ads in Spanish & English	Low-income families, at-risk students, English Learners, SWDs	\$5,000

Click to add a row to the table above.

Click to remove a row from the table above.

ADMISSION AND ENROLLMENT PERIOD

See [Attachment OP4 Admission and Enrollment Policy](#).

Tentative Application Window Begins/Ends:

Lottery Date:

Provide a plan to keep the proposed school on track towards admission and enrollment goals. If needed, what steps would be taken to realign progress with the goals?

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will likely use SchoolMint as the system to track our enrollment applications and progress toward goals. SchoolMint is a market leader in student application tracking, and we know TEA has recommended or supported its use in the past. However, we also know that our proposed Student Information System, PowerSchool, has features that allow us to effectively track applications and enrollment. We will spend some time post-authorization looking in depth at the features of both services before we make a final decision about which of the two we use.

TARGET

In order to ensure we are on track to meet our enrollment goals, we will aim for a 4-to-1 application-to-enrollment ratio, meaning we will aim to collect four applications for every one enrolled student. This is a rough estimate based on the experience of similar charter schools in San Antonio. We know that one of the biggest risks to charter schools in year one is underenrollment, and setting an aggressive application goal with a 4:1 ratio is the most effective way to ensure we work towards oversubscribing and do not fall short of our goals. Since we are aiming for 200 enrolled students in year one, we will aim to collect 800 total applications to generate our 200 enrollments.

BENCHMARKS

In order to ensure we are on track to collect 800 applications (and thus are on track to enroll 200 students), we will set the following benchmark goals:

- By the end of March, we want to have collected at least 200 applications and be 20% fully enrolled.
- By the end of April, we want to have collected at least 300 applications and be 40% fully enrolled.
- By the end of May, we want to have collected at least 400 applications and be 60% fully enrolled.
- By the end of June, we want to have collected at least 600 applications and be 80% fully enrolled.
- By the end of July, we want to have collected at least 800 applications and be 100% fully enrolled.

Door-to-door canvassing and tabling at local events will almost certainly generate the most applications for us based on the experiences of other local charter schools in their startup year in San Antonio. We will lean into those strategies from January 2025 on, making sure we always have a presence at major community events and that we are able to canvass local neighborhoods and apartment complexes regularly. Once we generate applications, we will execute on a plan to keep families engaged with us by reaching out to them frequently by email and text to provide updates on the school development process and by inviting them to various events we host in year zero. We believe that achieving a 4:1 ratio in applications-to-enrollment should guarantee that we will be able to convert enough applications to fill our open seats, but if we are not able to do so for some reason, we will realign our progress to our goals in the following ways:

1. We will spend more time in the field actively recruiting. Successful student recruitment is as much a byproduct of the quality time you spend in the field as it is anything else. If we ever find we are falling behind our targets, our first move will be to put more people in the field.
2. We will "work our lists" by going back to leads and applications that have "gone cold" and not ended up in full enrollment to try to reengage with those families. This is an effective strategy because these families and students have previously filled out an application showing interest in the school. Working the lists allows us to breathe life into old applications.
3. We will partner with local community organizations like libraries, the Guadalupe Cultural Arts Center, and others to host application assistance events. We have found that often families drop out of the enrollment process when they struggle to complete parts of the application. If we fall behind our application and enrollment goals, we will provide targeted supports to make sure the application is not a barrier to enrollment.

FACILITIES

THE SECTION IS REQUIRED BUT NOT SCORED

IDENTIFIED FACILITY

☒ The applicant has not identified a facility or property for the first campus.

Physical Address:	N/A
Current Owner:	N/A
Current Use:	N/A

Briefly describe the structural design of the identified facility (stand-alone building, modulars, portables, etc.).

N/A

PURCHASE OR LEASE PLAN

Identify and outline the anticipated acquisition plan (purchase, lease, etc.). If purchasing, provide a concise description of (1) who will be the initial purchaser—charter developer, bank, lending institution, etc., (2) repayment plans, and (3) projected costs to build or modify the facility.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Our Lead Founder, Mr. Alex Lucero, has ample experience opening new charter schools in a variety of facilities through his work with REAL Journey Academies in California's Inland Empire. While the context is very different in San Antonio, the fundamentals of making a strong decision about facilities remain the same.

It is our intention to open in a leased property, which will provide us with the financial flexibility we need to accelerate our performance and growth in the future. We do not want to be stuck in a bad developer deal or a high-interest bond deal before we even enroll students. We know it would handcuff us to have bad debt on our books so early in our existence. Instead, we want the relative freedom of a non-secured lease that conforms with the legal requirements established at 19 Tex. Admin. Code §100.1215(a)(1), even if that lease is short-term in nature. That would allow us to open, gain some enrollment over the first few years of operation, and then, once we've proven our viability both academically and financially, allow us to make a strong deal for a permanent facility (likely either through the bond market or in a purchase with a mission aligned lender like the Facilities Investment Fund (FIF) or Equitable Facilities Fund (EFF)).

Our goal will be to secure a lease deal of at least five years with a commitment from the owner to provide some Tenant Improvement Allowance (TIA) as part of the deal. If the TIA is not enough to cover the initial fit out of the facility, we will engage a Community Development Financial Institution (CDFI) like BlueHub or LISC, both of whom have done significant work in San Antonio recently, to lend the rest of the money.

ALTERNATE LOCATIONS AND/OR COMMUNITIES

Present a prioritized list of alternate zip codes that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: All alternate zip codes must align to the proposed geographic boundaries.

Alternate Zip Code(s): 78207, 78227, 78237, 78245, 78204, 78255, 78226, 78211, 78228, 78201

SCHOOL SCHEDULE AND TRANSPORTATION

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

DAILY AND WEEKLY SCHEDULE

See [Attachment OP3 Annual Calendar and School Schedule](#).

YEARLY CALENDAR [YEAR 1]

See [Attachment OP3 Annual Calendar and School Schedule](#).

STUDENT TRANSPORTATION PLANS

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the transportation needs of all the students at the proposed charter school. Specifically address the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We will provide transportation to any student who has transportation needs written into their IEP, as required by law. We have worked with local special education service providers and charter school leaders to identify a rough estimate of about 5% of special education students requiring transportation services as part of their IEP. We have allocated \$1,000 per month per special education student requiring transportation for ten months of school based on the experience of local charter school leaders currently in operation.

As for general education students, since we are a high school-only program, we believe the need for transportation to and from campus is much lower. To ensure every student has an opportunity to attend E-High, we will provide all students with fully-funded city bus passes for the year and have allocated \$82 per year per student to account for the VIA Metro EZPass program. We will aim to locate in a place that has easy access to bus stops on multiple city lines to make transportation easier on our students, and we will have ample parking available for students who drive to school. From our conversations with local stakeholders, we know that even though the Westside is one of the most economically disadvantaged parts of town, teenagers often have access to a vehicle to drive to school. We are open to examining transportation in the future if we determine it is a need, but for startup we will follow the advice of our local supporters and reserve the money that would go to a bus company for classroom materials.

REQUIRED TRANSPORTATION SERVICES

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all of the following:

- ☒ Transportation is included as a Related Service under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).
- ☒ Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
- ☒ If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

START-UP PLAN [YEAR 0]

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

CHARTER SCHOOL PROGRAM START-UP GRANT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See [Attachment F1 Detailed Start-Up Plan](#).

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

If awarded the full amount, we propose to expend the entire CSP grant in Year 0 and 1 on payroll costs, the acquisition of curriculum, equipment, furniture and other personal property, and student and staff recruitment expenses during the planning phase. We will purchase classroom furniture and equipment (e.g., laptops, tablets), procure curriculum, and recruit staff and students. The FTEs brought on in Year 0 will be responsible for executing the start-up plan. We are being conservative in the number of staff we bring on in Year 0 in order to ensure that CSP money is spent strategically. Those we bring on will be absolutely essential to the successful start-up of the school.

DISAGGREGATED COSTS

List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
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COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
Payroll	<p>Planning Activity Budget:</p> <ul style="list-style-type: none"> - Superintendent/Principal in his/her capacity as the school leader in planning and developing the educational program of the school and providing professional development of teachers and other educational staff (\$80,692 including benefits) - Principal in his/her capacity as a school leader supporting the development of the educational program and providing professional development of teachers and other educational staff (\$31,176 including benefits) - Assistant Principal in his/her capacity as a school leader supporting the development of the educational program and providing professional development of teachers and other educational staff (\$39,735 including benefits) <p>Implementation Activity Budget:</p> <ul style="list-style-type: none"> - Superintendent/Principal and Principal in the capacity of informing the community of the school, acquiring necessary equipment and educational materials, acquiring or developing curriculum materials, and teacher recruitment prior to school start in Year 0 Planning Phase (\$74,579 including benefits) - Superintendent/Principal, Principal and Assistant Principal in the capacity as school leaders in the initial implementation phase (first 30 days) of the school conducting initial implementation activities such as informing the community of the school, acquiring necessary equipment and educational materials, acquiring or developing curriculum materials (\$26,490 including benefits) - Counselor as specialized instructional support staff in the initial implementation phase of the first 30 days of school conducting initial implementation activities such as informing the community of the school, acquiring necessary equipment and educational materials, acquiring or developing curriculum materials (\$7,132 including benefits) - Special Educators and Core Content Teachers as teachers in the initial implementation phase of the first 30 days of school conducting initial implementation activities such as such as informing the community of the school, acquiring necessary equipment and educational materials, acquiring or developing curriculum materials (\$45,848 including benefits) - 	\$151,602	\$154,048

COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
Professional Contracted Services	<p>Planning Activity Budget:</p> <ul style="list-style-type: none"> -Professional Staff Development: \$10,000 in Year 0 and \$20,000 in Year 1 for training staff for successful implementation of school model and program <p>Implementation Activity Budget:</p> <ul style="list-style-type: none"> -Initial start-up Special Education Services such as policy development, form creation, professional development for school SPED staff: \$15,000 in Year 1 	\$30,000	\$15,000
Supplies and Materials	<p>Implementation Activity Budget:</p> <ul style="list-style-type: none"> - Non-consumable Classroom Teaching Supplies / Materials including project-based learning units- (\$168,350 between Year 0 and Year 1) - Special Education supplies and materials- (\$15,000 in Year 1) - Textbooks (no workbooks) (\$70,000 in Year 1) - Other non-consumable supplies and materials (\$25,000 between Year 0 and Year 1) - Furniture with a per unit cost or value below \$5,000 (\$65,000 between Year 0 and Year 1) - Technology with a per unit cost or value below \$5,000 (\$110,000 between Year 0 and Year 1) 	\$0	\$453,350
Other Operating Costs	<p>Planning Activity Budget:</p> <ul style="list-style-type: none"> - Staff Recruitment (\$19,000 between planning phase and initial implementation phase) to support recruitment of top talent. - Staff Travel (for professional development- \$12,000 between planning phase and initial implementation phase) <p>Implementation Activity Budget:</p> <ul style="list-style-type: none"> - Student recruitment/marketing/informing the community (\$50,000 between planning phase and initial implementation phase). 	\$31,000	\$50,000
Capital Outlay	<p>Implementation Activity Budget:</p> <ul style="list-style-type: none"> - Minor facility repairs to bring building up to code (\$15,000) 	\$0	\$15,000

TOTAL PLANNING ACTIVITY COSTS

\$212,602

TOTAL IMPLEMENTATION ACTIVITY COSTS

\$687,398

TOTAL PLANNING + IMPLEMENTATION ACTIVITY COSTS

\$900,000

FINANCIAL SUSTAINABILITY**Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)**

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

We recognize that maintaining financial sustainability after the end of the grant program is essential to the effectiveness of the grant itself and to the successful operation of the charter school. Before the school year begins, we will review student enrollment to determine if our projections are not being realized and to determine if additional student recruitment effort is necessary. As the school year begins and progresses forward, we will monitor student enrollment and attendance to identify any potential issues that warrant intervention, such as determining the cause of any decrease in student enrollment and/or student attendance followed by the development and implementation of corrective action(s) to remediate the observed deficiencies. We will also plan to reserve money each fiscal year in our fund balance to ensure we have adequate financial resources should we encounter unexpected financial challenges. Refer to the Net Operating Income line item on the Financial Plan Workbook Summary, Attachment F3. Throughout the fiscal year, we will spend our limited financial resources pursuant to our adopted plan, spending only money we need to spend and shopping for the financial deals that yield best value for our school. We will build a plan for incremental additions of curriculum, furniture, equipment, etc., as we build our enrollment, and our financial bottom line matures. We will also negotiate a revolving line of credit with our bank so that we have a safety net should we hit difficult financial times. Lastly, we will develop and implement a contingency plan that will consider incremental measures to address unplanned circumstances (e.g., declining student enrollment) or events (e.g., temporary school closure). Our contingency plan may consider actions such as:

1. Suspending discretionary spending.
2. Deferring capital or large acquisitions of personal property.
3. Freezing hiring of additional or replacement personnel.
4. Drawing down on our fund balance or revolving line of credit.
5. Restructuring existing debt repayment or lease arrangements.

ALTERNATIVE REVENUE SOURCES

Should we find that we have an enrollment gap or are otherwise unable to maintain the financial trajectory that would ensure the school is stable for the long-run, we will seek alternative revenue sources to close the funding gap. We have built strong relationships with local philanthropic entities who support charter schools such as City Education Partners, Choose to Succeed, The GW Brackenridge Foundation, and The Ewing Halsell Foundation. Should we need to raise money to close an unexpected operational gap, we would lean on those strong relationships first.

BOARD OVERSIGHT: MONITORING IMPLEMENTATION OF START-UP

Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The Board understands its fiduciary responsibility to the school and to the tax-payers who fund the school's operation, and they understand that if the school is awarded a charter and a CSP start-up grant, it will ultimately fall

to the Board to ensure a budget is formally adopted and implemented, CSP grant funds are spent wisely, and the start-up plan is implemented effectively. Oversight will begin with a strong planning process – the Board will actively engage with School leadership immediately upon authorization to ensure the start-up plan is pressure-tested and ready to be implemented. After that, CSP Grant Activities, Progress to CSP Grant Goals, and CSP Grant Budget, as part of the Board's operating budget, will all become standing items on the Board's monthly meeting agenda. The Superintendent will be responsible for reporting on the activities the school completes each month as part of the start-up plan and CSP grant, the effectiveness of those activities toward opening the school on time and within budget and achieving the goals of the grant program, and the status of the operating and CSP budget during each meeting. Between monthly meetings, the Board's Financial Committee will have a checkpoint with the Superintendent, Principal, Operations Manager, and any back office service provider the school may contract with. This checkpoint will cover the same items listed previously to make sure the team is making progress and to troubleshoot any issues that arise between formal board meetings. This gives the members of the board a biweekly touchpoint with the team concerning progress on the start-up plan, adherence to the adopted budget, and about the CSP grant throughout the startup period.

FINANCIAL PLAN [YEARS 1–5]

[CLICK HERE TO VIEW RELATED TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA](#)

FINANCIAL HISTORY

See [Attachment F5 Audit Report](#)
[Attachment F6 Credit Report](#)
[Attachment F7 IRS Form 990, Form 990-N, Form 990-EZ.](#)

DETAILED FINANCIAL PLAN

See [Attachment F2 Budget Narrative](#) and [Attachment F3 Financial Plan Workbook](#).

SYSTEMS, POLICIES, PROCESSES

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll. List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

The school will use the following systems, policies, and processes:

Policies. The Board will work with the Superintendent, ESC 20 and its legal counsel to develop and adopt policies that address state and federal legal requirements governing the school's financial management. Additionally, the Board will consider including best practices in the policies and to provide a framework for the conduct of the school's business affairs by the Superintendent and other staff. Through its policies, the Board will establish a system of internal control that provides for the proper use of funds and property, the accurate, complete, and timely recording of financial transactions, the maintenance of adequate accounting records, the preparation and submission of reports, and the annual audit of the school's accounts.

Financial Planning. The Superintendent is the administrative staff member ultimately responsible for the financial health and well-being of the school. In our startup year and Year One, we plan to contract the day-to-day work of school finance to experts at ESC 20, after vetting several other back-office solutions to navigate what best suits the school's needs. This is a practice-proven strategy that nearly every startup charter in San Antonio has employed

over the last five years. Our Superintendent, Mr. Alex Lucero, along with members of our Board of Directors' Finance Committee, the Operations Manager, and the school finance experts at ESC 20, will develop and prepare our annual budget and will be responsible for financial planning. This process will begin for Year Zero planning as soon as we are awarded a charter, and we will repeat the process for each subsequent fiscal year starting in February of each current year. Budget building includes several rounds of drafts and feedback between the school team, our Finance Committee, and ESC 20 and will consider information from the comprehensive needs assessment and campus instructional plan, facility planning, student enrollment, prior year student attendance, current compensation requirements, and other sources. As part of our contract with ESC 20, we plan to use their ASCENDER software for financial management and planning. The school will re-evaluate our needs and may look to bring finance, budget, and payroll functions in house by Year 4 or 5.

Accounting. We will maintain our financial records in accordance with Generally Accepted Accounting Principles (GAAP) and the Financial Accountability System Resource Guide. Our financial policies and processes will provide strong financial controls for the school. Since ESC 20 is intended to be our back office provider for school finances, we intend to follow their recommendations for accounting systems and processes. Nonetheless, in the development of our accounting system, we will consider the best and common practices of Texas charter schools and the state laws and federal regulations that apply to public funds and property to facilitate us carrying out activities and processes that will enable us to achieve our mission and organizational goals. As observed above, we plan to acquire a license for the ASCENDER software to provide for the recording of payroll, purchasing, and other financial transactions using the TEA required account code structure and account codes. Our use of the ASCENDER software will facilitate the submission of financial data to the TEA via TSDS PEIMS and of grant draw down requests via the TEAL ER application. Additionally, our use of the ASCENDER software will enable us to prepare reports that will allow the Board to review the status of compliance with the adopted budget, as amended, and of organizational financial condition, results of operations, and cash flows.

Purchasing. Upon authorization, we will work with legal counsel and our back office provider to create a purchasing manual, which we will bring to the Board for approval. The manual will be designed to follow state- and federally-mandated purchasing requirements, and key organizational leaders will be responsible for reading and internalizing the manual prior to making any purchases. Although we still need to develop the system, we anticipate that our purchasing process will be informed by the campus instructional plan, facility plan, and the purchasing manual. As applicable, staff will initiate a purchase through a purchase requisition that, once approved, will become a purchase order. Prior to approving a purchase requisition, the Superintendent will ensure that the budget line item to be used has sufficient budgeted funds to allow the proposed purchase. As the school proceeds with a purchase, staff will review the purchasing manual to determine the method to be used and the requirements that apply to the purchase. As established under the manual, staff will prepare an appropriate solicitation for the purchase, circulate and publish the solicitation, and receive and evaluate responses. Based upon the evaluation criteria used, staff will recommend a respondent for the purchase. As appropriate, the Superintendent will negotiate contract terms and forward the contract to the Board for its approval. Considering the complexity of the purchasing requirements, the description above provides an overview of the system to be used to procure goods and services.

Payroll. The school intends to outsource the payroll function to ESC 20, which will be responsible for preparing payroll, including maintaining employee information, posting payroll and employee leave transactions, running payroll calculations, completing monthly TRS and IRS reports and deposits, and prepare and issue Form W-2s. Our Superintendent, Mr. Lucero, along with support from the Operations Manager, will get the prepared payroll list at least four days prior to payday to review for accuracy. Any discrepancies will be reported to the back office provider quickly to be addressed prior to pay being distributed.

ROLES AND RESPONSIBILITIES

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

TYPE	POSITION TITLE(S)	DUTIES AND RESPONSIBILITIES
Governance	Finance Committee and Full Board	Ultimately responsible for the financial viability of the organization. Holds the Superintendent accountable for the day-to-day financial operations of the school. With the Superintendent and the contractors from ESC 20, executes on the annual budgeting process. The Finance Committee will regularly review financial reports from the school and will report their findings and assessment to the full board. The full board has fiduciary responsibility to ensure the school is always a good steward of public funds and is responsible for reviewing all information related to school finances in order to hold school leaders accountable for making the right financial decisions.
Administrative	Superintendent, Principal, Operations Manager, other administrative staff	Ultimately responsible for the day-to-day financial operations of the charter school. Will execute on the annual budgeting process with the support of the Board's Finance Committee and ESC 20. Will hold ESC 20, should they become our back office finance vendor, accountable for executing on the financial plan prudently and with fidelity. The Superintendent will delegate some day-to-day responsibilities to the Principal, including minor purchasing, school discretionary spending, and keeping petty cash. The Superintendent will delegate to the Operations Manager the responsibility of being the school's point-of-contact with our contracted back office support. In this role, the Operations Manager will be responsible for sharing timely data and information with the contractor, asking and answering questions about the school's finances, organizing the yearly financial audit, and other tasks related to the financial operations of the school. Administrative staff at the school level will be tasked with "business clerk"-like responsibilities such as collecting petty cash and making regular deposits at the bank.
Vendor	ESC20 (after formal vetting and evaluation)	Accounts Payable (check writing, posting account records, preparing year-end reports/990), Payroll (electronic disbursement, check writing, payroll tax preparation, W-2s), budgeting (preparing annual budget, projections of future revenues and cash flows), federal funds/grant management (accounting and reporting for federal programs)

FINANCIAL MANAGEMENT PRACTICES

Describe the board and superintendent's plan to align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).

Charter FIRST is made up of 20 separate indicators, each measuring different aspects of the school's financial health. When looked at holistically, the tool should provide an accurate assessment of the state of finances in the school for the previous year. The indicators measure disparate metrics such as debt load, days cash on hand, timely submission of reports, etc. Some of the indicators measure performance over time (cash on hand, for example), while others measure the operation's effectiveness at a single point in time (timely submission, for example). For this reason, we will ensure that we always have a full grasp on the state of our Charter FIRST rating and are not caught unaware of required submissions or benchmarks by routinizing the review of our performance toward Charter FIRST goals. First, the school leadership team will have quarterly "State of Finance" meetings led by the Superintendent, with the Principal, Assistant Principals, Operations Manager, and representatives from our

contracted back office support team participating. The agenda of this meeting will be to review Charter FIRST indicators line-by-line, assess our progress toward goals on each indicator, and produce a short progress report to be delivered to the Board of Directors at the next Financial Committee meeting. If the "State of Finance" meeting any critical issues with any indicators on Charter FIRST, the Superintendent will produce a Plan of Action to address the gap and fix the issue before the end of the fiscal year. Once the Board of Directors receives the school's self-assessment from the quarterly "State of Finance" meeting and any Plan of Action that is developed, the board will invite key financial leaders from the school (Superintendent, Principal, Operations Manager) and the contracted back office support team to attend the next regular board meeting to make a presentation and to answer any follow up questions. The check and balance of self-assessment and accountability from the Board should keep the school finance team focused on the indicators we need to be focused on to ensure we meet the expectations of Charter FIRST on all indicators.

CONTRACTED SERVICES

Describe contracted services, if any, and vendor if known, and associated selection criteria that will be implemented by the charter school.

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA
Audit Services	Annual financial and compliance audit	We will select an audit firm with experience auditing charter school financials in the state of Texas. We will post an RFQ to obtain the qualifications of a certified public accounting firm to select from.
Back Office Support	Business services, including: 1. posting cash receipts 2. encumbering purchase orders 3. posting journal entries 4. preparing financial reports 5. preparing Form 1099s 6. closing out financials at month and fiscal year end 7. performing and maintaining file backups	We plan to use ESC 20 for financial back office support because we know they are a TEA-trusted operator and have a strong track record of providing similar support to startup charter schools in San Antonio. We have shopped around for services among vendors, all of whom service charter schools in Texas, and ESC 20 offers the most comprehensive services, is the most reasonably priced, and has the best reputation among clients and former clients.
Food Service	Daily breakfast and lunch programs as part of the federal child nutrition program (CNP)	We will look to contract with a vendor who has experience operating within the parameters of the CNP and has a successful track record of supporting similar charter schools in San Antonio. Preliminary research suggests Preferred Meals, Revolution Foods, and SLA are three vendors who fit that description. After determining which procurement method to follow, we will post an IFB or RFP to obtain bids or proposals to select from.
Payroll	Preparing payroll, including maintaining employee information, posting payroll and employee leave transactions, running payroll calculations, completing monthly TRS and IRS reports and deposits, and prepare and issue Form W-2s	We are contemplating using ESC 20 for financial support because we know they are a TEA-trusted operator and have a strong track record of providing similar supports to startup charter schools in San Antonio.

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA
Transportation	Transportation services for students who require transportation as part of an IEP or 504 plan.	We will contract with a fully-insured transportation company that has experience and a strong track record transporting students for charter schools in San Antonio safely. After determining which procurement method to follow, we will post an IFB or RFP to obtain bids or proposals to select from.
Legal	Legal services for the school district to be provided by a practice-proven law firm with expertise in all facets of charter school education and charter school law.	We have retained SLHA as our legal representatives. They are a practice-proven law firm with decades of demonstrated success representing charter schools in Texas.
Special Education	Related services such as PT, OT, Speech, etc.	We will contract our related special education services such as PT, OT, speech, etc., and will select a vendor based on a demonstrated track record of success serving students with special needs in schools in Texas. There are several special education service providers who offer related services support, including AIM Education, which is based in our hometown of San Antonio. We will select three finalists to solicit proposals from based on information from other schools in our region, and we will make our selection based on services provided, track record, connection with our staff and community, and cost of services.

Click to add a row to the table above.

Click to remove a row from the table above.

EXTERNAL FUNDING ASSUMPTIONS

See [Attachment F4 Evidence of Financial Support](#).

FUNDRAISING INITIATIVES

Describe a plan to develop fundraising efforts if necessary to ensure the financial sustainability of the school, including individuals responsible for implementing those efforts and their relevant experience.

(The contents of this section have been adapted from RET's Generation 28 Charter Application.)

Fundraising is an essential part of the startup process for charter schools. Since the first payment from the state does not come until September of Year One, schools like ours have a very difficult time paying for the necessary activities of starting up a new charter school in Year Zero without the support of philanthropy. Our Superintendent, Mr. Alex Lucero, will be primarily responsible for all fundraising activities. He has built a strong relationship with local foundations like Choose to Succeed, the Ewing Halsell Foundation, Brackenridge Foundation, and City Education Partners, each of which supports the growth of high-quality seats of choice in Bexar County. We are also

incredibly lucky that the State of Texas was awarded a Federal CSP grant aimed at funding charter schools in the startup phase.

We will aim to raise about \$1,250 per seat at full scale, not including the \$900,000 from the CSP grant, to cover the full cost of startup over time

LETTER OF SPECIAL ASSURANCES

Name of Proposed Charter School:

Entrepreneur High School

Name of Sponsoring Entity:

REAL ED TEXAS

The Board Chair of the proposed sponsoring entity shall initial all assurances below to confirm awareness and understanding of responsibilities established herein.

Initial above each blank line.

SUBMISSION AND ELIGIBILITY

SV

The proposed charter holder assures that the Board Chair of the sponsoring entity, as identified in this application, has full authority to submit this application.

