RFA 701-26-101

TEXAS CHARTER SCHOOLS

Generation 31

Subchapter D Open-Enrollment



EXPERIENCED OPERATORS

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

TEA® Texas Education Agency

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- ✓ Table of Contents
- ✓ Applicant Profile
- ✓ Executive Summary

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- ✓ Demographic Projections

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- ✓ Mission, Vision, Design Elements
- ✓ Goal Setting
- ✓ Performance Management and Data-Driven Instruction
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Governance, Leadership, and Talent

- ✓ Formation, Structure, and Community
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- ✓ High-Quality Instructional Materials
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Charter Portfolio

- ✓ Portfolio Data and Reflections
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- ✓ **Letter of Special Assurances**

Checklist

Attachments

Click on each attachment title to access the corresponding attachment coversheet. Please follow the numerical order of sections when compiling the attachments.

Eligibility

- ✓ Articles of Incorporation
- ✓ 501(c)(3) Letter of Determination
- ✓ Evidence of Community Engagement
- ✓ Legal History

Planning and Performance Management

- ✓ Detailed Start-Up Plan

Governance, Leadership, and Talent

- ✓ Organizational Bylaws
- ✓ Code of Ethics and Conflict of Interest Policy
- ✓ Board Member Résumés and Affidavits
- ✓ Superintendent Résumé
- ✓ Leadership Team Résumés

Academic Experience and Student Supports

- ✓ Proposed Discipline Policy

Operations

- ✓ Organizational Charts
- ✓ Annual Calendar and School Schedule
- ✓ Admission and Enrollment Policy

Finance

- ✓ Budget Narrative
- ✓ Financial Plan Workbook
- ✓ Evidence of Financial Support
- ✓ Audit Report
- ✓ Credit Report
- ✓ IRS Form 990

Addendum

- ✓ Full-Time Hybrid and Full-Time Virtual
- ✓ Memorandum of Understanding

Charter Portfolio

- ✓ Portfolio Overview Workbook
- ✓ CMO Financial History
- ✓ CMO Management Agreement
- ✓ CMO Organizational Charts
- ✓ CMO Commercial Lease Agreement

Applicant Profile

Name of Proposed Charter School:	**Texas High School for Accelerated Learning (THSAL)**
Name of Sponsoring Entity:	**Texas School for Dropout Prevention, Inc. (TSDP)**
Entity Type:	Entity is a 501(c)(3) Nonprofit Organization
Campus Type(s):	Brick and Mortar Campus(es)

I. Contact Information

Contact Name:	Board Chair Name:	Superintendent Name:
Dr. Gregory Meyers	Dr. Gregory Meyers	Lizette Fernandez
Contact Phone Number:	**Board Chair Phone Number:**	**Superintendent Phone Number:**
713.398.8778	713.398.8778	306.607.8835
Contact Email Address:	**Board Chair Email Address:**	**Superintendent Email Address:**
g.meyers2263@gmail.com	g.meyers2263@gmail.com	lizteach06@comcast.net

II. Facility Location(s)

Number of Campuses Requested (Years 1-5): 2

Year Opening	Campus Type	Address or Anticipated Zip Code. Applicants who propose to operate at least one full-time virtual and/or full-time hybrid campus may use the zip code in which the administrative office will be located.	Alternate zip code(s) that would inform a new facility search if the intentended area became unavailable or unfeasible.
Year 1	Brick and Mortar	77073	77060, 77032, 77037, 77067, 77014, 77090, 77073
Year 4	Brick and Mortar	77060	77060, 77032, 77037, 77067, 77014, 77090, 77073

Click to add a row to the table above. Click to remove a row from the table above.

III. Enrollment Projections

Note: Maximum enrollment should not exceed total enrollment in Year 5.

Maximum Enrollment Requested: 900 Specific Grades Requested: 7-12

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	0	0	0	0	0	0	0	0	0	20	24	36	40	40	40	**200**
Year 2	0	0	0	0	0	0	0	0	0	31	37	55	62	62	62	**309**
Year 3	0	0	0	0	0	0	0	0	0	38	45	68	76	76	76	**379**
Year 4	0	0	0	0	0	0	0	0	0	64	76	115	128	128	128	**639**
Year 5	0	0	0	0	0	0	0	0	0	91	109	163	182	182	182	**909**

Applicant Profile

IV. Charter Management Organization (CMO)

Provide the (1) name of the proposed CMO, (2) all states where it currently operates, and (3) name(s) of each authorizer.

Second Mile Education (https://2ndmile.com), Florida, North Carolina, Georgia, South Carolina (2026)

Florida Authorizers: Brevard County, Orange County, Hillsborough County, Lee County, Manatee County, Miami-Dade County, Palm Beach County, Seminole County, Osceloa County

V. Application Information Session Attendance

Identify all individuals that attended at least one Generation 31 Application Information Session. Please provide (1) names; (2) attendance date(s); and (3) the entity or proposed school name listed during the registration process.

Angela Whitford-Narine, Second Mile Education, August 19, 2025
Rhaslyn Mcghee, Second Mile Education, Augus19, 2025
Dr. Gregory Meyers, Texas School for Dropout Recovery, August 26, 2025
Greg Engeman, Second Mile Education, August 26, 2025

VI. 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.

Schulman, Lopez, Hoffer & Adelstein, LLP- paid
Pink Owl Consulting - paid

Application Summary

Executive Summary

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.

North Houston's Spring and Aldine ISDs are home to thousands of young people whose potential is waiting to be unlocked. Yet many face barriers that make graduation feel out of reach. TEA accountability report cards show both districts with dropout and chronic absenteeism rates well above state averages, and emergent bilingual and economically disadvantaged students experiencing the widest achievement gaps. In 2025, all three of Spring ISD's comprehensive high schools received overall "F" ratings, while Aldine's comprehensive high schools have persistently earned "D"s. Many of the area's middle schools have also received failing grades, reflecting early disengagement that often precede dropping out. These outcomes underscore the need for a learning environment that is flexible, responsive, and deeply connected to its community.

The Texas High School for Accelerated Learning ("THSAL") will meet this need by providing a high-quality, attainable alternative for students underserved by traditional systems. THSAL will re-engage learners, accelerate credit recovery, and prepare students for college, career, or military success. Through personalized instruction, targeted interventions, and comprehensive support, THSAL will address barriers related to academic stability, foundational skill development, and overall well-being. THSAL's innovative, evidence-based model will empower North Houston students to overcome challenges, close learning gaps, and reimagine what is possible for their future.

THSAL is grounded in the belief that education must meet each learner where they are and walk beside them toward who they can become. The school's philosophy reflects the guiding principles of its proposed Charter Management Organization (CMO), Second Mile Education ("SME" or "Second Mile"): being rooted in the community, igniting optimism, cultivating resilience, delivering measurable student impact, and practicing lifelong learning. These principles shape THSAL's design and sustain a student-centered environment where innovation thrives. By grounding its work in community partnerships with families, agencies, employers, and school districts, THSAL strengthens its local impact. Through optimism and resilience, students build hope and grit. At the same time, a focus on measurable impact and lifelong learning ensures students graduate with relevant skills, confidence, and adaptability for long-term success.

THSAL's mission is to re-engage students at risk of not graduating by walking alongside each learner on a personalized path to success. The proposed school's vision is to become Texas's trusted, community-grounded model for accelerated learning with lasting success.

THSAL builds on more than 17 years of success in dropout recovery schools across Florida, North Carolina, and Georgia. In 2024-25, 96% of SME schools earned the highest possible rating under their state's alternative accountability model (SME 2024-25 Impact Report). THSAL now adapts this proven model to Texas, anchored in the Texas Essential Knowledge and Skills (TEKS), aligned with College, Career, and Military Readiness (CCMR) outcomes, and informed by input from North Houston families and community partners. The result is a design that reflects both a national track record and the specific priorities of Texas students and families.

1. Rigorous, TEKS Aligned Instruction with Flexible Accelerated Pathways
THSAL delivers rigorous, TEKS aligned instruction through a blended learning model that combines teacher-led instruction, adaptive technology, and real-time progress monitoring. Students advance through mastery. Flexible scheduling: two daily sessions, open enrollment, and rolling graduation, create access for students balancing work, parenting, or other responsibilities, enabling faster graduation with students retaining the knowledge, skills,

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Executive Summary

and habits essential to long-term success.

2. Personalized Advising and Individualized Curriculum
Each student develops an Individual Success Plan connecting coursework, interventions, and graduation goals to personal aspirations. Certified Advisory Teachers and Career Coaches encourage ambitious goals while providing consistent guidance and progress checks to keep students motivated and on track.

3. College, Career, and Military Readiness (CCMR)
CCMR is integrated throughout the student experience. Students access dual credit, CTE pathways, and industry credentials aligned with Houston's workforce needs. Advisory Teachers and Career Coaches link daily learning to postsecondary and career goals, ensuring graduates leave prepared and confident.

4. Supportive School Environment with Family and Community Partnerships
THSAL fosters a safe, inclusive environment where barriers to learning are addressed. A Family Support Specialist coordinates access to transportation, childcare, housing, and mental health services while local agencies and employers strengthen the support network that sustains student's success. Students receive the resources they need while developing the confidence and resilience to overcome obstacles and persist toward graduation.

5. Continuous Growth and Lifelong Learning
THSAL promotes a culture of continuous improvement for both students and staff. Teachers engage in ongoing professional learning, while students cultivate resilience, curiosity, and persistence: core habits for lifelong success.

No other school in North Houston combines TEKS-aligned rigor, flexible scheduling, and holistic supports within a proven dropout recovery framework. THSAL transforms alternative education by making acceleration, career readiness, and support the standard, not the exception, ensuring every student can earn a Texas high school diploma and proudly walk across the stage.

THSAL's founding team brings exceptional experience serving at-risk youth and operating high-performing alternative schools. The proposed Superintendent, Lizette Fernandez, M.S. Ed, holds over 20 years of experience in administration, special education, and alternative education leadership, including extensive familiarity with the SME model. Ms. Fernandez is Texas-certified as both principal and special educator and has completed the Principal Preparation and Certification Program with Region 6 ESC. She has been recognized for improving academic outcomes, strengthening staff performance, and driving operational excellence.

The Board independently selected the SME model and plans to contract with the high-performing CMO for academic, operational, and back-office services under a performance-based management agreement. This structure allows THSAL to benefit from an evidence-based framework designed for alternative education and dropout recovery while maintaining full board oversight of finances, compliance, and student outcomes.

Founding Board Members
- Dr. Gregory Meyers, Houston: Former three-term trustee and past chair of the Houston ISD Board of Education, Dr. Meyers brings extensive experience in district governance, finance, and strategic planning. As Chief Operating Officer of the Learn & Work Foundation and former Chief Financial Officer of Kickstart Kids, he has managed multi-million-dollar budgets, conducted audits, and led growth initiatives that support educational impact and nonprofit sustainability.

- Dr. Julia Guajardo Barrow, Houston: Dr. Guajardo Barrow brings over 30 years of experience in Houston ISD and the charter sector, with expertise in instructional leadership, bilingual education, and organizational development. She has served as Vice President of Operations for Camelot Education and Accelerated Learning Solutions,

Application Summary

Executive Summary

directing accountability and performance systems for 19 alternative campuses serving at-risk youth.

- Warner Ervin, Greater Houston (Manvel): With over 40 years of service in public education, including HISD Regional Superintendent and multiple Interim Superintendent roles for charter districts, Mr. Ervin brings deep expertise in operations, governance, facilities, and compliance. As a Lifetime Vice President of the Houston Livestock Show and Rodeo, he has chaired the Education Contribution and Audit Committees, where he has supported scholarship funding and financial stewardship benefiting more than 20,000 Texas students statewide, demonstrating strong fiscal oversight and civic leadership.

Before charter contract execution, additional members with expertise in finance, legal compliance, and facilities development will be added to complement the existing educational and operational strengths, ensuring comprehensive oversight of academic, fiscal, and organizational performance. Together, this mission-driven board, experienced Superintendent, and SME partnership bring the proven capacity and accountability necessary to launch and sustain a high-quality, results-driven school in North Houston.

THSAL's model is intentionally designed to meet the needs of North Houston's over-age, under-credited, and at-risk youth, many of whom balance employment, parenting, or family caregiving responsibilities. In the surrounding school systems, more than one in four high school students is identified as at risk of dropping out, and fewer than 70 percent of economically disadvantaged students graduate on time, underscoring the need for a flexible, responsive option. THSAL's mastery-based, TEKS aligned curriculum enables students to progress at their own pace, while flexible scheduling, open enrollment, and rolling graduation remove barriers that prevent re-engagement in traditional schools (TEA, 2023, Texas Academic Performance Reports: Aldine ISD and Spring ISD). Each student receives individualized advising, wraparound support, and career-connected learning experiences aligned with Houston's regional workforce sectors, including healthcare, logistics, energy, and construction.

The model's effectiveness is well established. According to the SME 2024-25 Impact Report, across 24 schools implementing this approach (excluding three new), students doubled their credit attainment rate from 3.0 to 6.1 credits per year, and 86 percent improved by at least one reading grade level after just one semester.

These outcomes show that when instruction is personalized and reinforced with strong mentoring and community partnerships, students who have fallen behind can accelerate learning, graduate, and transition successfully to college, career, or military pathways. By replicating this proven, relationship-driven model, THSAL will offer the North Houston community a rigorous and compassionate path to success for students who need and deserve a second chance to reach their full potential.

Landscape

I. 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 website and 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											
37.5%	52.3%	4.4%	0.8%	2.0%	0.3%	2.6%	95%	38%	100%	14%	1%
District of Location											
Spring ISD / Aldine ISD											
37.5/21.3	52.3/74.	4.4/1.9%	0.8/0.2%	2.0/0.9%	0.3/0.2%	2.6/1.1%	88/91.8	32.8/47.	62.2/86.	11.8/10.	7.3/5.3%

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

The Texas High School for Accelerated Learning proposes opening in North Houston, strategically positioned to serve students residing within the Spring ISD and Aldine ISD geographic boundaries. This area was selected after extensive data analysis and direct engagement with community stakeholders, families, and youth-serving organizations, which revealed a convergence of educational underperformance, high student mobility, and unmet demand for alternative pathways to graduation. The proposed site will sit at the intersection of urgent community needs and accessible opportunity. This is a place where traditional models are struggling and where innovation can have an immediate, measurable impact.

THSAL qualifies for a priority point because all three comprehensive zoned high schools in Spring ISD received “F” accountability ratings in 2025, with the Dekaney and Westfield campuses earning overall “F” ratings for three consecutive years (2023–2025) and Ds and Fs across multiple domains (Student Achievement, Academic Growth, Closing the Gaps). In Aldine ISD, four of five comprehensive high schools received D ratings in the past two years, reflecting systemic underperformance and a persistent need for targeted interventions. (TEA 2021-22 through 2023-24 Texas Academic Performance Reports (TAPR)). See data in the Evidence of Community Engagement Attachment.

According to TEA’s 2024 TAPR, the combined student population of these districts exceeds 92,000, including 40,759 students in grades 7-12, the grades THSAL will serve. Among these students, 88% in Spring ISD and 92% in Aldine ISD are economically disadvantaged. High mobility (24.1% in Spring vs. 16.1% statewide) and chronic absenteeism (12.5% and 14.5% above state averages in Spring and Aldine, respectively) exacerbate learning loss and disengagement. At-risk student identification underscores the depth of the challenge. According to the most recent TAPR data, 86.8% of Aldine and 62.2% of Spring ISD students are at risk, compared to Texas average of 53.2%. These factors define the need that THSAL is designed to address through a responsive, flexible, and supportive learning environment that restores access and accelerates credit attainment for students furthest from graduation.

Regional enrollment trends indicate that families are actively seeking alternatives. Collectively, Houston-area districts had nearly 48,000 fewer students between 2017 and 2023, while large charter networks grew by over 25,000 during the same period; in Spring ISD alone, middle school enrollment has declined by 7.5-8% annually

Landscape

(TEA Annual Leavers report, TEA transfer report), suggesting families are seeking different learning environments before high school begins (Houston Landing, 2024). Additionally, dropouts accounted for approximately 27% of all student unenrollments in the Houston region during 2021-2022, totaling nearly 9,400 students (TEA Annual Leavers report, TEA transfer report). THSAL responds to this exodus by providing a public, tuition-free, locally governed option that meets the needs of students who might otherwise fall through the cracks.

THSAL intentionally serves a student population that differs from surrounding district averages. While traditional high schools in Spring ISD and Aldine ISD operate on grade-based cohort models, THSAL will enroll students in grades 7-12 (See "General Eligibility for Admission" in the Admission and Enrollment Policy), including those who are over-age, under-credited, or previously disengaged from school. The inclusion of grades 7 and 8 allows the school to identify and intervene with at-risk students earlier, before they fall too far behind or drop out of traditional high school programs.

Analysis across multiple existing Second Mile campuses confirms that students exposed to the model earlier, particularly those entering middle school, earned credits at an Adjusted Rate of Credit Earning (ARoCE) approximately 3% higher than peers beginning in high school and achieved 40% greater growth in reading comprehension and fluency (SME Student Tracking and Academic Records System -STARS). The ARoCE is an internal performance measure used by SME to track how efficiently students earn course credits relative to their enrollment time and starting credit count, serving as an indicator of on-track graduation progress. These findings validate that THSAL's flexible, mastery-based design effectively re-engages students, accelerates academic progress, and sustains long-term success.

Because the school's mission is focused on academic recovery and re-engaging students at risk of not graduating, the school's economically disadvantaged and at-risk populations will exceed district and state averages by design.

These students often face multiple, intersecting barriers to academic success:
- Credit deficiency (grades 9-12): Most high school students will enroll with 5-10 fewer of the 26 credits required for graduation (Second Mile Education [STARS System], 2025).
- Early academic risk (grades 7-8): Many middle school students will enter performing below grade level in reading and math, as early indicators of disengagement (See Community Engagement attachment).
- Age/grade-level misalignment: A significant proportion of students ages 17-21 will require accelerated coursework to graduate before aging out.
- Academic Gaps: Only 29% of Spring ISD and 32% of Aldine ISD 3rd graders read on grade level; and only 35% of Spring ISD and 34% of Aldine students meet English I EOC grade-level standards, (TEA, TAPR, 2023-24) underscoring the need for THSAL's middle school intervention (See middle school data in Evidence of Community Engagement Attachment).
- Work and family obligations: Based on local focus groups, the current schooling options are insufficient for the student population working 20+ hours per week or with parenting or care giving responsibilities.
- Economic instability or homelessness: High rates of housing and food insecurity, and housing mobility disrupt educational trajectories.
- Justice involvement, early parenting, and/or mental-health needs: Many students experience social challenges, system involvement, or institutional mistrust after prior school failure.
- Prior disengagement or dropout: Chronic absenteeism in Spring ISD and Aldine ISD exceeds state averages by 12.5% and 14.5%, respectively. In 2021–22, dropouts accounted for about 27% of all student withdrawals in the Houston area, (TEA Annual Leavers report, TEA transfer report, 2022).

For these reasons, THSAL's economically disadvantaged and at-risk percentages are expected to exceed district and state averages. The model's flexible four-hour instructional sessions (morning and afternoon options), rolling enrollment, individualized graduation planning, and mastery-based credit recovery system were created to meet these specific realities.

Landscape

The slightly higher projected special education population is informed by data from the SME network, where campuses generally serve higher percentages of students with disabilities than surrounding districts. THSAL anticipates a special education enrollment rate of ~13-15%, with an additional 6% of students expected to have a Section 504 Plan due to learning, behavioral, or medical needs. The projected emergent bilingual (EB) population is based on Spring ISD and Aldine ISD data for grades 7-12 (TEA 2024 TAPR); therefore, THSAL's EB projections align with middle and secondary-level rates rather than total-district rates.

THSAL will not limit enrollment based on credit status. In serving grades 7-12, THSAL anticipates that it will enroll students who are ages 14 through 21 on September 1 and who are eligible for admission under school policy and Texas Education Code §25.001 and have not yet earned a high school diploma. As provided by Texas Education Code §29.003 and 19 TAC §89.1035, students receiving special education services who are 21 years old on September 1 of the school year will be eligible for services through the end of that school year or until graduation with a diploma, whichever comes first. Through its outreach efforts and unique, targeted educational services model, THSAL will actively seek to serve students who have previously dropped out or are under-credited and seeking to complete graduation requirements.

This admissions policy aligns with open-enrollment and Texas Education Agency Alternative Education Accountability (AEA) criteria, which THSAL anticipates it will meet, and prioritizes enrollment of students who are at risk of dropping out, have previously disengaged, or require flexible pathways to earn a diploma and transition successfully to college, career, or military service.

The economic data further underscores why this community cannot afford business as usual. In Spring ISD, only 61% of graduates meet CCMR criteria (TEA, 2023 Accountability data). Six years post-graduation, just 19% of Spring ISD alumni and 17% of Aldine ISD alumni earn a living wage of approximately $42,000 (Good Reason Houston 2024 post-secondary report, using TX Workforce Commission W-2 data). Regionally, individuals with only a high school diploma earn $10,738 less annually than those with a professional certification (MIT Living Wage Calculator, 2024). THSAL directly addresses this economic gap by embedding career-connected learning, industry certifications, and dual-credit opportunities into the core academic model. Moreover, 9,400 students dropped out of Houston-area schools in 2021–22, representing 27% of all unenrollment (TEA Annual Leavers report, TEA transfer report). For these students, time is not a luxury. They need an efficient, credible, and supported path back to a diploma and a living-wage career. THSAL provides exactly that.

Spring ISD and Aldine ISD continue to work diligently to support struggling learners, but the scale, intensity, and the specialization required for re-engagement exceeds the capacity of traditional high schools. THSAL complements district offerings by specializing in dropout recovery, credit acceleration, comprehensive support, and postsecondary transition. Our North Houston campus(es) will be situated within reach of multiple high-need neighborhoods, proximate to public transportation, and near community partners providing childcare, workforce training, and mental health services. Every element of the school's location and design is intentionally structured to remove barriers to re-entry and completion.

Students currently have limited options: traditional comprehensive high schools (detailed in the Community Engagement section below) with large class sizes, limited individualized advising, and inflexible schedules; alternative programs that offer credit recovery but lack the level of individualized flexibility THSAL provides; GED programs with minimal advising and no wraparound supports; and online programs that lack the relationships critical for re-engagement.

THSAL's proposed location was dictated by clear community need and the current educational landscape. In North Houston, too many young people have their potential constrained by limited options and rigid timelines of traditional schools. Through focus groups and conversations with families, the message was unambiguous: the need for a responsive second chance option is urgent, unmet, and not soon enough. THSAL represents hope, opportunity, and a clear pathway to graduation and long-term success.

Landscape

In conclusion, THSAL will transform this landscape by offering a high-expectation, high-support environment where students can accelerate toward graduation, earn industry-recognized credentials, and step confidently into college, career, or military service. The school is intentionally designed for students who have fallen behind academically, economically, or socially, ensuring that each can re-engage in their education, earn a diploma, and transition successfully to postsecondary pathways. By replicating a proven, relationship-driven model that combines rigor, compassion, and flexibility, THSAL fills a critical gap for opportunity youth in North Houston and delivers on the promise of accelerated learning with lasting success.

NOTE: For the section above, Demographic Projections, we have drawn from our Gen 30 THSAL charter application.

II. Priority Points

☒ 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:	Spring ISD and Aldine ISD
Campus Name:	Spring HS, Dekaney HS, Westfield HS, David HS, MacArthur, Eise

☒ Proposed to locate (Year 1) in a Qualified Opportunity Zone (Interactive Map) or (Microsoft Excel List). 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:	Harris
Census Tract Number:	2405.01; 2406; 240; 2226; 225.01; 2225.03; 2227; 5337.02;

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

The mission of Texas High School for Accelerated Learning is to re-engage students at risk of not graduating by walking alongside each learner on a personalized path to success. Through flexible, mastery-based instruction grounded in the Texas Essential Knowledge and Skills (TEKS), THSAL empowers students to overcome obstacles, earn their Texas diploma, and prepare for success in college, career, or military service. Rooted in Second Mile's guiding principles, the school cultivates resilience, ignites optimism, and builds lasting connections that help students realize their full potential. By combining high expectations with high support, THSAL ensures that every student not only graduates faster, but stronger, equipped with the confidence, skills, and hope to go the second mile in life.

Vision Statement

State the vision of the proposed school.

The vision of THSAL is to become Texas's trusted, community-grounded model for accelerated learning with lasting success. By grounding in community, uniting rigorous academics with support, and innovating to inspire new pathways to opportunity, THSAL envisions a future where every learner feels seen, supported, and capable of achieving lasting success. Guided by Second Mile's promise to go beyond the expected, THSAL will transform the perception of alternative education, proving that success isn't given; it's learned, one student and one second mile at a time.

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different and innovative learning methods and continuous improvement. Provide evidence supporting the efficacy of the proposed school design and guiding principles with the projected student population.

THSAL will serve students in grades 7 through 12 who are at risk of not graduating. Guided by Second Mile's core principles: grounding in the community, igniting optimism, cultivating resilience, delivering student impact, and practicing lifelong learning, the school model will exceed expectations by walking alongside each student on a personalized path to success. THSAL will provide small, teacher-led, technology-enhanced environments with flexible schedules, mastery-based instruction, wraparound supports, and individualized college and career planning. These features will form a design that both reengages students who have struggled in traditional settings and accelerates their path toward a high school diploma.

THSAL's design will build on more than seventeen years of proven success in dropout recovery schools across Florida, North Carolina, and Georgia. In 2025, 19 of 20 Florida schools implementing the model earned the state's highest accountability rating of "Commendable," (Florida Department of Education, n.d.) while all three North Carolina schools achieved "Highly Effective" under the state's Alternative Accountability System (North Carolina Department of Public Instruction, n.d.). By anchoring instruction in the TEKS, aligning outcomes with CCMR measures, and incorporating the voices of North Houston families and community partners, THSAL will adapt this nationally validated approach to meet Texas priorities.

The design is based on the following five key elements.
1. Rigorous, TEKS-Aligned Instruction with 1:1 Technology and Flexible Pathways
Unlike traditional schools with rigid bell schedules and seat-time requirements, THSAL will deliver high-quality,

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TEKS-aligned instruction through a mastery-based blended learning model that combines teacher-led instruction with one-to-one technology and real-time progress monitoring. Flexible accelerated pathways, including morning and afternoon sessions, open enrollment, and rolling graduation, creating access for students balancing work, parenting, or other responsibilities.

THSAL will operate an Optional Flexible School Day Program (OFSDP) under TEC §29.0822 and 19 TAC §129.1027, to serve students who have dropped out, are at risk of dropping out, or require flexible scheduling to meet attendance and credit requirements. The school will actively recruit and enroll over-age, under-credited, and at-risk youth who will benefit from this flexible design. The school will report attendance in compliance with OFSDP guidelines based on actual instructional minutes delivered and verified student participation records, ensuring accountability with TEA funding requirements. THSAL students will be offered two four-hour instructional sessions each day (See Schedule Attachment), allowing students to attend either or both sessions based on individualized graduation plan. Based on existing attendance patterns in SME schools, we anticipate approximately half of students will attend each session. This structure enables individualized scheduling, providing opportunity for credit recovery and acceleration, allowing students to close academic gaps quickly and progress at their own pace toward a standard Texas diploma while accommodating work, family, and personal circumstances and the school's mission to re-engage over-age, under-credited, and at-risk youth through flexible pathways to graduation and workforce readiness.

Evidence of Efficacy: In Florida, 19 of 19 schools using the SME model for more than one school year earned the highest accountability rating of "Commendable" in 2025 (Florida Department of Education, n.d.). Similarly, all three North Carolina schools earned the top "Highly Effective" rating, demonstrating the success of flexible, mastery-based instruction in improving outcomes for at-risk youth (North Carolina Department of Public Instruction, n.d.).

2. Personalized Advising, Individualized Curriculum, and Specialized Intervention
In most traditional high schools, students share counselors who may manage hundreds of cases, and advising often focuses narrowly on course scheduling. At THSAL, each student will develop an Individual Success Plan that maps coursework, interventions, and graduation requirements to personal aspirations. Certified Advisory Teachers (referred to as Core Teachers in the organizational chart to emphasize their dual role as both content experts and primary advisors) will, with Career Coaches, meet regularly with students to provide one-on-one mentoring, monitor progress, celebrate achievements, and adjust support as needed. The "Advisory" title conveys that advising is not an add-on at THSAL, but a core component of teaching in a recovery and re-engagement setting, where relationships and consistent guidance are essential to student success. Interventions will be embedded to address the needs of emergent bilingual students and students with disabilities, ensuring targeted support without separation or tracking. This approach reflects the principle of igniting optimism by showing students what is possible and helping them see a future beyond barriers.

Evidence of Efficacy: Across states implementing the SME model, 86 percent of students entering below grade level in reading improved by at least one grade level after one semester, 67 percent improved by two, and 44 percent improved by three or more. In addition, 83% of graduates successfully transitioned into college, career, or military pathways, reflecting the power of sustained, personalized support (Second Mile Education [STARS System], 2025).

3. College, Career, and Military Readiness and Accelerated Options
Whereas traditional high schools often introduce college and career readiness late in a student's experience, THSAL embeds it beginning in grades 7 and 8 with exploration of careers, skills, and pathways, preparing students for high school where early and sustained exposure to dual credit, CTE pathways, and industry certifications is tied to workforce needs. Accelerated learning options allow students who have fallen behind to make up credits and return to grade level while still accessing advanced opportunities. Transition planning ensures that each diploma is linked directly to economic mobility and long-term success. This cultivates confidence to overcome obstacles and resilience by preparing students not just to graduate but to thrive after high school.

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Evidence of Efficacy: In schools where the SME model has been implemented across multiple states, students have demonstrated dramatic improvement in credit attainment. Before enrollment, students averaged approximately 3 credits per year. After at least one semester in the program, the average credit-earning rate rose to 6.1 credits per year (a 106% increase). These results demonstrate the model's capacity to accelerate progress and prepare at-risk learners for meaningful postsecondary success (SME 2024-2025 Impact Report).

4. Supportive School Environment with Family and Community Partnerships
Traditional schools often leave students and families to navigate barriers outside the classroom on their own. THSAL integrates support directly into the safe, supportive school environment. A Family Support Specialist coordinates wraparound services, such as transportation, housing, and mental health referrals (in compliance with Chapter 38 of the Texas Education Code), so students can focus on academics. Character development, mentoring, and restorative practices build resilience, while families are consistently engaged through communication, workshops, and celebrations of student progress. This approach reflects the principle of delivering student impact by assembling the village needed for success.

Evidence of Efficacy: As reported in SME's 2024-2025 School Impact Report, more than 405 community agencies and organizations offer support to schools implementing the SME model. Nearly 95% of students accessed family support services, illustrating both need and utilization. Data further shows that 37% of students carry parenting responsibilities for a family member, while 39% work full- or part-time jobs to support themselves or their families. These findings underscore the significant barriers students face outside of school. Despite these challenges, data show measurable gains in attendance. While traditional schools often struggle to reverse persistent absenteeism, campuses across our network have stabilized attendance rates and produced site-level gains of 5–8% (Second Mile Education [STARS System], 2025). This illustrates that by meeting students' academic and non-academic needs, THSAL's model can outperform traditional approaches in improving attendance and re-engaging students. Additionally, our network has over 1200 user reviews on Niche.com and Greatschools.com at an average rating of 4.73 (out of 5). This includes over 1k 5-star reviews (1,015) from families, students, and community members expressing support for the SME model.

5. Continuous Growth and Lifelong Learning
In many schools, professional development occurs a few times a year, and improvement is treated as an initiative opposed to a habit. THSAL will embed continuous growth into daily practice. Teachers will engage in ongoing professional learning, using frequent data cycles to refine instruction, and collaborate to share effective strategies. Students will be taught to embrace challenges as opportunities to grow, building habits that sustain success beyond graduation. This will reflect the principle of practicing lifelong learning for both students and staff.

THSAL's commitment to continuous growth will extend beyond a single campus. The application envisions two initial campuses operating under a unified model within SME's broader network of high-performing schools across multiple states. Through this structure, each THSAL campus will benefit from sharing best practices, mentorship of new educators, and deep collective expertise. This approach is modeled after the proven system used in Florida, where leaders across multiple schools view shared data dashboards to identify who is achieving strong results, reach out to learn what strategies are working, and come together regularly to strengthen the model. This collaborative system of data sharing, reflection, and coaching keeps implementation strong, ensures consistent quality, and allows innovation to spread quickly across schools.

By replicating this model in Texas, THSAL will create a professional learning community that extends beyond a single campus while serving a similar student population across multiple campuses. This structure will ensure that the model remains consistent while expanding access for students who may face transportation or geographic barriers. Locating campuses within reasonable proximity to neighborhoods where students live and work will make it easier for learners to attend regularly, access support services, and stay engaged. Leaders and teachers will analyze data together, celebrate bright spots, and collectively address challenges. This collaborative approach

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will sustain fidelity to the school's mission while continuously improving outcomes for students.

Evidence of Efficacy: In 2024–2025, 89% of SME educators were rated effective or higher, reflecting strong performance in lesson design, instructional delivery, and classroom engagement. Additionally, 56% of students demonstrated learning gains in ELA and 69% in math across 20 schools on state assessments, underscoring the impact of embedded continuous improvement (Second Mile Education [STARS System], 2025).

Together, these five design elements will demonstrate how THSAL combines innovation and evidence-based practices to reengage students, accelerate learning, and sustain success beyond graduation. By anchoring instruction in TEKS, aligning outcomes with CCMR, and collaborating with North Houston families and partners, THSAL will replicate a nationally validated model that transforms the trajectory of students who have struggled in traditional settings (Florida Department of Education, 2025).

II. Goal Setting

Student Outcome Goals

Identify three student outcome goals appropriate for the proposed student population that will be achieved in the first year of operation and support student success in state accountability measures. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Identify which domain of the state accountability system will be supported by each goal.

	Outcome Goal	Accountability Domain
CCMR	By the end of the first operational year, at least 30% of eligible graduates will meet CCMR criteria as defined under the AEA accountability system, achieving the "Acceptable Performance" benchmark. This includes earning an industry-based certification, meeting TSI readiness standards, or completing a workforce training program. By the end of the first operational year, at least 30% of 7th and 8th-grade students, including economically disadvantaged, EB, and SWD, will achieve "Approaches Grade Level" or higher on the STAAR Reading/ELA and Math assessments.	Domain 1: Student Achievement
Literacy	By the end of the first operational year, at least 35% of students who previously failed a STAAR End-of-Course (EOC) math exam will achieve "Approaches Grade Level" or higher on a retest, meeting the acceptable performance standard under AEA scoring metrics for Retest Growth in Domain 2B: School Progress. By the end of the first operational year, at least 30% of 7th and 8th-grade students who previously scored "Did Not Meet Grade Level" on the STAAR Reading/ELA assessment will improve to at least "Approaches Grade Level."	Domain 2: School Progress Report (Part B: Retest Growth)

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	Outcome Goal	Accountability Domain
Math	By the end of the first operational year, at least 35% of students who scored below "Did Not Meet Grade Level" in reading on prior STAAR assessments will achieve "Approaches Grade Level" or above on the current STAAR assessment aligns with Part B: Retest Growth performance metrics for AEA campuses. At least 35% of 7th and 8th-grade students who previously scored "Did Not Meet Grade Level" on STAAR Math will achieve "Approaches Grade Level" or above, reflecting growth consistent with AEA retest/ gap-closing standards.	Domain 2: School Progress Report (Part B: Retest Growth) Note: The TAPR does not disaggregate performance data specifically for "at-risk" subgroup; therefore, we used other subgroups (economically disadvantage, EB, non-continuously enrolled) as proxies reflecting comparable academic challenges, assuming THSAL will enroll students with a similar performance profile. Upon opening, THSAL will collect and analyze baseline performance data to refine targets as needed, ensuring goals remain ambitious, attainable (under the AEA accountability framework), and reflective of the actual academic profiles of enrolled students.

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both student outcome goals and grant program goals (identified in the Start-Up Plan section). Include any corrective actions that will be taken if progress is off schedule.

The THSAL Board will receive and use evaluation data on a regular schedule to monitor progress toward student outcome goals and grant program goals identified in the Start-Up Plan. The Superintendent will provide quarterly performance updates that include indicators of student growth, program implementation, and fiscal management. These reports will align with TEA's Alternative Education Accountability (AEA) framework, and the Start-Up Plan benchmarks, including literacy and numeracy growth, Texas Success Initiative (TSI) readiness, CCMR indicators, and interim STAAR performance. At mid-year, the Board will review cumulative data to assess whether THSAL is on track to meet annual benchmarks in areas such as literacy growth, TSI readiness, progress monitoring, and interim STAAR performance. At the end of the year, the Superintendent will present a comprehensive report summarizing outcomes, identifying challenges, and recommending strategies for improvement. Between formal reviews, a Board performance dashboard will provide real-time access to key academic and operational data, allowing continuous oversight and timely action.

The Board will use multiple data sources to determine progress, including CCMR indicators, End-of-Course retest performance, literacy and numeracy growth, benchmark assessments aligned with STAAR and CCMR standards, financial reporting, enrollment, and implementation data for grant-funded programs. All data will be verified through the CMO's proprietary Student Information System to ensure accuracy, compliance with TEA reporting standards, and integrity of governance decisions. If progress is off schedule, the Superintendent will be required to present a corrective action plan identifying root causes and outlining targeted strategies such as professional development/staff coaching, expanded tutoring, curriculum adjustments, or staff reassignments. The Board will establish clear performance thresholds that trigger immediate review and intervention. Here are two examples:

- If fewer than 15% of graduates meet CCMR benchmarks by midyear, the Superintendent will expand TSI preparation, certification pathways, and workforce training opportunities.
- If fewer than 25% of re-testers are projected to reach "Approaches Grade Level" in mathematics by the third quarter, the plan will include intensive remediation and additional diagnostics.

The CMO will review the same data as the Board, provide independent analysis, and benchmark THSAL's performance against other schools in its portfolio. When corrective actions are required, the CMO will assist the Superintendent in diagnosing issues, developing evidence-based solutions, and monitoring implementation fidelity. THSAL's system of accountability will be reinforced through its partnership with the CMO, ensuring that data is used proactively, interventions are implemented promptly, and oversight remains aligned with the school's mission, state expectations, and the goals of the Start-Up Plan. Ultimately, all authority and fiduciary responsibility

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remain with the governing Board, which reviews performance data, allocates resources, and makes binding decisions.

Describe a system that the board will use to hold the superintendent accountable for meeting the proposed student outcome goals and grant program goals (identified in the Start-Up Plan section).