SV

The proposed charter holder assures that all information contained in this application is complete and accurate and is aware that any misrepresentation could result in disqualification from the application process or revocation after award.

SV

The proposed charter holder assures that no board members of the sponsoring entity, officers, or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

SV

The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-24-101 and is aware that applications deemed "incomplete" will not be considered.

OPEN MEETINGS REQUIREMENTS

SV

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 will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

SV

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 that were proposed and approved in the application for charter.

PUBLIC INFORMATION REQUIREMENTS

SV

The proposed charter holder assures that information that is considered public requested by anyone will be provided in accordance with Government Code, Chapter 552.

CRIMINAL HISTORY CHECK REQUIREMENTS

SV

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 a charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

ANNUAL TRAINING REQUIREMENTS

SV

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.

RESIDENTIAL FACILITIES MONITORING (RFM) SYSTEM

SV

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 Residential Facilities (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.

RESIDENTIAL FACILITY TRAINING

SV

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.

ADMISSION AND ENROLLMENT

SV

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.

SV

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.

SV

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.

SV

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.

SV

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, and limited to, 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.

PUBLIC MEETINGS

SV

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E3 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.

WITHDRAWAL AND EXPULSION

SV

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 an approved 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.

SV

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.

SV

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).

SV

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).

NEW CHARTER PRE-OPENING CHECKLIST

SV

The proposed charter holder understands, upon approval and award of charter, that a pre-opening check list may be required to be completed prior to final approval for the opening of any campus.

POSTPONEMENT OF OPENING

SV

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.

FEDERAL AND STATE FUNDING

SV

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 Guns-Free School Act. See 20 U.S. Code § 7151.

SV

The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campuses operated on the premises of a public university or college may be affected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

SV

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.

FEDERAL CHARTER SCHOOL PROGRAM GRANT

SV

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 29 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

SV

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

SV

The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

SV

The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

SV

The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

SV

The applicant provides assurance that it has, or will have before serving students, on file an appropriate certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing request a copy, the applicant will provide such copy immediately.

According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

SV

The term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the Family Educational Rights and Privacy Act of 1974), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable federal, state, and local health and safety requirements;
- k. operates in accordance with state law;
- l. has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school; and
- m. may serve students in early childhood education programs or postsecondary students.

SV

REQUIRED DISCLOSURE

The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the Charter School Application to the extent authorized by all controlling law.

SV

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.

Silvestre Vasquez III

Digitally signed by Silvestre Vasquez III
Date: 2023.11.03 16:23:12 -05'00'

Electronic Signature of the Chair of the Sponsoring Entity

TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA

SCHOOL DESIGN: School Culture and Safety

[CLICK HERE TO RETURN TO NARRATIVE](#)

ESTABLISHING POSITIVE SCHOOL CULTURE

Applicants may learn about creating a positive culture in TEA's Effective Schools Framework, particularly [Lever 3](#).

SCHOOL UNIFORMS

A charter school may adopt rules that require students at the school to wear school uniforms if the board determines that the requirement would improve the learning environment at the school. If adopted, the school must designate a source of funding that will be used in providing uniforms for students who are educationally disadvantaged. See [Texas Education Code § 11.162](#).

CAMPUS SECURITY OFFICERS

The charter board must ensure that at least one armed security officer is present during regular school hours at each district campus. Applicants are encouraged to review [Texas Education Code § 37.0814](#) for complete information about armed security officer requirements.

CHARTER SCHOOL SAFETY REQUIREMENTS

Charter schools must comply with school safety requirements including those covered in [TEC §37.115](#). A list of current rules can also be located in [TAC 19 §103 Subchapter CC](#).

EVALUATION CRITERIA

School Culture and Safety

Strong Responses:

- Provide a compelling description of the school's culture, including any artifacts or specific practices.
- Describe a dress code and/or uniform policy that will promote school culture and provide a clear reason for determining this policy, including how it supports the proposed model of the school.

ATTACHMENT E1



Articles of Incorporation or Certificate of Formation

☐ The sponsoring entity was incorporated prior to January 1, 2006.

Provide the Articles of Incorporation filed with the Texas Secretary of State or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment).

☒ The sponsoring entity was incorporated after January 1, 2006.

Provide either:

- Certificate of Formation filing number as provided by the Texas Secretary of State.

Filing Number: ; or

- Original Certificates of Formation and Certificate of Filings as filed with the Texas Secretary of State.

Please note: Applicants may be removed from further review if the entity is not incorporated by **November 3, 2023**.



Office of the Secretary of State

CERTIFICATE OF FILING OF

REAL ED. Texas
File Number: 804775762

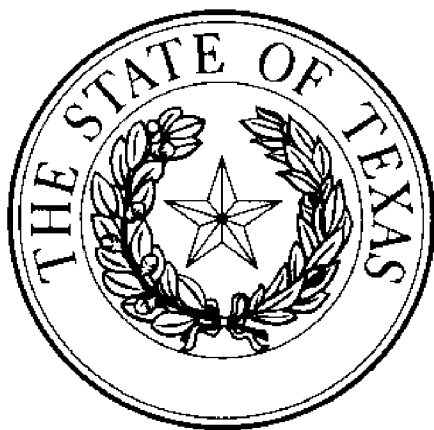
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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

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

Dated: 10/17/2022

Effective: 10/17/2022



A handwritten signature of John B. Scott, consisting of a stylized 'J' and 'S'.

John B. Scott
Secretary of State

**CERTIFICATE OF FORMATION
OF
REAL ED. TEXAS**

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

ARTICLE I

The name of the corporation is REAL ED. Texas. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 2186 Jackson Keller Road, Suite 2276, San Antonio, Texas 78213, and the name of its registered agent at such address is Alex Lucero.

ARTICLE III

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

Silver Vasquez
2186 Jackson Keller Road, Suite 276
San Antonio, Texas 78213

Tony Vasquez
2186 Jackson Keller Road, Suite 276
San Antonio, Texas 78213

Norma Sorola
2186 Jackson Keller Road, Suite 276
San Antonio, Texas 78213

Max Gonzalez
2186 Jackson Keller Road, Suite 276
San Antonio, Texas 78213

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

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

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

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

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

ARTICLE VI

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

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

ARTICLE VII

The initial mailing address of the corporation is 2186 Jackson Keller Road, Suite 2276, San Antonio, Texas 78213.

ARTICLE VII

The name and street address of the organizer is Alex Lucero, 2186 Jackson Keller Road, Suite 2276, San Antonio, Texas 78213.

ARTICLE VIII

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

ARTICLE IX

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

ARTICLE X

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

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

ARTICLE XI

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only

to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

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

Dated: October 17, 2022

REAL ED. Texas

By: /s/ Alex Lucero
Alex Lucero, Organizer



Office of the Secretary of State

CERTIFICATE OF FILING OF

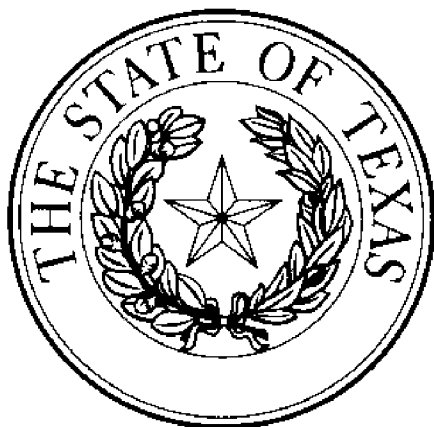
REAL ED. Texas
File Number: 804775762

The undersigned, as Secretary of State of Texas, hereby certifies that the Nonprofit Periodic Report for the above named entity has been received in this office and has been found to conform to the applicable provisions of law.

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

Dated: 10/23/2023

Effective: 10/23/2023



A handwritten signature in black ink that reads "Jane Nelson".

Jane Nelson
Secretary of State



Office of the Secretary of State
Reports Unit
P.O. Box 12028
Austin, Texas 78711-2028
(Form 802)

Filed in the Office of the
Secretary of State of Texas
Filing #: 804775762 10/23/2023
Document #: 1297576520002
Image Generated Electronically
for Web Filing

PERIODIC REPORT - DOMESTIC NONPROFIT CORPORATION

File Number: **804775762**

1. The name of the corporation is: **REAL ED. Texas**
2. It is incorporated under the laws of: **TEXAS, USA**
3. The name of the registered agent is: **Alex Lucero**
4. The registered office address, which is identical to the business office address of the registered agent in Texas, is:
2186 Jackson Keller Road, Suite 2276, San Antonio, TX, USA 78213

Consent of Registered Agent

- ☐ A. A copy of the consent of registered agent is attached.
- OR**
- ☒ B. The consent of the registered agent is maintained by the entity.

5. If the corporation is a foreign corporation, the address of its principal office in the state or country under the laws of which it is incorporated, is:

6. The names and addresses of all directors of the corporation are:

Director 1: (Individual Name)	Silver Vasquez
Address:	2186 Jackson Keller Road Suite 276 San Antonio, TX, USA 78213
Director 2: (Individual Name)	Tony Vasquez

Address:	2186 Jackson Keller Road Suite 276 San Antonio, TX, USA 78213
Director 3: (Individual Name)	Max Gonzalez
Address:	2186 Jackson Keller Road Suite 276 San Antonio, TX, USA 78213
Director 4: (Individual Name)	Delia Covo
Address:	2186 Jackson Keller Road, Suite 276 San Antonio, TX, USA 78213

7. The names, addresses and titles of all officers of the corporation are:

Officer 1: (Individual Name)	Silver Vasquez	Title:	President
Address:	2186 Jackson Keller Road, Suite 276 San Antonio, TX, USA 78213		
Officer 2: (Individual Name)	Tony Vasquez	Title:	Secretary
Address:	2186 Jackson Keller Road, Suite 276 San Antonio, TX, USA 78213		

Execution:

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

Date: **October 23, 2023**

/s/ Silver Vasquez

Signature of authorized officer

FILING OFFICE COPY

ATTACHMENT E2

501(c)(3) Letter of Determination

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

If the applicant does not have the 501(c)(3) Letter of Determination at the time of application submission, at a minimum, provide proof of filing to demonstrate that an IRS Form 1023 was submitted by November 3, 2023.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Letter of Determination issued by the IRS granting the entity tax-exempt status no later than April 12, 2024. Failure to submit the Letter of Determination may result in the applicant being removed from the application process.



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

REAL ED TEXAS
2186 JACKSON KELLER ROAD STE 2276
SAN ANTONIO, TX 78213-2723

Date:
11/02/2022
Employer ID number:
88-4199471
Person to contact:
Name: Mitch Steele
ID number: 31360
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
October 17, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053699005112

Dear Applicant:

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

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

Information for Charter Schools

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

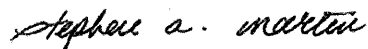
If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Public Meeting Notice

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 29 open-enrollment charter school. Anyone may attend and participate in the public meeting.

ALLOWABLE VENUES:

Virtual Meeting Option

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may not require prospective attendees to RSVP and/or register.

In-Person Meeting Option

Applicants may hold an in-person meeting in fulfillment of this attachment requirement.

All meetings must take place no earlier than 18 months before the charter application submission date. Any public meetings that were held before May 3, 2022 are not eligible for consideration.

All submitted notices must be dated prior to October 26, 2023.

NOTICE FORMAT:

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundaries of the proposed charter school. Any public notice in newspapers with limited or exclusively digital circulation (*Greensheet, Dallas Observer, Austin Chronicle, etc.*) will not fulfill this attachment requirement.

SUBMISSION FORMAT:

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application must include the name of the publication and the publication date.

Each public notice must also include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting including the access link.

ADDITIONAL REQUIREMENT:

Applicants must also provide email notification to all members of the Texas State Board of Education (SBOE), Texas Senate, and Texas House of Representatives who represent the geographic area to be served by the proposed school at least 5 business days before each meeting. Applicants must include charterapplication@tea.texas.gov in the CC line of the email.

Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

Note: Applicants must send each elected official a separate email. Do not BCC any recipients so agency staff may confirm correspondence.

Hearst Newspapers, LLC

Order Confirmation

Ad Order Number

0034301123

Sales Rep.

1202-SAE

Order Taker

ecarreon

Order Source

Rep

Customer

REAL ED TEXAS

Customer Account

20057873

Customer Address2186 JACKSON KELLER RD
SAN ANTONIO TX 78213 USA**Customer Phone**

2104635100

Payor Customer

REAL ED TEXAS

Payor Account

20057873

Payor Address2186 JACKSON KELLER RD
SAN ANTONIO TX 78213 USA**Payor Phone**

2104635100

PO Number**Ordered By**

Alex

Customer Fax**Customer Email****Special Pricing****Tear Sheets**

0

Proofs

0

Affidavits

1

Blind Box**Promo Type****Materials****Invoice Text**

Public Meeting

Ad Order Notes**Gross Amount**

267.35

Net Amount

\$267.35

Tax Amount

\$0.00

Total Amount

\$267.35

Payment Method

Credit Card Pymt

Payment Amount

\$267.35

Amount Due

\$0.00

Ad Number

0034301123-01

Ad Type

Legal

Production Method

AdBooker

Production Notes**External Ad Number****Ad Attributes****Ad Released**

No

Pick Up**Ad Size**

1 X 15 li

Color**Public Meeting Notice Language**

REAL ED TEXAS, INC. and its founding Board Members will host a public informational meeting for Entrepreneur High School on Friday, October 20th at 2:30pm at Incredible Pizza Company on 2015 SW Loop 410, San Antonio, TX 78227. The meeting will provide information about Entrepreneur High School a 9th-12th grade public charter school and learn how to become a founding family. Founding Board Members include Max Gonzalez, Silver Vasquez and Tony Vasquez and Delia Covo.

Product

SAE Express-News

Placement

Legals

Position

Legal Notices

First Run Date

Friday, October 13, 2023

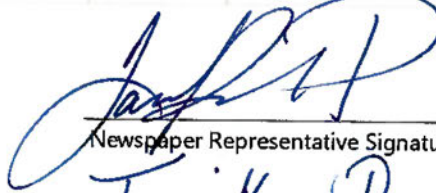
Last Run Date

Friday, October 13, 2023

San Antonio Express - News
AFFIDAVIT OF PUBLICATIONSTATE OF TEXAS:
COUNTY OF BEXAR

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, a Newspaper Representative for the Hearst Newspapers, LLC – dba: San Antonio Express - News, a newspaper published in COUNTY OF BEXAR County, Texas and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to wit:

Customer ID	Customer	Order ID	Publication	Pub Date
20057873	REAL ED TEXAS	34301123	SAE Express-News	10/13/23



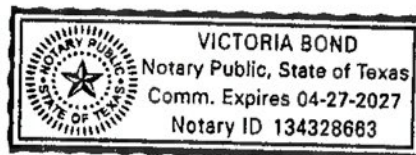
Newspaper Representative Signature


Newspaper Representative Printed Name

Sworn and subscribed to before me, this 13th day of October A.D. 2023.



Notary Public in and for the State of Texas



Public Meeting Notice Language

REAL ED TEXAS, INC. and its founding Board Members will host a public informational meeting for Entrepreneur High School on Friday, October 20th at 2:30pm at Incredible Pizza Company on 2015 SW Loop 410, San Antonio, TX 78227. The meeting will provide information about Entrepreneur High School a 9th-12th grade public charter school and learn how to become a founding family. Founding Board Members include Max Gonzalez, Silver Vasquez and Tony Vasquez and Delia Covo.

Statement of Impact Notifications

The Statement of Impact Package is the formal opportunity for superintendents and board presidents of traditional school districts to document any impact the proposed charter school might have on the traditional district. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents or elected officials respond to the Statement of Impact Letters.

Statement of Impact Package

Applicants must send a Statement of Impact Package, consisting of the:

- Statement of Impact Letter
- Statement of Impact Form, and
- Applicant Profile Page

Both the Statement of Impact Letter and Statement of Impact Form are provided behind this coversheet. The Applicant Profile Page is included in the narrative document.

Recipients of Statement of Impact Package

Applicants must send a Statement of Impact Package to each:

- Superintendent and president of the board of trustees of each traditional school district from which the proposed charter school intends to draw students;
- Member of the Texas State Legislature who represents the geographic area(s) to be served by the proposed charter school; and
- Member of the Texas State Board of Education who represents the geographic area(s) to be served by the proposed charter school.

Applicants **must** use the Elected Official Resource List to determine all elected officials. See <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/gen-29-elected-stakeholder-list.pdf>.

Notification Summary Table

Applicants must complete and submit the notification summary table as provided with this attachment coversheet. Do not provide this summary table with the Statement of Impact Package. Applicants must keep all certified mail receipts until the completion of this application cycle. TEA reserves the right to request a copy of all receipts at any time.

Notification Summary Table

Applicants must submit the following table with this attachment.

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
Alamo Heights ISD	Board President	David Hornberger	7101 Broadway San Antonio, TX 78209	9589071052700900572345
Alamo Heights ISD	Superintendent	Dr. Dana Bashara	7101 Broadway San Antonio, TX 78209	9589071052700900572352
Boerne ISD	Board President	Carlin Friar	235 Johns Road Boerne, TX 78006	9589071052700900572369
Boerne ISD	Superintendent	Thomas Price, Ed.D.	235 Johns Road Boerne, TX 78006	9589071052700900572376
East Central ISD	Board President	John Massengale	6634 New Sulphur Springs Rd, San Antonio, TX 78263	9589071052700900572383
East Central ISD	Superintendent	Roland Toscano	6634 New Sulphur Springs Rd, San Antonio, TX 78263	9589071052700900572390
Edgewood ISD	Board President	Martha Castilla	5358 W. Commerce San Antonio, TX 78237	9589071052700900572406
Edgewood ISD	Superintendent	Dr. Eduardo Hernandez	5358 W. Commerce San Antonio, TX 78237	9589071052700900572413
Floresville ISD	Board President	Dr. Joel Odom	1200 5th Street Floresville, TX 78114	9589071052700900572420
Floresville ISD	Superintendent	Dr. Jason Gilstrap	1200 5th Street Floresville, TX 78114	9589071052700900572437
Fort Sam Houston ISD	Board President	Willie White Jr.	4005 Winans Road San Antonio, TX 78234	9589071052700900572444
Fort Sam Houston ISD	Superintendent	Dr. Gary Bates	4005 Winans Road San Antonio, TX 78234	9589071052700900572451
Harlandale ISD	Board President	Ricardo Moreno	102 Genevieve Dr. San Antonio, TX 78214	9589071052700900572468
Harlandale ISD	Superintendent	Gerardo Soto	102 Genevieve Dr. San Antonio, TX 78214	9589071052700900572475
Judson ISD	Board President	Jose Macias, Jr.	8012 Shin Oak Dr. Live Oak, TX 78233	9589071052700900578743
Judson ISD	Superintendent	Dr. Milton Fields, III	8012 Shin Oak Dr. Live Oak, TX 78233	9589071052700900578750
La Vernia ISD	Board President	Shawn Strey	13600 US HWY 87 West La Vernia, TX 78121	9589071052700900578767

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
La Vernia ISD	Superintendent	Dr. Hensley Cone	13600 US HWY 87 West La Vernia, TX 78121	9589071052700900578774
Lackland ISD	Board President	Brian Miller	2460 Kenly Ave., Bldg 8265, Lackland Airforce Base San Antonio, TX 78236	9589071052700900578781
Lackland ISD	Superintendent	Dr. Burnie Roper	2460 Kenly Ave., Bldg 8265, Lackland Airforce Base San Antonio, TX 78236	9589071052700900578798
Medina Valley ISD	Board President	Beth Zinsmeyer	8449 FM 471 S. Castroville, TX 78009	9589071052700900578804
Medina Valley ISD	Superintendent	Dr. Scott Caloss	8449 FM 471 S. Castroville, TX 78009	9589071052700900578811
North East ISD	Board President	Shannon Grona	8961 Tesoro Dr. San Antonio, TX 78217	9589071052700900578828
North East ISD	Superintendent	Sean Maika, Ed.D.	8961 Tesoro Dr. San Antonio, TX 78217	9589071052700900578835
Northside ISD	Board President	Robert Blount, Jr.	5900 Evers Road San Antonio, TX 78238	9589071052700900578842
Northside ISD	Superintendent	Dr. John Craft	5900 Evers Road San Antonio, TX 78238	9589071052700900578859
Randolph Field ISD	Board President	Jimmy Cornelius	PO Box 2217, Bldg. 1225, Randolph AFB Universal City, TX 78148	9589071052700900578866
Randolph Field ISD	Superintendent	Dr. Brian Holt	PO Box 2217, Bldg. 1225, Randolph AFB Universal City, TX 78148	9589071052700900578873
San Antonio ISD	Board President	Christina Martinez	514 W. Quincy St. San Antonio, TX 78212	9589071052700900578880
San Antonio ISD	Superintendent	Dr. Jaime Aquino	514 W. Quincy St. San Antonio, TX 78212	9589071052700900578897
Schertz-Cibolo-Universal City ISD	Board President	Gerald "Jerry" Perkins	1060 Elbel Road Schertz, TX 78154	9589071052700900578903
Schertz-Cibolo-Universal City ISD	Superintendent	Dr. Clark Ealy	1060 Elbel Road Schertz, TX 78154	9589071052700900578910
South San Antonio ISD	Board President	Manuel Lopez	1450 Gillette Blvd. San Antonio, TX 78224	9589071052700900578727
South San Antonio ISD	Superintendent	Henry Yzaguirre	1450 Gillette Blvd. San Antonio, TX 78224	9589071052700900578934
Southside ISD	Board President	Jesse Hernandez	1460 Martinez Losoya Rd. San Antonio, TX 78221	9589071052700900578941a

Notification Summary Table

Applicants must submit the following table with this attachment.

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
Southside ISD	Superintendent	Rolando Ramirez	1460 Martinez Losoya Rd. San Antonio, TX 78221	9589071052700900578958
Southwest ISD	Board President	Sylvester Vasquez Jr.	11914 Dragon Lane San Antonio, TX 78252	9589071052700900567020
Southwest ISD	Superintendent	Jeanette Ball, Ph.D.	11914 Dragon Lane San Antonio, TX 78252	9589071052700900567013
SBOE District 1	Board Member	Melissa Ortega	PO Box 962792 El Paso, TX 79996	9589071052700900571683
SBOE District 3	Board Member	Marisa Perez-Diaz	PO Box 1025 Converse, TX 78109	9589071052700900571690
SBOE District 5	Board Member	Rebecca Bell-Metereau	PO Box 425 San Marcos, TX 78666	9589071052700900571713
SBOE District 10	Board Member	Tom Maynard	PO Box 625 Florence, TX 76527	9589071052700900571706
State District 19	Senator	Roland Gutierrez	3175 Sidney Brooks San Antonio, TX 78235	9589071052700900571744
State District 21	Senator	Judith Zaffirini	1407 Washington St. Laredo, TX 78040	9589071052700900571737
State District 25	Senator	Donna Campbell	229 Hunters Village, Ste. 105, New Braunfels, TX 78132	9589071052700900571768
State District 26	Senator	Jose Menendez	4522 Fredericksburg Road, A-22, San Antonio, TX 78201	9589071052700900571751
State District 24	Senator	Pete Flores	500 W. Young, Suite D Llano, TX 78643	9589071052700900571720
State District 116	Representative	Trey Martinez Fischer	4243 E. Piedras Dr., Suite 256, San Antonio, TX 78228	9589071052700900571829
State District 123	Representative	Diego Bernal	6531 San Pedro San Antonio, TX 78216	9589071052700900571799
State District 117	Representative	Philip Cortez	2600 SW Military Dr., Suite 211, San Antonio, TX 78224	9589071052700900571836
State District 124	Representative	Josey Garcia	2600 Westward Dr. San Antonio, TX 78227	9589071052700900572338
State District 118	Representative	John Lujan	PO Box 2910 Austin, TX 78768	9589071052700900571805

District Name or Number	Recipient Title	Recipient Name	Mailing Address	Certified Mail Receipt Number
State District 125	Representative	Ray Lopez	5309 Wurzbach Rd., #100-7, San Antonio, TX 78238	9589071052700900571515
State District 119	Representative	Elizabeth Campos	3124 Signey Brooks, Ste. A, San Antonio, TX 78235	9589071052700900571812
State District 121	Representative	Steve Allison	1635 NE Loop 410, Suite 506, San Antonio, TX 78209	9589071052700900571782
State District 120	Representative	Barbara Gervin-Hawkins	3503 N.E. Parkway, San Antonio, TX 78218	9589071052700900571775
State District 23	Representative	Andrew Murr	507 Earl Garrett St. Kerrville, TX 78028	9589071052700900571539
State District 31	Representative	Ryan Guillen	100 N. FM 3167, Suite 212 Rio Grande City, TX 78582	9589071052700900571546
State District 19	Representative	Ellen Troxclair	624 N. Main St., Suite 102 Boerne, TX 78006	9589071052700900571553
State District 73	Representative	Carrie Isaac	137 Fredericksburg Rd. New Braunfels, TX 78130	9589071052700900572321
State District 44	Representative	John Kuempel	200 N. River St., #100-E Seguin, TX 78155	9589071052700900572314
State District 122	Representative	Mark Dorazio	4634 De Zavala Road San Antonio, TX 78249	9589071052700900571560

ATTACHMENT E5



Evidence of Community Support

Provide the following documents behind this attachment coversheet:

- Public Meeting Summary; and
- Any evidence of support from intended community stakeholders and/or community partners.

Public Meeting Summary

Applicants must submit the following table with this attachment.

[illegible]



OWN YOUR FUTURE

PREPARING
STUDENTS
FOR
COLLEGE &
CAREER



**WANT TO
HEAR MORE?** 

Come for an in-person meet
and greet to learn more.

FRIDAY | OCTOBER 20TH, 2023 | 2:30 PM

LOCATION: INCREDIBLE PIZZA COMPANY
2015 SW LOOP 410
SAN ANTONIO, TX 78227

Entrepreneur High School Community Support Letters

1. Richard Sifuentes, Director of the Small Business Development Center – University of Texas at San Antonio
2. Dr. Armard Anderson, Superintendent of Schools – Richard Milburn Academy Texas Public Schools
3. Sam Nunnally, President – Brass Development, LLC
4. Markus Villescas, Owner – TKO Pest & Lawn
5. Randy Quinn, Executive Director, Student Innovation and Entrepreneurship – University of Texas at San Antonio
6. Patrick Christensen, Attorney At Law
7. Allison Serafin, Vice President of Business Development – Building Hope
8. Inga Cotton, Executive Director – San Antonio Charter Moms
9. Jenise Garcia, Mortgage Loan Officer - Aligned Mortgage
10. Rafael Perez, Owner – R. Perez Construction, LLC
11. Roy Aguillon, Account Executive and Community Member
12. Dr. Amira Mejia, Texas Retired Educator
13. Fawsy Shemshak, CEO – School of Science and Technology
14. John Cooley, Chief Operations Officer – Terramark Urban Homes
15. Cariño Cortez, President – Mexi-Modern, LLC
16. Meritec Services, Inc.
17. Luke Eppard, Veteran and Community Member

October 23, 2023

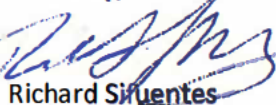
Dear Texas Education Agency,

As the Director of the University of Texas – San Antonio (UTSA) Small Business Development Center (SBDC), I am absolutely thrilled with the enormous possibilities of Entrepreneur High School San Antonio to be a powerful addition to the choices within the charter school system. I believe an ENTREPRENEUR school in San Antonio is long overdue, and that it will add significantly to the educational opportunities for a wide range of students through a time-tested and research-based model of education.