The THSAL Board will hold the Superintendent accountable through a formal governance system that links measurable goals to performance expectations, ongoing monitoring requirements, and defined consequences for nonperformance. At the beginning of each school year, the Board will adopt measurable student outcome targets, goals and grant program deliverables as part of the Superintendent's annual performance plan. These targets will align with the school's mission and Alternative Education Accountability framework, serving as the baseline for evaluating leadership effectiveness.

The Superintendent will be responsible not only for achieving the goals but also for demonstrating the alignment of resources, staffing, and instructional practices. The Board will enforce accountability by requiring evidence that leadership decisions are producing measurable results, and by making student achievement and grant compliance central to deliberations on policy, budgets, and resource allocation.

In accordance with 19 TAC §100.1113(a)(1)(F), the Board will retain final authority related to the hiring, evaluation, and, when necessary, termination of the Superintendent. To ensure transparency, the Superintendent will provide access to performance dashboards, implementation records, and reports that allow the Board to assess both progress and the effectiveness of strategies in real time. The CMO will provide independent analysis and benchmarking to ensure oversight remains data-driven, evidence-based, aligned to school goals, and consistent with state and federal expectations.

At the end of the year, the Board will conduct a formal evaluation of the Superintendent's performance, using multiple data sources, including student outcome results, CCMR indicators, grant deliverables, and fiscal compliance. If expectations are not met, the Board may implement a formal improvement plan, mandate targeted professional development, adjust compensation, or take additional governance actions to course correct. If performance deficiencies persist or corrective actions are not successfully implemented, the Board reserves the right to terminate the Superintendent's employment. Thus, accountability will be embedded into the Superintendent's contract and reinforced through ongoing oversight, ensuring that leadership remains directly tied to the success of students and the fulfillment of grant commitments.

III. Performance Management and Data-Driven Instruction

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	Not Applicable	

Click to add a row to the table above. Click to remove a row from the table above.

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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	7-12	Wonderlic GAIN (General Assessment of Instructional Needs) measures the educational needs and progress to help place students in courses that match their skill levels and create individual education plan goals. Administered at student entry & after 90 days of attendance.	At least 70% of students attending one semester or longer will demonstrate growth in math on the GAIN short-cycle assessment.
Formative	7-12	Reading Plus adaptive assessment, InSight, provides a fast and effective way to determine students' academic standing and ensure they are on a personalized learning path to success. Administered upon entry and after 90 days of attendance.	At least 80% of students attending one semester or longer will demonstrate reading growth on the Reading Plus short-cycle assessment.
Formative	7-8	IXL- All middle school students participate in an initial Diagnostic assessment that pinpoints students' grade-level proficiency in key math and English language arts. Benchmark assessments are conducted at the beginning of the year (BOY), mid-year (MOY), and at the end of the year (EOY).	At least 80% of students attending one semester or longer will demonstrate growth in both math and ELA.
Formative	9-12	IXL- The Diagnostic feature for high school students provides ongoing data, showing skill-level performance mastery. Based on this data, actionable recommendations, gaps of knowledge, and progress tracking provide a comprehensive approach for formative assessment.	At least 80% of students attending one semester or longer will demonstrate growth in both math and ELA.
Formative	7-12	Subject-Based Interim Assessments/Projects: Conducted every 6–8 weeks for grades 9–12 to generate data on TEKS mastery, inform reteaching strategies, identify students needing intervention, and measure school progress. Daily Exit Tickets: Administered daily in grades 7–12 to assess TEKS mastery, guide reteaching plans, and inform the second block of instruction.	Data will be used to inform reteaching, ensure TEKS alignment, and maintain ongoing student progress.
Formative	7-12	Wilson Reading (WRS)-As a targeted intervention program, WRS includes embedded formative assessment in its instructional framework. Continuous progress monitoring for mastery of concepts and retention of previously learned skills is expected before progressing in the program. End-of-Step assessments are included in all 12 Steps of WRS. Mastery is determined by demonstrating accuracy and fluency in reading, writing, and spelling tasks.	At least 80% of participating students (students with dyslexia or significant decoding needs) will demonstrate measurable reading growth.
Formative	7-12	Intentional Monitoring through Daily Data Meetings, using real-time classroom data and SIS/dashboard reports to identify misconceptions and adjust instruction immediately.	Instruction to be adjusted immediately based on data to improve student outcomes.

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Summative	7-12	Course Specific Summative Assessments- Students will complete end-of-semester exams for each course to determine mastery in all core subjects. the end of each unit, plus cumulative end-of-course exams aligned to TEKS, STAAR, and CCMR standards. Conducted as outlined in the curriculum to measure TEKS progress and mastery, identify intervention needs, and assess school progress toward goals.	The students will score 70% or higher on each end-of-semester exam.
Summative	9-12	ACT (grades 11-12) and Pre-ACT (grades 9-10)	Student results will demonstrate progress toward CCMR readiness benchmarks.
Select a Type		NOTE: For this section (Performance Management and Data-Driven Instruction), we have drawn heavily from THSAL's Gen 30 charter application.	

Click to add a row to the table above. Click to remove a row from the table above.

IV. Start-Up Plan [Year 0]

Charter School Program Start-Up Grant

Charter School Program Start-Up Grant - 20 U.S. Code (U.S.C) §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 - Detailed Start-Up Plan.

CSP funding will be used strategically to support critical leadership and staffing positions essential for a successful launch. Specifically, funds will cover the salary (1.0 FTE) and benefits of the Superintendent during the planning year and through the first 30 days of Year 1, fulfilling Goal 1: hire the Superintendent upon charter approval and complete the Superintendent's training by August 1, 2027. The Superintendent will oversee start-up operations, personnel, and educational standards. In addition, CSP funds will cover the salary (1.0 FTE) and benefits of the Community Partnership Manager who will lead student recruitment, enrollment, and partnership development efforts to build a solid foundation of community support. An Assistant Principal and Enrollment Administrative Specialist (EAS) will be hired three months before school's opening to assist in preparing the campus, establishing systems, and supporting operational launch activities in the three months preceding opening, advancing Goal 2: hire and train key staff to prepare policies/procedures for school's opening. These allocations, totaling approximately $218,820, represent foundational investments in leadership capacity, community engagement, and operational readiness designed to ensure THSAL's smooth and effective opening, leading to strong academic outcomes for educationally disadvantaged students.

CSP funds will also support professional development and contracted services to strengthen school culture, improve instructional practices, and ensure compliance. Investments in an accounting consultant, legal services, and special education contracted services, totaling $80,320 across Years 0 and 1, will secure operational efficiency and inclusive education practices. In addition, $547,860 will be directed toward implementation activities, including SMART Boards in every classroom, student and office furniture, and computers, educational software, and network infrastructure, aligning with Goal 3: preparing classrooms and networking systems before opening in August 2027, and Goal 5: adequate furniture and student computers installed by August 15, 2027. By equipping classrooms with modern instructional tools and ensuring that Goal 5: adequate furniture and student computers are installed by August 15, 2027, CSP funds will enable the delivery of a rigorous, standards-aligned curriculum in safe, well-equipped spaces.

Grant support will fund $53,000 in minor facility renovations (e.g., HVAC and electrical updates) and ensure that

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essential safety measures are fully operational before the first day of school, including cameras, firewalls, and emergency exits, tied to Goal 4: adopt safety policies and annual training before August 10, 2027. These investments, totaling $899,674, reflect necessary and reasonable steps to ensure the school opens fully prepared to deliver on its mission. Progress will be tracked and verified through governing board minutes, purchase verifications, and annual compliance reviews, ensuring transparency and fidelity to the approved plan. The charter management organization is not currently receiving funds directly from the US Department of Education (USDE).

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
Payroll	Essential personnel costs for key leadership and operational staff to prepare THSAL for opening, including the Superintendent (1.0 FTE), Community Partnership Manager (1.0 FTE), Assistant Principal (0.25 FTE) and Enrollment Administrative Specialist (0.25 FTE). The Superintendent will oversee start-up operations, personnel, and educational standards. The Community Partnership Manager will lead student recruitment and community partnership initiatives, and the Assistant Principal and EAS help prepare the campus 3 months ahead of opening. The grant start-up costs include salary and benefits for Year 0 and up to the first 30 days of school in Year 1.	$218,820.00	$0.00
Professional Contracted Services	Professional Development during Year 0 and Year 1 will equip staff with the skills and knowledge to address student needs, enhance teaching methods, and improve school culture. Year 0 and Year 1 will include contracted services for Accounting Consultant to assist with system set up, Legal Services, and Special Education contracted services. By funding these priorities, the school will secure compliance, operational efficiency, and provide an inclusive education for all learners.	$28,760.00	$51,560.00
Supplies and Materials	Student technology and related supplies and devices such as laptops, tablets, as well as educational software, accessories like headphones and chargers. Non-consumable teaching supplies encompass durable resources such as smartboards, projectors, STEM kits, microscopes, and furniture like desks and chairs, which create engaging and resourceful classrooms while minimizing recurring costs. Staff technology and related supplies will provide teachers and administrators with the tools they need to succeed, such as laptops, productivity software, printers, and accessories like docking stations and monitors, ensuring seamless lesson planning and communication. Technology and network startup- related supplies are crucial during the initial phase of school operations, covering networking equipment, servers, security tools, and basic classroom items like teacher desks and storage cabinets. These investments will establish a robust technological infrastructure and provide the necessary resources for a successful educational environment.	$0.00	$547,860.00

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Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Other Operating Costs	N/A	$0.00	$0.00
Capital Outlay	Minor facility renovations will be critical to ensuring that the school is operational, safe, and conducive to learning for both students and staff before the start of operations. Renovations may include updating infrastructure such as HVAC systems for proper ventilation, electrical systems to support modern technology, and plumbing to ensure access to clean water. Safety measures are a top priority, requiring the installation or upgrade of fire alarm systems, emergency exits, security cameras, and secure entry points to protect the school community.	$53,000.00	$0.00

Total Planning Activity Costs	$300,580.00
Total Implementation Activity Costs	$599,420.00
Total Planning + Implementation Activity Costs	$900,000.00

Financial Sustainability

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

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

To ensure long-term sustainability, the THSAL Board will oversee the implementation of a post-grant financial plan that will include diversified revenue streams, realistic enrollment projections, and responsible cost management. This plan will be reviewed during the final quarter of the start-up period to confirm that all necessary systems are in place to maintain operations after the grant concludes. THSAL's growth model will support financial stability by opening with one campus serving approximately 200 students in Year 1, expanding to 309 students in Year 2, and 379 students in Year 3. By Year 4, the school will add a second campus, which will provide additional per-pupil revenue and create economies of scale that will sustain programming and operations.

The Board will work closely with its CMO and financial specialists to ensure that spending, revenues, and reporting remain on track. The CMO will provide proven systems in finance, compliance, and operational management that will reduce start-up inefficiencies and strengthen long-term fiscal health. Through shared services such as back-office operations, legal and accounting expertise, vendor management, and professional development infrastructure, the CMO partnership will allow the school to benefit from cost efficiencies and institutional knowledge. Beginning in Year 2, the financial plan will also include annual contributions to a reserve fund to build a cash reserve for unexpected costs, further safeguarding the school's fiscal stability. The combination of conservative enrollment projections, phased growth, reserve contributions, strong Board oversight, and CMO-supported capacity will ensure that THSAL maintains financial sustainability well beyond the start-up CSP grant period.

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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 Board will implement a structured monitoring system to oversee the start-up plan, CSP grant, and associated budget to ensure timely execution, financial accountability, and alignment with the school's mission and CSP requirements. Consistent with its non-delegable duties under TEA rule, the Board's role will be governance and oversight rather than day-to-day management. This will include approving major actions, ensuring alignment with goals and mission, and holding the Superintendent accountable for implementation. To monitor the start-up plan, the Board will receive monthly dashboards and quarterly reports from the Superintendent on tracking milestones such as facility preparation, staff recruitment, curriculum procurement, and operational readiness.

The Board will compare each update to the approved plan and will require corrective action when adjustments are necessary to maintain the timeline or compliance. For the start-up CSP grant, the Board will require detailed line-item financial reporting aligned to approved activities, with the finance committee reviewing expenditures quarterly. Oversight will be guided by SMART goals (for example, ensuring that 100% of CSP funds are used only for approved purposes), and the Board will review and approve any necessary budget amendments. Budget monitoring will include quarterly reviews of cash flow, reserve contributions, and long-term financial projections to confirm sustainability beyond the grant period. Through this framework, the Board will maintain accountability, transparency, and fidelity to CSP goals while remaining focused on improving academic outcomes for educationally disadvantaged students.

NOTE: For the sections above (Mission, Vision, Design Elements; Goal Setting; and Performance Management; Data-Driven Instruction; and Start-Up Plan) and below (CSP), we have drawn from our Gen 30 THSAL charter application.

Start-Up Grant Program Goal

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 student outcome goals. Include all progress measures that will be used to track each start-up goal.

	Outcome Goal	Progress Measures
Example	Purchase and install SMART Boards in 100% of classrooms by July 1, 2026.	
Goal 1	Formerly hire the Superintendent upon approval and fully onboard by August 1, 2027, ensure completion of onboarding and development plan, including TEA-approved and CSP implementation training (as appropriate), as well as leadership of all start-up activities related to staffing, compliance, curriculum, etc.	Governing Board minutes documenting formal approval of hire; executed employment contract; training plan and logs; evidence of participation in training; documentation of start-up plan progress and completion (as reported to board during planning year).
Goal 2	Hire within two months of charter approval and train the Community Partnership Manager by August 1, 2027, to lead community engagement, partnership development, and coordinated student support efforts. Establish policies/ procedures for student identification and services by August 10, 2027 (or two weeks before opening day).	Governing Board minutes identifying approval to hire Community Partnership Manager; documentation of training plan and training attendance dates; completed policies and procedures related to community engagement, student identification, and service coordination.

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	Outcome Goal	Progress Measures
Goal 3	Prepare the building and classrooms with necessary networking infrastructure to run safety and technology equipment before August 10, 2027 (or two weeks before opening day).	Vendor quotes; proof of purchase and delivery of networking equipment; verification from school administration that proper networking is completed.
Goal 4	The required school safety policies and procedures are in place, and a staff safety training schedule is set prior to August 10, 2027 (or two weeks before opening day).	Documentation of school safety plan. Staff training schedule for the school year
Goal 5	Furnish classrooms and student service areas with required adequate furniture and student computers to operate the school prior to August 10, 2027 (or two weeks before opening day).	Quotes; purchase orders; delivery and installation of classroom furniture and student computers; classroom set up checklist signed by campus leader.

Governance, Leadership, and Talent

I. Formation, Structure, and Community

See Attachments:

- Articles of Incorporation
- Legal History
- Organizational Bylaws
- 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 - Board Member Résumé and Affidavits.

Board Member	Status	City	Primary Skill Set
Dr. Gregory Meyers	Voting	Houston	Finance and Educational Leadership
Dr. Julia Guajardo Barrow	Voting	Houston	Educational Leadership
Mr. Warner Ervin	Voting	Greater Houston (Manvel	Educational Leadership and Nonprofit Gov

Click to add a row to the table above. Click to remove a row from the table above.

Roles and Responsibilities

Charter School Program Start-Up Grant - 20 U.S.C §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 Texas School for Dropout Prevention, Inc. (TSDP) Board will serve as the sponsoring entity and charter holder for the Texas High School for Accelerated Learning. The Board will maintain full and non-delegable authority for governance, operations, and accountability in accordance with 19 TAC § 100.1113 and ensure compliance with all other applicable Texas laws and regulations governing Texas open-enrollment charter schools. The Board will ensure that all public funds are managed with fiduciary integrity and that all management relationships comply with 2 C.F.R. Part 200 (Uniform Grant Guidance) and 20 U.S.C. §7221b(f)(1)(C)(i)(I). These roles and responsibilities align with the governing authority established under Article III and Article VI of the Organizational Bylaws (Attachment 3A).

The Board will be responsible for ensuring that THSAL fulfills its mission, achieves high academic and financial performance, and maintains compliance with state and federal law. It will retain all non-delegable duties established under 19 TAC §100.1113(a), exercising the ultimate responsibility for the school's academic success, financial viability, and operational integrity. Consistent with its statutory and bylaw authority, the Board will:

- Exercise ultimate responsibility for governance and oversight. The Board will accept and not delegate final authority for the charter school, including responsibility for academic outcomes, fiscal health, and operational compliance.
- Participate in all required Board member training dictated by 19 TAC §§100.1115, 100.1117, 100.1119, and 100.1121, including the Texas Open Meetings Act, Texas Public Information Act, Charter Law, School Finance,

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Accountability, School Safety, and Evaluating and Improving Student Outcomes (ESO).
- Adopt and amend the annual budget in accordance with 19 TAC §100.1113(a)(1)(B) and TEC §44.002, ensuring that all revenues and expenditures support the school's mission and that public funds are used solely for authorized purposes.
- Approve all operating policies and procedures and ensure compliance with the Bylaws, Code of Ethics, and Conflict of Interest Policy, consistent with 19 TAC §§100.1131–100.1145.
- Select, employ, and evaluate the Superintendent or Principal as required by 19 TAC §100.1113(a)(1)(F), review performance and professional development goals annually, and make all personnel decisions related to the school leader's employment.
- Select and engage the Charter Management Organization (CMO), Second Mile Education, LLC., as an independent contractor and oversee its compliance with Texas law, TEA requirements, and the charter contract. The Board will retain the ultimate authority for fiscal, academic, and operational decisions, as required by 19 TAC §100.1113(a).
- Hear and decide final grievances and complaints from employees, parents, and community members as required under 19 TAC §100.1113(a)(1)(A), ensuring fairness and transparency in all processes.
- Approve the annual audit and ensure financial accountability. The Board will hire an independent auditor to conduct audits in compliance with TEC §44.008(d) and 19 TAC §100.1113(a)(1)(D), review audit findings, and approve any required corrective action plans.
- Adopt policies governing charter school operations in compliance with 19 TAC §100.1113(a)(1)(D).
- Ensure compliance with the Texas Open Meetings Act and Texas Public Information Act in accordance with Texas Government Code Chapters 551 and 552, and all other applicable law and regulation governing the provision of public notice, maintaining records, and documenting all actions and policy approvals.
- Maintain custody and oversight of public funds and property as required by TEC §§12.107 and 12.128 and 19 TAC §100.1043, ensuring that all funds are deposited in Board-controlled accounts and expended only upon Board authorization.
- Hire independent legal counsel to advise on all legal matters and ensure compliance with state and federal law.
- Monitor student applications, admissions, and enrollment to ensure equitable access and adherence to the open-enrollment charter framework.
- Monitor school accountability and performance using TEA and Alternative Education Accountability indicators, requiring corrective action if performance falls below established thresholds.
- Oversee facility management, maintenance, and records to ensure safe, efficient, and compliant operations.
- Document and publicly report all actions and decisions through posted agendas, recorded minutes, and accessible records as required by state law.

The Board will consist of no fewer than three voting members, all serving without compensation, in compliance with Article III of the bylaws. Members will serve three-year renewable terms and may be reappointed following review by the Governance Committee. Officers will include a Chairman, Vice Chairman (when the number of members exceeds three), Secretary, and Treasurer, each responsible for leadership, meeting facilitation, record keeping, and fiscal oversight respectively.

The Board will be supported by the operation of designated committees, such as a Finance Committee, Governance Committee, and Academic Performance Committee and will report findings to the full Board during regular meetings. The Board will prioritize formation of the Finance Committee to support strong financial management and compliance and may form additional committees over time to align with the school's growth and stage of development.