The University of Texas – San Antonio is a proponent of Future-Focused Higher Education. As the UTSA SBDC, we are in the business of providing advising and training to entrepreneurs and small/medium sized business owners, so we see firsthand the needs of the business owners as it relates to entrepreneurial success and workforce development. A high school that prepares students for success for college, a workforce career, or for entrepreneurship is truly an innovative approach. Therefore, I fully support Entrepreneur High School San Antonio's charter application, and want to thank you for your kind and encouraging consideration of this school's request.

Please feel free to contact me anytime with any questions.

Sincerely,



Richard Sifuentes
Director
UTSA SBDC

October 20, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

With great pleasure, I write this letter of support for **Entrepreneur High School**, a proposed high-quality, open-enrollment charter school in San Antonio. As the superintendent of Richard Milburn Academy, I know how critical high-performing charter schools are for San Antonio and the impact they can have on students and their families.

- A new study released in August of 2022 in the San Antonio Area showed that Charter Schools lifted student achievement significantly.
- New findings on San Antonio public schools reveal that students in charter schools are in many cases outpacing their peers, both statewide and within the city — in a few cases, by as much as half of an entire school year.

Charter schools are designed to fit the student's unique learning style; provide flexibly and freedom not found in traditional public schools and offer smaller classes and individualized support.

I highly recommend **Entrepreneur High School** without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational option.

If you have any questions or concerns, please do not hesitate to contact me at 830.557.6181 or

[REDACTED]

Sincerely,



Armard Anderson, Ed.D.
Superintendent of Schools
Richard Milburn Academy



www.BRASS.us

P: 210-340-5500

F: 210-499-5495

October 24, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

After spending a lot of time with Mr. Lucero and his team and reviewing their unique approach to a skill and knowledge-based approach to educating our students, I am very happy to show my support for the Entrepreneur High School by writing this letter.

As the president of a real estate development company and after serving on numerous associations and boards, I have firsthand experience dealing with the limitations created by lack of skill development and lack of people to fill the skilled workforce positions. As a past president of San Antonio Chapter of the Associated General Contractors of America, our largest perceived risk was lack of a skilled workforce. It is all too common for high schools to be taught to test scores and neglect the skill development and problem-solving skills that are paramount to being successful in the workplace.

With Entrepreneur High School's unique approach of educating through experiential learning, and their commitment to involving local institutions and business leaders to help guide the program, I can see this being an early conduit for employment, even at young age. I am a proud graduate of the San Antonio Independent School District, and I will always support the ISD programs here in San Antonio. Public independent school districts are designed to provide the most benefit to the most people. The reality of the situation is that not every student fits comfortably into that design. I do see the value and the appeal that this unique approach will have.

I recommend **Entrepreneur High School** without reservation and will commit my personal ongoing support as well as the support of Brass Development. I believe this high-quality educational opportunity will have an immediate and positive impact on the education of our youth, and ultimately the quality of our city.

If you have any questions or concerns, please do not hesitate to contact me through phone or email.

Sincerely,

Sam Nunnally
President | Brass Development LLC



CORPORATE MAILING ADDRESS

14546 BROOK HOLLOW BLVD,
PMB 336
SAN ANTONIO, TX 78232



Investments

Property Mgmt.

Leasing

Development

A-029



October 29, 2023

Dear Texas Education Agency,

I am writing this letter in direct support of Entrepreneur High School in San Antonio. As the proud owner of a thriving lawn and pest control service, EHS is the type of school San Antonio needs. Growing up in the Southwest Part of San Antonio, we weren't presented with many opportunities. Many of the opportunities, like going to college, were unfamiliar to me and my family. I began working during high school and soon enough ended up helping my dad in the family business of pest control.

For some reason, there was some shame regarding the industry, but the pride of ownership and hard work we attained during those years, can only be compared to the college education I went back for years later. The college education was supplemental to the skills I'd learned as a young entrepreneur. What I respect most about EHS is the choice and flexibility it offers its students. Students are guaranteed to be college ready upon graduation, but they'll have also earned the knowledge and experience it takes to own one's own business. This would have been a great program for me and my family.

The City of San Antonio continues to grow, and I think now is the time to double down on our investment in local entrepreneurship. It is programs like these that will propel us into the next great era of this city.

Sincerely,

Markus Villegas
Owner/CEO
TKO Pest & Lawn



October 20, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Entrepreneur High School**, a proposed high-quality, open-enrollment charter school in San Antonio.

As Executive Director of Student Innovation and Entrepreneurship at the University of Texas at San Antonio, I see the value that entrepreneurship education has in opening our student's minds to all the possibilities for them in their lives. And I know that the efforts made by entrepreneurs help to accelerate the economic growth in any region in which they operate. Further, existing companies in Texas, and those moving to Texas, are desperate to find talent that has the "entrepreneurial mindset" that enables out-of-the-box thinking—the key to solving new challenges in the 21st century.

In addition to the learning curriculum at the proposed EHS is the **experiential learning** available to the students to work in one of EHS's internal business, like a print shop, a culinary studio or fabrication lab. It is similar in sentiment to the Maker Space in the new Science and Engineering Building at UTSA. Both provide the kind of hands-on experience to take students beyond "book learning", helping them apply what they've learned to forge their careers and make new opportunities for themselves.

I recommend **Entrepreneur High School** without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me by cell at 412-398-1784 or by email at Randolph.quinn@utsa.edu.

Sincerely,

Randolph (Randy) Borland Quinn
Executive Director, Student Innovation and Entrepreneurship
University of Texas at San Antonio

Patrick W. Christensen
Attorney At Law

Patrick W. Christensen
Attorney at Law
patrick@christensensatx.com

2700 Tower Life Building
310 S. St. Mary's Street
San Antonio, Texas 78205
Telephone: 210.320.2540

October 20, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

Please accept this letter of support for Entrepreneur High School, a proposed high-quality, open-enrollment charter school in San Antonio.

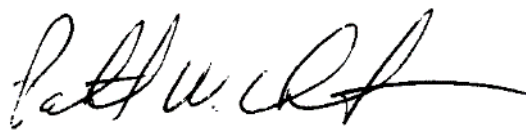
As a former Board Chair of a private elementary school, I appreciate how important high-performing free charter schools are for San Antonio students and their families. San Antonio has numerous high quality private schools. However, due to tuition costs they are out of reach for the average San Antonio parent.

The City of San Antonio is growing rapidly and a common complaint among employers that I work for is a lack of high skilled young workers. If San Antonio has any chance of keeping up with this fast tech economy, we will need youth that have a solid foundation in the basics of education. From the presentations I have received, I feel that Entrepreneur High School has the right program to help with these needs.

I recommend Entrepreneur High School without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

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

Sincerely,



Patrick W. Christensen
Attorney at Law



October 23, 2023

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

Dear Commissioner Morath,

I am writing to support Entrepreneur High School's (EHS) charter application.

According to American Progress, when students are prepared across a broad range of knowledge, skills, and abilities, they not only get better jobs, but they also engage more actively as citizens—especially in activities such as voting and community participation—which leads to greater voice and influence in society. However, most students enroll in high school course pathways that lead to a dead end and leave students ineligible for their desired postsecondary options.

Entrepreneur High School is poised to be a part of the solution. Their E-High program model proposes to prepare students with the knowledge and skills to succeed in a post-secondary pathway while developing a career plan and participating in career-based experiential learning to build job-embedded skills.

Their founder, Alex Lucero, is a veteran educator with fifteen years of experience leading charter networks in California. He is eager to bring his bold vision to Texas to ensure EHS's graduates demonstrate readiness for success through a college, career, or military pathway.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Allison Serafin
Vice President at Building Hope



October 25, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

I am writing to support the charter application for Entrepreneur High School, a proposed high-quality, open-enrollment charter school in San Antonio.

As the parent of two charter school students, and as the founder of a nonprofit that helps parents and caregivers research school choice options for their children, I know how important high-performing charter schools are for San Antonio students and their families.

In San Antonio, there is a gap between the needs of employers for skilled workers and the supply of graduates who have hands-on experience in a business environment and the character to persist in the face of unpredictable challenges. Entrepreneur High School would help address this gap. My own academic journey did not include enough experiential learning, and there were some lessons that I had to learn the hard way after I graduated. For my own children, I have been seeking out volunteer opportunities and internships that will help them be better prepared and more resilient.

San Antonio Charter Moms

In the San Antonio Charter Moms online community, we have been hearing from families that their students, particularly their teenagers, have been feeling disengaged from learning and are struggling with mental health and a sense of isolation. By helping students start their own businesses, the education model at Entrepreneur High School is designed to re-engage these students. They will build a strong academic foundation that feels relevant to them, while developing their character by overcoming the obstacles of launching and growing a business.

I recommend Entrepreneur High School without reservation and truly believe that authorizing this school will provide San Antonio students and their families another essential high-quality educational opportunity.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Inga M. Cotton', with a stylized, flowing script.

Inga M. Cotton
Founder and Executive Director
San Antonio Charter Moms



October 23, 2023

Dear Texas Education Agency,

I am writing this letter in support of Entrepreneur High School. I had the pleasure of meeting Superintendent Alex Lucero shortly after the application deadline last year. After seeing his displays of selflessness and leadership in the Greater San Antonio Community, we knew his vision of a high school focused on entrepreneurship deserved to become a reality. In talking with Alex, EHS focus is far beyond “owning a business” – with EHS students learn to take accountability and ownership in ALL they do.

As a Millennial who works daily with the next crop of self-starters in the mortgage industry, it is amazing to learn how many of these young folks don’t invest in projects until they feel like it’s their own. It is my job at Aligned to help these folks learn that feeling, and to embrace that feeling. It would save a company like ours so much time and money if they’d had a chance to learn and develop those skills early on. Ownership is also the ability to recognize and seize opportunity. Ownership is the ability to work well with others and lift your teammates. The more I learn about EHS, this more excited I become for the students that will benefit from its curriculum.

To see Alex in action is an embodiment of entrepreneurship. To work with the team he assembled is to know that a student centered vision is at the heart of EHS. Please consider make the San Antonio’s next big opportunity a reality. Let’s seize this moment.

Respectfully,

Jenise Garcia
Mortgage Loan Officer
Aligned Mortgages



R. PEREZ CONSTRUCTION, LLC

October 30, 2023

Dear Texas Education Agency,

I was disappointed to hear that Entrepreneur High School wasn't approved earlier this year, but I can tell you, as a small business owner, the need is greater than ever. Competition from large corporations is constantly snatching up the best of the "little guys" – so my advice is – let's make more little guys. My story below and my support haven't changed.

When I graduated high school in 1999, I was the first in my family to do so. While I had good grades and was eligible for college, I had spent most of my youth working for my dad in the concrete industry and knew that I wanted to be a business owner. I began working as an electrician's apprentice while still working for my father in the concrete industry. Fast forward 20 years and I now own and operate R. Perez Construction and work with some of the largest construction firms in the region.

The road to my success was delayed because I had to learn so many entrepreneurship skills on my own by watching others and by trial and error. A school like Entrepreneur High School would have allowed me to develop these skills and hit the ground running right after graduation. Whether crafting a proposal, generating an invoice or preparing a budget, these are valuable tools that will be provided to students at Entrepreneur High School.

Lastly, not only do I support the application for charter, R. Perez Construction pledges to be a mentor and educational partner if the opportunity presents itself.

Sincerely ,

A handwritten signature in black ink that reads "R Pérez, III". The signature is stylized with a large, looped "P" and a distinct "III" at the end.

Rafael Pérez, III
Owner
R. Perez Construction

October 30, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Entrepreneur High School**, a proposed high-quality, open-enrollment charter school in San Antonio.

I am a member of the San Antonio community, entrepreneur and board member – I know how critical high-performing charter schools are for San Antonio students and their families.

- Excited that Entrepreneur High School will produce skill workers ready for employment right out of high school.
- Look forward to be part of the industry leaders who will have an opportunity to mentor students.
- EHS Students will learn how to create career and life planning while gaining real world experience.

I recommend **Entrepreneur High School** without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at 210-334-5279 or [REDACTED]

Sincerely,



Roy Aguillon
US Navy Chief Petty Officer (Retired)
Account Executive

Amira Escutia Mejía Ed.D.

Texas Retired Educator
San Antonio, Texas

October 26, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

It is my pleasure to write in support of Entrepreneur High School, a proposed high-quality, open-enrollment charter school in San Antonio, Texas.

I am a retired educator with over 40 years of experience in both public and private schools and including a charter school, encompassing all grade levels and serving as a teacher and as administrator. My academic preparation includes an AA, BA, BS, MEd, MS, and an Ed.D from Baylor University.

During my years working as a teacher and as an administrator in the secondary schools I witnessed that as part of the high school offerings, students received career counseling and assistance in selecting colleges and universities, exploring areas of interest, help in applying for scholarships and financial aid, help in applying for entrance to different colleges and universities plus help in deciding on a suitable career path. Entrepreneur High School offers those opportunities and also hands-on experiences by providing internships and actual in-school work. Students can actually graduate from high school with skills that will make them ready to join the workforce or ready to study in a specific area that suits them better. A most unique and outstanding opportunity being offered is entrepreneurship. That might certainly awaken talent leading to innovation and to services that will continue to keep San Antonio as a leading city in the United States.

I highly recommend Entrepreneur High School for San Antonio in order to keep providing superior educational opportunities for students who will contribute to the prosperity of this city.

Sincerely,

A handwritten signature in black ink that reads "Amira E. Mejía". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Amira Escutia Mejía, Ed. D.

October 30, 2023

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494

The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, Texas 78701-1494

Dear Commissioner Morath and Dr. Ellis:

The School of Science and Technology believes in increasing school choice options to better serve students and parents. Because of the benefits school choice offers, I am pleased to show my support to Entrepreneur High School, a proposed school of choice in San Antonio, Texas.

Charter schools provide options for all parents, most especially for those families that cannot afford private school tuition and when the neighborhood public school does not meet the needs and interests of their children. The School of Science and Technology is a perfect fit for STEM-oriented students, however, we recognize other students have different interests. I believe that providing more school options can help students find the right environment for them to grow and flourish as productive citizens. Entrepreneur High School will offer extensive real-world experiences to help students prepare for their careers outside of high school.

I support Entrepreneur High School and believe that authorizing the school will provide San Antonio students with an entrepreneurial mind, who take initiative, and are prepared to build out a life plan with another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at (210) 957-1955 or at

[REDACTED]

Sincerely,



Fawzy Shemshack
Superintendent/CEO



10/25/23

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

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

Dear Commissioner Morath and Dr. Ellis:

Please accept this letter of support for Entrepreneur High School, a proposed high-quality, open-enrollment charter school in San Antonio.

As a home builder I know first-hand that many of my customers consider a school district's reputation before purchasing a home in a given neighborhood. In order for my business to grow and prosper we must carefully review the academic and financial performance of the local school districts when choosing where to build.

I am confident their program offers a curriculum that kids and families will gravitate toward. Further, once I understood the proposed geography of school, along highway 90 on the cities south side I became convinced this opportunity for choice is needed in our education landscape right away.

I recommend Entrepreneur High School without reservation and truly believe authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at (817) 454-5238 or

[REDACTED]

Sincerely,

A handwritten signature in blue ink, appearing to read "John Cooley", is written over the printed name.

John Cooley
Chief Operating Officer
Terramark Urban Homes

MEXI- MODERN LLC

October 20, 2023

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Entrepreneur High School, a proposed high-quality, open-enrollment charter school in San Antonio.

As a small business owner with restaurants on the West Side and Downtown, I am particularly happy to see a school that is focused on educating students and training them to meet the needs of the new workforce and changing economy. Over the years, even while our revenues have grown, our ability to identify skilled workers that can fill the jobs we create is becoming more and more difficult, particularly on the Southside and Westside of San Antonio. Particularly in these areas, not a week goes by where there is not an article in the paper highlighting the challenges these ISD's are facing. – I know how critical high-performing charter schools are for San Antonio students and their families.

After getting to know founder, Alex Lucero, I'm convinced that his program will target both students who want to be college ready but who will also have the skills necessary to tackle the jobs created within my industry.

I recommend Entrepreneur High School without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at 210.860.3565 or carino.cortez@gmail.com.

Sincerely,

A handwritten signature in cursive script, reading "Carino Cortez".A solid black rectangular redaction box covering the printed name of the signatory.

President
Mexi- Modern LLC

October 8, 2023

Dear Texas Education Agency,

As the owner of MeriTec Services, Inc., a Veteran Owned Small Business that specializes in Cyber Security, I am thrilled to lend my support to Entrepreneur High School. Though we were disappointed that EHS wasn't selected earlier this year, we definitely feel the needs of the community are more paramount than ever.

Entrepreneurship is often defined simply as owning a business. I believe it is more than that. Entrepreneurship, at its core is about accountability, not only to the business but to your customers, employees, and business partners. Having served in leadership positions within the federal government and commercial sectors for more than 25 years, I know first-hand how critical accountability and ownership are to a successful workforce.

The work Alex Lucero and Entrepreneur High School are committing to do in a community of need is a breath of fresh air for students seeking school choice in San Antonio. I am most impressed with the inroads Entrepreneur High School has already made with the local business community. The "preparing students for college while equipping them to become business owners" concept would not be possible without this collaboration. The model of outreach and inclusion should help this school be successful for years to come.

I am excited for the TEA to consider Entrepreneur High School's application as they have our full support.

Very Respectfully,

A handwritten signature in dark ink, featuring a large, stylized initial 'J' followed by a series of loops and a long horizontal stroke extending to the right.

Owner/CEO
MeriTec Services, Inc.

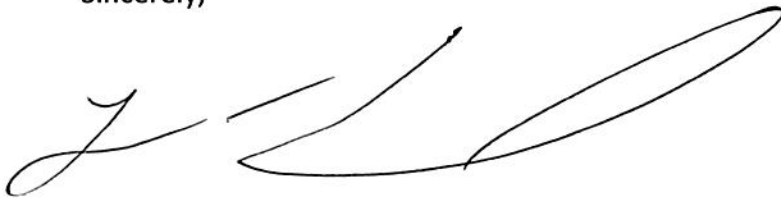
Dear Texas Education Agency,

As a veteran of the Marine Corps and longtime civil servant, I am happy to voice my support for Entrepreneur High School San Antonio. To be honest, I wasn't sure what to think about Entrepreneur High School, but with two young sons on the verge of attending high school, my wife and I were intrigued by the "preparing for college and career" line we saw on their flyer. After attending the informational session, we not only support the school, but it is also one we will consider for our boys once the doors open.

Our young boys have always had a desire to make money on their own. They've created several small businesses over the year (whether they realize it or not) selling cookies, mowing lawns, tutoring in the neighborhood and even playing games online! We feel like Entrepreneur High School could be a great way for them to nurture their business acumen and provide them immediate options for career or college post high school. The school has also committed to providing extracurricular activities that will bolster their high school experience. In a region where schools are bursting at the seams with students, it's nice to have an affordable option with small class sizes.

This is a very outside the box design in relation to schools in our area, and we are pleased to support the Entrepreneur High School charter application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Luke Eppard', with a large, stylized loop at the end.

Luke Eppard

ATTACHMENT E6



Legal History

Check all that apply:

- ☐ Applicant is and/or has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

If yes, provide descriptions of the following, if any:

- specific demographics served;
- formal complaints from individuals and/or third-party entities;
- investigations, citations, compliance violations and/or deficiencies from applicable municipal, state and/or federal licensing/regulatory entities (including but not limited to the Texas Department of Health and Human Services: Child Care Regulation and Texas Department of Family and Protective Services: Child Care Investigations).

- ☐ Applicant is and/or has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

If yes, provide the following:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

- ☒ Attachment is not applicable, and no responsive documents are provided.

ATTACHMENT SD1



TEKS Alignment Documents

Submit a document that provides a full alignment of applicable Texas Essential Knowledge and Skills (TEKS) for each instructional material to be used in core content areas of a grade level that will be served within the first three years of operation. A scope and sequence may suffice, but is not required.

COPYRIGHT MATERIAL

443 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 SD2



Discipline Policy

Provide the school's proposed discipline policy.

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Sec. 1. GENERAL GUIDELINES

Entrepreneur High School personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline Entrepreneur High School's due process procedures with respect to expulsion. *Education Code 12.131(a)*.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the Entrepreneur High School website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3. OUT-OF-SCHOOL SUSPENSION AND STUDENTS WHO ARE HOMELESS

Entrepreneur High School may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;
2. Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02, or 22.021; or

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3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
 - a. Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801;
 - b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
 - c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

Education Code 37.005(d).

Sec. 4. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in Entrepreneur High School. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Sec. 5. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the Entrepreneur High School-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Entrepreneur High School property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Sec. 6. EXPULSION

DATE ISSUED: XXXX, 20XX

2 of 4

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The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each Entrepreneur High School campus and posted on the Entrepreneur High School website. *Education Code 12.131.*

a) *Federal Firearm Provision*

In accordance with the Gun-Free Schools Act, Entrepreneur High School shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any Entrepreneur High School campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922.*

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

b) *Expulsion Proceedings*

i. *Due Process*

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances

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and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

ii. Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

iii. Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

iv. Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of Entrepreneur High School. If Entrepreneur High School makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, Entrepreneur High School may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

v. Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

vi. Appeals

The Superintendent or designee shall develop an appeal process for expulsion decisions; this process shall recognize the Board's final authority to hear or decide a parent or student appeal of an expulsion. The Superintendent or designee shall ensure that the appeal process is made available to students and parents through the Student Handbook. The Board's decision is final and may not be appealed.

Disciplinary consequences shall not be deferred pending an appeal.

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PART I: DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Sec. 1. STUDENTS WITH DISABILITIES UNDER SECTION 504

Entrepreneur High School shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services.

34 CFR 104.35(a).

Entrepreneur High School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that Entrepreneur High School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action.

29 U.S.C. 705(20)(C)(iv).

PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Sec. 2. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (“ARD”) committee. Any disciplinary action shall be determined in accordance with federal law and regulations, including those requiring the provision of:

1. functional behavioral assessments (“FBAs”);
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans (“BIPs”); and
4. the manifestation determination review (“MDR”).

Education Code 37.004(b).

Sec. 3. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the Entrepreneur High School Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1).

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Services During Removal for Ten Days or Less. Entrepreneur High School is required to provide services during the period of removal if Entrepreneur High School provides services to a child without disabilities who is similarly removed.

34 C.F.R. 300.530(d).

Sec. 4. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

Entrepreneur High School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536.

34 C.F.R. 300.530(b)(1).

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP").

20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).

Sec. 5. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, Entrepreneur High School shall notify the student's parents of the decision and of all procedural safeguards.

20 U.S.C. 1415(k)(1)(H).

Sec. 6. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

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1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Entrepreneur High School determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. Entrepreneur High School's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536.

Entrepreneur High School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

20 U.S.C. 1415(k)(1)(A).

Sec. 7. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, Entrepreneur High School, parents, and relevant members of the ARD committee (as determined by the parent and Entrepreneur High School) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of Entrepreneur High School's failure to implement the IEP.

If Entrepreneur High School, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).

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a) *Not a Manifestation*

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c).

i. Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2).

b) *Manifestation*

If Entrepreneur High School, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct an FBA, unless Entrepreneur High School had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement an BIP for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent, and Entrepreneur High School agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).

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i. *Special Circumstances*

Entrepreneur High School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or Entrepreneur High School; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or Entrepreneur High School;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or Entrepreneur High School.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g).

The ARD committee shall determine the interim alternative education setting.

20 U.S.C. 1415(k)(2).

c) ***Services During Removal***

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1).

Sec. 8. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, Entrepreneur High School may request a hearing if it believes that

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maintaining a current placement of a student is substantially likely to result in injury to the student or others.

20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.

a) *Placement During Appeals*

When an appeal has been requested by a parent or Entrepreneur High School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and Entrepreneur High School agree otherwise.

20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.

Sec. 9. REPORTING CRIMES

Federal law does not prohibit Entrepreneur High School from reporting a crime committed by a student with a disability to appropriate authorities. If Entrepreneur High School reports a crime, Entrepreneur High School shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom Entrepreneur High School reported the crime. Entrepreneur High School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA").

20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.

Sec. 10. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act if Entrepreneur High School had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).

a) *School Knowledge*

Entrepreneur High School shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

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1. The parent of the student expressed concern in writing to Entrepreneur High School supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other Entrepreneur High School personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other Entrepreneur High School supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).

b) Exceptions

Entrepreneur High School shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

If Entrepreneur High School does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).

ATTACHMENT G1



Organizational Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

**BYLAWS
OF
REAL ED. TEXAS**

WHEREAS, the initial Board of Directors of REAL ED. Texas (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

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

**PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

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

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

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

**ARTICLE ONE
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is “REAL ED. Texas”.

1.02 OFFICE: The initial principal office of the Corporation will be located at 2186 Jackson Keller Road, Suite 2276, San Antonio, Texas 78213.

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

ARTICLE TWO MEETINGS & RECORDS

2.01 REGULAR MEETINGS, FREQUENCY AND PLACE: Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

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

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

MEETINGS RELATING TO CHARTER SCHOOLS

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

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

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

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

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

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

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

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

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not

disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS: When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 BOARD ACTION BY WRITTEN CONSENT: When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

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

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

2.11 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

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

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

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

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;

- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 PARLIAMENTARY PROCEDURE: For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE DIRECTORS

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

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

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

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

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

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the

reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (b) Final authority to adopt or amend the budget of the charter holder or the charter school;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing charter school operations;
- (f) Final authority to approve audit reports; and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR **OFFICERS**

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

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

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

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

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

4.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

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

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

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

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

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who

vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated _____, pursuant to the BOC.

ATTACHMENT G2



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

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PART I: PREAMBLE

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of REAL ED Texas is committed to maintaining the highest legal and ethical standards in the conduct of the business of REAL ED Texas, and to protecting the integrity and reputation of REAL ED Texas, Entrepreneur High School, the Board, and all Entrepreneur High School employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of REAL ED Texas. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: ETHICAL PRINCIPLES

Sec. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, REAL ED Texas shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of REAL ED Texas, and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

REAL ED Texas shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about REAL ED Texas, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 4. ACCURACY AND RETENTION OF RECORDS

REAL ED Texas will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

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Sec. 5. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, REAL ED Texas shall not engage in political activities. Directors and Officers shall not use their relationship with REAL ED Texas to promote or oppose political candidates or parties, or to create the appearance that REAL ED Texas endorses or opposes a political candidate or party for elected office.

Sec. 6. ENDORSEMENTS AND USE OF THE REAL ED TEXAS NAME AND AFFILIATION

The REAL ED Texas and Entrepreneur High School name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 7. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART III: CONFLICTS OF INTEREST

Sec. 1. STATEMENT ON STATE LAW

Entrepreneur High School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

a) Employees Serving on the Board

- (1) Directors and Officers of Entrepreneur High School shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135.
- (2) Officers of Entrepreneur High School are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the

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direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer” of Entrepreneur High School.

- (3) The Entrepreneur High School Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.
- (4) A Central Administration Officer for Entrepreneur High School is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Entrepreneur High School, including one or more of the following functions:
 - (A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board’s or Entrepreneur High School’s staff;
 - (B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;
 - (C) making recommendations to the Board or Entrepreneur High School regarding the selection of personnel of the Board, including those employed by a management company;
 - (D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;
 - (E) managing the day-to-day operations of the Board, as its administrative manager;
 - (F) preparing or submitting a proposed budget to the charter holder Board or Entrepreneur High School (except for developing budgets for a Entrepreneur High School campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);
 - (G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney

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- licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
- (H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
 - (I) providing leadership for the attainment of student performance in Entrepreneur High School, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the REAL ED Texas charter; or
 - (J) organizing the central administration of the Board.
- (5) A Campus Administration Officer for Entrepreneur High School is a person charged with the duties of, or acting as, a principal or assistant principal of a Entrepreneur High School campus, including one or more of the following functions:
- (A) approving teacher or staff appointments for a Entrepreneur High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (B) setting specific education objectives for a Entrepreneur High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (C) developing budgets for a Entrepreneur High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Entrepreneur High School campus;
 - (E) assigning, evaluating, or promoting personnel assigned to a Entrepreneur High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

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- (F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Entrepreneur High School campus, or recommending the non-renewal of the term contract of such an employee.
- (6) A Business Manager is a person charged with managing the finances of REAL ED Texas or Entrepreneur High School.
- (7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding REAL ED Texas’s open-enrollment charter may not serve on the Board, with the following exceptions:
 - (A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, REAL ED Texas employees may serve on the Board, as described below, and as provided by law.
 - (B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then REAL ED Texas employees may serve on the governing body of the charter holder, as provided by law.
 - (C) An employee of REAL ED Texas may serve as a Director if: (i) only employees of REAL ED Texas, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with REAL ED Texas; (iii) REAL ED Texas employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all REAL ED Texas employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) *Conflicts Requiring an Affidavit and Abstention from Voting*

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

- (1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter

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involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 2. STATEMENT ON FEDERAL LAW

REAL ED Texas and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

a) *Interested Person*

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Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an “Interested Person.”

- (1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:
 - (A) an ownership or investment interest, directly or indirectly, in any entity with which REAL ED Texas has a transaction or arrangement;
 - (B) a compensation arrangement with REAL ED Texas, or with any entity or individual with which REAL ED Texas has a transaction or arrangement; or
 - (C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which REAL ED Texas is negotiating a transaction or arrangement.
- (2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.
- (3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) *Interested Person with Conflict of Interest*

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. CONFLICT OF INTEREST PROCEDURES

a) *Duty of Prior Disclosure*

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

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- (1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.
- (2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
- (3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) *Determining Whether a Conflict of Interest Exists*

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) *Vote by Disinterested Directors*

- (1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.
- (2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

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- (A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.
- (B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.
- (3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.
- (4) **Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by REAL ED Texas to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).
 - (A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person’s services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.
 - (B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to REAL ED Texas. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

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- (C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) Documentation

The Board Secretary shall keep accurate minutes reporting:

- (1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:
 - (A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.
 - (B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
 - (C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (*see* Affidavit Exhibit A).
- (2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;
- (3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and
- (4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

- (1) A Director who receives compensation, directly or indirectly, from REAL ED Texas for services is precluded from voting on matters pertaining to that Director's compensation.

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- (2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from REAL ED Texas for services is precluded from voting on matters pertaining to that member's compensation.
- (3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from REAL ED Texas, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- (4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. DEFINITIONS

The following terms shall have the following meaning:

- (1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).
- (2) **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
- (3) **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

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- (4) **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
- (5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).
- (6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

PART IV: NEPOTISM

Sec. 1. NEPOTISM GENERALLY PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- (2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.
- (3) Refer to attached diagram, Exhibit B.

Sec. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

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Sec. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

a) *Third Degree of Consanguinity*

An individual's relatives within the third degree by consanguinity are the individual's:

- (1) Parent or child (first degree);
- (2) Brother, sister, grandparent, or grandchild (second degree); and
- (3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. See Exhibit B.

Sec. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) *Second Degree of Affinity*

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If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual's relatives within the third degree of affinity are:

- (1) Anyone related by consanguinity to the person's spouse within the first or second degree; and
- (2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Sec. 6. EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- (1) Thirty days, if the Director or Officer is appointed;
- (2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or
- (3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by REAL ED Texas and who was employed by REAL ED Texas before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with REAL ED Texas. Education Code § 12.1055(d).

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees.

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Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be “taken with respect to a *bona fide* category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

b) Retired Teachers

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Entrepreneur High School, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

Sec. 7. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

- (1) The person is related to another Director or Officer within the prohibited degree; and
- (2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Sec. 8. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

Sec. 9. NEPOTISM EXCEPTIONS

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

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Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

- (1) Removal must be in accordance with the Articles and Bylaws of REAL ED Texas and in accordance with the terms of the charter and other state and federal law.
- (2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select Entrepreneur High School personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a “public official” for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Entrepreneur High School personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- (2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Entrepreneur High School before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Entrepreneur High School.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Entrepreneur High School employees. Education Code §§ 11.1513(f), 12.1055.

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PART V: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

REAL ED Texas shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if REAL ED Texas intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term “related party” includes:

1. A party seeking to enter into a financial transaction with Entrepreneur High School, and such party has a current or former Board member, administrator, or officer who is:
 - a. A Board member, administrator, or officer of Entrepreneur High School; or
 - b. Related within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code, to a Board member, administrator, or officer of Entrepreneur High School;
2. REAL ED Texas’s related organizations, joint ventures, and jointly governed organizations;
3. Entrepreneur High School’s Board members, administrators, or officers or a person related to a Board member, administrator, or officer within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code; and
4. Any other disqualified person, as that term is defined by 26 U.S.C. § 4958(f).

For purposes of subsection 1 above, a person is a former Board member, administrator, or officer if the person served in that capacity within one year of the date on which a financial transaction between REAL ED Texas and a related party occurred.

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between REAL ED Texas and a related party exceeds \$5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit REAL ED Texas or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect REAL ED Texas’s interests. Failure to comply with the Commissioner’s order is a material charter violation,.

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Sec. 4. ANNUAL AUDIT DISCLOSURE

REAL ED Texas must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

1. All financial transactions between REAL ED Texas and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by REAL ED Texas and any related party for each member of the Board and each officer and administrator of Entrepreneur High School and the related party.

PART VI: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Entrepreneur High School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Entrepreneur High School otherwise determines or deems as Confidential Information.

A Director shall not use REAL ED Texas property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that REAL ED Texas operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to REAL ED Texas's written policies, are

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properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

President

Member

Secretary

Member

Treasurer

EXHIBIT A

AFFIDAVIT OF ABSTENTION

§§§

A-534

REAL ED TEXAS BOARD POLICY MANUAL
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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- ☐ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;
- ☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;
- ☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of REAL ED Texas, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the ____ day of _____, 20__.

Signature of Affiant

Title

Before me, the undersigned authority, this day personally appeared _____
_____ (Affiant Name) and by oath swore that the facts herein above stated
are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the ____ day of _____,
20__.

DATE ISSUED: XXXX, 20XX

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REAL ED TEXAS BOARD POLICY MANUAL
POLICY GROUP 1 – GOVERNANCE
ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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Notary Public, State of Texas

(seal)

My commission expires: _____

DATE ISSUED: XXXX, 20XX

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EXHIBIT B

NEPOTISM CHART

DATE ISSUED: XXXX, 20XX

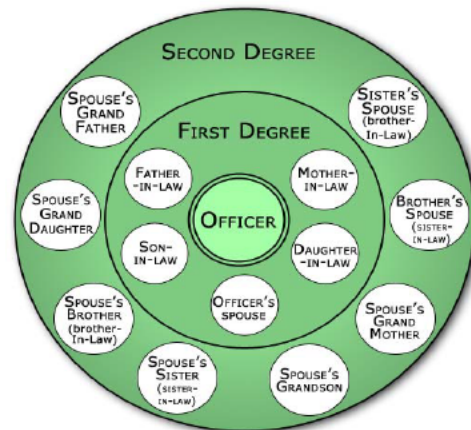
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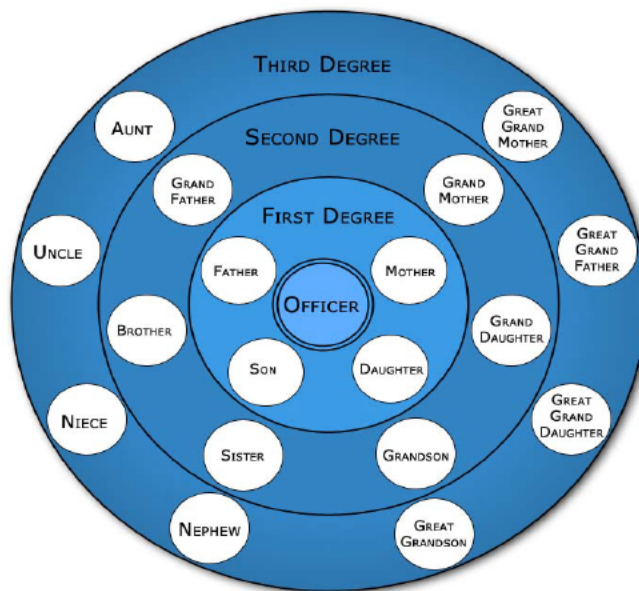
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSAQUINITY KINSHIP
Relationship by Blood

EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the REAL ED Texas Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the REAL ED Texas Ethics, Conflict of Interest and Nepotism Policy.

- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the REAL ED Texas Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the REAL ED Texas Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the REAL ED Texas Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

DATE ISSUED: XXXX, 20XX

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ATTACHMENT G3



Board Member Résumés and Disclosure Affidavits

For each member of the proposed school's governing board, provide a résumé and a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit.

Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.

GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Entrepreneur High School
Name of Sponsoring Entity:	RET

Contact Information

Full Legal Name:	Silvestre Vasquez III
Home Mailing Address:	16006 Ponderosa Pass, Helotes, TX 78023
Phone Number:	817-691-3287
Email Address:	silver@qstrategics.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

A longtime entrepreneur with experience developing relationships with employers and students, I believe I am uniquely qualified to service on this board. Aside from my professional experience, which includes advocacy, strategic communication and relationship development for a variety of entities, it is also my educational journey that positions me to be an asset for this board. Having grown up as a first generation college student in San Antonio, with no clear pathway for educational success, I was able to obtain a degree, work for a Fortune 500 company in a leadership position and eventually create my own successful business. During my time as a business owner, I have served entities like Alamo Colleges, TexBest, Health Professions Opportunities Grant and the Texas Workforce Commission to help build employer relations and student development training.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

- ☒ No
- ☐ Yes

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 within 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? If yes, describe the precise nature of the relationship.

- ☒ No
- ☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

- ☒ No
- ☐ Yes

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Silvestre Vasquez III, 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
(blue ink)

Silvestre Vasquez III

Date

10-30-23

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Bexar

On this day, 30 October 2023, Silvestre Vasquez III

(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.

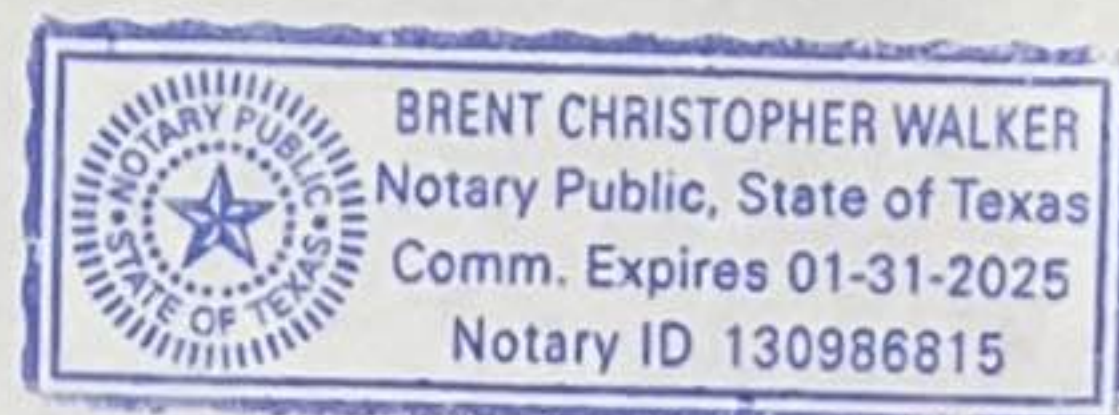
Subscribed and sworn to before 30 day of October, 2023.

(Notary Public)

Brent Christopher Walker

My commission expires

01-31-2025



SILVESTRE VASQUEZ III

16006 Ponderosa Pass
Helotes, TX 78023
Cell: 817-691-3287
Email: silver@qstrategics.com

PROFESSIONAL EXPERIENCE:

Quatro Strategic Solutions (Owner) San Antonio, TX Nov. '11-Present

Quatro Strategic Solutions is an independent consulting firm that specializes in strategic outreach, grassroots communications, public affairs and regulatory issues. Founded in 2011, Quatro Strategic Solutions has worked with some of the largest oil and gas related organizations in Texas.

Client Lists:

- Alamo Colleges, Alphabet Energy, America's Natural Gas Alliance, BHP Billiton, Building for Hope, Centric Infrastructure, Chesapeake Energy, Cobb Fendley & Associates, High Roller Group, Instituto de Petroleos Mexicanos, Modern Electron, Milestone Environmental, NGL Energy Partners, Noble Royalties, Ondaka, Permian Basin Association of Pipeliners, RBJ & Associates, RPS, STEER, Texas Oil & Gas Association, TCU Energy Institute, Texas A&M University, TexBEST, Texas Workforce Commission, Workforce Solutions Alamo

Services provided:

- Reporting/advising on client's general public, regulatory and political realities in client's operating areas (cities, counties and state);
- Provide local, state regulatory lobbying efforts as needed;
- Developing and maintaining strategic external relations plan for engagement with stakeholders, media and community leaders;
- Public speaking, presentation development and media training;
- Participating in grassroots planning and development processes, as well as recommending public affairs and communications risks and best practices;
- Facilitating public affairs plan that leverages and maintains client brand in targeted markets;
- Seamlessly implementing clients goals and objectives within the framework of target markets and their internal guidelines as it relates to oil & gas development by sharing strong, existing professional relationships in the region;
- Monitoring key regional and local media relevant to client's operations;
- Sharing of grassroots knowledge of existing publics/contacts – i.e. general public, public officials, community leaders, landowners, leaseholders and other groups of significance and leadership perception of industry and client;
- Attending public/community meetings related to clients operations;
- Facilitating and advising on community relations initiatives related to client's operations;
- Advising on communications processes as they relate to proactive communications, rapid response communications, crisis communications plans and third-party validation;
- Advise on media outreach, external affairs and crisis communication strategy, including proactive and reactive methods;
- Create awareness and collaboration with clients and stakeholders in an effort to better understand the scope of their proposed operating area and its potential opportunities;
- Advise on media outreach and crisis communication strategy, including proactive and reactive methods;
- Coordinate operator roundtables to discuss emerging issues and opportunities;
- Coordinate media outreach and provide content for social media;
- Research and recommend opportunities for community involvement.

Chesapeake Energy Corporation**Austin, TX****February '08-October '11**

Chesapeake Energy is the number one producer of natural gas in the nation and the most active driller of new wells in the US. Headquartered in Oklahoma City, their operations are focused on exploratory and developmental drilling and corporate and property acquisitions onshore in the U.S. Chesapeake Energy is a Fortune 500 company.

Manager: Communications & Corp. Development Barnett Shale/Eagle Ford Shale/Permian Basin

- Direct report to Director of Government Relations;
- Manage all internal and external communications related to Chesapeake operations in the Barnett, Eagle Ford Shale and Permian Basin;
- Develop relationships with and proactively communicate with local, state and national media
- Implement and reinforce Chesapeake's goal of educating key stakeholders on benefits of natural gas production;
- Coordinate grass roots strategy for civic, county and state leaders in the Barnett Shale, Eagle Ford Shale and Permian Basin;
- Create and manage social media plan for the Barnett Shale Eagle Ford Shale and Permian Basin;
- Identify and strategically support local non-profit organizations through corporate giving initiatives;
- Produce talking points, presentations and fact sheets for external use;
- Execute all stakeholder facility tours;
- Provide media preparation for Barnett Shale, Eagle Ford and Permian Basin employees;
- Maintain internal communication with operations, drilling and production to stay abreast of key issues;
- Work with key industry allies to proactively navigate challenges facing the industry as a whole;
- Key facilitator of crisis communications and emergency response plan in the Barnett Shale, Eagle Ford Shale and Permian Basin;
- Design and edit internal/external communication pieces including brochures, newsletters, presentations and formal letters;
- Prepare fact sheets, project updates, and other related project materials;
- Network with citizens, governmental entities and businesses to facilitate development of communication strategies to promote understanding of company initiatives;
- Represents the company as a speaker, writer, observer or working participant on internal and external committees and trade organizations.

EDUCATION:

Texas Christian University <i>M.S. Journalism with emphasis in public relations and advertising</i>	Fort Worth, TX	Graduated May '08
University of Northern Iowa <i>B.A. Communications: Public Relations</i>	Cedar Falls, IA	Graduated December '05

PROFESSIONAL/ORGANIZATIONAL MEMBERSHIPS:

South Texas Energy and Economic Roundtable <ul style="list-style-type: none"> • Stakeholder relations and communications committee chair 	January '15-Present
Eagle Ford Consortium <ul style="list-style-type: none"> • Board member, communications chair 	January '11-Present
Future of the Region, Inc. (South Texas) <ul style="list-style-type: none"> • Board member, marketing chair 	May '12-July '22

GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Entrepreneur High School

Name of Sponsoring Entity: REAL ED TEXAS

Contact Information

Full Legal Name: Alvaro Antonio Vasquez

Home Mailing Address: 12462 Cedar Trail Helotes, TX 78023

Phone Number: 210/906-0494

Email Address: ddsvasquez@yahoo.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I believe that the extensive and diversified experience I have acquired in the areas of strategic planning, project management, operations management, asset management, budgeting, finance, and human resources will be of value in making decisions while a member of the board. Specifically, as the Bexar County Public Works Division Chief, I manage an annual budget of over \$30 million and work with the purchasing department to prepare bid proposals and requests for qualifications (RFQ's) to enter into contracts with vendors, suppliers and professional services. The fact that I am familiar with the purchasing process for a government agency and that the school's purchasing process is similar, will prove to be an asset as a board member. Thank you for your consideration.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

☒ No

☐ Yes

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 within 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? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

☒ No

☐ Yes

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Alvaro Antonio Vasquez, 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
(blue ink)



Date

10/25/23

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Bexar

On this day, ALVARO ANTONIO VASQUEZ

(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 25th day of October, 2023.

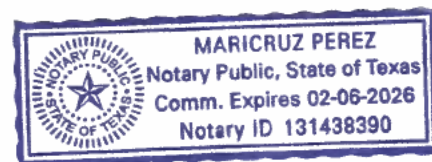
(Notary Public)



Maricruz Perez

My commission expires

Feb 6, 2026



Alvaro A. Vasquez
12462 Cedar Trail.
Helotes, Tx 78023
Cel 210/906-0494

Summary of Skills

Management Expertise

- Multiple projects
- Conflict Resolution
- Procurement of equipment, personnel and supplies
- Project planning using MS Project
- Recruited, trained, motivated staff
- Management Reporting
- Budget Analysis
- Safety & Compliance
- Financial Analysis
- Departmental budgeting

PROFESSIONAL SUMMARY OF ALVARO A. VASQUEZ

Summary

Results – oriented, hands – on professional with 25 years of expertise. Successful completion of projects through coordinating trades, developing partnerships, and building positive rapport with architects, engineers, federal, state and municipal officials, vendors and clients.

Experience

Extensive and diversified experience in the areas of strategic planning, project management, materials management, asset management, budgeting and finance, and human resources.

Executive Profile

- FLEXIBLE
- HARDWORKING
- STRATEGIC
- RESULTS ORIENTED
- EFFECTIVE COMMUNICATOR
- PROFESSIONAL
- TEAM BUILDER
- ANALYTICAL
- BILINGUAL (ENGLISH –SPANISH)

Work Experience

BEXAR COUNTY – Dec 2004 – Present

Public Works Division Chief
San Antonio, TX

- Senior manager with full responsibility for the strategic planning, operations management and project development
- Responsible for management oversight of road operation, traffic operation and fleet operation divisions
- Supervise over 200 employees & ensure effective and efficient utilization of all division personnel, equipment and financial resources
- Maintain an equipment & fleet inventory worth over \$14 million
- Prepare & Manage annual budget of over \$ 30 million
- Resolve personnel issues internally
- Meet with Union Reps to resolve personnel matters
- Respond to Commissioner's Requests
- Select roads for Annual Pavement Preservation Program
- Work with Constituents to resolve problems equitably
- Liaison for Public Works Emergency Response & Emergency Operations Center
- Prepare Estimates & Agreements for Services w/other cities within Bexar County

Implemented the following programs:

- Work Order Management System
- Asset Management System
- Equipment Replacement Program
- Safety Incentive Program
- Public Works Safety Program
- Training Program for Employee Promotions from within the department

Training Attended:

- Diversity in the Workplace
- The Art of Working with People
- Supervisory Skills Training
- Phase II MS4 Storm Water Permitting
- FEMA – NIMS IS-700 Course
- CPS – Natural Gas & Electric Safety Seminar
- TEEX – NERRTC Incident Command System Course
- TEEX – NERRTC Weapons of Mass Destruction Public Information Officer Course
- TEEX – NERRTC Regional Coordination TableTop Exercise

FIERRO INDUSTRIES, INC., 1989 – November 2004

General Manager
McAllen, TX

- Responsible for the buying, leasing or selling of assets
- Prepared and Managed departmental budgets
- Developed strategies for increasing business activity
- Negotiated contract disputes
- Created and analyzed feasibility studies on the potential development of raw land
- Determined projects to be bid
- Prepared cost analysis reports
- Supervised the preparation of cost estimates
- Provided technical advice and assistance to field staff
- Responsible for sub contractor selection and material purchasing
- Developed and managed project budgets
- Worked with engineers, local – state – federal employees, and owners to develop raw land into residential and/or commercial subdivisions

LAMBDA ELECTRONICS CORP., 1988 - 1989

Production Control Manager, Reynosa, Mexico

- Scheduled assembly of products, based on forecasts from projected customer demand
- Developed sub-assembly line schedules which included transformer assembly line, PC board assembly line, and the housing pre-assembly line
- Coordinated with buyers in McAllen, to insure timely delivery of components
- Kept daily record of completed products inventory
- Assured that monthly financial goals were met
- Worked with line supervisors to anticipate and solve potential problems
- Managed 4 assistants, 11 assembly line managers and over 200 assembly line workers
- Interacted with engineering to solve assembly problems
- Liaison between Reynosa plant and New York City Office

LAMBDA ELECTRONICS CORP., 1987 - 1988

Material Control Buyer/Special Designs Project Manager, McAllen, TX

Material Control Buyer Responsibilities:

- Responsible for ordering all resistors and capacitors for Reynosa, Mexico plant operations
- Assured all components had sufficient lead times for Just In Time production
- Coordinated the transfer of materials from McAllen warehouse across border to Reynosa plant
- Followed up with vendors to insure timely material arrivals
- Worked with engineering department to develop substitutions for problematic arrival of components

Special Product Designs Project Manager Responsibilities:

- Received designs required to meet stringent customer specifications
- Ordered all components to manufacture Special Products
- Scheduled assembly of special designs with Production Manager
- Kept track of special designs after assembly, through testing and QC
- Shipped completed special design products directly to customer
- Worked with main office in New York City, to project delivery times for special products

Academic Education

Webster University
MBA – 2013

University of Texas, Austin, TX
1982 – 1986
BA - Economics

GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Entrepreneur High School

Name of Sponsoring Entity:

Real ED Texas

Contact Information

Full Legal Name:

Carlo Maximiliano Gonzalez

Home Mailing Address:

2907 Spring Bend Street, San Antonio, Texas 78209

Phone Number:

210-273-8302

Email Address:

max@thelsallc.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

As a lending consultant, I bring experience and value by offering financial knowledge and strategy along with the analytical skill set suited for this position.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
- ☐ Yes

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
- ☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
- ☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
- ☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

- ☒ No
☐ Yes

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 within 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? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, Max Gonzalez, 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 Carlo M. Gonzalez
(blue ink)

Date 10/26/23

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Bexar

On this day, carlo m. gonzalez

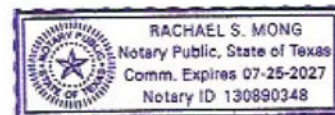
(name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 26 day of October, 2023.

(Notary Public)

My commission expires

25 July 2021



Carlo M. Gonzalez

2907 Spring Bend Street ♦ San Antonio, TX 78209 ♦ (210) 273-8302
max.gonzalez.8302@gmail.com

Education

San Antonio Community College ♦ San Antonio, TX 2010-2012 Completed
25 credits towards an Associates degree in Music Business (RTVB Program)

Work Experience

Lending Strategy Advisers ♦ COO/ Consultant

March 2022 - Present

San Antonio, TX

- Oversee day to day operations and billing.
- Consult with wealthy individuals and thier partners to strategize long term goals for borrowing and acquiring real estate.
- Advise and facilitate for the client throughout lending process.
- Licensed NMLS Broker.
- Work with and manage relationships with national and community bankers so that we may provide clients with unique and creative lending solutions.
- Devleop business with investors and builders to help create general or limited partnerships.
- Create and present quartely market presentations to a wealth management firm and thier advisers (IRA's) and also solution for thier clients.
- Organize events and meetings with our clients and top commercial and residential agents in San Antonio.

Revolution Mortgage ♦ Loan Officer

February 2021 - March 2022

San Antonio, TX

- Passed the NMLS exam to become licensed MLO.
- Called on real estate agents and worked with prospective borrowers to structure their residential financing needs.
- Created builder program for custom and speculative home builders
- Became the preferred lender for three high-end spec-home builders and two luxury custom home builders.
- Created strategic partnership with a local bank to provide construction financing for my clients.
- \$9.5 million in volume as a lender.
- Sponsored realtor/ builder events and worked with multiple real estate brokerages to host

CE classes.

- Built a network of real estate agents, residential developers, real estate attorney's and commercial development insiders to help answer questions and facilitate their clients needs

1440 Open House ♦ Owner

December 2016 - February 2021

San Antonio, TX / Los Angeles, CA

- Business development for a virtual tour company, which included cold calling 30+ agents weekly.
- Maintained agent relationships by providing education about 3D virtual tours and sponsored sales meetings.
- Worked with commercial and residential real estate brokerages, which include hotels restaurants and luxury agents.
- Managed bookkeeping.
- Trained independent contractors associated with the company to provide virtual tours.