The Board (and eventually through recommendations of the Governance Committee) will recruit and onboard new members with skills aligned to the school's mission and strategic priorities. Prospective members will review the bylaws, board member agreements, and expectations, and will participate in interviews and campus visits prior to appointment.

The Board will maintain a structured system of reporting and oversight to hold the Superintendent accountable

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for student outcomes and grant program goals. The Superintendent will provide quarterly updates using indicators aligned with student growth, program implementation, and fiscal management. A mid-year review will assess progress toward benchmarks such as literacy growth, TSI readiness, and interim STAAR performance, with a year-end report summarizing outcomes and improvement strategies. Between reviews, a performance dashboard will provide real-time access to academic and operational data aligned with the Start-Up Plan and Alternative Education Accountability framework.

All corporate powers and activities of THSAL will remain vested in the Board of Directors as required by the bylaws. The Board will maintain control of all accounts, contracts, and financial decisions, ensuring that no agent, employee, or contractor may bind or obligate the charter holder without formal authorization.

The Board will enter into a Texas-specific management agreement with Second Mile Education LLC., which will serve as an independent contractor providing management and consulting services under TEA-approved terms. The agreement will comply with TEC §12.115, IRS Rev. Proc. 2017-13, the Texas Administrative Code, and all TEA oversight requirements. SME will operate under the direction and supervision of the Board and will have no authority to obligate school funds or act on behalf of the charter holder. Pursuant to 19 TAC §100.1113, SME shall recruit, identify, and proposed teachers and other professional staff to the Superintendent or their designee. At the election of the Board, employees, other than the Superintendent, may be employees of either the charter holder or SME, or both, as permitted by law. In either case SME will provide the following services:

1. Human resource recruitment and consulting to support staffing needs and ensure compliance with employment laws.
2. Human capital support and administration, including payroll and benefits of administration and performance evaluation management.
3. Instructional program consulting and curriculum management, including professional development and training for teachers and instructional staff.
4. Social work and family service development and consulting, including recruitment of community-based service providers and postsecondary institutions to facilitate on site and off-site services for students and families.
5. Financial management and funding consulting, including:
   5.1 Assisting the Board and Board Accountant (if applicable) with budget oversight and financial reporting.
   5.2 Providing accounts payable functions.
   5.3 Supporting purchasing and procurement services.
   5.4 Processing payroll.
   5.5 Assisting with maintenance of fixed asset ledgers.
   5.6 Supporting federal and state grant research, submission, and management.
6. Information technology design, consulting, procurement, and support, including:
   6.1 Designing network infrastructure and managing the Azure environment with robust cybersecurity protections.
   6.2 Provide support with Office 365 applications, virtual servers, and disaster recovery plans.
   6.3 Providing system access and user permissions.
   6.4 Providing hardware assessments and support for school technology.
   6.5 Developing and maintaining internal applications with quality assurance testing.
   6.6 Handling procurement for hardware, software, broadband, fiber, and communications.
   6.7 Supporting administration of IT and curriculum contracts, RFPs, and inventory.
   6.8 Overseeing field technicians, SharePoint administration, and network support.
   6.9 Supporting staff onboarding and offboarding related to IT access and equipment.
7. Student recruitment to ensure broad outreach to eligible students and families.
8. Student testing, assessment, research, and data reporting to support continuous improvement and compliance.
9. Facility services, including:
   9.1 Supporting site selection and coordination with real estate professionals to assess facility improvements.
   9.2 Providing input on building design, including architectural layout and finish selection.

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9.3 Construction management with contractor oversight, quality control, and budgetary compliance.
9.4 Lease negotiation and property management to secure favorable terms.
9.5 Ongoing facility maintenance and management.
10. Additional services, including:
10.1 Tracking and reporting academic and financial performance goals and key indicators.
10.2 Consulting on special populations, including Special Education and Emergent Bilingual programming and compliance.
10.3 Supporting teacher and administrative staff training and development.
10.4 Assisting with Board communications and meeting preparation.
10.5 Coordinating marketing and public communications.
10.6 Providing grant writing and management support.

Second Mile's compensation will be based on a fair market rate of 14 percent of State Aid, reviewed and approved by the Board and subject to TEA charter approval. All expenditures will require Board approval, and all public funds will remain under the control of the charter holder, consistent with Article VII of the bylaws regarding fiscal controls and disbursements.

The governance and management structure will maintain clear separation of authority between the Board, the Superintendent, and Second Mile. The Board will hold the ultimate authority for all policy, fiscal, and academic decisions. The Superintendent, employed by the charter holder Board, will manage daily operations and supervise school staff. Second Mile will provide contracted support under Board supervision but will not make or implement independent decisions related to personnel or finances. The Board will conduct annual evaluations of both the Superintendent and Second Mile using academic, financial, and compliance performance indicators. This structure is designed to ensure compliance with TEC §12.115, 19 TAC §100.1113, and all CSP governance requirements, maintain transparency, and safeguard public funds.

II. Superintendent Position Profile

Qualifications and Experience

☒ The applicant has identified a candidate to serve as the founding superintendent. If so, provide their qualifications and experience in Attachment - 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 Founding Superintendent's recruitment was conducted jointly by SME and the THSAL Board, who sought a leader with deep familiarity with SME's dropout recovery and accelerated learning model, proven success in operating high-performing alternative schools, and direct experience with Texas accountability and compliance requirements. This recruitment strategy reflects trend data presented at the September 9, 2025 Committee of the Full Board meeting of the State Board of Education, which showed that open-enrollment charter schools led by experienced instructional leaders, particularly those with prior experience implementing the specific model and grade levels to be served, are more likely to achieve and sustain strong performance (TEA, Committee of the Full Board meeting, September 9, 2025).

SME leaders identified a small set of experienced principals within its network who had demonstrated exceptional results in similar schools, held Texas certification, and expressed a desire to lead a Houston-area school. Among these leaders, Mrs. Lizette R. Fernandez emerged as the strongest candidate based on her proven success, deep

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understanding of the model, and enthusiasm to return to Texas. Building on SME's recommendation, the THSAL Board conducted a rigorous vetting process, including a review of school performance data, stakeholder references, and structured interviews focused on instructional leadership, data use, and community engagement. Following this comprehensive review, the Board unanimously approved Mrs. Fernandez as THSAL's Founding Superintendent.

Mrs. Fernandez brings over 20 years of educational leadership experience across Florida and Texas, including service as a founding principal in Conroe ISD and as Principal of Kendall Greens High School, an SME-affiliated dropout recovery school. Mrs. Fernandez has led the school's academic gains, consistently reporting to its governing board on performance, compliance, and improvement initiatives. Her experience opening and leading a transition high school program in Conroe ISD gives her direct familiarity with Texas regulations in a region north of Texas, the unique needs of at-risk learners, and the operational demands of launching a new program.

As a former Special Education Department Chair in both Texas and Florida, Mrs. Fernandez has managed services for more than 500 students with disabilities and has supervised teams of up to 43 instructional staff, demonstrating deep expertise in special education compliance, inclusion, differentiated instruction, and leadership capacity.

Under Mrs. Fernandez's leadership, Kendall Greens High School has become one of SME's top-performing campuses. Serving over 500 students with 25 percent English Learners and 12 percent students with disabilities (Florida Department of Education, n.d.) the 2024-2025 SME School Impact Report shows the school achieved a 137 percent increase in credit-earning rate and celebrated 295 off-track students earning high school diplomas. Under Mrs. Fernandez's tenure, the campus advanced from an initial "Maintaining" rating to Commendable for the past two consecutive years and maintains over 93 percent teacher/staff retention, a testament to her ability to cultivate high-performing, mission-aligned teams. According to SME's 2024-2025 Impact Report, 100 percent of parents said they would recommend the school to a family member.

Mrs. Fernandez also forged a partnership with Miami Dade College to expand dual-enrollment and career pathway opportunities, an approach she will replicate in partnership with Houston City College, Lone Star College and North Houston workforce agencies. Her bilingual fluency (resume), data-driven leadership, and proven success improving outcomes for students position her to effectively lead THSAL in re-engaging North Houston youth and guiding them toward graduation, college, and career success.

☐ The applicant has not identified a candidate to serve as the founding superintendent. If not, provide a sample job description in Attachment - 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.

III. Staffing, Leadership and Professional Development

Staffing Structure

See Attachment - Organizational Charts.

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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 - Leadership Team Résumés.

Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Principal (in Years 1-3 the Superintendent will be acting Principal)	The Principal leads with vision, heart, and accountability, championing a learning community where every student is seen, supported, and guided toward success. As the school's instructional and operational leader, the Principal ensures fidelity to the THSAL and SME model, which integrates TEKS-aligned, mastery-based instruction, flexible scheduling, and individualized student pathways. The Principal is responsible for implementing rigorous curriculum and assessment systems, supervising and developing instructional staff, managing operations and budgets, and ensuring compliance with all state and federal requirements. By partnering with families, community agencies, and the governing board to assemble the village of support around students, the Principal cultivates resilience, fosters optimism, and delivers measurable student impact.	Master's degree in Education, Educational Leadership, Curriculum and Instruction, or related field. Texas Principal Certification or eligibility to obtain one. Demonstrated success leading diverse teams toward improved student outcomes and implementing an alternative or mastery-based school model aligned with Second Mile's guiding principles.
Assistant Principal (Year 1)	The Assistant Principal serves as an instructional leader, motivator, and mentor who helps students and teachers turn potential into performance. This role supports the Principal in managing instructional quality, monitoring academic progress, and maintaining a culture of high expectations consistent with the school's flexible, mastery-based design. The Assistant Principal coaches teachers in data-driven instruction, facilitates restorative discipline practices, and coordinates professional learning that builds staff capacity and continuous improvement. Working closely with students, families, and community partners, the Assistant Principal helps ignite optimism and sustain a positive, resilient learning environment that advances Second Mile's promise of Accelerated Learning, Lasting Success.	Educational Leadership, Curriculum and Instruction, or related field, or ability to obtain within 18 months. Current Texas Teacher Certification. Leadership or mentorship experience preferred, with demonstrated capacity to support implementation and fidelity of the Second Mile and THSAL instructional model.
	The Special Education Teacher facilitates the ARD process, supports campus-wide implementation of inclusive practices to ensure that students with disabilities receive high-quality, individualized instruction consistent with each student's IEP and the THSAL design element of personalized advising and intervention. This instructional leader collaborates with general education teachers to provide, differentiated instruction, monitors academic and behavioral progress, and ensures compliance with state and federal regulations; leads development of data-driven IEPs that align with students' individual goals with family engagement, and reporting requirements while fostering professional growth among colleagues. The Special Education Teacher oversees integration of wraparound supports and strategies that cultivate resilience. helping students transform challenges into opportunities for growth.	Master's degree in Education, Educational Leadership, Curriculum and Instruction, or related field, or ability to obtain within 18 months. Current Texas Teacher Certification. Leadership or mentorship experience preferred, with demonstrated capacity to support implementation and fidelity of the Second Mile and THSAL instructional model.

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Special Education Teacher (Year 1)	The Special Education Teacher facilitates the ARD process, supports campus-wide implementation of inclusive practices to ensure that students with disabilities receive high-quality, individualized instruction consistent with each student's IEP and the THSAL design element of personalized advising and intervention. This instructional leader collaborates with general education teachers to provide, differentiated instruction, monitors academic and behavioral progress, and ensures compliance with state and federal regulations; leads development of data-driven IEPs that align with students' individual goals with family engagement, and reporting requirements while fostering professional growth among colleagues. The Special Education Teacher oversees integration of wraparound supports and strategies that cultivate resilience. helping students transform challenges into opportunities for growth.	Valid Texas SPED Certification. Minimum three years of teaching experience. ESL Certification is preferred. Demonstrated experience delivering individualized supports within a blended or mastery-based instructional model.
ESLTeacher (Year 1)	The ESL Teacher supports EB students in mastering academic English and achieving success across all content areas, reflecting the principle of igniting optimism and the design element of specialized intervention. The teacher delivers and supports content-area teachers to embed ELPS and TELPAS-aligned supports into instruction, guides the LPAC processes to ensure accurate identification and placement, progress monitoring, and compliance. This position promotes bilingualism as an asset, helping students build confidence and persistence while progressing toward college, career, and military readiness goals. The leader coaches teachers, leads professional learning, and cultivates language-rich engagement.	Valid Texas ESL Certification. Minimum three years of teaching experience. Experience supporting bilingual or multilingual learners preferred. Demonstrated success implementing language development within a flexible, mastery-based instructional model.

Click to add a row to the table above. Click to remove a row from the table above.

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.

THSAL will hire a full-time Data/Public Education Information Management System (PEIMS) Specialist at least three months prior to opening to ensure proper onboarding, training, and implementation of all data management systems. The Specialist will participate in pre-opening training through Region 4 Education Service Center and receive additional professional development three times annually (May, November, March) to maintain accurate, timely reporting aligned with state requirements. Each new THSAL campus will hire its own full-time PEIMS Specialist (prior to opening) to ensure continued data accuracy, compliance, and timely reporting. Compensation will be market-competitive ($41,000–$50,000 with benefits) as aligned with the 2025-2026 Aldine ISD Compensation Plan. Candidates will hold at least a high school diploma or GED (college preferred), demonstrate proficiency with spreadsheets and student data systems, and bring a growth mindset with strong attention to detail. Prior experience with PEIMS or data reporting is preferred.

As a mission-essential role, the PEIMS Specialist's responsibilities will include compiling, verifying, and submitting all required data in alignment with TEA standards; maintaining secure student records within a Student Information System; and collaborating with the Operations Team to ensure accuracy and timeliness in reporting. The position is integral to campus success as their duties directly affect school operations and compliance in Texas. Accurate PEIMS submissions determine funding allocations (ADA, program participation, staffing), drive accountability ratings, ensure compliance with state and federal requirements, and provide transparency through

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public reports such as the TAPR.

NOTE: For the sections above (Formation, Structure, and Community; Instructional Leadership Team; Staffing, Leadership and Professional Development), we have drawn from our Gen 30 THSAL charter application.

Academic Experiences and Student Supports

I. High-Quality Instructional Materials

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. Identify if the materials are currently evaluated by either the Texas Resource Review (TRR) or State Board of Education.

Content Area	Grade(s)	Instructional Material	Course(s)	Evaluation Status
Reading Language Arts	7-12	Edmentum	Foundations Courses; Core Courses; Honors (College Prep Courses); Advanced Placement Courses; Exam Preparation Courses English 7 (Reading & Writing Workshop), English 8 (Literature & Composition) English I, 2, 3, 4	District Created
Reading Language Arts	7-12	Reading Plus	Reading Intervention	District Created
Mathematics		Edmentum	Foundations Courses; Core Courses; Honors (College Prep Courses); Advanced Placement Courses; Exam Preparation Courses Math 7 (Pre-Algebra Concepts), pre-algebra/ algebra readiness, Algebra I, II, Geometry	District Created
Mathematics	7-9	Bluebonnet Learning	Algebra I, Grades 6-8 Math	TEA Open Ed. Resource
Mathematics	7-12	IXL Math Programs & Kahn Academy & Algebra Nation	Mathematics Intervention	District Created

Academic Experiences and Student Supports

Content Area	Grade(s)	Instructional Material	Course(s)	Evaluation Status
Social Studies	7-12	Edmentum	Texas History, U.S. History to 1877, World Geography or World History, U.S History, U.S. Gov't & Economics	District Created
Science	7-12	Edmentum	Life Science, Earth & Space Science, Biology, Integrated Physics & Chemistry or Environmental Science, Chemistry, Physics, or Principles of Technology	District Created
Other	7-12	Mindsage (Personal & Professional Skills/ Soft Skills & Career Readiness)	Character, Communication, Leadership, and Employability Skills	District Created
Other	7-12	Edmentum	A variety of Spanish language courses	District Created
Other	7-12	Kuder (Career Education and Planning)	Career Exploration & College and Career Planning	District Created
Other	7-12	March 2 Success (Test Preparation)	SAT Prep; ACT Prep; ASVAB Prep	District Created
Other	9-12	FDIC Money Smart (Financial Education)	Financial Literacy	District Created
Other	9-12	Certify-Ed (Career and Technical Education)	Multiple course offerings in a variety of skilled trades and disciplines	District Created
Other	9-12	Edmentum & Coursera	Multiple course offerings in a variety of skilled trades and disciplines	District Created
Other	7-12	Edmentum (PE & Electives)	PE & Elective Courses	District Created

Academic Experiences and Student Supports

Click to add a row to the table above. | Click to remove a row from the table above.

Explain why the instructional materials identified in the table above 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.

If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design.

THSAL will implement a blended instructional model that ensures mastery of the TEKS through a combination of computer-based and direct instruction. This approach will empower at-risk students to demonstrate meaningful growth by combining a proven blended instructional model with a mastery-based curriculum tailored to support progress in the TEKS, ensuring each student achieves his/her personal best and builds a foundation for future success.

To ensure students experience rigorous, TEKS-aligned instruction across all subjects, Edmentum will work with THSAL to deliver high-quality instructional materials through its digital learning platform beginning on opening day. Edmentum will integrate the Bluebonnet Learning Secondary Mathematics materials into its courseware (starting with Grades 6–8 and Algebra I) and expand implementation as additional materials are released and reviewed through the state process (See Edmentum's letter of support in the Evidence of Community Engagement Attachment). Bluebonnet's Grades 6–8 RLA product is scheduled for the IMRA Review Cycle in 2029, with potential SBOE approval and classroom use in 2030–31, while the high school RLA product is scheduled for the 2031 review cycle. This phased integration will ensure THSAL remains aligned with forthcoming state-approved, research-based resources while leveraging Edmentum's adaptive technology to deliver a coherent, flexible, and data-driven instructional system that supports personalized learning and measurable academic growth.

All instructional materials identified in the table above were selected based on their alignment to Lever 4 of the TEA Effective Schools Framework (ESF), which emphasizes the use of High-Quality Instructional Materials and Assessments aligned to TEKS, supported by strong implementation systems, and monitored for continuous improvement. Each adopted resource meets the TEA's four criteria for HQIM:

1. TEKS and ELPS Alignment: Materials identified in the table above (Edmentum, Reading Plus, IXL Math, Khan Academy, Algebra Nation, Mindsage, Kuder, and FDIC Money Smart) are fully aligned with the TEKS and ELPS. Each provides differentiated pathways that ensure mastery of state standards across all content areas and supports emergent bilingual and special populations through scaffolding and built-in accommodations.

2. Comprehensive and Cohesive Scope and Sequence: Edmentum and Bluebonnet Learning deliver a vertically and horizontally aligned curriculum with a clear scope and sequence that builds conceptual understanding and procedural fluency across grade levels. This coherence supports consistent instructional pacing and seamless transitions from foundational to advanced coursework. For example, Edmentum's Foundation and Core Courses progress naturally into Honors and Advanced Placement offerings, ensuring that all students have equitable access to rigorous learning experiences.

3. Engaging Lesson-Level Materials and Assessments: Each curriculum includes interactive digital lessons,

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multimedia resources, and embedded assessments that engage students at multiple levels of complexity. For example, Reading Plus uses adaptive technology to build literacy and comprehension; Bluebonnet Learning uses real-world applications and cognitive science principles to foster mathematical reasoning; and CTE programs like Certify-Ed and Coursera use virtual simulations, video modules, and performance-based tasks to connect learning to future careers. In-person direct instruction will supplement computer-based learning, with core/advisory teachers and the reading interventionist leading small-group sessions, lab-based activities, and collaborative projects that deepen understanding and application.

4. Externally Validated and Research-Based: Edmentum's courseware and assessments are accredited by Cognia, approved by the College Board, the Texas Virtual School Network, and the Quality Matters (QM) Program. Bluebonnet Learning's curriculum is research-based, grounded in cognitive and developmental science, and is scheduled for evaluation through the Texas Resource Review (TRR) and SBOE review cycles for official approval. Reading Plus, IXL, and Algebra Nation are also validated through independent studies demonstrating statistically significant gains in literacy and mathematics outcomes for struggling students.

The instructional software used by THSAL will provide a comprehensive curriculum (from foundational skills to Advanced Placement courses) designed to meet diverse learning needs and support differentiated instruction. All content will also align with the ELPs, ensuring appropriate scaffolds for EBs. The platform will equip students and teachers with the tools, resources, and real-time data to create in-depth learning experiences and to drive measurable gains in student achievement.

Grounded in a three-component model of personalization, performance data, and intervention support, the curriculum is designed to meet each learner's unique needs. Research has consistently shown this three-pronged strategy significantly increases student achievement levels when implemented in a web-based learning environment (Chou & Wang, 2000; Federico, 2000; Rasmussen & Davidson-Shivers, 1998). Each course will include a complete scope and sequence with original instructional content that not only guides students in mastering critical skills and developing an understanding of key concepts but also encourages them to extend their learning beyond required content.

To deliver rigorous, coherent instruction, THSAL's program integrates High-Quality Instructional Materials (HQIM) that are fully aligned with the TEKS and ELPS, including a comprehensive and cohesive scope and sequence that supports all learners with multi-tiered systems of supports (MTSS), aligned evidence-based practices, frequent progress monitoring through embedded and aligned assessments, implementation supports for teachers, and material for direct instruction.

In accordance with the IMRA process established by House Bill 1605 and codified in Texas Education Code (TEC) Chapter 31, THSAL will adopt instructional materials through state-approved procedures and access instructional materials funding through both the Instructional Materials and Technology Allotment (IMTA) and the Foundation School Program (FSP) entitlements authorized under TEC §§48.307–48.308. These allocations include $40 per student for SBOE-approved instructional materials and up to $20 per student for state-developed Open Education Resources (OER) such as Bluebonnet Learning. As a new charter, THSAL will receive its first-year entitlement allocation in spring 2026 following enrollment verification, consistent with TEA's funding schedule for newly authorized LEAs (Texas Education Agency, Instructional Materials Funding Support Seminar, 2025).

Each year, the THSAL Board will formally adopt all instructional materials in an open meeting and will annually certify to the State Board of Education and the Commissioner of Education that all students have access to TEKS-

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aligned materials and that instructional content complies with the Children's Internet Protection Act (CIPA) and TEC §28.0022 prohibitions on harmful or obscene content. (Texas Education Agency, Instructional Materials Funding Support Seminar, 2025).

As stated above, Edmentum Learning includes a portfolio of products fully aligned to the TEKS standards and accredited by Cognia, approved for use by the College Board (in TX), Texas Adult Education and Literacy Program, the Texas Virtual School Network, and by the Quality Matters (QM) Program.

Edmentum provides comprehensive online instructional content and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Edmentum digital curriculum has been developed from the established body of learning research and best practices in teaching.

Evidence-based work (Lammers, 2025) from leading learning theorists is used to develop curriculum that incorporates basic and higher levels of learning, builds critical thinking skills, deepens understanding, and engages and motivates students to succeed (Edmentum, Foundational Research, n.d.). All courses feature rigorous instruction, interactive learning experiences, and meaningful assessment. (Correlation reports confirming TEKS alignment are available upon request.)

THSAL will offer the curriculum required for promotion to high school, earning a high school diploma, and TEKS mastery. Through a secure network, THSAL will utilize Edmentum's suite of Foundations, Core, Honors, Advanced Placement, and Exam Prep courses in alignment with student's readiness levels (Edmentum, 2020)

- Foundations Courses: Designed to provide a bridge to high school, Edmentum Foundations Courses target middle and high school students unprepared to successfully complete grade-level work. Foundations Courses feature structured remediation designed to facilitate student progress through grades 3-8 skills. Courses develop math and English-language arts skills and strategies while raising academic performance up to high school levels. Each semester course includes approximately 70-90 hours of interactive instruction, guided practice, and integrated formative, summative, and diagnostic assessment. Supplemental instruction will ensure full TEKS alignment.

- Core Courses: Focused on building essential skills and content knowledge, Edmentum Core Courses are designed to support success for both struggling and mainstream middle and high school students. Rich graphics, engaging multimedia, hands-on interactivity, video, and audio tracks provide support for those reading below grade level and address different learning styles for all students. Robust scaffolding in the form of annotated readings, study sheets, and graphic organizers assists all learners in making consistent progress through coursework. Each semester course includes 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

- Honors (College Prep) Courses:* Edmentum Honors Courses are designed to meet the needs of highly motivated students who want to build advanced skills and content knowledge in preparation for undergraduate study. Placement in Honors (and Advanced Placement) classes will be determined by an Assistant Principal's review of the students' academic history upon enrollment, the student's goals, recommendations of teachers or other staff who identify students with potential for more advanced coursework, and teachers' and Assistant Principal's progress monitoring meetings with the student.

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- Advanced Placement (AP) Courses:* Authorized by the College Board AP Course Audit, Edmentum online Advanced Placement Courses are designed to meet the higher education expectations of a college-level course and prepare students to demonstrate college-level achievement through success on the AP exams. Courses target highly motivated students who are reading at grade level or above and who have a track record of success in high school coursework. Each semester course includes approximately 120 hours of direct instruction and integrated formative, summative, and diagnostic assessment.

*Please note that, while the typical student from the target population may be less likely to elect participation in Honors or Advanced Placement Courses, THSAL will be prepared to serve the academic needs of any student who wishes to enroll and/or whose Individual Success Plan (ISP) includes these higher rigor courses and shall encourage such enrollments for students who demonstrated both the interest and the aptitude.

- Exam Prep Courses. Even the most accomplished students can benefit from targeted preparation before high stakes exams. To ensure students are adequately prepared, the school will offer SAT, ACT, and Advanced Placement (AP) Exam Review. Additionally, the school will provide interventions to help students achieve proficiency on state and college readiness exams. Interventions will be aligned to the state's test blueprint, including the state required assessments.

Given THSAL's target population, it is likely that many of the students will face challenges in English language literacy and mathematics. Some students will be Emergent Bilingual students, while others may have reading difficulties, limited vocabulary, or gaps in foundational skills. To address students' needs, THSAL has developed a comprehensive intervention plan grounded in research-based practices and TEKS-aligned.

READING PLUS, the school's selected primary reading intervention curriculum, is an online, adaptive reading program aligned to the TEKS that personalizes instruction through scaffolded silent reading practice for adolescent students (Reading Plus, Texas reading standards & curriculum alignment, 2022). The platform adjusts to each learner's reading level, providing individualized instruction that builds fluency, comprehension, and vocabulary. It also supports bilingual and struggling readers by integrating visual skills development and metacognitive strategies proven to accelerate literacy growth among adolescent learners (Ibid).

Similarly, it is expected that a majority of THSAL students will require math support to demonstrate proficiency on the EOC exam and graduation requirements. Supplementary online mathematics such as IXL Math programs will be used to serve as an intervention to improve student mathematics performance. The School will offer mathematics support using a variety of standards-based materials through direct instruction. These materials may include but are not limited to classroom hands-on math manipulatives, Khan Academy and Algebra Nation. In addition to direct instruction in mathematics, students struggling to pass the Algebra 1 End-of-Course Exam will have the opportunity to engage in math intervention software at school or at home (for example- IXL Mathematics). This level of mathematics assistance provides students with unprecedented support which in turn drives strong student growth and achievement results.

MARCH 2 SUCCESS: THSAL will also utilize March 2 Success, a free online test preparation tool developed by the United States Army that helps students prepare for state assessments and college/career and military placement exams like SAT, ACT and ASVAB (U.S. Army, March2Success, 2024).

Using the Parent Portal, the School will communicate with the home about their child's progress in mathematics and the supports available. Students will need to meet all state academic requirements for English, Science, Social

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Studies and Mathematics including End-of-Course assessments.

In the interest of ensuring an effective match between student learning needs and styles and available curriculum and software, the School will continuously review the curricula used and the research and development of new software options that may become available. The Board and school administrators may consider replacing these planned High Quality Instructional Materials curricula or selecting alternatives should more effective options become available in the future.

As the State of Texas continues to transition to the Bluebonnet Learning RLA instructional suite, THSAL will integrate the Bluebonnet ELA/R program to TEA's Research-Based Instructional Strategies (RBIS) with instruction focuses on (1) Foundational Skills, (2) Text Complexity, (3) Knowledge Coherence, and (4) Text-Based Responses, ensuring that all students engage with grade-level, complex texts and demonstrate comprehension through evidence-based writing and discussion. The Bluebonnet Learning scope and sequence supports vertical alignment across grades and integrates cross-curricular content in science and social studies to build background knowledge and vocabulary (Texas Education Agency, RLA and Math Generation 31 Presentation, 2025)

In addition to the core academic content, THSAL will deliver an expansive personal, social, and career development curriculum designed to help students refine social skills, develop financial literacy, evaluate aptitudes and interests, and plan for postsecondary success. A blended instructional approach will include engagement in online curriculum as well as direct instruction lessons by teachers to include interactive discussions and activities involving collaborative problem solving, respectful listening, effective communication, cooperative learning, and responsible decision making.

The personal, social and career development curriculum resources may include, but are not limited to:

- MindSage aims to prepare students for the workplace and life. The subjects covered include the top 20 most important or vital skills/qualities that employers and hiring managers look for in employees.

- Kuder is a comprehensive education and career planning system that helps students succeed in the increasingly competitive global economy. Students will learn about themselves, discover the many options and opportunities for their future, and gain access to the information and tools to achieve their goals. It will assist students in clarifying their interests, values and skills, leading to an exploration of possible post-secondary options or career pathways (Kuder, Inc., Kuder Navigator, 2024).

- Federal Deposit Insurance Corporation (FDIC) Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Research shows that the curriculum can positively influence how students manage their finances in the short and long-term.

THSAL plans to provide opportunities for post-secondary career readiness and industry certifications for its students by providing engaging Career and Technical Education (CTE) courses fully aligned with the CTE TEKS standard, rules, and requirements.

A recent study by Hanover Research links high school career academies with a variety of highly desirable outcomes, including truancy and dropout prevention, increases in credits earned, enhanced student achievement, and improvements in local labor markets (Hanover Research, Best practices for high school career academies, 2019). CTE courses have also been shown to motivate students who are otherwise unengaged in the

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education process, helping them to garner and hone skills in reading, writing, and mathematics, as well as develop their ability to apply critical thinking in real-world situations.

Offering a CTE program as an integral part of the school's curriculum is the first step in reducing dropout rates and spurring academics. The school's CTE program will emphasize a blended format featuring online learning, certification preparation, and relevant work experience. The CTE courseware offerings make it possible for students to fulfill state requirements for a high school diploma while also earning certifications, licensing, and apprenticeship opportunities. Students engaging in these courses will graduate prepared to enter the workforce or continue on with post-secondary education or training.

Through the school's innovative and standards-aligned CTE courseware, students also have access to certified industry experts who provide blended instruction and comprehensive support virtually at the direction and coordination of the dedicated CTE Teacher. The CTE Teacher will also work collaboratively with on-site Advisory Teachers who may serve as physical proctors and supports within the classroom. All of the competency-based course lessons are delivered using engaging videos and interactive simulations created with VR technology. Realistic images, sounds, and even physical sensations are generated in a virtual environment, allowing learners to participate in performance-based tasks as if they are on the worksite. These simulations offer practice runs at techniques, skills, and concepts aligned to industry performance certification exams. Students access and engage in these courses using a standard laptop, computer, or VR headset. In addition, industry-certified partners come to the School periodically to deliver specialized workshops and face-to-face instruction.

Finally, through the leadership of the CTE Teacher and Career Coach, and support from the Community Partnership Manager, SME's ED of Advancement and Strategic Partnerships, and local partners (such as Eight Million Stories), the school will build partnerships with Houston City College, Texas Workforce Commission (TWC), certification agencies, trades organizations, career placement centers, and employers to provide our students with industry-specific training and job placement. This approach is consistent with and furthers the mission of helping at-risk students graduate from high school duly prepared for post-secondary success.

THSAL will establish several key performance indicators as a means for evaluating both student progress and the success of the CTE program. These include:

- Pacing: Assuring students are staying on task in their courses
- Progress: Reviewing student completion of work as compared to the total number of assignments and requirements in a course
- Performance: Evaluating student mastery of content through course grading
- Certifications: Qualifying students with industry-based certifications
- Placement: Positioning students and graduates in apprenticeships, internships, career mentoring, and full-time employment

CTE programming is an effective dropout prevention strategy that can lead to a variety of positive student and school outcomes, such as increases in attendance, credits earned, and graduation rates. Most of all, this program will help motivate our students to graduate with a career or college pathway and better prepare them for post-secondary success.

Students who take advantage of these CTE opportunities can not only graduate with a high school diploma but also attain industry credentials and college credits. Students may also choose to participate in career dual

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enrollment courses that will lead to industry certification. The school will collaborate with Houston City College (HCC) and Lone Star College to establish MOUs for dual enrollment opportunities for eligible and interested students for both industry certification opportunities and/or degree seeking opportunities. HCC has provided a letter of support to collaborate with THSAL to support students with CTE courses and Industry-Based Certifications (IBCs). This partnership focuses on providing dual enrollment opportunities and embedding CTE courses and certifications into students' schedules to enhance their skills and earning potential before graduation. Together, we are committed to creating innovative pathways for at-risk learners, equipping academic success and workforce readiness.

THSAL will follow the CTE Statewide Program of Study and the aligned industry credentials (TEA, IBC List for Public School Accountability, 2022-2025). One of the national credentialing agencies THSAL plans to use is the National Occupational Competency Testing Institute (NOCTI). NOCTI's Job Ready assessments have been designed and developed for assessing entry-level knowledge and performance. The NOCTI assessments are based on industry standards, are valid and reliable, and are intended to assist in making informed decisions to support high-quality educational programs. Students who meet the benchmark on the NOCTI assessments will be eligible for industry certification and college credit. In addition to NOCTI, ServSafe® will be used for industry certification for food protection manager certification. The school will partner with HBI to provide its construction certifications and the National Healthcareer Association (NHA) for its medical certification; Certify-ED courses provide students with a curriculum that includes practice assessments and performance-based tasks fully aligned to the CTE TEKS. and Coursera Validated by John Hattie's Meta-Analysis of Evidence-Based Research, Edmentum, Certify-ED, and Coursera courses provide students with a curriculum that includes practice assessments and performance-based tasks fully aligned to the CTE TEKS.

Engaging lessons, assessments, and performance-based tasks prepare students for a variety of certifications including: ServSafe certifications, Google certifications, Home Builders Institute (HBI) PACT Core certification, National Center for Construction Education and Research (NCCER) certification, as well as a variety of certifications which may be earned through passing NOCTI exams. The high-quality online curriculum is designed by industry experts using the most advanced methods, tools and resources in the industry. The following additional supports for struggling students are built into all CTE curriculum:

- Embedded Scaffolding- Small instructional segments, Formative assessments and corrections, Multimedia presentations, Graphic organizers, Reading Summaries
- Enhanced Support- In Course highlighter, Text translation in 21 different languages, Transcripts, closed captioning, Support tools
- Interactive Tools- Web based Virtual Reality, Interactive Simulations, Hands on Projects, Manipulatives, 4 Function and scientific calculators

To ensure that each student receives a high-quality education and has the best opportunity and support possible to earn a high school diploma and graduate prepared for post-secondary success, THSAL is dedicated to using High-Quality Instructional Materials. As demonstrated above, the evaluation and selection of all instructional materials and content is based on the following imperatives:

- Full alignment with the TEKS and ELPS;
- A comprehensive and cohesive scope and sequence that support all learners with multi-tiered systems of supports (MTSS);
- Aligned evidence-based practices, enable frequent progress monitoring through embedded and aligned

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assessments;
- Implementation support for teachers, including material for direct instruction.
- The school's curriculum and instructional strategies are designed to meet the needs of all students and provide a rigorous and relevant curriculum that is technology-enhanced, mastery-based, and individualized for success.

Data from formative, diagnostic, and summative assessments will inform decisions about adjustments to the educational programs, HQIM, student placement, or intervention needed. School leadership will analyze and interpret assessment data and will use the data to identify the professional development needs at the school. Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track to prevent a student from proceeding to the next lesson until he/she reaches mastery level on the current lesson. The continual assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student may be experiencing difficulty and need additional instruction.

Additional Assessment opportunities, including baseline, formative, and summative assessments, will be integrated throughout the digital curriculum. Teachers will have access to an electronic Gradebook and Activity Score Report for each student enrolled in the school and will use these tools during progress monitoring meetings with individual students. In addition, online diagnostic assessments will pinpoint student strengths and weaknesses. A benchmarking system and course monitoring system will be set up for each of the mandatory End-of-Course assessments required for graduation. The benchmarking system will begin at the point of entry for each student and progress to a series of benchmark assessments and then to a released EOC test in preparation for the testing dates.

All of the above-mentioned assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction. School Leadership will interpret and analyze the aforementioned assessment data to coordinate professional learning opportunities designed to improve student achievement. A team of Curriculum & Instruction specialists through the CMO will also support the School Leadership team in analyzing student assessment data on a monthly basis. They will provide support, resources, and professional development to leadership and instructional staff in response to identified needs and in support of school improvement goals.

The model's effectiveness is well established: across 24 schools implementing this approach in other states (note: three new schools not yet included), students doubled their credit attainment rate from 3.0 to 6.1 credits per year, and 86 percent improved by at least one reading grade level after one semester (SME 2024-2025 Impact Report). These results demonstrate that when instruction is personalized and reinforced with strong mentoring and community partnerships, students who have fallen behind can accelerate learning, graduate, and transition successfully to college, career, or military pathways. By replicating this proven, relationship-driven model, THSAL will offer a rigorous and compassionate pathway to success for North Houston students who need a second chance to achieve their goals.

THSAL will engage in a periodic curriculum review process designed to ensure the use of HQIM meets the diverse needs of our at-risk student population. This systematic review involves a collaborative team comprising the Principal, the management company's Director of Curriculum, teachers, special education representatives, and other community stakeholders. The process begins with a thorough assessment of current instructional materials against state standards and local district policies, including student performance data analysis and feedback from

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educators and students. Following the initial review, the team identifies gaps, evaluates potential new materials through pilot programs, and gathers additional stakeholder input before making recommendations for any needed changes, revisions, or new adoptions. Continuous improvement is ensured through ongoing professional development for faculty and staff, fostering the effective implementation of HQIM, followed by semi- annual evaluations to assess student outcomes and instructional impact. This process will align with local district policy and seek to promote an inclusive educational environment tailored to the unique needs of our student population. Further, as part of its regular review of curriculum, content, and materials, the Texas High School of Accelerated Learning will remove any objectionable content that may violate state law and will supplement with appropriate TEKS-approved materials. Finally, THSAL will ensure that Accessible Instructional Materials (AIM), including braille, large print, and audio formats, are requisitioned through EMAT for eligible students in accordance with the Individuals with Disabilities Education Act (IDEA) and TEA guidance on AIM procurement. (TEA Instructional Materials Funding Support Seminar, 2025).

NOTE: For the section above (High Quality Instructional Materials), we have drawn heavily from the Gen 30 THSAL charter application.