Jont ♦ Sales Manager for Real Estate Services

December 2014 - February 2016

San Antonio, TX

- Conducted informational presentations for real estate brokerages and builders.
- Created pricing structure for Jont.
- Validated new accounts and set up payment methods.
- Business Development, secured luxury high rise account and multiple home builders in San Antonio, Texas.

Crave Market ♦ Sales Associate for Cold Pressed Juice Company

January 2013 – December 2014

San Antonio, TX

- Assisted general manager in acquiring new accounts for start up juice company
- Conducted juice tasting for existing accounts
- Sales Territory included, Metropolitan San Antonio, and surrounding counties
- PowerPoint template creation for client presentations

Cappy's Restaurant ♦ Server/ bartender

January 2010 – December 2013

San Antonio, TX

- Established rapport with patrons by providing unparalleled service
- Cross trained for both Cappy's and sister restaurant, Cappycinos
- Embraced adaptability through daily and seasonal traffic fluctuations

Skills

- Product Knowledge
- Strong communication skills
- Sales and Customer service
- Business Development
- Customer relationship management
- Critical and creative thinking skills
- Credit Acumen
- Leader

GENERATION 29 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Entrepreneur High School

Name of Sponsoring Entity: REAL Education Texas

Contact Information

Full Legal Name: Delia Covo

Home Mailing Address: 1201 W Mulberry Ave, San Antonio, TX 78201

Phone Number: 210-378-5765

Email Address: DeliaVCovo@gmail.com

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I've been in the field of education in San Antonio in various capacities for the last 10 years. I taught high school science at a charter school on the south west side of San Antonio. Currently, I work at Teach For America as the Managing Director of Teacher Leadership Development. I have experience facilitating professional development centered on best practices for classroom pedagogy and teacher leadership development.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

- ☒ No
- ☐ Yes

MOVE Texas, 2017-2020; Leadership SAISD, 2019 - present

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

- ☒ No
- ☐ Yes

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

- ☒ No
- ☐ Yes

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

- ☒ No
- ☐ Yes

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

- ☒ No
☐ Yes

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 within 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? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

- ☒ No
☐ Yes

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

- ☒ No
☐ Yes

Certification

I, DEUA COVO, 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
(blue ink)

Deua Covo

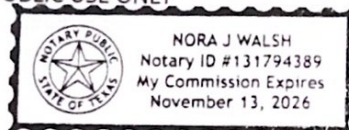
Date

10/27/2023

FOR NOTARY PUBLIC USE ONLY

State of

County of



On this day, October 27, 2023

(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 27 day of October, 2023.

(Notary Public)

Nora J. Walsh

My commission expires

11/13/2026

DELIA COVO

DeliaVCovo@gmail.com • (210) 378-5765

WORK EXPERIENCE

Teach For America, San Antonio • August 2021-Present • Managing Director, Teacher Leadership Development

- Manage, cultivate and facilitate San Antonio's Regional Advisory Board
- Set the programmatic vision, strategy development and direction for corps member coaching, as well as lead and support the broader functional team development
- Manage and lead coaches to leverage their individual strengths and cultivate a strong team culture of growth, innovation and equity to fulfill the responsibilities of their role
- Leverage data to address strengths and gaps in performance of team and the impact with their teachers and ultimately students

Teach For America, San Antonio • June 2020 – August 2021 • Director, Alumni and Community Impact

- Manage, cultivate and facilitate San Antonio's Regional Alumni Board
- Reinvention Lab Resident: Recruit, design and execute inaugural Enduring Ideas Fellowship for co-creation with young people
- Develop and implement strategy to steward and catalyze 400 alumni and key stakeholders as our collective work towards educational equity
- National Latinx Advisory Committee, 2019 – Present

Teach For America, San Antonio • June 2018-June 2020 • Director, Teacher Leadership Development

- Recruit, design and execute Ignite—an initiative to cultivate and execute disruptive learning experiences for students, families and educators
- Develop, codify and expand Leadership Tracks
- Regional Leadership Team
- For MTLDs, By MTLDs Advisory Council, 2018-2019

Teach For America, San Antonio • June 2015-June 2018 • Manager, Teacher Leadership Development

- Coached corps members to develop a vision for their classrooms that leverages their strengths, unique identities and leadership skills
- Designed and facilitated instructional professional development + culturally responsive teaching practices for K-12 corps members
- Analyzed data and trends with corps members to co-create action plans for their development
- Exploring Computer Science Fellowship, Pilot
- Manage the partnership between Big Brothers Big Sisters Workplace Mentorship

Edible San Antonio • October 2013 – Present • Managing Editor

- Build and foster relationships with local writers, photographers and community members to ensure responsive content of the publication
- Work with strong network of local community leaders, newsmakers and local experts to recognize local issues
- Create systems to communicate and build accountability structures between all partners
- Coordinate with the Editor to design, review, and edit content of publication and website

San Antonio Can High School • August 2013- June 2015 • Science Teacher and Athletic Director

- Taught Biology, Chemistry, IPC, Physics and Environmental Science, grades 9 through 12
- Launched and iterated annual Science Fair
- Expanded athletic program to include soccer, increased student and caregiver involvement and executed league transition to Texas Charter School Academic and Athletic League
- Served as Science Department Chair and 504 Coordinator from December 2013 – June 2015

DELIA COVO

DeliaVCovo@gmail.com • (210) 378-5765

COMMUNITY INVOLVEMENT

- Yoga Instructor, Yoga Day Foundation, 2019 – Present
- MindShiftEd, Caregiver Academic Recovery Plan Taskforce, 2021
- Steering Committee, Latina Leadership Institute, 2019 – Present
- Board Member, Leadership SAISD, 2019 – Present
- Leadership San Antonio Class 44 Cohort
- Graduate, 2018 Latina Leadership Institute Cohort 3
- Board Member, MOVE San Antonio Foundation 2017 – 2020
- SAISD Foundation Innovative Grants Selection Committee, 2017-Present
- Steering Committee, Alexander Briseño Leadership Program 2017-Present
- Graduate, 2016 Alexander Briseño Leadership Program – Civic Engagement Focus
- San Antonio Hispanic Chamber of Commerce Education Committee, 2016-Present
- Big Brothers Big Sister Workplace Mentor, 2015-2017

CERTIFICATIONS AND SUPPLEMENTAL TRAINING

- Texas TEA Certification for Composite Science, Grades 7-12
- Feuerstein Instructional Enrichment Mediator
- 200-hour Yoga Teacher Training, Black Swan Yoga, 2019

EDUCATION

Bachelor of Arts, University of North Texas, May 2013

- GPA: 3.766, Magna Cum Laude
- Major: General Studies: Biology, Criminal Justice, and Technical Communications
- Double Minor: Chemistry and Italian
- Technical Writing Certification

Highlights

- Team Captain, UNT (NCAA Division 1) Women's Swimming and Diving Team
- 2013 UNT Female Student Athlete of the Year
- 2011 Sun Belt Conference Female Sporting Behavior Award for exemplary citizenship sporting behavior, community involvement and academic integrity
- President, UNT Student Athletic Advisory Committee

References available upon request

ATTACHMENT L1



Superintendent Résumé

- ☒ The applicant has **identified a candidate** for the role of Superintendent.

If the applicant has identified a candidate for the role of Superintendent:

- Provide a professional résumé for any identified candidate.

- ☐ The applicant has **not identified a candidate** for the role of Superintendent.

If the applicant has not identified a candidate for the role of Superintendent:

- Provide a sample job description/posting for the Superintendent position.

ALEX LUCERO

2186 Jackson Keller Rd, Suite 2276, San Antonio, TX 78213
a.lucero@realedtexas.org or (818) 599-6567

EXPERIENCE

REAL ED TEXAS **San Antonio, TX** **October 2022-Present**
Chief Executive Officer / Superintendent

- Proposing Entrepreneur High School in San Antonio for an August 2025 opening.

REAL Journey Academies **Ontario, CA** **August 2009-Present**
Chief Executive Officer / Co-Founder

- Create an organizational structure that is capable of accomplishing the goals, metrics and strategic plan with the understanding of why we are here at REAL Journey. Ensure we are a mission driven organization. Implement the policies and practices that are approved by the Board of Directors. Work closely with the Board of Directors in achieving REAL Journey success.
- Provide support and assistance to the staff and administration. Responsible for the 230 full-time/part-time staff and 60 college interns. Directly supervise the Chief Officers of REAL Journey Academies.
- Site Development – Responsible for new school development and expansion. Submit charter petitions / application to the authorizers. Manage the construction/tenant improvements of REAL Journey charter schools. Develop community relations and partnerships with local agencies.
- Financials – Work with the directors, administration and CFO to develop, maintain accurate budgets. Approve all budgets and expenditures for the organization once the annual budgets have been board approved. Fundraise and grant write for the organization to enhance its programs and support the schools. This year the annual budget will exceed \$33 million.
- Establish goals and milestones in coordination with the Chief Officers and hold them accountable. Constantly reinforcing the WHY and being mission driven.
- Promote advocacy, networking and building strategic partnerships amongst the constituents to achieve a common vision and to meet REAL Journey goals and objectives.

Partnerships to Uplift Communities/PUC Schools **Burbank, CA** **Jan. 2007-Dec. 2008**
New Schools Development Manager

- Project Manager – Responsible for the construction/tenant improvement of relocating or opening PUC charter schools. Projects included Community Charter MS and Community Charter Early College HS in 2007, and Lakeview Charter Academy in 2008. Coordinated with Pacific Charter School Development, contractors, engineers, and architects to open schools on-time. Met with LAUSD, city and county inspectors to approve appropriate

permits and certificates. Prepared reports to city, county, and state such as chemical withholdings, demographics, enrollment, and transportation analysis.

- Facilities Management – Responsible for directing and coordinating the relocation of schools to new facilities. Worked with subcontractors, maintenance, and custodian staff to ensure proper handlings of the facilities.
- School Operations – Worked closely with PUC Operations, Information Technology, school administrators and staff to provide efficient and safe instruction within the facilities. Addressed any technological or risk management issues.
- Budget and Financing – Met with Contracting Team to assess project spending and change orders; work with PUC CFO and CEO to create budgets, forecast expenses, and discuss cash flow. Worked with Low Income Investment Fund and RBC Capital Markets to ensure necessary funding for construction and purchase of the property.

California State University, Northridge **Northridge, CA** **Feb. 2006-Jan. 2007**
Community Relations Specialist of the Michael D. Eisner College of Education

- Math & Science Teacher Initiative – Organized several departments, faculty and staff in promoting the needs and benefits of becoming math and science teachers in California. Coordinated and hosted a series of education workshops to recruit and inform students about teaching and provide professional development. Each CSU campus must increase the number of credential candidates in math and science by 150% by 2010.
- Development / Grant Writing – Assisted the Director of Development in grant writing, data and demographic research. Researched using Foundations On-line and Wealth Engine. Met and submitted proposals to corporations such as Washington Mutual and Boeing to expand or develop teaching training, recruitment, and increase student achievement programs.
- Special Projects & Yield Events – Assisted in coordinating and planning special events for development purposes. Events included the Retired Faculty Breakfast and Distinguished Alumni Annual Dinner. Coordinated yield events for the College of Education such as Open House; Preview Day; and Freshmen & Transfer Orientation.
- Center for Teaching & Learning – Assisted the center with outreach awareness to local middle and high schools of the services provided to teachers and administrators. Created brochures and pamphlets describing the center's services and functions. Created and maintained a database of all the schools serviced through the College of Education.
- Marketing & Publication Development – Assisted the Director of Development in standardizing college/department wide websites, brochures, fact sheets, and publications. Developed student, faculty, and community base focus groups in providing feedback in developing a user friendly and accessible website.

Project GRAD Los Angeles **North Hollywood, CA** **July 2002-Feb. 2006**
University & Community Outreach Director

- GEAR UP College Institute Program – Implemented and coordinated 6 – one month long off-track academic enrichment programs in which 500 ninth-twelve grade Project GRAD Scholars complete courses in Facing History & Ourselves, Mathematics, Science, and American History. College Institutes provide leadership & team building activities, college awareness workshops, network luncheons, and field trips to universities & museums.
- Higher Education Relationships – Established and maintained partnerships with local Community Colleges & Universities in order to provide academic and student support services for our high school and college Project GRAD Scholars. Represented Project GRAD in attended special events and participated in education committees.
- Budget & Operational Management – Managed funds and created quarterly reports and forecast for a \$750,000 annual budget. Submitted letters of in-kind and reports to the US Department of Education and foundations.
- Grant Writing – Grants written that have been awarded are ED Fund, NCCEP-SBC, Oracle Foundation, and US-Japan Foundation. Assisted the Development Director in writing additional grants and reports specifically in the areas of College Institutes and Technology. Reports include the GEAR UP, Weingart Foundation, and Ford Foundation.
- Walk For Success Co-Director – Project GRAD's Annual Community & College Awareness Event in which over 1,100 community and organizational volunteers participate at 11 campus hub sites. Volunteers walk to our 6th and 9th grade student homes to discuss with their parents the Project GRAD Scholarship Agreement and Compact. I supervised and directed 50 Project GRAD Staff throughout the months prior to the event.
- Special Events & Conference – Coordinated or assisted in Project GRAD or community conferences such as the Literacy Conference, Welcome to the Neighborhood, College Making It Happen, Mandalay Teacher & Administrator Retreat.

California State University, Northridge Northridge, CA Nov. 1998-June 2002
Assistant Director of the Michael D. Eisner College of Education, EOP Office

- Academic Preparation Programs – Managed and supervised 6 full time staff members and indirectly over 50 student interns from several grant programs such as: GEAR UP Grant; California State University Teacher Diversity Grant; California State University Collaborative Academic Preparation Initiative; and LAUSD Student Academic Preparation Program. These programs range from increasing student achievement, tutorial services, student standardized tests, and student recruitment in the field of teaching.
- Student Recruitment – Responsible for working with the Department Chairs and Faculty in developing and implementing a strategic recruitment plan for graduate and undergraduate programs in the College of Education based on enrollment numbers, regionalized services, cohorts, and fiscal capabilities. Recruited students from the Fresno – Torrance regions from 11th grade through four year institutions. Attended college fairs, conferences, and panels for student recruitment. Worked closely with Liberal Studies, ITEP, and CalTeach.
- Budget & Operational Management – Managed funds and created quarterly reports for a \$550,000 annual budget. Submit letters of in-kind and reports to partners and the California

State University Chancellors Office. In addition, assisted in overseeing the day-to-day operations of the Education Equity Office.

- Advisement Center – Assisted in the development of the Student Information Offices that included the movement of the department of Liberal Studies, Education Equity Office, and Credential Office in one centralized building and location. I advised students and interested applicants with information on undergraduate programs, credential programs, and certificate and Master's programs offered in the College of Education. Additional services included credential program admission workshops, processed paperwork, advised and directed students to the appropriate teaching and service credentials.
- Special Projects & Yield Events – Developed and published a High School Test Preparation Curriculum used throughout several university departments. Responsible for coordinating yield events for the College of Education such as Open House; Junior Day; and Freshmen & Transfer Orientation. Assisted the Associate Dean in exploring a possible joint doctorate program with UC Santa Barbara. Responsible for developing and surveying 2,000 local school teachers and administrators in LAUSD.

EDUCATION

California State University, Northridge	Northridge, CA	
▪ Master of Arts in Educational Leadership & Policy Studies emphasis in Higher Education		2005
▪ Bachelor of Science in Business Administration emphasis in Business Education		1998

CONFERENCE PRESENTER & PANELIST

California Charter School Association	San Diego, CA	2018
▪ Searching for a Blue Light Special (Construction & Financing)		
California Charter School Association	Sacramento, CA	2017
▪ High Impact Local Advocacy: Moving the Needle Forward in Your Community		
Charter School Development Center	Irvine, CA	2014
▪ Facilities Financing Options for Charter Schools		
National Hispanic Business Association Leadership Conference	Los Angeles, CA	2006
▪ Building Community Relations		
NCEP GEAR UP National Conference	San Francisco, CA	2005
▪ Preparing Students for College Through College Institutes and Support Programs		
Project GRAD USA National Conference	Houston, TX	2005
▪ Developing an Effective High School Transition Program		

NCCEP GEAR UP National Conference	Washington D.C.	2004
▪ Cultivating Student Success Panel, Closing Luncheon		
California Charter Schools Regional Conference	Burbank, CA	2002
▪ Using State & Community Resources in Developing a Charter School, Panelist		
California K-16 Partnership & Student Success Conference	Long Beach, CA	2001
▪ Higher Education Access Issues; A K-16 Partnership: Development of a Seamless Integrated Pipeline to Higher Education		
▪ Higher Education Access Issues; Partnerships with Teaching Academies: The Development of a College Preparatory Course		
Educational Opportunity Program Statewide Conference	Sacramento, CA	1999
▪ Recruiting and Servicing Underrepresented Populations		

PROFESSIONAL DEVELOPMENT

California Charter School Association Conference	2007 - 2022
Texas Public Charter Schools Conference	2021, 2022
Charter School Development Center Conference	2014 - 2018
CASBO	2016 - 2018
Charter Authorizers Regional Support Network Conference	2016
CAAASA Conference	2014
California School Nutrition Association Conference	2013, 2014, 2016
Partners For Developing Futures	2013, 2014
California Charter School Association School Development Workshops	2007, 2016
Schools Attuned Neurodevelopment Training	2006
CASE Development/Fundraising Conference	2006
California Association of Student Financial Aid Administrators Conference	2005
Success For All	2003, 2005
Consistency Management Cooperative Discipline	2003, 2005
NCCEP GEAR UP National Conference	2000, 2002, 2003, 2004, 2005
Project GRAD USA National Conference	2003, 2004, 2005
CSU Counselors Conference	2001, 2002, 2003, 2004, 2005

California K-16 Partnership & Student Success Conference	1999, 2000, 2001, 2002, 2003
WACAC Conference	2001, 2003
Recruiting New Teachers Conference	2001

COMMUNITY INVOLVEMENT

California Charter School Association, Member Council	2021-Present
Fontana Chamber of Commerce	2020-Present
San Bernardino Chamber of Commerce	2010-Present
Highland Chamber of Commerce	2018-Present
Loyal Order of the Moose	2014-Present
Lambda Chi Alpha Fraternity Alumni Association	1998-Present
California State University, Northridge Alumni Association	1998-Present

ATTACHMENT L2



Superintendent Evaluation Tool

- ☐ Provide any superintendent evaluation tool that has been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' (TASB) Superintendent Evaluation system, please state so and link in the narrative response. Do not attach.

- ☒ The TASB tool will be used. No responsive documents are being provided.

ATTACHMENT L3



Leadership Team Résumés

- ☒ The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided.
- ☐ The applicant has identified candidates for the instructional leadership team.
- ☐ The applicant has identified candidates for the operational leadership team.
- ☐ The applicant has identified candidates for the financial leadership team.

Provide a professional résumé for all identified leadership team candidates. Provide all résumés for leadership team members who have been selected. Clearly indicate the position that is associated with each résumé.

ATTACHMENT L4



Leadership Team Evaluation Tool

Provide any leadership evaluation tool that has been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. Do not attach.

☒ T-PESS will be used. No responsive documents are being provided.

Organizational Charts

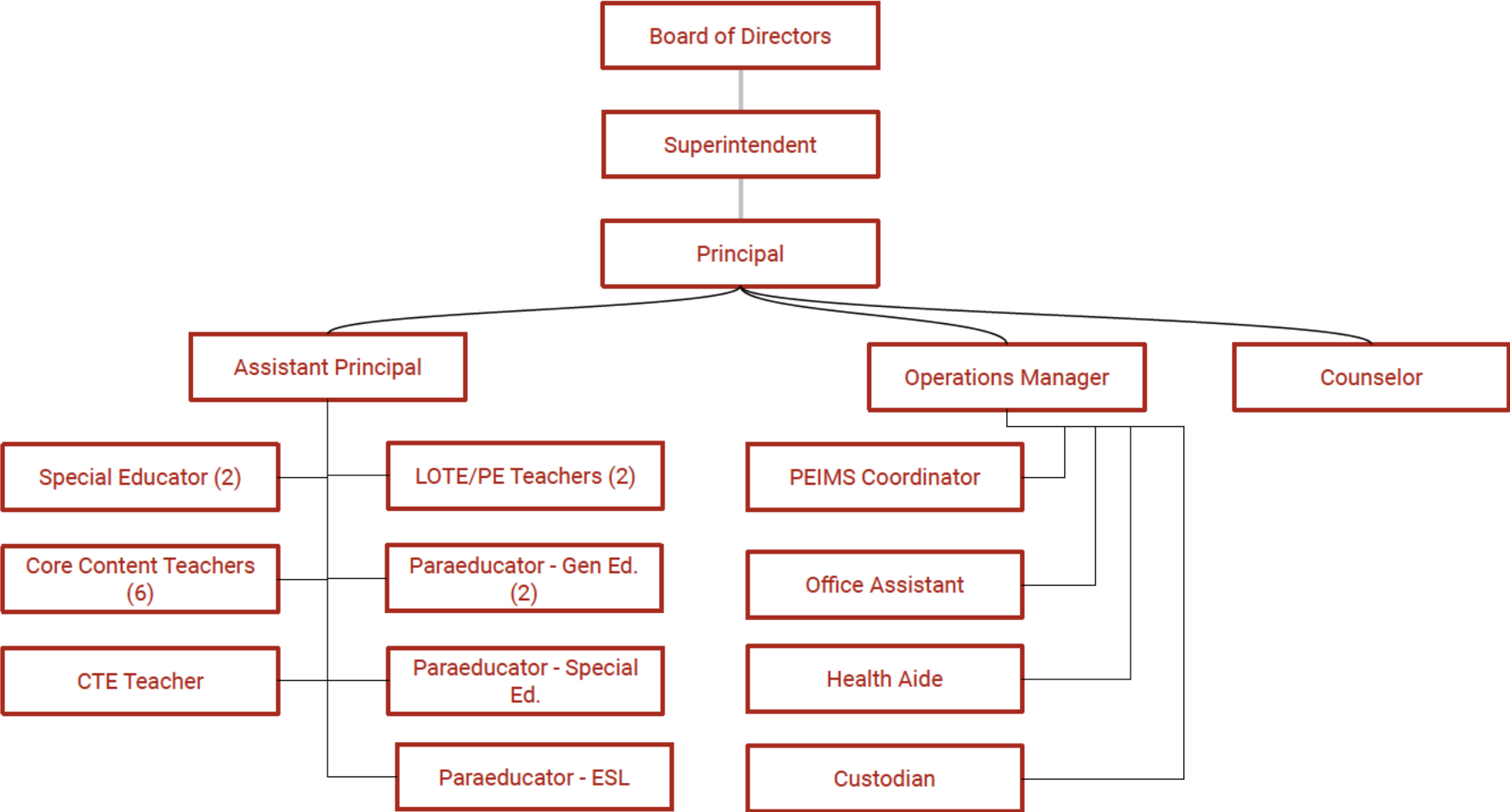
Submit three organizational charts that show the school's governance, management, and staffing structures:

1. the first organizational chart will represent the school's structure during Year 1;
2. the second chart will represent the school's structure during Year 3; and
3. the third chart will represent the school's structure at full capacity.

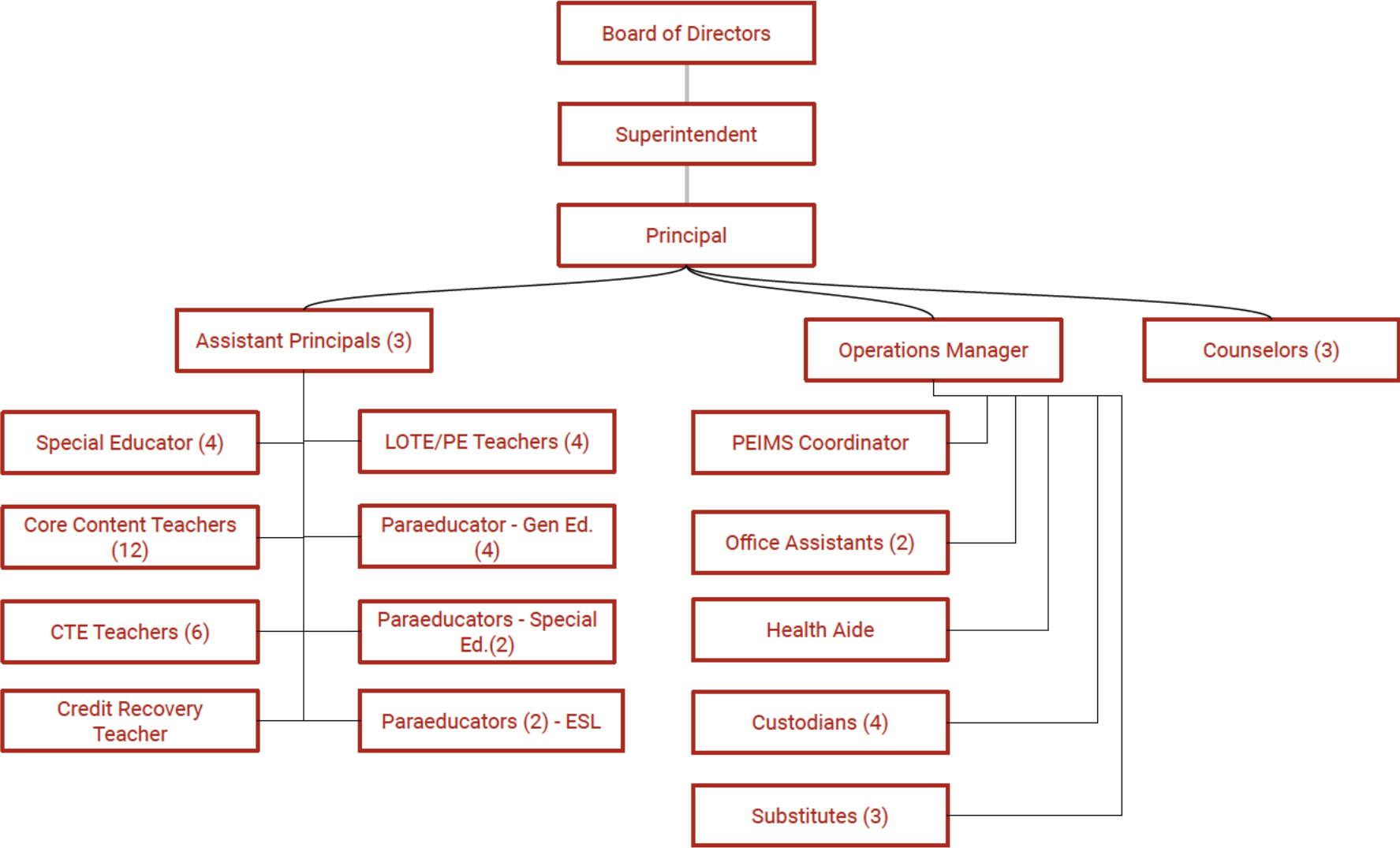
If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must clearly document the lines of authority and reporting within the charter school.