II. Special Populations

Staffing Projections: Special Education

Estimated Number of SPED Teachers for Year 1	1
Estimated Number of SPED Support Staff for Year 1	0

Identifying and Service Special Education Students

Discuss current and/or past issues of noncompliance with SPED services and any corrective actions. Applicants that propose to contract with a Charter Management Organization (CMO) must use its data to respond to this prompt.

Over the past six years, the CMO has maintained full compliance in serving students with disabilities, with no current findings of noncompliance or corrective actions in place. Across its network, the CMO serves an average of approximately 1,162 students with IEPs annually (16.6% of total enrollment) and an average of 380–400 students with 504 plans annually (5.3%), demonstrating consistent identification, appropriate service delivery, and strong adherence to IDEA and Section 504 requirements.

There are no current issues with noncompliance at any of the CMO's schools. This achievement is attributed to the CMO's proactive approach to the training, guiding, and monitoring of its schools, as well as its commitment to ensuring appropriate oversight and subject-matter expertise in all aspects of special education. Only two isolated incidents of noncompliance occurred in 2022, both rapidly and fully resolved:

- North Carolina (2022): A compliance review identified minor IEP documentation deficiencies. A corrective action plan was implemented under CMO oversight and cleared by the State Education Agency within the same year.
- Georgia (2022): A parent complaint regarding an IEP disagreement led to a required procedural update. The issue was resolved without compensatory services, and the State confirmed full compliance before closing the case.

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Since 2022, the CMO has strengthened internal audits, staff training, and monthly compliance monitoring to ensure early identification and sustained adherence to all IDEA and Section 504 obligations. No further findings have occurred. To maintain this high standard of compliance, the CMO implements a comprehensive, multi-layered system of accountability and continuous improvement, practices that will also be applied in Texas include the following:

- Onboarding and Training: New staff participate in structured onboarding led by the Professional Development Specialist for Special Populations, covering compliance procedures, documentation requirements, and access to state-mandated training. Follow-up coaching ensures understanding of expectations and systems.
- Ongoing Professional Development: Monthly Professional Learning Communities (PLCs) provide continuing education on compliance updates, best practices, and case management, promoting consistency and collaboration across campuses.
- Monitoring and Verification: Teachers submit monthly service verification forms and rosters reviewed by the Coordinator of Special Populations to ensure timely service delivery, accurate documentation, and adherence to federal and state timelines.
- Internal Audits and Quality Assurance: Regular audits of student files confirm accuracy and compliance. Identified issues are immediately addressed through targeted retraining or individualized support.
- Pre-Planning and Continuous Learning: Prior to each school year, staff engage in pre-planning sessions focused on legal updates, procedural changes, and best practices in IEP development and documentation.

These measures ensure ongoing compliance, proactive identification of potential issues, and consistent delivery. THSAL's Child Find system will ensure timely identification and evaluation of all potentially eligible students consistent with TEA's Child Find Guidance and FIIE timelines in TEC §29.003; 34 CFR §300.301 (TEA, Support Seminar_Special Education, 2025).

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.

THSAL will provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for all students with disabilities, in full alignment with the Individuals with Disabilities Education Act, Section 504, and Chapter 29 of the Texas Education Code. As part of the Second Mile network, which has more than 17 years of experience serving at-risk and reengaged youth, THSAL will build on a proven foundation of compliance, inclusion, and student-centered design. Grounded in Second Mile's guiding principles, the school believes in meeting each learner's unique needs through a culture of optimism, community connection, and accountability.

THSAL's model combines data-driven blended learning, personalized advising, and targeted supports to meet students where they are academically and developmentally. Design elements, including credit recovery, flexible scheduling, small learning communities, and real-time progress monitoring, will uphold all IDEA requirements while adapting instruction to students' unique life circumstances.

THSAL students will receive specially designed instruction through a combination of digital and direct teaching. The Edmentum curriculum platform will provide adaptive, TEKS-aligned coursework, while certified special education teachers deliver individualized instruction, interventions, and accommodations. The combination of technology-based pacing and staff support will allow students to progress at an appropriate rate without sacrificing access to the general curriculum or mastery expectations.

A student's IEP will drive service delivery. Goals and accommodations will be embedded into the student's daily schedule and reviewed bi-weekly through the school's learner-profile system, which tracks credit attainment, attendance, and IEP progress. This continuous monitoring ensures that instruction remains responsive, and that

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FAPE is consistently realized alongside a student's evolving needs.

Because THSAL students will often balance work, parenting, or other obligations, the school's flexible scheduling ensures that disability-related needs never become a barrier to participation or completion. Further, within the general ed setting, THSAL will use a Multi-Tiered System of Supports that provides evidence-based academic and behavioral interventions in general education, expanding supplementary aids and services to maintain students in the least restrictive environment. MTSS data will inform (but not delay or deny) referrals for special education evaluation, and when data show insufficient progress, the admission, review, and dismissal (ARD) committee will reconvene without delay to adjust services to ensure FAPE.

THSAL will educate students with disabilities alongside their nondisabled peers to the maximum extent appropriate. Placement decisions are individualized and made by the Admission, Review, and Dismissal (ARD) Committee, which includes the parent or adult student. THSAL will maintain the full continuum of service options required by 19 TAC §89.1075, including:

- Instruction in general education settings with accommodations and push-in support
- Resource or pull-out instruction for targeted skills
- Itinerant or homebound instruction when medically necessary
- Contracted related services (e.g., speech-language, occupational, or physical therapy)
- Placement in more restrictive or therapeutic environments only when warranted by the student's needs

THSAL will offer the full continuum of services required by 19 TAC §89.1075, from instruction in general education settings with supports to specialized, homebound (when medically necessary), or therapeutic placements when necessary. When services can't be met in the LRE, THSAL will contract with appropriately credentialed service providers such as speech-language pathologists, occupational or physical therapists, and psychological service specialists to implement IEPs with fidelity. All THSAL special education personnel will meet state and federal certification, endorsement, and licensing requirements in accordance with 34 CFR §300.156 and TEC §§21.002, 21.003, and 29.304, ensuring that all services are delivered by qualified professionals (TEA Support Seminar_Special Education, 2025). The CMO will ensure that appropriate service providers are available to ensure implementation of student IEPs in full accordance with state and federal law.

We anticipate all THSAL students will receive services within small group learning labs and blended classrooms that are intentionally designed to promote differentiation and inclusion. In Year 1, THSAL will serve up to 200 students, approximately 14 percent of whom are anticipated to receive special education services. The school will employ one full-time certified special education teacher supported by contracted specialists. Because THSAL will operate two separate four-hour instructional sessions per day, the effective ratio will remain low at approximately fourteen students with disabilities per session, allowing for individualized instruction, small-group interventions, and consistent collaboration between special education and general education teachers. Special education teachers will work daily alongside general educators to adjust instruction and assignments, provide scaffolds, and ensure that accommodations such as extended time, assistive technology, or alternative formats are implemented consistently and with fidelity.

Specially designed instruction at THSAL will mean adapting the content, methodology, and delivery of instruction to address each student's unique needs and ensure access to the general curriculum. Instruction will incorporate the principles of Universal Design for Learning (UDL), assistive technology, accommodations, and modifications. The Edmentum digital platform offers multiple methods of content presentation. Students will have access to lessons through audio, video, illustrations, and graphic organizers, while teachers deliver targeted interventions, reteaching, and coaching in small groups or one-on-one sessions. Assistive technology tools such as text-to-speech, closed captioning, and digital note taking will be integrated to promote accessibility. All specially designed instruction will be delivered by certified special education personnel and supported through collaboration with

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general educators.

THSAL will follow all state and federal procedures for ARD committee meetings and IEP implementation. The ARD committee, including the parent or adult student, will meet at least annually (and more frequently when data indicate) to review progress toward IEP goals and adjust services as needed. Each meeting will examine the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), measurable annual goals, accommodations, related services, and transition planning. To preserve the least restrictive environment, the committee will first identify and implement supplementary aids and services in general education, such as peer tutoring, interpreter services, calculators, audio recording, noise-reducing headphones, printed pacing guides, testing supports (for example, extended time or read-aloud when appropriate), shared note-taking, and assistive technology, before considering a more restrictive placement.

Under House Bill 1188 (89th Texas Legislature, 2025), THSAL's ARD committee will provide parents of students initially identified under developmental delay or intellectual disability with information about their Local Intellectual and Developmental Disability Authority (LIDDA) and available state waiver programs.

FAPE implementation will be a collaborative effort involving the student's teachers, special education staff, counselors, and administrators. Student progress toward IEP goals and credit benchmarks will be reviewed every two weeks. Data from Edmentum, formative assessments, and attendance records will inform instructional adjustments and, when necessary, trigger interim ARD committee reviews. The THSAL Board, consistent with HB 2, will annually review outcomes for students receiving special education services using TEA-adopted performance indicators once issued. This will ensure transparency and continuous improvement in the school's special education program.

Evidence of Efficacy: In 2023–2024, data from SME's network of five schools in Miami, Florida, demonstrates the effectiveness of this approach. The Miami subset is particularly relevant because its schools serve student populations similar to those in North Houston—predominantly economically disadvantaged, emergent bilingual, and students with disabilities—providing a meaningful comparison for THSAL's target population. Within this context, the network achieved a 51% graduation rate for students with disabilities, exceeding the average graduation rates of other alternative schools in Miami by 7%. These results show that THSAL's FAPE model is both proven and scalable.

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

THSAL will implement a systematic, data-driven process to monitor for over-identification and disproportionate representation of student groups in special education. Each semester, the Director of Student Support Services will collect and analyze referral, evaluation, and eligibility data disaggregated by race, ethnicity, gender, language proficiency, socioeconomic status, and disability category. This data will be compared to overall school enrollment and to regional and state averages published by TEA to identify any disproportional trends. If patterns emerge suggesting over-identification or under-identification, the Director will convene a Disproportionality Review Team, including the Superintendent/Principal, teachers, and counselors, to conduct a root-cause analysis of contributing factors such as inconsistent referral practices, cultural or linguistic bias in assessments, or insufficient Tier 1 and Tier 2 supports. Findings will inform a Corrective Action Plan that may include targeted professional development, revised referral protocols, or additional instructional interventions. To prevent bias in identification, all staff receive annual training emphasizing the importance of considering environmental, cultural, and linguistic factors before eligibility decisions, as required by 19 TAC §89.1040 and IDEA §618(d). This continuous review process will ensure that THSAL maintains accurate, equitable identification practices and that all students have fair access to

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the supports they need.

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

THSAL will serve middle and high school students. The school has been purposefully designed to help those most at risk for not graduating earn a Texas high school diploma and prepare for postsecondary success. From enrollment to graduation, each student will complete diagnostic assessments that identify academic strengths, support needs, and interests. These results inform a personalized graduation plan connecting coursework, interventions, and transition goals. Each student is supported by a Career Coach who collaborates with the student, family, and ARD Committee to monitor progress and ensure alignment between instruction and goals.

Consistent with the principle of Ignite Optimism, THSAL believes in every student until they believe in themselves. For students with disabilities, transition planning will begin no later than the first IEP in effect when the student turns 14, as required by 34 CFR §300.320(b), TAC §29.011, and 19 TAC §89.1055(k). The ARD committee will develop measurable postsecondary goals based on age-appropriate transition assessments and identify the courses of study, support, and services necessary to achieve them. Together with the student and family, the Committee will determine the most appropriate graduation option (e.g., Foundation High School Program (with or without endorsements or Distinguished Level of Achievement) or Certificate of Completion), based on postsecondary aspirations and performance. When appropriate, the ARD committee may award the Distinguished Level of Achievement (DLA) diploma to a student served by special education whose modified curriculum is deemed sufficiently rigorous, as authorized by HB 2 (2025).

THSAL will also gather data and may participate in the CCMR Outcomes Bonus program to leverage future opportunities to expand transition and work-based learning opportunities for students with disabilities. However, the school's proposed financial workbook reflects a conservative budget assumption, providing us with time to establish baseline CCMR data and affirm eligibility for bonus payments.

Aligned with the principle to Ground in the Community, transition services will include CCMR activities; access to dual credit, CTE, and industry certification pathways; and coordination with the Texas Workforce Commission, local employers, and community agencies to ensure seamless connections to postsecondary education, training, or employment. Families will receive the Texas Transition and Employment Guide; transition goals will be reviewed annually to reflect students' evolving interests and needs.

Through Cultivating Resilience, THSAL's model will support students who have faced academic or personal challenges by creating a small, safe, and flexible environment where persistence and progress are celebrated. In alignment with Deliver Student Impact, teachers and staff will ensure accountability, uphold high expectations, and provide individualized, mastery-based instruction. Implementing the practice of Lifelong Learning, THSAL will continually refine its transition practices through professional learning and collaboration with community partners. Finally, by combining individualized instruction, comprehensive supports, and coordinated transition planning, THSAL will ensure that every student with a disability has a clear, attainable pathway to a Texas diploma and successful transition into higher education, employment, or independent living.

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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.

THSAL will continuously monitor and support all students, including those served through an IEP, in partnership with parents/guardians and community partners. Each IEP developed by the ARD committee will include measurable annual academic and functional goals based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) and designed to address disability-related needs to enable participation and progress in the general education curriculum (34 CFR §300.320; 19 TAC §89.1055(b)).

The instructional team (including the Special Education Teacher, Advisory Teacher, Campus Administrator/ designee and related service providers) will track student progress continuously through an internal electronic data management system (MIS) that maintains an individualized learner profile. This profile will document assessment data, interventions, services, and progress toward IEP goals. The Special Education Teacher will collaborate with the advisory teacher to develop draft annual goals for ARD committee review.

During ARD committee meetings, the committee will review progress on current goals, evaluate data, and determine the appropriateness of proposed new goals. Parents/guardians will actively contribute input and recommendations. Once goals are approved, the ARD committee will specify the specially designed instruction, related services, supplementary aids, and supports necessary to ensure progress in the least restrictive environment. Each IEP will include a description of how progress toward annual goals will be measured and when periodic reports will be provided—no less frequently than progress reports or report cards are issued for general education students, as required under 19 TAC §89.1050(f) (TEA Support Seminar_Special Education, 2025).

In addition to continuous classroom-level monitoring, THSAL will conduct a formal review of each student's progress at least annually through the ARD committee meeting process. The ARD committee will compare progress reports to the PLAAFP and determine whether the student is making adequate progress. If not, the committee will reconvene as soon as possible to revise goals, services, or supports as needed. Progress reports are documented in the student's cumulative record, and parents are notified of progress toward each annual goal at the frequency established in the IEP. Through a combination of data-driven evaluation with the principle of Grounding in the Community (i.e., trusted relationships with families, agencies, and local organizations), THSAL will ensure that students with mild, moderate, and severe disabilities receive individualized, coordinated, and compassionate support, empowering them to meet IEP goals and achieve meaningful academic and functional growth.

III. Emergent Bilingual Students

Staffing Projections: Emergent Bilingual Students

Estimated Number of Bilingual/ESL Teachers for Year 1	1
Estimated Number of Bilingual/ESL Support Staff for Year 1	0

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Identifying and Serving Emergent Bilingual Students

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

THSAL will identify and place Emergent Bilingual (EB) students through a systematic, collaborative process consistent with 19 TAC §§89.1205–89.1220. Upon enrollment, the registrar and LPAC coordinator will review each student's educational records, including any prior LPAC documentation, TELPAS results, and PEIMS coding, to determine whether the student has an existing EB classification. For students new to Texas, the Home Language Survey (HLS) is administered in the family's home language, when possible, as required by 19 TAC §89.1215, to determine the language most frequently used by the student and within the home.

If the HLS indicates a language other than English, THSAL will administer the Data Recognition Corporation (DRC) LAS Links Battery of Assessments, the state-approved English language proficiency test. The LAS Links will be individually administered to evaluate the student's proficiency in listening, speaking, reading, and writing. Scores will be used to place students in five categories of oral language proficiency, guiding both initial placement and ongoing instructional planning. The LAS Links also provides longitudinal data to measure each student's yearly progress and to inform decisions about reclassification or redesignation into mainstream classes.

Assessment results and supporting documentation will be reviewed by the Language Proficiency Assessment Committee (LPAC), as outlined in 19 TAC §89.1220(a), including a campus administrator, an ESL-certified educator, and a parent of an EB student. The LPAC will consider each student's linguistic and academic history to determine appropriate program placement. For students receiving special education services, the LPAC will collaborate with the ARD committee, per 19 TAC §89.1220(g), to ensure language accommodations align with the Individualized Education Program (IEP). For transfer students, THSAL will honor prior EB identifications and services, verifying documentation such as TELPAS scores, LPAC minutes, and parent approval forms to ensure instructional continuity. Parents will be notified in their home language using TEA-standardized letters in compliance with 19 TAC §89.1240, which describe the student's classification, recommended program, and parental rights.

Given the projected demographic composition, approximately 38% Emergent Bilingual students representing multiple home languages, THSAL will implement an ESL Pull-Out program in accordance with 19 TAC §89.1205(e). Emergent bilingual students will receive English Language Arts and Reading (ELAR) instruction from an appropriately certified ESL teacher. Instruction will align to the English Language Proficiency Standards (ELPS) and incorporate sheltered instructional strategies to promote language development and academic achievement.

ELAR teachers who are ESL-certified will provide English language instruction, while all content area teachers will be trained in second language acquisition and the implementation of ELPS-aligned strategies to provide ongoing linguistic support in every classroom. This approach ensures students are appropriately placed in rigorous, credit-bearing courses where they can progress toward English fluency while maintaining full access to THSAL's college- and career-focused curriculum.

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Outline the specific bilingual education program/model to be implemented and teacher certification requirements. Describe the research-based instructional practices and strategies that will be implemented to allow emergent bilingual students the opportunity to master grade-level academic content and develop their language proficiency in English.

In compliance with Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and 19 TAC §§ 89.1205–89.1220, THSAL will ensure that all Emergent Bilingual (EB) students have meaningful and equitable access to the full instructional program. The English as a Second Language (ESL) model is designed to ensure that EB students participate fully in academic and extracurricular learning while acquiring English proficiency and meeting rigorous college- and career-readiness standards.

THSAL will implement an ESL Pull-Out Program in which emergent bilingual students receive English Language Arts and Reading (ELAR) instruction from an appropriately certified ESL teacher, as outlined in TEC §29.061(c) and 19 TAC §89.1210(b). Instruction will focus on English language acquisition and literacy development to ensure students attain full proficiency in English and are able to fully participate in academic settings. The ESL Pull-Out model may be implemented within the students' ELAR classroom or through a separate pull-out setting, both incorporating Content-Based Language Instruction (CBLI) practices to support English language development within meaningful, standards-aligned lessons. Lessons will emphasize vocabulary development, reading comprehension, and written expression while integrating the English Language Proficiency Standards (ELPS) and Texas Essential Knowledge and Skills (TEKS).

The goal of THSAL's program is for students to develop full proficiency in listening, speaking, reading, and writing while achieving grade-level mastery across the TEKS. Teachers integrate language and content objectives in every lesson so that English acquisition occurs in authentic, meaningful contexts rather than isolated drills. Through systematic, scaffolded instruction, students acquire the academic language and skills necessary to access all content areas. This model ensures that English development and academic learning advance together, allowing students to earn credits and graduate on time while achieving English fluency.

THSAL is committed to strengthening and expanding its ESL program over the first three years of operation to meet the needs of the growing population. During the initial years, THSAL will operate a Pull-Out model, ensuring that emergent bilingual students receive targeted ELAR instruction from ESL-certified teachers in alignment with 19 TAC § 89.1205(e).