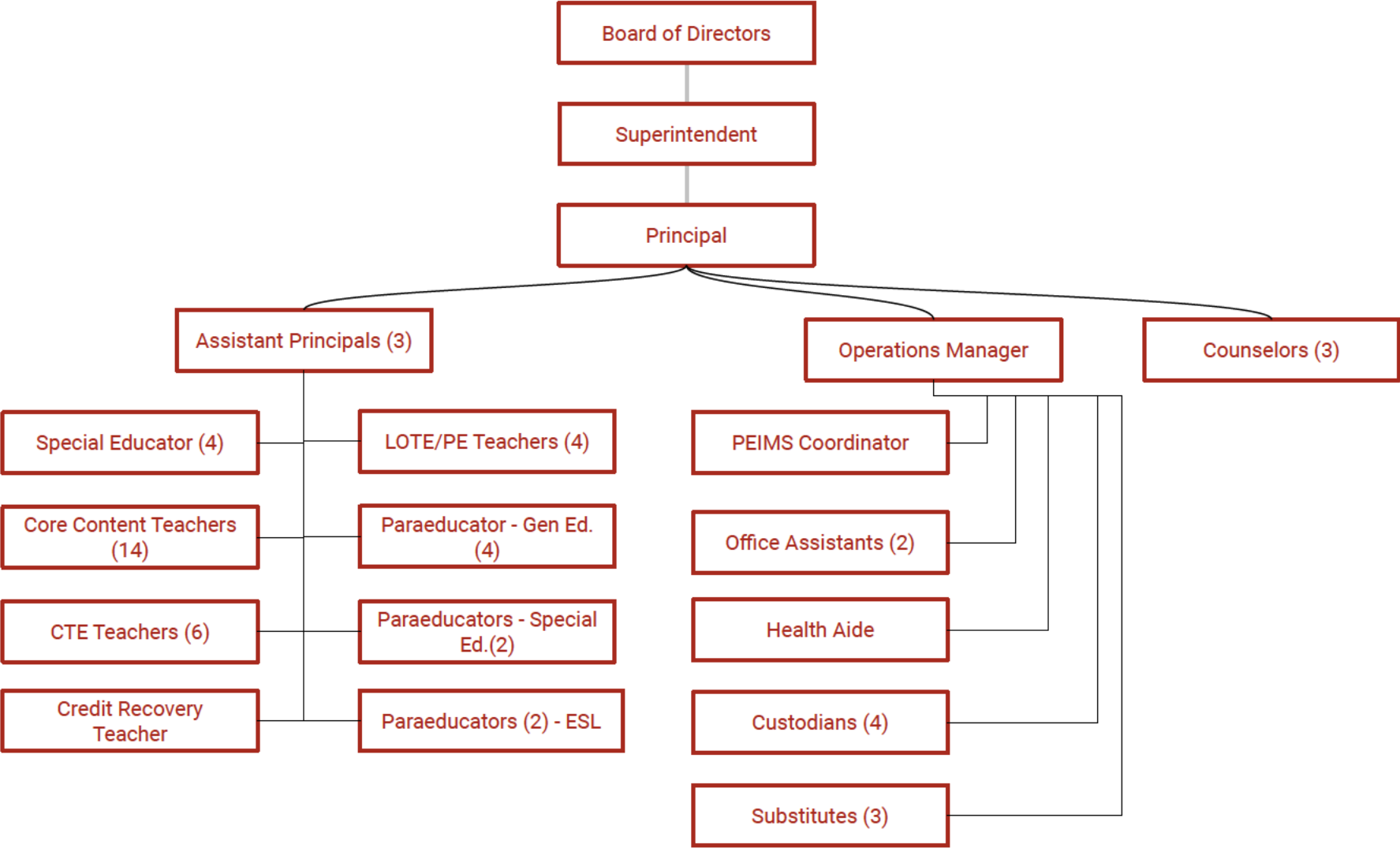
Year 1 School Structure



Year 3 School Structure



Year 5 School Structure



ATTACHMENT OP2



Teacher Evaluation Tool

Provide any teacher evaluation tools that have been locally developed. If using a TEA recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. Do not attach.

☒ T-TESS will be used. No responsive documents are being provided.

ATTACHMENT OP3



Annual Calendar and School Schedule

Provide the proposed annual 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.

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

REAL Education Texas

2025-26 Academic Calendar

Entrepreneur High School / REAL Education Texas (E-High)

July 2025						
SU	M	TU	W	TH	FR	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 PD 1	29 PD 2	30 PD 3	31 PD 4		

August 2025 (15)						
SU	M	TU	W	TH	FR	S
					1 PD 5	2
3	4 PD 6	5 PD 7	6 PD 8	7 PD 9	8 PD 10	9
10	11 1 st Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025 (21)						
SU	M	TU	W	TH	FR	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 2025 (23)						
SU	M	TU	W	TH	FR	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 2025 (16)						
SU	M	TU	W	TH	FR	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025 (11)						
SU	M	TU	W	TH	FR	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026 (16)						
SU	M	TU	W	TH	FR	S
				1	2	3
4	5 PD 11	6 PD 12	7 PD 13	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 2026 (19)						
SU	M	TU	W	TH	FR	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 2026 (22)						
SU	M	TU	W	TH	FR	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 (22)						
SU	M	TU	W	TH	FR	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 (20)						
SU	M	TU	W	TH	FR	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
SU	M	TU	W	TH	FR	S
1	2 PD 14	3 PD 15	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					



Traditional School Day



Staff P.D.
NO Students



Vacation Day
NO Students / Office
Closed



Vacation Day
NO Students / Office
OPEN



Parent
Conferences



End of Semester /
Grading Period



eExperience Day



Minimum Day



Final Exams

Contact Days

185 School Days
200 Teacher Work Days

NOTE: This calendar is subject to change based on directives from the Texas Education Association, and/or Texas Statute.

NOTE: The school year for students will begin on Monday, August 11, 2025; and, will end on May 29, 2026. The traditional school day will be 8:45 a.m. to 4:00 p.m. daily, generating 1,305 hours of student contact time.

NOTE: eExperience Days are held intermittently throughout the academic year. The days are devoted to more intensive college & career preparation activities aligned to the unique nature of the eHigh learning concept.

REAL Education Texas / Entrepreneur High School

Sample Bell Schedule

Traditional A-B Day Block Schedule			Activity Day Schedule	
TIME	A-Day	B-Day	<i>Every Other Friday</i>	
8:15-8:45 am (30 Minutes)	Teacher Preparation	Teacher Preparation	8:15-8:45 am (30 Minutes)	Teacher Preparation
8:45-10:35 am (80 Minutes)	Period 1	Period 2	8:45-9:20 am (35 Minutes)	Period 1
10:40 am-12:05 pm (80 Minutes)	Period 3	Period 4	9:25-10:00 am (35 Minutes)	Period 2
12:10-12:40 pm (30 Minutes)	Lunch -or- Advisory	Lunch -or- Advisory	10:05-10:40 am (35 Minutes)	Period 3
12:40-1:10 pm (30 Minutes)	Lunch -or- Advisory	Lunch -or- Advisory	10:45-11:20 am (35 Minutes)	Period 4
1:10-2:35 pm (80 Minutes)	Period 5	Period 6	11:20-11:50 am (30 Minutes)	Lunch -or- Advisory
2:40-4:00 pm (80 Minutes)	Period 7	Period 8	11:50 am-12:20 pm (30 Minutes)	Lunch -or- Advisory
<p>NOTE: The A-B Schedule will alternate every other traditional school day, ensuring an equal number of days in each block course.</p> <p>NOTE: E-High will have 185 student contact days, with 184 full days and 1 early release day.</p> <p>NOTE: e-High teachers will receive one preparation period every other traditional block period day.</p>			12:20-12:55 pm (35 Minutes)	Period 5
			1:00-1:35 pm (35 Minutes)	Period 6
			1:40-1:55 pm (35 Minutes)	Period 7
			2:00-2:35 pm (35 Minutes)	Period 8
			2:40-4:00 pm (70 Minutes)	Club / Activity Meetings

Admission and Enrollment Policy

Provide a draft of the proposed Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117 and Texas Education Code §12.1173.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, when required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school as provided in Texas Education Code §12.111(a)(5)(B). In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

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Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of Entrepreneur High School to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5).*

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

Entrepreneur High School shall generally admit all persons who reside within Entrepreneur High School's geographic boundaries and for whom Entrepreneur High School operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by Entrepreneur High School to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in Entrepreneur High School's geographic boundaries.
2. The applicant does not reside in Entrepreneur High School's geographic boundaries, but one of the parents resides within Entrepreneur High School's geographic boundaries and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within Entrepreneur High School's geographic boundaries.
4. The applicant is under the age of 18 and has established a separate residence in Entrepreneur High School's geographic boundaries separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in Entrepreneur High School is not for the primary purpose of participation in extracurricular activities. However, Entrepreneur High School is not required to admit an applicant under this provision if the applicant:
 - a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
 - b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
 - c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.

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6. The applicant is a foreign exchange student placed with a host family that resides in Entrepreneur High School's geographic boundaries by a nationally recognized foreign exchange program, unless Entrepreneur High School has applied for and been granted a waiver by the Commissioner because:
 - a. Admission would impose a financial or staffing hardship on Entrepreneur High School;
 - b. Admission would diminish Entrepreneur High School's ability to provide high-quality education services for Entrepreneur High School's domestic students; or
 - c. Admission would require domestic students to compete with foreign exchange students for educational resources.
7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within Entrepreneur High School's boundaries.
8. The applicant resides in Entrepreneur High School's boundaries and is 18 or older or the applicant's disabilities of minority have been removed.
9. The applicant does not reside in Entrepreneur High School's boundaries, but a grandparent resides in Entrepreneur High School's boundaries and provides a substantial amount of after-school care for the applicant as determined by the Board.
10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located in Entrepreneur High School's geographic boundaries.

Education Code 25.001.

Entrepreneur High School may also admit a child of a Entrepreneur High School employee regardless of whether the child resides in the geographic area served by Entrepreneur High School. *Education Code 12.117(d)*. Such a child must satisfy all other eligibility requirements imposed by law and/or Entrepreneur High School in order to be granted admission and enrollment in Entrepreneur High School.

Sec. 3. APPLICATION REQUIREMENT

Entrepreneur High School requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year. Tentatively, applications shall be accepted from October 1, 2024 through March 1, 2025, 2025. If needed, the lottery will be held on March 19, 2025.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the REAL ED Texas charter, and satisfy any other admissions criteria specified in this policy. *See* Sec. 10 below.

Sec. 4. LOTTERY PROVISIONS

DATE ISSUED: XXXX, 20XX

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

Sec. 5. DEVELOPMENT OF WAITING LIST

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

Sec. 6. ADMISSION PROCESS OF RETURNING STUDENTS

Returning students (students who currently attend Entrepreneur High School and intend to return the next school year) are exempted from the lottery if they notify Entrepreneur High School of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

Sec. 7. SIBLINGS POLICY AND CHILDREN OF THE SCHOOL’S FOUNDERS AND EMPLOYEES

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

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

Sec. 8. APPLICATIONS SUBMITTED OUTSIDE THE DESIGNATED APPLICATION PERIOD

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

Sec. 9. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by Education Code § 12.111(a)(5)(A), Entrepreneur High School shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code, specifically those offenses listed in TEC § 37.007(a), (b). These discipline histories will be examined on a case-by-case basis and only be excluded should their enrollment put the safety of other students at jeopardy.

Sec. 10. DOCUMENTS AND INFORMATION APPLICANTS ARE REQUIRED TO PROVIDE

Applicants must complete and submit the common admission application form developed and made available by the Texas Education Agency (“TEA”) under Education Code 12.1173.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Sec. 11. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

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

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

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

If, at any time, a student's or qualifying occupant's residence is in question, Entrepreneur High School may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Entrepreneur High School with the following stipulation:

- ☐ Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- ☐ Notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- ☐ Notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- ☐ A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- ☐ The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to Entrepreneur High School a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to Entrepreneur High School's attendance zone. Such proof of residence shall be provided to Entrepreneur High School not later than the 10th day after the arrival date

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specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2).*

Subsequently, within 60 days, at least two current documents, Entrepreneur High School must be provided confirmation of residency from one or more of the following sources:

- ☐ Credit card companies;
- ☐ U. S. Treasury;
- ☐ Social Security Administration, including benefits letter;
- ☐ Texas State government agencies (including city and county agencies);
- ☐ Utility companies;
- ☐ Financial institutions including checking, savings, or investment account statements;
- ☐ Insurance companies; or
- ☐ State and Federal Revenue departments.

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

Sec. 12. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. Entrepreneur High School may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that Entrepreneur High School may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, Entrepreneur High School shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Entrepreneur High School may impose a behavior improvement plan. *Education Code 25.085(e).*

Sec. 13. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person

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having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Entrepreneur High School in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to Entrepreneur High School. The Superintendent or designee shall follow “Students with Documented Histories of a Criminal Offense and/or Misconduct,” above, in making such determination.

Sec. 14. ADMISSION OF HOMELESS STUDENTS

a) Definitions

“Enroll” and “enrollment” include attending classes and participating fully in school activities.

“Homeless child” or “homeless children” means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. “Migratory child” means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

“School of origin” means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

“Unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.

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b) General Requirements

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Entrepreneur High School shall, according to a homeless child's best interest:

1. Continue the child's education in the school of origin for the duration of homelessness;
 - a. If the child's family becomes homeless between academic years or during an academic year; and
 - b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any Entrepreneur High School school that non-homeless students who live in Entrepreneur High School's geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, Entrepreneur High School shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, Entrepreneur High School determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 13-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 13-f below.

42 U.S.C. 11432(g)(3)(B).

Entrepreneur High School shall not stigmatize or segregate a student who is homeless.

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c) *Information from Parents*

Entrepreneur High School may require the parent or guardian of a homeless child to submit contact information. 42 U.S.C. 11432(g)(3)(H).

d) *Enrollment*

Entrepreneur High School shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, Entrepreneur High School shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. Entrepreneur High School shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

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Services, including transportation, that Entrepreneur High School is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by Entrepreneur High School, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) *Comparable Services*

Entrepreneur High School shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4).*

Sec. 15. ADMISSION OF MILITARY DEPENDENTS

a) *Applicability*

The provisions of Sec. 14 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

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Sec. 14 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) Definitions

“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

“Children of military families” means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

“Deployment” means the period one month prior to the service members’ departure from their home station on military orders through six months after return to their home station.

“Transition” means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

“Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) Eligibility for Enrollment

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Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. Continued Acceptance

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

d) Education Records

i. Unofficial Records

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, Entrepreneur High School shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. Official Records

Simultaneous with the enrollment and conditional placement of the student, Entrepreneur High School shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

e) Tuition

REAL ED Texas is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within Entrepreneur High School's boundaries.

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Education Code 25.004, 162.002 art. VI, § A.

f) Grade-Level Placement

Students shall be allowed to continue their enrollment at grade level in Entrepreneur High School commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in Entrepreneur High School, regardless of age. A student transferring after the start of the school year shall enter Entrepreneur High School on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D.*

g) Course Placement

When the student transfers before or during the school year, Entrepreneur High School shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude Entrepreneur High School from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A.*

h) Educational Program Placement

Entrepreneur High School shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude Entrepreneur High School from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B.*

i) Waivers

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Entrepreneur High School administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Entrepreneur High School. *Education Code 162.002 art. IV, §§ A–B, D.*

Sec. 16. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student’s records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 17. FOOD ALLERGY INFORMATION

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

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

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

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

Education Code 25.0022(a)-(c).

ATTACHMENT F1



Detailed Start-Up Plan

Provide a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.



START-UP PLAN

Supe. = Superintendent (Mr. Alex Lucero)

BoD = Board of Directors

Princ. = Principal

AP = Assistant Principal

OM = Office Manager

PEIMS = PEIMS Coordinator

Start Up Plan	Who	Date	Notes
Task/Planning Area			
Board Development and Governance			
Pre-charter, secure high capacity, diverse founding board members	Sup.	Sept. 2023	
Pre-charter, hold monthly founding board meetings	Sup. & BoD	Oct. 2023	Ongoing monthly
Student Recruitment & Admission			
Marketing			
Design Informational flyer/packet	Sup.	Sept. 2024	
Translate flyer into Spanish	Sup. & contracted support	Sept. 2024	Translation into other langs. as necessary
Post Flyers and leaflets in the communities	Sup. & BoD	Sept. 2024	
Identify community organizations to help with awareness generation	Sup., Principal, AP & BoD	Sept. 2024	Ongoing in start-up
Work w/community organization to generate awareness/interest	Sup., Principal, AP & BoD	Sept. 2024	Ongoing in start-up
Draft community outreach materials (e.g. tailored for community leaders, civic groups, etc.) to introduce school to community leaders	Sup., Principal, AP & BoD	Sept. 2024	Ongoing in start-up
Enrollment			
Design Student Enrollment Form	Sup.	Sept. 2024	
Make enrollment form available for comments from board and other stakeholders	Sup. & BoD	Sept. 2024	
Post enrollment form on website	Sup. & BoD	Nov. 2024	

Information Sessions			
Secure locations for information sessions	Sup. & BoD	Sept. 2024	
Mobilize volunteers for community canvassing	Sup. & BoD	Sept. 2024	
Hold information sessions for parents and community stakeholder	Sup. & BoD	Sept. 2024	Ongoing monthly
Admission Lottery and Enrollment			
Collect enrollment forms	Sup.	Oct. 2024	Ongoing
Final day for enrollment form submission	Sup.	Mar. 2025	
Finalize lottery protocol	Sup.	Mar. 2025	
Highlight lottery date on website	Sup.	Mar. 2025	
Practice lottery protocol	Sup.	Mar. 2025	
Conduct admissions lottery	Sup. & BoD	Mar. 2025	
Notify families of status	Sup. & Principal	Apr. 2025	
Establish waitlist (or repeat lottery)	Sup. & Principal	Apr. 2025	
Send enrollment report to board and other key stakeholders	Sup.	Apr. 2025	
Confirm acceptance with home visit	Principal	May 2025	
Request student records	Principal	May 2025	
Receive student records	Principal	Jul. 2025	
Facilities			
Work with realtor to locate, view, & evaluate sites	Sup.	Oct. 2024	Ongoing
Negotiate lease	Sup. & Ops Mgr	Feb. 2025	
Sign Lease	Sup. & BoD	Feb. 2025	
Secure financing/permits	Sup. & Ops Mgr	Mar 2025	
Perform Renovations	Sup.	Apr. - Jul. 2025	Contractor
Pass final inspection and receive occupancy certificate	Ops Mgr	Jul. 2025	
Hire lawyer to structure contract	Sup. & BoD	Sept. 2024	
Procure and encumber furniture and materials	Ops Mgr	Jun. 2025	
Post-Charter Board Governance			
Recruit and nominate additional governing board members	BoD	Sept. 2024	
Define relationship of Board and Supe.	Sup. & BoD	Sept. 2024	
Define communication methods	Sup. & BoD	Sept. 2024	

Define decision making process	Sup. & BoD	Sept. 2024	
Approve policies	BoD	Oct. 2024	
Arrange Board and Officers insurance	Sup. & BoD	Nov. 2024	
Develop Board Calendar	Supe. & BoD	Sept. 2024	
Board Structure			
Finalize job description for full board. Adopt as policy.	BoD	Nov. 2024	
Finalize job description for board members. Adopt as policy.	BoD	Nov. 2024	
Finalize job description for officers. Adopt as policy. Elect officers.	BoD	Nov. 2024	
Finalize job description for committee chairs and committee. Adopt as policy.	Sup. & BoD	Jan. 2025	
Finalize written document that defines relationship between school leader and board.	Sup. & BoD	Jan. 2025	
Finalize and approve standards of conduct for board members	BoD	Jan. 2025	
Finalize and approve Board members' handbook.	BoD	Jan. 2025	
Board Meetings			
Pick day and time to consistently hold meetings. Print schedule. Follow postings for Texas Open Meeting Law.	Sup. & BoD	Nov. 2024	
Develop agenda format.	Sup. & BoD	Nov. 2024	
Develop consistent format for board meeting packets (which go out 1 wk prior to board meetings).	Sup. & BoD	Nov. 2024	
Have observers attend meetings to give feedback about process, facilitation, etc.	Sup.	Nov. 2024	
Develop checklist for board members to use to evaluate each meeting. Conduct quick debrief using checklist at end of meeting.	Sup. & BoD	Nov. 2024	
Produce formal meeting minutes. Minutes are legally binding - get outside party to review to make sure we are doing it properly.	Sup. & BoD	Nov. 2024	
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	BoD	Nov. 2024	
Develop board calendar and start to list critical tasks that need to happen at each board meeting.	Sup. & BoD	Nov. 2024	
Create mechanism for tracking all official policies.	BoD	Nov. 2024	
Create comprehensive list of all policies that need to be created before school opening; make sure they are on the board agendas for the right monthly meetings.	Sup. & BoD	Nov. 2024	
Superintendent			
Create a job description for Superintendent.	BoD	Sept. 2024	

Determine performance and benchmarks/measures for Superintendent.	BoD	Sept. 2024	
Create a clear process for evaluating Superintendent.	BoD	Sept. 2024	
Set a salary range based on industry standards.	BoD	Sept. 2024	
Hire Superintendent.	BoD	Sept. 2024	
Board Development			
Create a board development plan to include orientation of new members, retreats, workshops, etc.	Sup. & BoD	Nov. 2024	
Plan and execute effective Board Retreat.	Sup. & BoD	Dec. 2024	

Secure public/private grant money and/or donations			
Write need statement.	Sup.	Nov. 2024	
Write and disseminate proposals to national and local philanthropic sources.	Sup.	Nov. 2024	
Write and disseminate proposals to local and national government sources.	Sup.	Nov. 2024	
Identify potential private donors and create internal fundraising plan/goals.	Sup. & BoD	Nov. 2024	
Administrative			
Data Management			
Create filing system.	Ops Mgr & Principal	May 2025	
Get trained on PEIMS to manage PEIMS coordinator effectively.	Principal & Ops Mgr	May 2025	
Train on student attendance rules and regulations.	Principal	May 2025	
Family Outreach			
Engage in student recruitment activities	Super., Principal, AP, Ops Mgr	Sept. 2024	Ongoing
Call/visit all families who register to enroll	Principal & AP	Apr. 2025	
Prepare pre-opening Parent Orientation protocol and materials.	Principal, AP, & Ops Mgr	Apr. 2025	
Hold pre-opening Parent Orientation.	Principal, AP, & Ops Mgr	Jun. 2025	

Curriculum Development			
Fine tune curriculum and solidify academic vision.	Sup., Principal & AP	Jan. 2025	Ongoing in start-up

Ensure instructional program is aligned with mission/values	Sup., Principal & AP	Feb. 2025	Ongoing in start-up
Finalize all instructional staff job descriptions.	Sup. & Principal	Feb. 2025	
Finalize curriculum pacing guides, lesson plan systems and timelines.	Principal & AP	Apr. 2025	
Outline benchmarks aligned with state standards and curriculum frameworks.	Sup., Principal & AP	May. 2025	
Develop and/or refine scope and sequences for each subject.	Principal & AP	May. 2025	
Procurement			
Procure and encumber materials and textbooks.	AP & Ops Mgr	Apr. 2025	
Procure and encumber internal testing materials.	AP & Ops Mgr	Apr. 2025	
Assessment			
Refine/define assessment strategy and timeline and data review protocol	Sup. & Principal	Jan. 2025	
Create or procure diagnostic assessment and tools for data analysis.	Sup. & Principal	Jan. 2025	

Special Education			
Recruit and hire special education lead teacher/case manager	Sup. & Principal	Dec. 2024	
Identify, procure, and encumber specific texts and materials.	Principal & Ops Mgr	Mar. 2025	
Acquire student records – SpEd records.	Principal & AP	Aug. 2025	
Develop IEPs - if needed (update and review).	Principal & AP	Aug. 2025	After students enroll
Define service requirements for all SpEd students.	Principal & AP	Aug. 2025	After students enroll

School Culture and Behavior			
Determine school wide behavioral expectations.	Sup. & Principal	Feb. 2025	
Determine expectations for routines around common student behaviors (classroom transitions, bathroom use, celebrations, rewards, and consequences).	Principal & AP	Feb. 2025	
Finalize daily schedule.	Sup. & Principal	Feb. 2025	
Finalize discipline policy.	Sup. & Principal	Feb. 2025	
Finalize school calendar.	Sup. & Principal	Feb. 2025	
Create staff cultural binders defining all routines and systems.	Sup. & Principal	March. 2025	

Create student culture orientation.	Sup. & Principal	Apr. 2025	
Develop community meeting curricula.	Sup. & Principal	Apr. 2025	
Financial Management			
Codify the fiscal controls and financial policies the school will employ to track daily operational finances, protect against financial fraud and theft.	Sup., Ops Mgr & BoD	Nov. 2024	Ongoing
Identify check signers.	Sup. & BoD	Nov. 2024	
Define signature policies.	Sup. & BoD	Nov. 2024	
Develop financial reporting templates (budget vs. actual) and policy.	Sup., Ops Mgr & BoD	Nov. 2024	Ongoing
Design process forms (purchase orders, expense forms) & policy.	Sup., Ops Mgr & BoD	Nov. 2024	Ongoing
Appoint Treasurer.	BoD	Sept. 2024	
Develop segregation of funds policy (public/private).	Sup. & BoD	Nov. 2024	
Develop schedule of Board Financial reviews.	Sup. & BoD	Nov. 2024	
Bid and hire back office service provider.	Sup., Ops Mgr & BoD	Aug. 2024	
Set up bank account.	Sup. & BoD	Jun. 2024	
Finalize cash flow plan	Sup. & BoD	Nov. 2024	

Personnel			
Refine org chart and job descriptions.	Sup.	Sept. 2024	
Create job descriptions, flyers, and ads. Post for jobs.	Sup. & Principal	Oct. 2024	Ongoing in start-up
Design the interview process.	Sup.	Oct. 2024	
Design compensation and benefits packages.	Sup. & BoD	Oct. 2024	
Design a filing/documentation process.	Sup., Ops Mgr, Principal	Oct. 2024	Ongoing
Identify potential recruitment opportunities.	Sup., Principal & BoD	Oct. 2024	Ongoing in start-up
Negotiate and sign agreements for contracted services.	Sup. & BoD	Oct. 2024	Ongoing in start-up
Develop professional development plans.	Sup., Principal & AP	Jan. 2025	Ongoing in start-up
Define policies and procedures for evaluation of staff.	Sup.	Nov. 2024	
Develop staff handbook.	Sup.	Nov. 2024	

Have new staff fill out Employee information forms.	Ops Mgr	Jul. 2025	
Plan and hold staff orientation.	Sup., Principal, AP, Ops Mgr	Jul. 2025	
Food Service			
Issue RFP.	Ops Mgr	Jan/Feb. 2025	

Define requirement (# of students- any religious/individual req).	Ops Mgr	May 2025	
Determine food service arrangement.	Ops Mgr	April 2025	
Select vendor and draft/sign contract.	Ops Mgr	May 2025	
Develop food service policies - (menu, delivery time, logistics, etc.).	Ops Mgr	May 2025	
Safety			
Contact police and fire departments to solidify relationships with resource officers, etc..	Principal	May 2025	
Undergo fire inspection.	Ops Mgr	Jul. 2025	Contractor
Schedule all required school safety trainings for the year.	Principal & Ops Mgr	Jul 2025	
Develop fire drill policy, schedule, route.	Ops Mgr	Jul. 2025	
Community Partnerships			
Identify community partnership opportunities.	Sup., Principal & AP	Feb. 2025	Ongoing
Meet with potential partner organizations.	Sup., Principal & AP	Feb. 2025	Ongoing
Devise performance measures for each strategic alliance.	AP	Feb. 2025	

Parents and Community			
Develop, draft, and finalize Student-Parent Handbook.	AP	Mar. 2025	
Approve Student-Parent Handbook.	BoD	Jul. 2025	
Communication			
Design and develop website.	Sup.	Sept. 2024	
Set up nonprofit mailing status with Post Office.	Sup.	Oct. 2024	
Develop filing system to store student records.	Ops Mgr	Apr. 2025	
Define how information will flow within school (i.e. who is called when student is sick, who is contacted about discipline infractions).	Principal & Ops Mgr	Apr. 2025	
Define procedure for visitors.	Ops Mgr	Apr. 2025	
Develop forms necessary to track and monitor visitors.	Ops Mgr	Apr. 2025	
Select provider for Internet access (DSL, cable).	Sup.	May. 2025	
Define how staff will communicate.	Principal	Jun. 2025	
Set up phone systems and answering services.	Ops Mgr	Jul. 2025	
Purchasing			
Create a comprehensive list of all items that need to be procured through Dec. of 1st year.	Sup. & Principal	Jan. 2025	
Procure and encumber classroom equipment and furniture.	AP & Ops Mgr	May 2025	
Procure and encumber office equipment and furniture.	Ops Mgr	May 2025	
Procure and encumber restroom supplies.	Ops Mgr	May 2025	
Procure and encumber cleaning products.	Ops Mgr	May 2025	
Procure and encumber library materials.	AP & Ops Mgr	Jun. 2025	

Procure and encumber Art material.	AP & Ops Mgr	Jun. 2025	
Procure and encumber PE equipment.	Ops Mgr	Jun. 2025	
Procure and encumber medical supplies & furniture.	Ops Mgr	Jun. 2025	
Procure and encumber office supplies.	Ops Mgr	Jun. 2025	
Contract Personnel			
Hire necessary contracted personnel.	Sup. & Principal	Jun. 2025	
Technology			
Create Tech Plan.	Principal & Ops Mgr	May 2025	
Procure and encumber computers for teachers and staff.	Ops Mgr	Jul. 2025	
Procure and encumber cell phones for admin.	Ops Mgr	Jul. 2025	

ATTACHMENT F2



Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in Attachment F3 Financial Plan Workbook— including revenue, staffing levels, and costs. Include a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The responsive document for this attachment is limited to 1,500 words.

Note: Applicants should review the federal definition of a charter school in the Letter of Special Assurances to ensure eligibility for the Charter School Program (CSP) Start-Up Grant prior to including those grant funds in the budget.



The Budget Narrative

The budget provided in the Financial Plan Workbook reflects REAL Education Texas' (RET) best estimates for revenues and expenses at this early stage in the school design and launch process, and it will be refined throughout the Planning Year to ensure we are making the best use of the resources available to us. The REAL Education Texas Board of Directors will approve the budget each school year.

Start-up Budget

The revenues projected for Year Zero assume we are awarded a Charter School Program (CSP) Grant by the state of Texas as part of this application. The \$900,000 associated with the grant will be utilized across two years – \$300,000 in Year Zero and \$600,000 in Year One. The start-up Year 0 expenditures for RET and Entrepreneur High School (E-High School) include:

- \$297,968 in salary and benefits including compensation for the Superintendent, Principal (0.5 FTE), one Assistant Principal (0.5 FTE), Operations Manager (0.5 FTE), and PEIMS Coordinator (0.5 FTE). These staff members will perform essential start-up operational and programmatic functions and represent the nucleus of the management team; their efforts managing the start-up process will result in a smooth and successful school opening. Part of these costs for the Superintendent, Principal, and Assistant Principal will be supported by CSP as related to initial planning and implementation activities for the school. The salaries and benefits for the Operations Manager and PEIMS Coordinator will be supported by local philanthropy or other revenue.
- Year 0 Contracted Services and School Operations expenses include:
 - \$5,000 for accounting/audit support including support setting up software and chart of accounts;
 - \$10,000 in legal fees to cover startup support and advice such as the creation of formation documents, policy development, and training;
 - \$2,000 in board expenses for board meetings, trainings, and any travel the board may do;
 - \$25,000 in Classroom/Teaching Supplies & Materials to account for items that may need to be purchased ahead of Year One to ensure classrooms are set up for Day 1 of serving students;
 - \$5,000 in Supplies & Materials other to account for start-up office supplies and the creation of Year Zero collateral, and
 - \$5,000 in Equipment/Furniture to purchase office furniture to furnish the start-up work space for the launch year team (work space will be provided free of charge by a local support foundation).



- o \$35,000 in Year Zero technology costs, which includes technology for Year Zero staff (individual laptops) but the bulk of which is for pre-ordering student and staff technology for Year One (total cost is split between Year Zero and Year One) estimating purchasing and delivery windows.
- o \$5,000 in office expense for initial start up supplies;
- o \$10,000 in staff development expenses, which includes the cost of supplies and materials for our 20+ Year One staff and the cost of external contractors for PD on our ELA curriculum, math curriculum, health & safety requirements, etc.
- o \$4,000 for staff recruitment to cover basic costs such as materials and participation fees for some small local job fairs. The bulk of the hiring will be for Year One, so we have a much more money allocated then (\$15,000) to support the recruitment and hiring of a world class staff.
- o \$25,000 towards recruiting students (200+ for the founding year), critical to the opening of a well-resourced and fiscally sustainable school.
- o \$2,000 to support staff travel needed to professional development, site visits, coaching, etc. to help best prepare administrators and teachers for implementing a world class curriculum and educational model.

For further details regarding our plan to utilize CSP funds, please reference the Charter School Program Start- Up Grant and Disaggregated Costs section of the application where we detail our plan.

Revenue Assumptions

Enrollment and Attendance

E-High School believes 200 students in grades 9-10 (estimated to be 100 in each grade) is an achievable enrollment goal for a startup charter high school, considering the enrollment patterns of recent startup schools in San Antonio. We will overenroll that number if we get more interest in our first year. In determining the 95% average daily attendance for Year One, we have followed what we believe is the local norm for charter schools of our size. Further, in looking at the neighboring traditional school district's attendance rates as reported on the 2021 Texas Academic Performance Reports (TAPR), 95% average daily attendance is a conservative approximation for what E-High School is expected to obtain in Year One.



Revenue Estimates

State revenue estimates are based upon the projected student enrollment, estimated demographics, and attendance rate discussed above. Projections for special populations are based on the local school comps for special education populations (about 12% total enrollment), ESL/Bilingual participation on the Westside (about 20%), and others listed in the Workbook on the Enrollment tab.

Current projections for Federal Revenues include award of CSP for the full \$900,000 and participation in the Child Nutrition Program with 90% eligibility and 90% participation, with the full revenue going towards supporting the costs of meals. Then, we estimate \$800/student for IDEA and Title 1, 2, 3,4 based on actual Federal revenue projections for these entitlement programs at charter schools in Texas serving an 80-90% economically disadvantaged student population.

Then, included is an estimate \$150,000 in philanthropy in Year 0 based on conversations with local educational support organizations. The Superintendent has great relationships with City Education Partners, Choose to Succeed, and others and is in the process of securing commitments and believes the \$150,000 estimate is conservative. In Year 1-5, we are estimating \$1,250 in philanthropy per seat over Years 0-4, when we intend to add a second campus, tapering off in Year 5 targeting more sustainability on state revenues and ADA.

Personnel

REAL Education Texas and E-High School will maintain roughly a 20 to 1 student-teacher ratio, which only counts lead teachers. When paraeducators/ assistants/ aides and the other professionals (specialty teachers) who will be in our classrooms with our students – are included, the ratio decreases dramatically (13 to 1 in Year One; 15 to 1 in Year Three). In Year One, teaching faculty will include: 6 Core Content Teachers (2 Math, 2 ELA, 1 Science, 1 Social Studies), 2 state certified Special Educators (one per grade level), 1 CTE Teacher to lead our Entrepreneurship program, 1 Foreign Language (LOTE) Teacher, 1 Physical Education Teacher, 2 Paraeducators to support our General Education program (including acting as internal substitutes if needed), 1 Paraeducator to support our Special Education population, and 1 Paraeducator to support our ESL program (ELA Teachers will be ESL/Bilingual certified). All budgeted salaries are competitive in the local San Antonio market, and we anticipate providing annual salary increases of 2% to all staff to keep pace with the local market and cost of living adjustments.



We plan to hire a lean but effective leadership team to ensure the bulk of our personnel expenses go to classroom/instructional positions. Our Superintendent will report directly to the Board and is ultimately responsible for the successful implementation of the program outlined in this application. The proposed salary for the Superintendent is conservative and aligned with local comps for startup charter schools of our size. We will prioritize hiring a Principal with high school leadership experience who will be responsible for the day-to-day operation and instructional management of the school, and the salary we have budgeted is competitive for an experienced leader in San Antonio. In Year One (hired in Year 0 to support the design of the educational program), the Principal will be supported by an Assistant Principal (responsible for coaching teachers and executing the schoolwide behavior program) and Operations Manager (responsible for schoolwide systems like arrival/dismissal, food service, physical plant maintenance, etc.), and a Counselor (responsible for the social-emotional well-being of our students), each of whom will report directly to the Principal. We are planning to pay a competitive salary to ensure we get a strong PEIMS Coordinator, who will report directly to the Operations Manager. Additionally, we have budgeted competitive salaries for an Office Assistant, Health Aide, and Custodian, who will all report directly to the Operations Manager. We will also employ a Security guard and have budgeted for substitutes to appropriately manage when staff need to be out.

Staffing increases proportionately with student enrollment through Year Five.

We have also included a line to support supplemental teacher pay and stipends. For example, teachers will earn a \$2,000 stipend for two weeks of in-service professional development prior to the first day of school. As our model grows and expands, we anticipate other opportunities for supplemental pay and stipends for teachers. An estimated 2% of payroll costs is estimated to account for supplemental pay and stipends for teachers and staff in Years 1-5.

Line Item Assumptions

For further details regarding our plan to utilize CSP funds, please reference the Charter School Program Start- Up Grant and Disaggregated Costs section of the application where we detail our plan.

CONTRACTED SERVICES

Accounting/Audit. Assumes accounting and audit support of \$50,000 in Year One, with yearly increases calculated based on school growth and industry standard cost. Audits of charter school finances do not happen until the second year of operations (auditing the first year's financials), but



we have put money into this line for year one to account for engaging with auditors and seeking best practice advice in the financial start up practices of the school, setting up accounting software, building internal infrastructure, etc..

Legal. Year One costs are estimated based on current local climate and the cost of normal legal services for startup charter schools in San Antonio. This cost increases as the school grows and we encounter increased legal risk.

Nurse services. Estimated based on local market for hearing and vision screenings.

Food Service. Assumes a total of \$6.04 per student per day as outlined by the National School Lunch program (\$3.93 for free lunch; \$2.11 for breakfast), for 180 days of the school year, with an eligibility rate of 90% and a participation rate of 90%. These costs will be subsidized by the federal reimbursements received for participating in the National School Lunch program.

Payroll Services. Assumes \$2,500 per month for ten months in Year One for an external provider such as ESC 20 to provide payroll and other back-office support. Cost increases as the size of the school increases.

Special Education Services. Assumes start up support for special education such as policy and processes; also assumes start up student services such as physical therapy, occupational therapy, and speech therapy services for students who require such related services per student IEPs and includes the estimated costs for student evaluations. Estimate provided by local special education provider AIM Educate.

Directors and Officers Insurance. Assumed market rate based on local charter schools.

SCHOOL OPERATIONS

Board Expenses. Line item includes an estimate for board expenses such as supplies and materials for board meetings, the costs of required board training, and the cost of board travel, if necessary.

Classroom/Teaching Supplies & Materials. Includes the cost of outfitting every classroom with desks, chairs, tables, bookshelves, and other essential furniture, along with the estimated costs of supplies and materials needed to execute on the curriculum with fidelity estimated at \$750 per student. With estimate is \$150,000 in classroom furniture and other supplies in Year One.



Special Education Supplies & Materials. Estimated based on a special education population of 12%. Estimate includes \$800 per special education student (more costly depending on student needs) to cover supplies/materials costs such as manipulatives, SEL supplies such as stress relief items, and specialty curriculum and supplemental curricular supports for students with disabilities.

Textbooks/Workbooks. Assumes \$350 per new student given the high school level and number of courses each student takes, and includes the cost of self-printed materials through the TEA High-Quality Instructional Materials program and the cost of online curricula. Costs increase as enrollment increases.

Supplies & Materials Other. Assumes \$3,000 per month of school in curricular costs, including paper, ink, printers, pens/pencils, math manipulatives, and other supplies and materials used in the classroom.

Equipment/Furniture. Estimated at \$300 per new student based on comps for outfitting a startup charter school in the local San Antonio market. The bulk of the classroom furniture is budgeted in the classroom line item but this line covers common area furniture, front office, nurses' office, reading rooms, and other furniture to outfit the school.

Telephone. Assumes we will gain access to E-Rate funding, which substantially reduces the cost of internet and telephone connection.

Technology. Assumes \$550 per new student, including the cost of Chromebooks (roughly \$350 per device), plus the cost of service, eventual replacement, and various other devices (roughly \$200 per student).

Student Testing & Assessment. \$150 per student assumes the cost of benchmark testing with NWEA MAP and the cost of paying for students' PSAT exams. Costs increase with enrollment.

Field Trips. \$25 per student estimate includes the cost of transportation to and from local, San Antonio-area field trip destinations. We will only go on field trips to places that offer free admission in the earliest years.

Transportation. Estimated at \$1,000 per month of school in transportation costs for students with disabilities and for the cost of reimbursing city bus passes for any student who needs one, estimating \$82/student per year for Via EZPASS bus passes.



Student Services- other. Estimated at \$20,000 in Year One to support families by providing students initially with two pairs of khakis, two polo shirts or button-down shirts, and one pullover. Marginal increases included year over year with added grade levels.

Office Expense. Estimated at \$100 per student based on the spending of local startup charter schools, and includes typical office expenses such as printer rental, paper, etc.

Staff Development. Estimated at \$20,000 in Year One given the varying grade level and content areas our teachers need support in, which includes the cost of developing and executing summer professional development and the cost of external PD consultant support for ELA curriculum, Math curriculum, and health & safety trainings.

Staff Recruitment. In Year One, this is estimated at \$15,000 to include the cost of an applicant tracking system (ATS), admission to job fairs, and other events, collateral, etc. with increased allocation in the later years.

Student Recruitment/Marketing. We have projected \$25,000 in student recruitment expenses for Year One, which includes the cost of marketing materials, participation fees for outreach events, home visits, advertising, and other recruitment operations in line with our student recruitment plan.

Travel. Estimated at \$10,000 in Year One for professional development, school visits, and other required travel. Included is a nominal increase year over year for any specialized/targeted trainings that may not be local.

Fundraising. Estimated at approximately \$1,000 per month of school (10 months) to include the cost of producing collateral and cost of attendance at local fundraising events.

FACILITY OPERATION & MAINTENANCE

For further details regarding our facility plan, please reference the Operations and Finance-Facilities section of the application where we detail our purchase or lease plan.

Insurance. Estimated at \$0.60 per sq ft based on local market and assuming we will need to insure the full 60,000 square feet even if we negotiate a phased in approach to rent only 30,000 square feet of the facility in Year One. Costs increase significantly when a second campus opens in Year Four.



Janitorial Services. Estimate of \$1,000 per month of school (10 months) for janitorial supplies such as cleaners, materials, equipment, etc. Costs increase significantly when a second campus opens in Year Four.

Building Land Rand/Lease. Assumes we lease a 60,000 square foot facility and are able to negotiate a phased-in approach to rent, where we only occupy half of the site (or 30,000 square feet) in Year One, with additional square footage occupied each year based on increased enrollment until we are fully leasing the 60,000 square foot facility. This approach has been successfully negotiated by other startup charter schools in San Antonio over the last few years. Estimate of \$8.50 in rent per square foot is based on the local westside market (where building stock is very favorably priced). Costs increase significantly when a second campus opens in Year Four.

Repairs & Maintenance. Assumes \$15,000 for minor repair projects that need to be addressed including any items that need to be brought up to code. Costs increase significantly when a second campus opens in Year Four.

Security Services. Assumes a moderate cost of \$1,000 per month of school for security services such as alarm system maintenance. We will negotiate into our lease deal alarm service and security camera installation. Costs increase significantly when a second campus opens in Year Four.

Utilities. Assumes approximately \$0.67 per square foot based on recent experience of local startup charter schools. Costs increase significantly when a second campus opens in Year Four.

Internet & E-Rate Consultant. We are projecting \$5,000 for internet in Year One, assuming we are approved for E-Rate funding, which significantly reduces the cost of internet and phone connectivity for schools. In order to get approved for E-Rate, we plan to contract with an E-Rate consultant, which typically costs about \$5,000 in startup, budgeted here.

Contingency. We have built in a \$20,000 contingency in Year One. If additional contingency money is needed in Year One, we will adjust the Superintendent's salary to reduce expenditures. In Year Two and beyond, the contingency rises yearly.

ATTACHMENT F4



Evidence of Financial Support

Identify specific funding amounts, property, and/or other sources expected to be available through any of the following:

- Banking/ Lending Institutions
- Foundations
- Grants
- Corporations
- Other

Also, provide any evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

☒ No responsive documents are being provided.

ATTACHMENT F5



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).

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; and
- Cash flow statement.

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

As disclosed on the Certificate of Filing issued by the Texas Secretary of State and on the related Certificate of Formation of REAL ED. Texas, REAL ED. Texas was formed effective on October 17, 2022. As such the corporation has not realized any revenues, incurred any expenses, acquired any assets or assumed any liabilities for the period ending June 30, 2023. Included here as attached is the Unaudited Record of Financial Position, Unaudited Record of Activities and Unaudited Record of Cash Flows.

REAL ED TEXAS
Unaudited Record of Financial Position
As of June 30, 2023

Assets

Current Assets:	
Cash and cash equivalents	\$ -
Contributions receivable	\$ -
Total Current Assets	<u>\$ -</u>
Other Assets	\$ -
Total Assets	<u><u>\$ -</u></u>

Liabilities and Net Assets

Current Liabilities:	
Accounts Payable	\$ -
Deferred Revenue	\$ -
Total Current Liabilities	<u>\$ -</u>
Notes Payable	\$ -
Total Liabilities	<u>\$ -</u>
Net Assets:	
Unrestricted net assets	\$ -
Temporarily restricted net assets	\$ -
Total Net Assets	<u>\$ -</u>
Total Liabilities and Net Assets	<u><u>\$ -</u></u>

REAL ED TEXAS
Unaudited Record of Activities
For the Period Ended June 30, 2023

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Total Net Assets
Revenues			
Local Support:			
Contributions	\$ -	\$ -	\$ -
Fundraising activities	\$ -	\$ -	\$ -
Interest and other income	\$ -	\$ -	\$ -
Total Local Support	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net assets released from restrictions	\$ -	\$ -	\$ -
Total Revenues	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Expenses			
Program services:	\$ -		\$ -
Support services:			
Administrative support services	\$ -		\$ -
Fund raising	\$ -		\$ -
Total Expenses	<u>\$ -</u>		<u>\$ -</u>
Change in Net Assets	\$ -	\$ -	\$ -
Net Assets, Beginning	\$ -	\$ -	\$ -
Net Assets, Ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

REAL ED TEXAS
Unaudited Record of Cash Flows
For the Period Ended June 30, 2023

Cash flows from operating activities:		
Grant payments	\$	-
Contributions and fund-raising activities	\$	-
Miscellaneous sources	\$	-
Payments to vendors for goods and services rendered	\$	-
Payments to personnel for services rendered	\$	-
Net cash provided by operating activities	\$	-
Change in Cash	\$	-
Cash, Beginning	\$	-
Cash, Ending	\$	-

REAL ED TEXAS

Trial Balance

As of June 30, 2023

(Cash Basis)

Record ID	Chart of Accounts Line Item	Debit	Credit
01	Cash Balance Carried Forward From Prior Period	\$ -	
02	Net Assets Carried Forward From Prior Period		\$ -
03			
Totals		\$ -	\$ -

ATTACHMENT F6



Credit Report

- ☐ The sponsoring entity was incorporated prior to January 1, 2022.

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, 2022, 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.

- ☒ The sponsoring entity was incorporated after January 1, 2022. No documents are being provided.

ATTACHMENT F7



IRS Form 990, 990-N, 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.

☐ No documents are being provided because the sponsoring entity is less than one year old.

Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2022

Open to Public Inspection

A For the 2022 Calendar year, or tax year beginning 2022-07-01 and ending 2023-06-30

B Check if available

☐ Terminated for Business☒ Gross receipts are normally \$50,000 or lessC Name of Organization: REAL ED TEXASPO Box 690352, SanAntonio, TX, US, 78269

D Employee Identification

Number 88-4199471

E Website:

F Name of Principal Officer: Alex LuceroPO Box 690352, SanAntonio, TX, US, 78269

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.



Manage Form 990-N (e-Postcard)

[Home](#) | [Security Profile](#) | [Logout](#)

EIN	Organization Name	Tax Year	End Date	Created On	Status	Submission ID	Action
88-4199471	REAL ED TEXAS	2022	06-30-2023	11-03-2023	Accepted	10065520233077151802	

«« Prev Page 1 Next »»

CREATE NEW FILING

ATTACHMENT F3

Financial Plan Workbook

Complete the Financial Plan Workbook using this template. Once complete, applicants are instructed to submit this attachment as follows:

Electronic Submission

Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **\$7,105** per student in grades K–12 and **\$3,552** per student in prekindergarten. These estimates account for a daily attendance rate of 85%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile 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 award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Plan Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds 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 has been 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.

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 WHITE 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

Enrollment Tab

- **Enter information into the WHITE 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 WHITE 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 WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total

TRANSPORTATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE 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. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**
- 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 WHITE 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 WHITE 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. *****Notes must include the amounts that will be paid from CSP grant funds.***

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.

E-High School**NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK**

Lead Applicant Name:	Alex Lucero	
Contact Email:	a.lucero@realedtexas.org	
Contact Phone:	818-599-6567	
Start-Up (Year 0) Fiscal Year End:	2025	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2026	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	78,300	Enter the number of minutes (e.g., 75,600)

ENTER PROPOSED SCHOOL NAME

	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2		1/10/2024 13:32											
3													
4													
5													
6													
7		General Instructions and Notes											
8		ENROLLMENT	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030						
9		Pre-Kindergarten (Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)											
10		Kindergarten											
11		1st Grade											
12		2nd Grade											
13		3rd Grade											
14		4th Grade											
15		5th Grade											
16		6th Grade											
17		7th Grade											
18		8th Grade											
19		9th Grade	100	125	150	250	275						
20		10th Grade	100	125	150	250	275						
21		11th Grade		125	125	150	275						
22		12th Grade			125	125	150						
23													
24		Total Number of All Students Enrolled (Average Membership)	200.0	375.0	550.0	775.0	975.0						
25													
26		Average Daily Attendance (ADA) %	95%	95%	95%	95%	95%						
27		Average Daily Attendance (ADA)	190.000	356.250	522.500	736.250	926.250						
28		Percent change YOY		87.50%	46.67%	40.91%	25.81%						
29													
30		STUDENT POPULATION	Data for the following fiscal years must be based on reasonable estimates and projections.										
31		Special Education Data: (TEC 48.102)	2026	EYS2026	2027	EYS 2027	2028	EYS 2028	2029	EYS 2029	2030	EYS 2030	
32		Number Enrolled in Homebound											
33		Number Enrolled in Hospital Class											
34		Number Enrolled in Speech Therapy	5.0		9.0		12.0		15.0		18.0		
35		Number Enrolled in Resource Room											
36		Number Enrolled in Self-Contained Mild/Mod/Sev	5.0		9.0		12.0		15.0		18.0		
37		Number Enrolled in Full-Time Early Childhood											
38		Number Enrolled in Off-Home Campus											
39		Number Enrolled in VAC											
40		Number Enrolled from State Schools											
41		Number Enrolled in Residential Care & Treatment											
42		Number Enrolled in Mainstream	14.0		27.0		45.0		55.0		65.0		
43		Special Education Student Count (SPED)	24.00	-	45.00	-	69.00	-	85.00	-	101.00	-	
44		Special Education Student Count %	12.00%		12.00%		12.55%		10.97%		10.36%		
45		Percent change YOY			87.50%	0.00%	53.33%	0.00%	23.19%	0.00%	18.82%	0.00%	
46													
47		Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)	2026	Advanced C&T, P-TECH, New Tech Network 2026	2027	Advanced C&T, P-TECH, New Tech Network 2027	2028	Advanced C&T, P-TECH, New Tech Network 2028	2029	Advanced C&T, P-TECH, New Tech Network 2029	2030	Advanced C&T, P-TECH, New Tech Network 2030	
48		Not Approved Program of Study CTE - Tier 1 Funding at 1.1											
49		Number Enrolled in One Contact Hour (V1)	200		375		550		775		975		
50		Number Enrolled in Two Contact Hour (V2)											
51		Number Enrolled in Three Contact Hour (V3)											
52		CTE Tier 1 Total Enrolled	200		375		550		775		975		
53		Approved Program of Study CTE - Tier 2 Funding at 1.28											
54		Number Enrolled in One Contact Hour (V1)											
55		Number Enrolled in Two Contact Hour (V2)											
56		Number Enrolled in Three Contact Hour (V3)											
57		CTE Tier 2 Total Enrolled	-		-		-		-		-		
58		Approved Program of Study CTE - Tier 3 Funding at 1.47											
59		Number Enrolled in One Contact Hour (V1)											
60		Number Enrolled in Two Contact Hour (V2)											