As the school's enrollment and capacity increase, THSAL will build toward implementing a Content-Based ESOL program. This transition will be supported through intentional recruitment of ESL-certified teachers and professional development of existing staff through the Texas Education Service Center (ESC) network and TEALearn, including courses in ESL Foundations, ELPS implementation, and Sheltered Instruction. By year 3, THSAL's goal is for all core content teachers to hold an ESL Supplemental Certification, allowing English language development to be fully integrated within every subject area. This strategic approach ensures sustainable growth, continuous compliance, and ongoing improvement in both language proficiency and academic achievement for all EB students.

THSAL's ESL instruction will align the ELPS with the TEKS, ensuring that language development and academic goals reinforce one another. Teachers design lessons that intentionally target the four language domains (listening, speaking, reading, and writing), while embedding structured opportunities for oral and written communication

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within each content area.

At the start of the school year, THSAL teachers will analyze each student's prior TELPAS Proficiency Level Descriptors (PLDs) and use the ELPS–TELPAS Proficiency Profile to plan instruction and determine appropriate linguistic accommodations. As the year progresses, teachers will use ELPS Cross-Curricular Student Expectations to monitor language growth and adjust supports. Instruction will explicitly integrate ELPS objectives with TEKS standards so that language and academic proficiency develop simultaneously. Teachers will employ a wide range of research-based strategies to ensure accessibility and progress for every EB student:

- Explicit vocabulary instruction with visuals and context clues.
- Scaffolded reading and writing tasks using sentence frames and modeled responses.
- Structured academic conversations that build oral language and comprehension.
- Visual and multimedia supports (charts, models, graphic organizers).
- Culturally and linguistically sustaining practices that link new content to students' lived experiences and home languages.
- Respect for students' silent period and multiple modes of participation to reduce affective barriers.

Edmentum will serve as the school's adaptive ESL companion platform, fully aligned to both the TEKS and ELPS. Each student's learning path will adjust to TELPAS proficiency levels and integrates controlled vocabulary, audio read-aloud, and translation in more than 20 languages. Teachers will use Edmentum dashboards to monitor vocabulary mastery, comprehension progress, and domain growth across reading, writing, listening, and speaking, ensuring targeted support driven by data.

All teachers will receive pre-service and ongoing training on Edmentum implementation, ensuring instructional consistency and data fluency across classrooms. Student licenses and digital profiles will be prepared before the start of school so that individualized language supports are active on Day 1. Quarterly reviews of Edmentum usage analytics and learning outcomes will inform instructional adjustments and coaching priorities.

THSAL's ESL program will be led by a dedicated, ESL-certified teacher who provides direct instruction, instructional coaching, and program coordination for all EB students. This teacher will serve as both the ESL Instructor and the LPAC Coordinator, ensuring full compliance with state and federal requirements under 19 TAC §§ 89.1205–89.1210. In Year 1, THSAL will serve approximately 200 students across two instructional sessions. With an estimated 38% of students identified as EB (approximately 38 students per session), the two-session model ensures that the school's single ELAR ESL-certified teacher can effectively manage instructional delivery, progress monitoring, and LPAC coordination while maintaining small-group and individualized support.

This structure allows for direct instruction, flexible scheduling for pull-out ESL services, and daily collaboration with core content teachers. The ESL teacher will deliver targeted language development instruction through pull-out supports within the ELAR classroom or within a separate setting. The teacher will also collaborate with core content teachers to integrate the ELPS and sheltered-instruction strategies across all subjects, ensuring that EBs have equitable access to the full curriculum. The ESL teacher will hold a bachelor's degree in education or a related field, a Texas teaching certificate in English Language Arts and Reading (ELAR), and an ESL Supplemental Certification. If additional ESL-certified staff are needed due to enrollment growth or scheduling demands, THSAL will hire qualified personnel or submit an ESL Waiver under 19 TAC §89.1207, accompanied by a written plan outlining recruitment, mentoring, and professional learning to achieve full certification within the waiver period.

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While the ESL teacher provides direct language instruction, all core content teachers will participate in ongoing professional development in sheltered instruction, ELPS alignment, and linguistically responsive pedagogy to ensure consistent integration of ESL strategies across classrooms. Given the TAPR shows EB rates in the districts of location are slightly higher in the middle schools than the high schools, THSAL will require all middle grade Advisory Teachers hold an ESL Supplemental Certification at the time of hire. THSAL will prioritize recruiting and hiring ESL-certified teachers for core contents and require newly hired teachers to obtain ESL Supplemental Certification within their first year of employment, supported by Region 4 ESC training.

When possible, THSAL will recruit bilingual educators and paraprofessionals who share students' linguistic and cultural backgrounds to strengthen communication with families and foster culturally responsive relationships across the campus. The centralized and capacity-building staffing model is designed to ensure that every EB student receives high-quality English language development, continuous monitoring, and equitable access to rigorous academic instruction, while continuously expanding campus-wide ESL expertise to full certification by Year 3.

Discuss plans for monitoring and evaluating progress and language proficiency of emergent bilingual students and explain the process for exiting services.

THSAL's leadership and ESL Contact will ensure continuous, data-driven oversight of the English as a Second Language (ESL) program. Program fidelity will be monitored daily through classroom walk throughs, lesson plan reviews, and LPAC progress tracking. Data from TELPAS, benchmark assessments, and student portfolios will be reviewed each term to guide instruction, identify interventions, and evaluate overall program effectiveness. Findings will inform adjustments to professional development and instructional materials, ensuring alignment between student needs and staff capacity.

THSAL will maintain a technology-enhanced system to monitor and evaluate progress, language proficiency, readiness for reclassification. The entire instructional team will track progress continuously using a specially designed internal secure electronic data management information system (MIS) that includes a learner profile for each student. Each learner profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's ISP to show which state assessments the student is required to pass to graduate per state regulations. The learner profile will identify the student's desired post-secondary pathway and profession, along with links to the Student Services page showing interventions provided to each student by faculty and outside service providers. The learner profile will also enable faculty and administrators to use student performance and progress data to inform customized learning plans and interventions resulting in students graduating prepared for post-secondary success.

Teachers review data from multiple sources to evaluate both language and academic progress, including:

- TELPAS and STAAR results
- Formative and benchmark assessments
- Edmentum analytics tracking vocabulary, comprehension, and proficiency growth
- Classroom observations, grades, and work samples
- Student progress reports and attendance records

This information will be reviewed weekly in collaborative planning meetings and quarterly by the ESL Contact and School Leader to adjust instruction, supports, and interventions.

No EB student will fail a course and/or be retained based only on their limited English language proficiency. If an

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EB student is at risk of course failure and/or grade retention, the Language Proficiency Assessment Committee (LPAC) in coordination with the advisory teacher and the MTSS team will gather to monitor student's progress and ensure appropriate interventions are in place. In consideration of the student's English proficiency level, the MTSS will be implemented and monitored to verify that required accommodations, supports and ESOL strategies are provided to promote instructional success. When a student is at risk of course failure or grade retention, the advisory teacher will provide evidence of all accommodations and supports provided through the curriculum, supplemental materials, assessments, and differentiated direct instruction throughout the school year. Parents and/or guardians and the LPAC will be notified of inadequate performance to ensure targeted intervention occurs prior to course failure and/or retention decisions are made (per 19 TAC §89.1220).

The LPAC, led by the ESL Contact and School Leader, will meet at key points throughout the year:

- Upon student identification and placement
- Each grading period to monitor progress and instructional accommodations or as necessary (per 19 TAC §89.1220(f))
- At the end of the year for annual reviews and reclassification decisions

All LPAC documentation (e.g., meeting notes, accommodation plans, and parent communications) will be securely maintained in the MIS. Teachers receive updated guidance following each LPAC meeting to ensure classroom practices align with current student needs and state requirements.

At the end of each school year, the LPAC will conduct an Annual Review for every EB student identified in PEIMS. This includes students served in ESL programs, parental denial, and students in Year 1 or 2 of monitoring. Students may only be exited from a bilingual/ESL program and reclassified as English Proficient at the end of a school year. Additionally, EB students will not be eligible for reclassification as an English Proficient student if the LPAC has recommended designated supports or accommodations on the state reading assessment for that current school year.

Reclassification will follow 19 TAC § 89.1226 and the TEA Emergent Bilingual Student Reclassification Criteria Chart, which includes three requirements:

1. An Advanced High composite rating on the TELPAS (English Language Proficiency Assessment) across four language domains.
2. Performance at Approaches, Meets, or Masters Grade Level on the STAAR English I EOC (9th grade), STAAR English II EOC (10th grade), or scoring at the 40th percentile or above on the IOWA, Form F in each subtest, Reading and Language Arts (11th or 12th grade).
3. A subjective teacher evaluation based on a standardized rubric reflecting classroom performance and engagement.

If STAAR results are unavailable at the time of the LPAC Annual Review and the student meets all other reclassification criteria, the LPAC will make a provisional decision for reclassification pending STAAR results. A follow-up review will be conducted as soon as STAAR results are available. For EB students who also receive special education services, reclassification decisions will be made with the ARD committee. If a student meets the exit criteria, the parent will be notified in writing that the student qualifies to be reclassified as English Proficient. The notification will include the LPAC's recommendation for program exit and will require written parental approval.

The LPAC will monitor the academic progress of students reclassified as English Proficient, including those who had parental denial, for two years. During this period, the committee will review various factors, such as the total duration of the student's enrollment in a bilingual education/ESL program, their coursework and grades,

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performance on state assessments, credits earned toward graduation, and any disciplinary actions taken. Based on the review results, the LPAC may recommend either concluding monitoring (at the end of the second year), continuing monitoring (if the student just concluded the first year of monitoring), re-entry into the bilingual/ESL program, or implementing intensive instructional interventions.

Students reclassified as English Proficient will be monitored for two consecutive years to ensure academic success and sustained proficiency. The LPAC will review grades, assessment data, credits, and attendance each term. If a reclassified student exhibits academic difficulty related to language, targeted supports or re-entry into ESL services will be promptly initiated.

THSAL will utilize the ESL rubrics and associated tools provided by the TEA's Emergent Bilingual Support Division to assess the effectiveness of its ESL program. These tools address five domains critical to long-term success:

- Leadership and Family and Community Empowerment
- Program Model and Design
- Staffing and Professional Development
- Lesson Planning and Methods
- Curriculum and Resources

To ensure continuous improvement and effectiveness, THSAL will evaluate the program's performance and progress annually. This evaluation will be conducted by the LPAC and school administration, who will review the key areas outlined in the ESL rubrics and make necessary adjustments based on the evolving needs of the student population, feedback from stakeholders, and changes in educational standards or best practices. Findings will guide updates to professional development, instructional methods, and resource allocation. If performance data reveal areas of concern, the school will conduct interim reviews to ensure rapid corrective action.

IV. At-Risk Students

Addressing the Achievement Gap

Describe how the school will meet the needs of identified at-risk and under-performing students; articulate the (1) qualified staff (including ratio), (2) Multi-Tiered Systems of Support (MTSS), and (3) additional structure(s) or programs that will support students such as counseling, academic interventions, or other services.

The mission of THSAL is to help students most at-risk for not graduating earn a standard high school diploma and prepare for post-secondary success. As a dropout prevention and recovery school, all students in the target population are expected to enroll at high risk of not meeting academic requirements and/or of dropping out of school. Accordingly, and in furtherance of its guiding principles, the school's design intentionally addresses the primary barriers faced by our target population: credit deficiency, age-to-grade misalignment, work and family responsibilities, and previous disengagement or dropout.

- Highly Qualified Educators. THSAL will employ certified advisory teachers in all core content areas, including many with multiple certifications, who are trained to deliver instruction, coaching, and personalized support that re-engages students and accelerates progress.
- Collaborative Support Team. Advisory Teachers will be supported by a Family Support Specialist (licensed clinician), Career Coach, Reading Interventionist, Special Education Teacher, and Campus Administrator. This team approach ensures that students' academic, behavioral, and social-emotional needs are addressed holistically. The school will maintain an overall staff to student ratio of not greater than 1:15, ensuring that every student receives

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individual attention and ongoing feedback.
- Professional Learning. Staff will receive continuous professional development in trauma-informed instruction, restorative practices, culturally responsive teaching, data analysis, and youth mental health first aid. The Family Support Specialist will also provide PD on crisis intervention, ACEs, suicide prevention, and effective strategies for students with complex life circumstances.

THSAL's MTSS framework will provide a systematic, data-driven method for identifying and supporting students academically, socially, and emotionally. The MTSS team, comprised of Teachers, the Administrator, Reading Specialist/Interventionist, Special Education Teacher, Career Coach, and Family Support Specialist, will meet monthly to review student data, track interventions, and adjust supports as needed. The MTSS process will include:

1. Define the problem or barrier to student success.
2. Analyze contributing factors using academic, attendance, and behavioral data.
3. Develop and implement a targeted plan with measurable goals.
4. Monitor progress through consistent data collection and feedback.
5. Adjust or intensify interventions based on the student's response.

- Tier 1: All students receive TEKS-aligned, mastery-based blended instruction with differentiated strategies and regular progress monitoring.
- Tier 2: Students demonstrating skill deficits or attendance challenges receive small-group instruction, targeted remediation, and additional advising.
- Tier 3: Students requiring intensive support receive one-on-one tutoring, individualized interventions, counseling, and case management through the Family Support Specialist.

Student progress will be tracked using a custom data management system (MIS) that maintains a learner profile for each student. Families have continuous access to the My Success® Student and Parent Dashboard, which provides real-time updates on attendance, academic progress, grades, and graduation milestones.

THSAL will offer an innovative accelerated learning model designed for three groups of students:

1. Students currently at risk of dropping out of traditional high school.
2. Students imminently at risk of dropping out.
3. Students who have already dropped out and wish to return to earn a diploma.
This model will combine flexible scheduling, mastery-based progression, individualized academic planning, and wraparound supports to reengage students and move them quickly toward graduation.

Key Features of the Educational Model

(a) Baseline Assessment and Universal Screening:
Upon enrollment, each student will complete a baseline diagnostic (e.g., the General Assessment of Instructional Needs (GAIN) or equivalent) to measure English and math skills and identify risk indicators. Universal screening may be followed by short-term progress monitoring to confirm learning needs.

(b) Individual Success Plan (ISP):
Every student's ISP will be built from baseline results, past academic records, a career interest inventory and plan, social/personal needs survey, disciplinary history, and input from both the student and parent/guardian. The ISP maps all coursework, interventions, and supplemental supports necessary for graduation.

(c) Course Placement:

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Students will be placed in courses aligned with skill level and prior learning, based on assessment data and transcript review, ensuring each learner begins at an appropriate entry point and can accelerate safely toward mastery.

(d) Flexible Scheduling Options:
THSAL will offer two instructional sessions, one in the morning and one in the afternoon, allowing students to choose the schedule (or schedules should they choose to excel at a fast pace) that fits their work or family responsibilities. Rolling enrollment and graduation will allow students to begin when ready and finish once requirements are met. THSAL will apply for the Optional Flexible School Day program for dropout recovery schools.

(e) Differentiated Instruction and Coaching:
Instruction will be delivered through face-to-face lessons in small and large groups, combined with one-on-one coaching. Teachers will use data to differentiate instruction and remediation for each learner. Students will be organized into small learning communities, where a team of certified core teachers and a career coach help them set and track short- and long-term goals aligned to their ISP.

(f) Blended and Digital Learning:
Core coursework will be delivered through Edmentum, supplemented with targeted remediation using Reading Plus®, Wilson Reading, March2Success®, MindSage, FDIC Money Smart, and Kuder. These programs build literacy, numeracy, financial literacy, and college/career readiness. Students move at an individualized pace, supported by on-site teachers who monitor progress and ensure mastery before advancement.

(g) Support Services and College/Career Preparation:
Students will receive comprehensive wraparound services, including counseling, crisis intervention, behavioral health supports, and life-skills training. Career Coaches assist with employability skills, resume development, and transition planning. Each student will complete a Graduation and Postsecondary Checklist prior to commencement to ensure a clear path to college, career, or military readiness.

The research (Skenderidou, Leontopoulos, Stafylis & Skenderidis, 2025) on dropout prevention and recovery is clear: academic interventions alone are insufficient without addressing social and behavioral barriers. THSAL integrates on-site services and external partnerships to create a seamless support network for students and families.

- Family Support Specialist (FSS): Conducts psychosocial assessments, provides counseling, crisis intervention, grief and addiction counseling, and referrals to community partners for housing, childcare, and mental health services. The FSS supervises graduate-level counseling interns to increase service capacity.
- MOUs with Local Agencies: Formal partnerships ensure direct access to behavioral health, social welfare, and workforce-development services.
- Holistic Wellness Focus: The FSS and staff implement training on trauma awareness, suicide prevention, and abuse reporting. All employees are certified in Handle with Care and Youth Mental Health First Aid to maintain a safe, supportive school culture.
- Family Engagement: Staff maintain consistent communication with parents through calls, home visits, and virtual meetings. The My Success® Dashboard keeps families informed and connected 24/7. Translation and transportation assistance are available to ensure access for all families.

Evidence of Efficacy: The THSAL model has been externally validated through a Cognia™ accreditation review. Cognia's Final Exit Report (January 27, 2022) affirmed that the model consistently delivers measurable results for at-risk students. Reviewers commented that:

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- "All ALS stakeholders value collaborative engagement and are highly committed to the system's mission 'to help at-risk students earn a standard high school diploma and prepare for postsecondary success.'"
- The model "provides equitable opportunities for all learners to acquire skills to meet their needs using digital academic curriculum and programs targeted for course credit completion."
- Each school within the network "includes a formal structure where an advocate teacher is assigned to each student to ensure a positive school experience and supportive relationships to motivate students to achieve their goal of graduating from high school."

Cognia also cited strengths in curriculum alignment, instructional quality, data-driven improvement, and professional collaboration (Standards 1.11, 2.6, 2.7, and 2.10) as evidence that the model consistently produces measurable student learning gains and graduation outcomes. In addition, the report also highlighted the system's formal structure in which each student is paired with an advocate teacher to ensure a positive and supportive experience that motivates persistence through graduation. Cognia identified strengths in curriculum alignment, instructional quality, data-driven improvement, and professional learning, finding that schools using this model demonstrate consistent student growth and improved graduation outcomes. This independent review confirms that the proposed model is based on evidence-based practices proven to close gaps and reengage students who have struggled in traditional high schools.

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.

In accordance with House Bill 1416 (88R) and House Bill 4545 (87R), any student who does not achieve Approaches Grade Level or higher on a STAAR EOC exam (or who does not test) will receive supplemental accelerated instruction. This instruction will:

- Be delivered by a TIA-designated teacher or a certified core-content instructor trained in high-intensity tutoring;
- Provide a minimum of 15 or 30 hours per subject, depending on the student's performance level as defined by the commissioner of education;
- Be limited to no more than two subjects per student per year, prioritizing Reading Language Arts and Mathematics;
- Occur in groups of no more than four students, unless a parent or guardian waives this requirement, or a ratio waiver is granted; and
- Be documented in a written Accelerated Instruction Plan for any student who fails the same subject in consecutive years.

Accelerated instruction will be scheduled flexibly to meet the needs of THSAL's older and working students. Sessions may occur:

- During academic support blocks embedded in morning and afternoon sessions;
- Before or after school in extended-day periods; or
- During summer acceleration sessions for students requiring additional hours.