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	A	B	C	D	E	F	G	H	I	J	K	L	M
61		Number Enrolled in Three Contact Hour (V3)											
62		CTE Tier 3 Total Enrolled	-		-		-		-		-		
63													
64		Career & Technology Students Enrollment All Tiers	200		375.00		550.00		775.00		975.00		
65		% of Career & Technology Students	100.00%		100.00%		100.00%		100.00%		100.00%		
66		Percent change YOY			87.50%		46.67%		40.91%		25.81%		
67		Advanced Career and Technology Education											
68		Number enrolled in a campus designated as a P-TECH school											
69		Number enrolled in a that is a member of the New Tech Network											
70		Total Advanced CTE Enrollment		0		0		0		0		0	
71													
72		Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)	Data for the following fiscal years must be based on reasonable estimates and projections.										
73			2026	2027	2028	2029	2030						
74		Number of Dyslexia & Related Disorder Students											
75		Number Dyslexia Students Enrollment Special Education											
76		Number Dyslexia Students Enrollment Non-Special Education	9.0	17.0	27.0	38.0	48.0						
77		Total Dyslexia Student Enrollment	9.0	17.0	27.0	38.0	48.0						
78		% of Dyslexia Students Enrolled	4.50%	4.53%	4.91%	4.90%	4.92%						
79		Percent change YOY		88.89%	58.82%	40.74%	26.32%						
80													
81		Number of Pregnancy Related Students											
82		% of Pregnancy Related Students Enrolled											
83		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
84													
85		Number of Students Enrolled in Bilingual/ESL	40.0	75.0	120.0	155.0	195.0						
86		Number of Students Enrolled in Bilingual Dual Language One-way/Two-way											
87		Number of Students Enrolled in Bilingual Non Emergent Bilingual Dual Language Two-way											
88		Total Number of Students Enrolled in Bilingual	40.0	75.0	120.0	155.0	195.0						
89		% of Students Enrolled in Bilingual	20.00%	20.00%	21.82%	20.00%	20.00%						
90		Percent change YOY		87.50%	60.00%	29.17%	25.81%						
91													
92		Special Education Notice Check				Sped Total Notice	Sped Total Notice						
93		Career and Technology Notice Check				CATE Total Notice	CATE Total Notice						
94													
95		Compensatory Education (TEC 48.104)	2026	2027	2028	2029	2030						
96		Number of educationally disadvantaged students residing in an economically disadvantaged census block group	180	338	495	698	878						
97		% of Compensatory Education Students Enrolled	90.00%	90.13%	90.00%	90.06%	90.05%						
98		Percent change YOY		87.78%	46.45%	41.01%	25.79%						
99													
100		Early Education (TEC 48.108)	2026	2027	2028	2029	2030						
101		Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language											
102		% of Early Education K-3 Students											
103		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
104													
105		Gifted and Talented (TEC 48.109)	2026	2027	2028	2029	2030						
106		Number Gifted and Talented Students Enrolled											
107		Enrollment Cap for Funding	0	0	0	0	0						
108		% of Gifted and Talented Students Enrolled											
109		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
110													
111		TRANSPORTATION (TEC 48.151)	2026	2027	2028	2029	2030						
112		Regular Program Transportation Allotment											
113		Private Transportation Allotment											
114		Special Education Program Transportation Allotment	\$28,512	\$48,896	\$64,152	\$85,536	\$114,048						
115		Career and Technology Program Transportation Allotment											
116		Transportation Total	\$28,512	\$48,896	\$64,152	\$85,536	\$114,048						
117		Percent change YOY		71.49%	31.20%	33.33%	33.33%						
118													

	A	B	C	D	E	F	G	H	I	J	K	L	M
119													

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Notes and Descriptions of Assumptions for Start-Up Year	*Include in the notes the amounts from the CSP grant
--	--

Notes and Descriptions of Assumptions for
Year1 through Year 5

Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.			87.40%	46.67%	40.91%	25.81%
--	--	--	--------	--------	--------	--------

[illegible]TOTAL LOCAL & OTHER REVENUESTOTAL REVENUE

EXPENSES		ADMINISTRATIVE STAFF PERSONNEL COSTS
1	Salaries	100
2	Wages	50
3	Benefits	20
4	Travel	10
5	Supplies	5
6	Telephone	5
7	Postage	5
8	Printing	5
9	Repairs	5
10	Insurance	5
11	Utilities	5
12	Depreciation	5
13	Other	5
14	Total	210

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

INSTRUCTIONAL PERSONNEL COSTS

Page 1 of 4[illegible][illegible]

E-High School
REVENUE AND EXPENSE ASSUMPTIONS

BUDGET	
Start-Up Year 0	Year 1
2025	2026

ASSUMPTIONS					
Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030

Notes and Descriptions of Assumptions for Start-Up Year
*include in the notes the amounts from the CSP grant

Notes and Descriptions of Assumptions for Year1 through Year 5
*include in the notes the amounts from the CSP grant

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	50,000
Librarian	-	-
Custodian	-	35,000
Security	-	50,000
Other - Non-Instructional	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 135,000

TOTAL PERSONNEL EXPENSES

\$ 241,750	\$ 1,432,000
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PAYROLL TAXES AND BENEFITS

Social Security	15,872	88,784
Medicare	3,712	20,764
State Unemployment	128	716
Worker's Compensation Insurance	1,408	7,876
TRs Minimum Contribution	4,762	26,635
Reporting Entity TRS Care Contribution and TRS Public Employer Contribution	6,016	37,948
Health Insurance	20,480	114,560
Dental Insurance	3,840	21,480
Vision Insurance	-	-
Life Insurance	-	-
Retirement Contribution	-	-
Supplemental Teacher Pay (Stipends)	-	28,640
Custom Fringe #2	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 56,218	\$ 347,403

For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.					
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
0.05%	0.05%	0.05%	0.05%	0.05%	0.05%
0.55%	0.55%	0.55%	0.55%	0.55%	0.55%
1.86%	1.86%	1.86%	1.86%	1.86%	1.86%
2.65%	2.65%	2.65%	2.65%	2.65%	2.65%
8.00%	8.00%	8.00%	8.00%	8.00%	8.00%
1.50%	1.50%	1.50%	1.50%	1.50%	1.50%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

https://www.ssa.gov/OACT/ProgData/taxRates.htm
https://www.ssa.gov/OACT/ProgData/taxRates.htm
https://www.ssa.gov/OACT/ProgData/taxRates.htm
http://www.tdi.texas.gov/pubs/consumer/cb030.html
https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Estimate
Estimate
Not applicable in Year 0.

https://www.ssa.gov/OACT/ProgData/taxRates.htm
https://www.ssa.gov/OACT/ProgData/taxRates.htm
https://www.ssa.gov/OACT/ProgData/taxRates.htm
http://www.tdi.texas.gov/pubs/consumer/cb030.html
https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Estimate
Estimate
Estimated to account for \$2,000/teacher to attend in-service training and anticipated other opportunities for supplemental pay/stipends in Years 2-5.

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 297,968	\$ 1,779,403
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CONTRACTED SERVICES

Accounting / Audit	5,000	50,000
Legal	10,000	25,000
Management Company Fee	-	-
Nurse Services	-	5,000
Food Service / School Lunch	-	176,126

Enter the % change below for which the amount entered in column F should change each year.					
		5.00%	5.00%	1.50%	1.50%
		87.50%	46.67%	40.91%	25.81%
		0.00%	0.00%	0.00%	0.00%
		50.00%	50.00%	1.50%	1.50%
		87.50%	46.67%	40.91%	25.81%

Start up accounting support (software/code/structure/set up)
Startup legal support (i.e., formation documents), training, policy review, etc.
No management company.
Not applicable in Year 0.
Not applicable in Year 0.

Startup accounting services and Year 1 Audit; full accounting support and then inflation considerations.
Percent based on Percent Change YOY (Enrollment); assuming more legal fees on par with more students and teachers. Assumes more legal risk
No management company.
Estimate of the cost of hearing/vision screenings
Assumes that Child Nutrition Program funding will be fully expended to provide meals to students; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)

E-High School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2025	2026	2025	2026	2027	2028	2029	2030		
Payroll Services	-	25,000			50.00%	50.00%	1.50%	1.50%	*include in the notes the amounts from the CSP grant Not applicable in Year 0.	*include in the notes the amounts from the CSP grant Assumes support agreement with Regional Service Center ESC 20
Special Ed Services	-	25,000			87.50%	53.33%	0.00%	4.35%	Not applicable in Year 0.	Related services provider fees for PT, OT, etc.; Percent based upon Special Education Percent Change YOY (Enrollment worksheet, row 45)
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%	Not applicable in Year 0.	
Directors and Officers Insurance	-	5,000			10.00%	5.00%	1.50%	1.50%	Not applicable in Year 0.	Market rate based on local charter schools
	-	-			0.00%	0.00%	0.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	\$ 15,000	\$ 311,126								

SCHOOL OPERATIONS

Board Expenses	2,000	5,000			50.00%	50.00%	25.00%	1.50%	Assumes basic expenses for board meetings (supplies, meals, etc.)	Assumes basic expenses for board meetings (supplies, meals, etc.)
Classroom / Teaching Supplies & Materials	25,000	150,000			33.00%	15.00%	10.00%	1.50%	Start up classroom and teaching supplies and materials.	\$750 per student for furniture, supplies, and materials
Special Ed Supplies & Materials	-	19,200			87.50%	53.33%	23.19%	18.82%	Not applicable in Year 0.	\$800 per special education student; Percent based upon Special Education Percent Change YOY (Enrollment worksheet, row 45)
Textbooks / Workbooks	-	70,000			87.50%	46.67%	40.91%	25.81%	Not applicable in Year 0.	Assumes \$350 per student, based on local charter school comps for HS. Textbooks and online curricula. Percent based upon Percent Change YOY (Enrollment worksheet, row 28).
Supplies & Materials other	5,000	30,000			87.50%	46.67%	40.91%	25.81%	Start up supplies and materials.	Assumes conservative cost of about \$3,000 per month of school; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)
Equipment / Furniture	5,000	60,000			87.50%	46.67%	40.91%	25.81%		Assumes \$300 per student for specialty furniture and equipment; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)
Telephone	-	5,000			33.00%	15.00%	10.00%	1.50%	Not applicable in Year 0.	Assumes we are awarded E-Rate funding
Technology	35,000	75,000			60.00%	60.00%	1.50%	1.50%	\$550 per student split over Y0 & Y1 (\$350 for Chromebook and \$200 for various other tech)	\$550 per student split over Y0 & Y1 (\$350 for Chromebook and \$200 for various other tech)
Student Testing & Assessment	-	30,000			87.50%	46.67%	40.91%	25.81%	Not applicable in Year 0.	Assumes \$150 per student for NWEA MAP & PSAT testing; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)
Field Trips	-	5,000			87.50%	46.67%	40.91%	25.81%	Not applicable in Year 0.	Assumes \$25 per student for transportation; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)
Transportation (student)	-	28,400			0.00%	0.00%	0.00%	0.00%	Not applicable in Year 0.	Assumes \$1,000 per month for SPED tranposrtation; \$82 per student per year for VIA EZPASS bus pass
Student Services - other	-	20,000			3.00%	3.00%	3.00%	3.00%	Not applicable in Year 0.	Assumes \$20,000 per year to support families with the purchase of initial uniforms; nominal increase year over year.
Office Expense	5,000	20,000			87.50%	46.67%	40.91%	25.81%	Start up supplies.	Assumes \$100 per student in Y1; Percent based upon Percent Change YOY (Enrollment worksheet, row 28)
Staff Development	10,000	20,000			33.00%	15.00%	10.00%	1.50%	Assumes a moderate budget for materials and external training support	Assumes a moderate budget for materials and external training support
Staff Recruitment	4,000	15,000			33.00%	15.00%	10.00%	1.50%	Assumes a small budget for Y0 recruitment materials	Assumes a moderate budget for materials, an Applicant Tracking System, and recruitment/hiring fairs
Student Recruitment / Marketing	25,000	25,000			60.00%	60.00%	30.00%	1.50%	Assumes a market-aligned costs for event fees and collateral	Assumes a market-aligned costs for event fees and collateral
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	2,000	10,000			33.00%	15.00%	10.00%	1.50%	Site visits and coaching in Year 0 for leadership team.	Assumes a moderate budget for travel to PD, conferences, etc.

E-High School

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
	2025	2026	2025	2026	2027	2028	2029	2030		
Fundraising	-	10,000			60.00%	60.00%	1.50%	1.50%	Not applicable in Year 0.	Assumes a moderate budget for local fundraising events
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Student Information Management System	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 118,000	\$ 597,600								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	36,000			30.00%	3.00%	70.00%	30.00%		Assumes \$.60 per square foot of facility
Janitorial Services	-	10,000			30.00%	3.00%	70.00%	30.00%		Assumes a moderate budget for janitorial supplies of \$1,000 per month of school
Building and Land Rent / Lease	-	255,000			20.00%	20.00%	50.00%	40.00%		Assumes a lease deal where we can phase in the takedown of all of our space, starting with 30,000 feet at \$8.50 per foot in Y1 and growing to 60,000 sf at \$12 per foot in Y5; assumes a second facility with the same deal details comes online in Year 4.
Repairs & Maintenance	-	15,000			30.00%	3.00%	60.00%	30.00%		Assumes a moderate budget for small projects in the facility; lease deals will push most of the bigger repair/maintenance costs to the landlord
Security Services	-	10,000			30.00%	3.00%	70.00%	30.00%		Assumption based on local charter school spending for security
Utilities	-	40,000			30.00%	3.00%	70.00%	30.00%		Assumption based on local charter school spending for utilities
Internet	-	5,000			0.00%	0.00%	0.00%	0.00%		
E-Rate Consultant	-	5,000			50.00%	50.00%	50.00%	3.00%		Assumption based on local charter school spending on E-Rate consultants
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 376,000								
RESERVES / CONTIGENCIES	-	20,000			150.00%	0.00%	100.00%	0.00%		
TOTAL EXPENSES	\$ 430,968	\$ 3,084,129								
NET OPERATING INCOME (before Depreciation)	\$ 19,032	\$ 240,596								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 19,032	\$ 240,596								

E-High School

PROJECTED BUDGET / OPERATING PLAN

SUMMARY

Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030
450,000	3,324,726	5,106,722	7,490,029	10,554,200	12,543,808
428,564	3,084,129	4,679,619	6,433,689	9,067,718	10,766,726
21,436	240,596	427,103	1,056,340	1,486,482	1,777,082
	16,623.63	13,617.93	13,618.23	13,618.32	12,865.44
	15,420.65	12,478.98	11,697.62	11,700.28	11,042.80

REVENUE**TOTAL STATE REVENUES****FEDERAL REVENUES**

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

TOTAL FEDERAL REVENUES**TOTAL LOCAL & OTHER REVENUES****TOTAL REVENUE**

	2,138,600	4,007,736	5,878,146	8,282,896	10,420,711
300,000	600,000	-	-	-	-
-	336,126	630,236	924,368	1,302,526	1,638,708
300,000	936,126	630,236	924,368	1,302,526	1,638,708
\$ 150,000	250,000	468,750	687,516	968,778	484,389
\$ 450,000	\$ 3,324,726	\$ 5,106,722	\$ 7,490,029	\$ 10,554,200	\$ 12,543,808

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

110,000	110,000	112,200	114,444	116,733	119,068
75,000	150,000	219,300	291,312	456,319	535,804
-	-	-	-	-	-
-	-	-	-	-	-
42,500	85,000	86,700	88,434	180,405	184,013
14,250	92,000	93,840	132,131	232,405	274,938
-	-	-	-	-	-
\$ 241,750	\$ 437,000	\$ 512,040	\$ 626,321	\$ 985,862	\$ 1,113,823

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

-	440,000	617,100	915,552	1,517,527	1,845,547
-	120,000	183,600	249,696	254,690	324,730

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030
Substitute Teachers	35,000	71,400	109,242	111,427	113,655
Teaching Assistants	70,000	107,100	145,656	222,854	265,196
Specialty Teachers	55,000	224,400	400,554	408,565	476,270
Aides	70,000	142,800	145,656	222,854	227,311
Therapists & Counselors	-	70,000	142,800	218,484	378,851
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	860,000	1,489,200	2,184,840	3,035,055	3,631,560
NON-INSTRUCTIONAL PERSONNEL COSTS	-	-	-	-	-
Nurse	50,000	51,000	52,020	159,181	162,365
Librarian	-	-	-	-	-
Custodian	35,000	71,400	145,656	185,711	227,311
Security	-	50,000	51,000	106,121	108,243
Other - Non-Instructional	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	135,000	173,400	249,696	451,013	497,919
TOTAL PERSONNEL EXPENSES	241,750	1,432,000	2,174,640	4,471,931	5,243,301
PAYROLL TAXES AND BENEFITS	14,989	88,784	134,828	189,773	277,260
Medicare	3,505	20,764	31,532	44,382	64,843
State Unemployment	121	716	1,087	1,530	2,236
Worker's Compensation Insurance	1,330	7,876	11,961	16,835	24,596
TRs Minimum Contribution	4,497	26,635	40,448	56,932	83,178
Reporting Entity TRS Care Contribution and TRS Public	6,406	37,948	57,628	81,113	118,506
Health Insurance	19,340	114,560	173,971	244,869	357,754
Dental Insurance	3,626	21,480	32,620	45,913	67,079
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	-	-	-	-	-
Supplemental Teacher Pay (Stipends)	-	28,640	43,493	61,217	89,439
Custom Fringe #2	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	53,814	347,403	527,568	742,564	1,084,890
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	295,564	1,779,403	2,702,208	3,803,421	5,556,821
CONTRACTED SERVICES	5,000	50,000	52,500	55,125	55,952
Accounting / Audit	10,000	25,000	46,875	68,750	96,875
Legal	-	-	-	-	-
Management Company Fee	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2025	2026	2027	2028	2029	2030
Nurse Services	-	5,000	7,500	11,250	11,419	11,590
Food Service / School Lunch	-	176,126	330,236	484,347	682,488	858,614
Payroll Services	-	25,000	37,500	56,250	57,094	57,950
Special Ed Services	-	25,000	46,875	71,875	71,875	75,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Directors and Officers Insurance	-	5,000	5,500	5,775	5,862	5,950
	-	-	-	-	-	-
	-	-	-	-	-	-
TOTAL	\$ 15,000	\$ 311,126	\$ 526,986	\$ 753,372	\$ 981,564	\$ 1,187,770

SCHOOL OPERATIONS

Board Expenses	2,000	5,000	7,500	11,250	14,063	14,273
Classroom / Teaching Supplies & Materials	25,000	150,000	199,500	229,425	252,368	256,153
Special Ed Supplies & Materials	-	19,200	36,000	55,200	68,001	80,799
Textbooks / Workbooks	-	70,000	131,250	192,500	271,250	341,250
Supplies & Materials other	5,000	30,000	56,250	82,500	116,250	146,250
Equipment / Furniture	5,000	60,000	112,500	165,000	232,500	292,500
Telephone	-	5,000	6,650	7,648	8,412	8,538
Technology	35,000	75,000	120,000	192,000	194,880	197,803
Student Testing & Assessment	-	30,000	56,250	82,500	116,250	146,250
Field Trips	-	5,000	9,375	13,750	19,375	24,375
Transportation (student)	-	28,400	28,400	28,400	28,400	28,400
Student Services - other	-	20,000	20,600	21,218	21,855	22,510
Office Expense	5,000	20,000	37,500	55,000	77,500	97,500
Staff Development	10,000	20,000	26,600	30,590	33,649	34,154
Staff Recruitment	4,000	15,000	19,950	22,943	25,237	25,615
Student Recruitment / Marketing	25,000	25,000	40,000	64,000	83,200	84,448
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	2,000	10,000	13,300	15,295	16,825	17,077
Fundraising	-	10,000	16,000	25,600	25,984	26,374
After School Program	-	-	-	-	-	-
Student Information Management System	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 118,000	\$ 597,600	\$ 937,625	\$ 1,294,818	\$ 1,605,997	\$ 1,844,270

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2025	2026	2027	2028	2029	2030

FACILITY OPERATION & MAINTENANCE

Insurance	-	36,000	46,800	48,204	81,947	106,531
Janitorial Services	-	10,000	13,000	13,390	22,763	29,592
Building and Land Rent / Lease	-	255,000	306,000	367,200	550,800	771,120
Repairs & Maintenance	-	15,000	19,500	20,085	32,136	41,777
Security Services	-	10,000	13,000	13,390	22,763	29,592
Utilities	-	40,000	52,000	53,560	91,052	118,368
Internet	-	5,000	5,000	5,000	5,000	5,000
E-Rate Consultant	-	5,000	7,500	11,250	16,875	17,381
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ 376,000	\$ 462,800	\$ 532,079	\$ 823,336	\$ 1,119,360

RESERVES / CONTIGENCIES

-	20,000	50,000	50,000	100,000	100,000
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TOTAL EXPENSES

\$ 428,564	\$ 3,084,129	\$ 4,679,619	\$ 6,433,689	\$ 9,067,718	\$ 10,766,726
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NET OPERATING INCOME (before Depreciation)

\$ 21,436	\$ 240,596	\$ 427,103	\$ 1,056,340	\$ 1,486,482	\$ 1,777,082
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DEPRECIATION & AMORTIZATION

-	-	-	-	-	-
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NET OPERATING INCOME (including Depreciation)

\$ 21,436	\$ 240,596	\$ 427,103	\$ 1,056,340	\$ 1,486,482	\$ 1,777,082
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E-High School

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		190.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.198
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	2.263
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		2.461
Total Special Education Weighted FTE		7.780
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	1.15	13.300
Career & Technology FTEs Tier 1	1.10	31.667
Career & Technology FTEs Tier 2	1.28	0.000
Career & Technology FTEs Tier 3	1.47	0.000
Total Career & Technology FTEs (Tier 1 - 3)		31.667
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	\$ 50	0.000
Regular Program ADA		155.872
Gifted and Talented Enrollment	0.07	0
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	9
Early Education ADA	0.10	0.000
State Compensatory Education Enrollment	0.25	180
Pregnancy Related FTEs	2.41	0.000
Bilingual/ESL ADA	0.10	38.000
Bilingual Dual Language One-way/Two-way ADA	0.15	0.000
Bilingual Non-EB Dual Language Two-way ADA	0.05	0.000
Total Weighted Average Daily Attendance (WADA)		297.564
State Average Funding Components		
Per Capita Rate		\$ 414.884
District Basic Allotment (DBA)		\$ 6,160
Small and Mid-size Allotment TEC 48.101		\$ 1,091
School Safety Allotment TEC 48.115		\$ 10.00
District Tax Rate Level 1 (DTR1)		\$ 0.0632
Level 1 Entitlement		\$ 126.21
District Tax Rate Level 2 (DTR2)		\$ 0.0271
Level 2 Entitlement		\$ 49.28
Interest & Sinking Rate		\$ 0.0419
EDA Guaranteed Yield		\$ 40.00

Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		\$ 960,172
Small and Mid-size Allotment TEC 48.101		\$ 170,056
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		\$ 23,408
99-New Instructional Facility Allotment		\$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		\$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		\$ 5,544
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		\$ -
School Safety Allotment TEC 48.115		\$ 1,900
Special Education Detail:		
Regular Special Education		\$ 47,923
Mainstream		\$ 94,217
Residential Care and Treatment		\$ -
State Schools		\$ -
Non Public Contracts		\$ -
Extended Year Special Education		\$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		\$ 142,140
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		\$ 252,577
Advanced CTE Allotment P-Tech & New Tech Network		\$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		\$ 252,577
State Compensatory Education Detail:		
State Compensatory Allotment		\$ 277,200
Pregnancy Related		\$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		\$ 277,200
Transportation Detail:		
Regular		\$ -
Private		\$ -
Special Education		\$ 28,512
Career & Technology Education		\$ -
99-Transportation Allotment TEC 48.151		\$ 28,512
TOTAL COST OF TIER I / STATE SHARE OF TIER I		\$ 1,861,509
TIER II		
Tier II Level 1		\$ 237,351
Tier II Level 2		\$ 39,739
TOTAL TIER II		\$ 277,091
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		\$ -
TOTAL OTHER PROGRAMS		\$ -
TOTAL STATE AID		\$ 2,138,600
Available School Fund (ASF)		\$ -
Foundation School Fund (FSF)		\$ 2,138,600

E-High School

PAYMENT FORMULA EXAMPLE

Total State Aid	\$ 2,138,600
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 2,138,600

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 177,504
October	11	9.1%	\$ 178,460
November	10	10.1%	\$ 180,046
December	9	11.1%	\$ 177,887
January	8	12.4%	\$ 176,663
February	7	14.4%	\$ 179,718
March	6	16.6%	\$ 177,341
April	5	19.9%	\$ 177,305
May	4	25.1%	\$ 179,132
June	3	33.2%	\$ 177,468
July	2	49.7%	\$ 177,466
August	1	100.0%	\$ 179,608
Total Payments			\$ 2,138,600

E-High School

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

	Start-Up Year 0 2025	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
Total State Revenues		\$ 2,138,600	\$ 4,007,736	\$ 5,878,146	\$ 8,282,896	\$ 10,420,711
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	\$ 300,000	\$ 600,000	\$ -	\$ -	\$ -	\$ -
Other Federal Revenues	\$ -	\$ 336,126	\$ 630,236	\$ 924,368	\$ 1,302,526	\$ 1,638,708
Total Federal Revenues	\$ 300,000	\$ 936,126	\$ 630,236	\$ 924,368	\$ 1,302,526	\$ 1,638,708
Total Local and Other Revenue	\$ 150,000	\$ 250,000	\$ 468,750	\$ 687,516	\$ 968,778	\$ 484,389
TOTAL REVENUE	\$ 450,000	\$ 3,324,726	\$ 5,106,722	\$ 7,490,029	\$ 10,554,200	\$ 12,543,808

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs	\$ 241,750	\$ 437,000	\$ 512,040	\$ 626,321	\$ 985,862	\$ 1,113,823
Total Instructional Personnel Costs	\$ -	\$ 860,000	\$ 1,489,200	\$ 2,184,840	\$ 3,035,055	\$ 3,631,560
Total Non-Instructional Personnel Costs	\$ -	\$ 135,000	\$ 173,400	\$ 249,696	\$ 451,013	\$ 497,919
Total Payroll Taxes and Benefits	\$ 53,814	\$ 347,403	\$ 527,568	\$ 742,564	\$ 1,084,890	\$ 1,272,025
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 295,564	\$ 1,779,403	\$ 2,702,208	\$ 3,803,421	\$ 5,556,821	\$ 6,515,326

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$ 15,000	\$ 311,126	\$ 526,986	\$ 753,372	\$ 981,564	\$ 1,187,770
Total School Operations	\$ 118,000	\$ 597,600	\$ 937,625	\$ 1,294,818	\$ 1,605,997	\$ 1,844,270
Total Facilities Operations and Maintenance	\$ -	\$ 376,000	\$ 462,800	\$ 532,079	\$ 823,336	\$ 1,119,360
Reserves / Contingencies	\$ -	\$ 20,000	\$ 50,000	\$ 50,000	\$ 100,000	\$ 100,000
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 133,000	\$ 1,304,726	\$ 1,977,411	\$ 2,630,269	\$ 3,510,897	\$ 4,251,400

TOTAL EXPENSES**NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment		200	375	550	775	975
Revenue Per Pupil		\$ 16,624	\$ 13,618	\$ 13,618	\$ 13,618	\$ 12,865
Expenses Per Pupil		\$ 15,421	\$ 12,479	\$ 11,698	\$ 11,700	\$ 11,043