Instruction will use high-quality, TEKS-aligned materials vetted through the Texas Resource Review, including Edmentum Exact Path, IXL Learning, Reading Plus®, Phonics for Reading, Wilson Reading, IXL, MindSage, FDIC Money Smart, and Kuder. Lessons will target specific student deficits while reinforcing on-grade-level skills,

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ensuring that students move forward rather than repeat coursework.

THSAL's MTSS framework will integrate academic, behavioral, and social-emotional supports within a unified structure that allows students to receive targeted assistance at increasing levels of intensity based on progress monitoring data. The special education teacher will oversee MTSS implementation, including data collection, progress monitoring, and tutoring coordination. The MTSS Team, including 1) classroom teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist, reviews student data monthly to refine interventions and measure outcomes. Formative assessments, diagnostic data (including the General Assessment of Instructional Needs, GAIN), and credit attainment metrics are used to determine placement and monitor growth.

Tiered Supports:
- Tier I: All students receive rigorous, TEKS-aligned instruction through THSAL's blended-learning model, with teachers differentiating instruction daily using digital dashboards and formative assessments.
- Tier II: Students identified for additional support receive small-group or individualized tutoring within the instructional day. These sessions target specific skills identified through diagnostic data and are led by certified content teachers.
- Tier III: Students demonstrating significant academic or behavioral needs receive intensive, one-on-one or small-group interventions outside the regular instructional block. Interventions are aligned to each student's Individual Success Plan (ISP) and, when applicable, their IEP or 504 Plan.

Tutoring sessions will be tracked in the Student Information System, with attendance, instructional focus, and growth metrics recorded after each session. Teachers and advisory teachers monitor progress weekly, while the MTSS Team reviews outcomes monthly. Adjustments are made when data indicates insufficient progress. Parents are kept informed through dashboard updates and scheduled conferences.

The MTSS Team will evaluate intervention effectiveness through multiple data points, including formative assessment growth, EOC retest performance, credit attainment rates, and course mastery completion. Interventions that demonstrate success will be scaled or maintained; those with limited impact are adjusted using a continuous improvement cycle. All decisions are documented to ensure compliance with HB 1416 alignment with the school's continuous-improvement goals.

NOTE: For the sections above (Special Populations; Emergent Bilingual Students; At-Risk Students), we have drawn from our Gen 30 THSAL charter application.

V. Promotion, Retention and Graduation

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.

THSAL will integrate college, career, and military readiness throughout the student's experience. Students will gain early exposure to dual credit opportunities, CTE pathways, and industry certifications aligned with Texas workforce needs. Advisory teachers will guide students through transition planning, connecting daily learning to

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postsecondary goals, and economic mobility. This emphasis on preparation and purpose ignites optimism and ensures that every graduate leaves with the skills and confidence to pursue their chosen future.

Texas High School for Accelerated Learning will offer graduation plans in full alignment with 19 Tex. Admin. Code §74.11. The school anticipates that most students will earn at least 22 credits to complete the Foundation High School Program (FHSP), consistent with the school's mission to help students at risk of not graduating earn a standard high school diploma and prepare for postsecondary success. Every graduate will complete coursework and credits necessary to earn at least one endorsement and can pursue performance acknowledgements.

THSAL's graduation pathways are designed to meet students where they are academically, accelerate credit attainment, and connect learning to postsecondary and career opportunities. All students will:

- Earn the required 22–26 credits, depending on the selected graduation plan;
- Complete any locally required courses in addition to state-mandated coursework; and
- Meet state testing requirements by passing applicable End-of-Course (EOC) assessments or statewide exit-level exams.

Additional course considerations include:

- Mathematics: Students seeking the Distinguished Level of Achievement must complete an endorsement and take Algebra II as one of their four math credits, satisfying admission requirements for Texas four-year colleges and universities.
- Physical Education: Students with a qualifying disability or illness may substitute another core or locally determined course for physical education, as approved by their ARD or 504 committee.
- Languages Other Than English (LOTE): Two credits in the same LOTE are required for graduation; approved substitutions may apply in specific cases per state guidelines.

To ensure college, career, and military readiness, THSAL will initially offer endorsements in Multidisciplinary Studies and Business and Industry. Each endorsement integrates CTE) coursework aligned to the TEKS, CTE TEKS standards, and 19 TAC §74.1003 for approved Industry-Based Certifications (IBCs).

Students pursuing this endorsement will complete a coherent sequence of four or more CTE courses within TEA-approved Programs of Study, such as:

- Business Management
- Entrepreneurship
- Information Technology (IT Support or Cybersecurity)
- Marketing and Sales

Pathways culminate in opportunities to earn TEA-approved IBCs, such as:

- QuickBooks
- Entrepreneurship and Small Business (ESB)OSHA 10 – General Industry
- NCCER Core Curriculum
- HBI Pre-Apprenticeship Certificate Training (PACT)
- NOCTICompTIA IT Fundamentals (ITF+)

These certifications align with Houston's regional labor-market demand, with, according to the Greater Houston Partnership, evidence that Houston has an above-average and growing demand for middle-skill workers strong prospects for growth across Houston (Kinder Institute, 2024), equipping students for immediate workforce entry

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or continued postsecondary education. This endorsement reflects THSAL's guiding principle of Deliver Student Impact, ensuring students graduate with marketable skills, recognized credentials, and confidence to transition into the workforce.

The multi-disciplinary studies endorsement offers flexibility for students seeking to blend advanced academics with career-focused coursework. Students complete advanced English, mathematics, science, and social studies courses while integrating dual credit or CTE electives aligned with individual goals. This pathway will support individualized graduation planning, enabling students to accelerate credit recovery while exploring multiple career fields. It reflects THSAL's guiding principle of Cultivate Resilience, offering meaningful, achievable routes to graduation for students who have struggled in traditional settings.

THSAL's CTE program is integral to its mission to help at-risk students graduate fully prepared for postsecondary success, whether in college, the workforce, or the military. Research from Hanover (Hanover Research, 2019) indicates that career academies promote credit accumulation, dropout prevention, and postsecondary persistence. CTE participation increases student motivation and engagement while strengthening foundational literacy and numeracy skills while developing the ability to apply critical thinking in real-world situations. The program will emphasize a blended format featuring online learning, teacher-led instruction, individualized academic coaching, certification preparation, and relevant work experience. These course offerings make it possible for students to meet state requirements for a high school diploma while simultaneously earning certifications, licenses, and apprenticeship opportunities. Students engaged in these courses will graduate prepared to enter the workforce or continue postsecondary education or training. Through THSAL's innovative, standards-aligned CTE courseware, students will have access to certified industry experts who provide blended instruction and comprehensive virtual support, while on-site Advisory Teachers serve as classroom facilitators and mentors. Lessons are competency-based and delivered through a blend of interactive videos and VR simulations that replicate real workplace environments.

The virtual reality modules generate realistic sights, sounds, and sensations that allow students to practice hands-on techniques aligned with industry performance certification exams. Students participate using laptops, computers, or VR headsets, engaging in performance-based assessments that simulate authentic worksite conditions. In addition, industry-certified partners will visit the school regularly to deliver specialized workshops and face-to-face training. Finally, THSAL will build partnerships with certification agencies, local colleges, trades organizations, career placement centers, and employers to provide students with industry-specific training and job placement. The school will also coordinate with military recruiters and career readiness counselors to support students interested in military service, including the Texas National Guard and all six U.S. Armed Forces branches.

THSAL will formalize partnerships with Houston City College, certification agencies, trades organizations, career placement centers, and employers to provide:

- Dual credit courses and TSIA2 preparation;
- Industry-based training and job placement; and
- Military readiness advising aligned with CCMR Indicator (J) and the ASVAB Career Exploration Program.

THSAL's endorsement and CTE structure align directly with TEA's CCMR accountability indicators. The school will track and review progress through PEIMS and TSDS data systems, with quarterly leadership reviews and annual Board reporting.

- Industry-Based Certification: Target – ≥60% of CTE concentrators earn at least one IBC; Implementation Strategy: Aligned CTE coursework, workshops, and testing support

- Dual Credit / TSI Readiness: Target – ≥50% of graduates earn six or more dual credit hours or meet TSIA2

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benchmark Implementation Strategy: Partnership with HCC and embedded college readiness preparation

- Military Readiness: Target – ≥10% of graduates meet ASVAB or enlistment benchmarks. Implementation Strategy: Career advising and partnerships with military recruiters

- Overall CCMR Readiness: Target – ≥80% of graduates meet at least one CCMR indicator. Implementation Strategy: Individualized planning and ongoing data tracking

Additionally, 100% of graduates will meet TEC §28.025(c) requirements, including:
- CPR training;
- Proper Interaction with Peace Officers instruction; and
- FAFSA/TASFA completion.

Graduation at THSAL represents more than earning a diploma; it reflects the culmination of the school's guiding principles, ensuring that graduates are college-, career, and military-ready, confident in their capabilities, and prepared to contribute meaningfully to their communities.

- Ground in the Community: Build partnerships with local employers, agencies, and colleges to design relevant, workforce-aligned pathways.
- Cultivate Resilience: Provide flexible, student-centered supports that meet each learner's academic and personal needs.
- Ignite Optimism: Restore confidence and purpose through achievable goals, personalized coaching, and visible progress.

The approach aligns with best practices established by successful alternative schools, including those in the CMO network, where blended CTE sequences, dual enrollment partnerships, and consistent CCMR tracking have produced over 2800 Industry credentials attained among 541 2024-2025 graduates (Second Mile Education [STARS System], 2025). Further, it's important to note: THSAL will monitor participation in outcomes-based funding programs available for all students, including the College, Career, and Military Readiness (CCMR) Outcomes Bonus and the Pregnancy and Parenting Student Allotment (PPSA). These programs provide additional funding to strengthen postsecondary readiness, transition supports, and wraparound services. The school's initial financial model reflects a conservative budgeting approach, allowing time to establish baseline participation data and validate eligibility before incorporating related revenues into future budgets.

NOTE: For the section above (V. Promotion, Retention, and Graduation), we have drawn heavily from our Gen 30 THSAL charter application.

VI. School Culture, Safety, and Discipline

Communicating School Culture

Describe the vision for the school's culture that promotes a safe, positive, and productive learning environment, including any artifacts or specific practices. Explain how the proposed culture aligns with the school's mission and model.

THSAL will foster a safe, positive, and supportive learning environment designed to re-engage students who have struggled in traditional settings and empower them to take ownership of their education. Grounded in its mission, to walk alongside each learner on a personalized path to success through flexible, mastery-based instruction aligned with the TEKS, THSAL's culture is built upon caring relationships, high expectations, and a relentless belief in each student's capacity for success. The school's vision is to become a trusted, community-grounded model that

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transforms futures through rigorous academics, wraparound supports, and meaningful partnerships. Guided by Second Mile's principles: Ground in the Community, Ignite Optimism, Cultivate Resilience, Deliver Student Impact, and Practice Lifelong Learning, THSAL creates a community where students feel known, supported, and capable of lasting success. This culture will be operationalized through daily practices that make safety, belonging, and achievement visible and consistent across the campus. Because culture is inseparable from the lived realities students bring with them each day, THSAL's approach extends beyond the classroom to address the non-academic barriers that often drive disengagement.

Many students who disengage from school face significant non-academic barriers that interfere with attendance and academic focus. Through data analysis, community focus groups and research on opportunity youth in North Houston, THSAL identified key barriers including limited transportation, childcare or caregiver responsibilities, employment pressures, mental health challenges, housing instability, and mistrust of educational institutions due to past negative school experiences. Recognizing that these barriers cannot be separated from academic outcomes, THSAL's culture is restorative, relational, and solutions driven. Each student's challenges are met with compassion and coordinated support.

A Family Support Specialist will serve as a bridge between school and home, connecting families to transportation assistance, childcare options, housing resources, mental health services, and other basic needs through community partnerships, flexible half-day scheduling allows students to balance work and parenting responsibilities while pursuing their diploma, reinforcing THSAL's belief that consistent care is the foundation of renewed engagement and academic success. (Further details are provided in the Transportation Services, Operations, and Student Support sections below.)

To promote a culture of caring, respect, and results, THSAL will implement the following evidence-based practices that operationalize the school's guiding principles:

- Daily Greetings and Recognition: All staff will greet students by name at entry to affirm belonging and recognize attendance. This practice will ground the school in community and ignites optimism by ensuring every student feels seen and valued from the moment they arrive.

- Positive Communication: Teachers will make no fewer than one positive phone call home per month for every student, tracked in the student information system. This consistent outreach will build trust with families and reinforces the school's commitment to partnership.

- Advisory System: Each student will be assigned an Advisory Teacher to support them. Advisory Teachers average a 25:1 ratio and serve as the students' "home base" within the school. Advisors monitor academic success, provide personalized goal-setting support, conduct regular check-ins on social and emotional wellbeing, and serve as the primary point of contact for the students and their families. Through consistent mentorship, advisors cultivate resilience by helping students navigate challenges, celebrate progress, and maintain focus on graduation and postsecondary goals. According to the U.S. Department of Education, National Center for Education Statistics (2023–2024), the national student-to-school-counselor ratio was 376:1.

- Goal-Setting Meetings: Within the first few days of enrollment, each student will participate in an individual goal-setting conference with their advisor and family members. Together, they develop an Individual Success Plan that outlines the student's credit recovery pathway, graduation timeline, postsecondary interests, and non-academic support needs. Goals are revisited regularly during advisory check-ins and formally updated each semester. Progress toward milestones, such as completing 5 credits, reaching 80% attendance, or earning an industry certification, is celebrated through recognition certificates and public acknowledgment. This practice delivers measurable student impact by connecting daily work to long-term aspirations.

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- Student Recognition and Incentive Programs: THSAL implements a multi-tiered recognition system aligned with its core values. Students earn "Second Mile" recognition points for academic achievement (credit completion, test mastery, assignment quality), positive citizenship (helping peers, demonstrating respect, conflict resolution), leadership (mentoring new students, participating in school events), attendance milestones (5 consecutive days, 90% monthly rate) and more. Points will accumulate toward tangible incentives including gift cards, school supplies, school celebration passes. Monthly awards will recognize Student of the Month (one per advisory group), Most Improved Student, Leadership Award, and Citizenship Award, with student names displayed prominently in the main hallway.

- Achievement Celebrations and Ceremonies: THSAL will host monthly all-school celebrations on the last Friday of each month to recognize student growth across multiple domains including academic progress (credit completion, mastery of difficult standards), attendance improvement, college acceptances, industry certification attainment, community service, and leadership. Families will be invited to attend these administration-led events where students receive certificates and recognition, creating a culture where progress is publicly honored. Additionally, THSAL will hold rolling graduation ceremonies, ensuring each graduate's achievements are celebrated with their family and school community regardless of the time of year. THSAL graduates will also participate in a full graduation ceremony in the same way traditional high schools do. Videos highlighting these ceremonies are posted at SME's You Tube Channel (https://www.youtube.com/channel/UCZurmgwz-oUgXGGgSMrdmYw), showcasing the pride and sense of accomplishment shared by students, families, and staff. These celebrations ignite optimism and reinforce the school's culture of persistence and achievement.

- Monthly Celebrations: Administration-led celebrations of student achievement, growth, and leadership will be schoolwide celebrations that highlight academic milestones, credit completion, attendance streaks, college acceptances, industry certification attainment, and other successes, creating a culture where progress is publicly honored.

- Accountability and Professional Skills Development: THSAL's approach to discipline emphasizes accountability, self-regulation, and workforce-ready behaviors. When conflicts or behavioral issues arise, students will engage in structured problem-solving conferences with staff to identify the impact of their actions, take ownership of mistakes, and develop concrete plans for improvement. For minor infractions, students will complete reflection protocols that guide them to analyze their choices, consider consequences, and identify alternative responses they can use in future situations, skills directly applicable to workplace expectations. For more serious incidents, a formal accountability conference will bring together the student, affected parties, family members, and an administrator to establish clear expectations and a behavioral improvement plan. THSAL students will learn conflict resolution, emotional regulation, and professional communication skills essential for success in postsecondary education and careers. This approach cultivates resilience by teaching students to navigate challenges constructively, accept responsibility, and maintain positive relationships in school and future workplaces.

- College and Career Exposure: THSAL will organize college and career fairs (twice per year), campus tours to local community colleges and universities (monthly), industry site visits to local employers in high-demand fields such as healthcare, skilled trades, and technology (quarterly), guest speakers from postsecondary institutions and employers (monthly), and career exploration workshops that include resume building, interview skills, and workplace readiness. These experiences connect students to postsecondary pathways and ignite optimism about their futures by demonstrating concrete opportunities available upon graduation. Additionally, THSAL will partner with 8 Million Stories to give students access to their credentialing programs and partnerships. (See MOU in the Evidence of Community Engagement Attachment.)

- Family Engagement Events: The school will host monthly Family Resource Nights where families will be provided information on community resources such as food assistance, housing support, childcare, and mental health

Academic Experiences and Student Supports

services. These events will ground the school in the community and strengthen family-school partnerships. These events ground the school in the community and strengthen family-school partnerships.

- Professional Development: All staff will receive annual training in Youth Mental Health First Aid, and Handle with Care protocols to ensure they can recognize and respond appropriately to students experiencing crisis or challenging circumstances. Additional professional development will include effective instructional strategies for diverse learners including English Language Learners and students with disabilities, differentiation techniques to meet students at varying academic levels, effective use of the technology-enhanced curriculum platform, and strategies for supporting students with significant credit deficiencies. Staff will also receive training in building positive classroom culture, classroom management techniques for alternative education settings, and strategies for helping students develop self-regulation and executive functioning skills. This commitment to practice lifelong learning ensures staff have the tools to create a structured, supportive environment where all students can thrive.

Building on these school-based trainings, THSAL's professional learning system will be further strengthened through SME's network-wide development model, which serves as a unifying structure for alignment, engagement, and instructional excellence. In addition to the ongoing coaching and support SME provides throughout the year, staff benefit from several coordinated learning opportunities. A yearly Regional Meeting brings SME Senior Operational Leaders and trainers together with school leadership to analyze performance data, identify needs, and refine strategies. The Summer Leadership Conference will gather leaders from across the SME network to collaborate, share best practices, and align improvement priorities, fostering a culture of continuous learning. During the school's first year, targeted trainings will reinforce SME's proven model for serving at-risk students, with follow-up sessions in subsequent years to strengthen implementation. Employee recognition initiatives will further cultivate a positive professional culture by celebrating growth and excellence. Together, these structures will create a cohesive professional learning ecosystem that equips every staff member to support THSAL's mission and meet the complex needs of its students.

THSAL's culture is grounded in the demonstrated success of the SME/ALS network in building safe, supportive, and achievement-oriented schools for opportunity youth. Results from the Spring 2025 Student Survey (n = 8,412) reflect strong student confidence in school safety, belonging, and recognition:

- 93% of students agreed that the building and grounds are safe and provide a healthy place for learning,
- 92% said their school shares success stories and celebrates student achievement
- 74% of students reported having at least one adult who knows them well and supports their goals, and
- Two-thirds said they feel successful at school.

Such results demonstrate the effectiveness of Second Mile's guiding principles, which are the foundation for THSAL's approach. This evidence base demonstrates not only alignment with the proposed model, but also the team's capacity to build and sustain positive school cultures where re-engaged learners thrive.

THSAL's culture of care is directly connected with a commitment to safety. The School Safety Plan, developed in accordance with Texas Education Code §§37.0814 and 37.115 and voluntarily following §22.904, outlines robust measures to maintain a secure, well-prepared campus environment:

- On-Campus Security Personnel: THSAL will hire at least one armed Safety & Security Specialist, and if financially viable, will pursue a contracted Licensed Peace Officer to fulfill Safe School Officer (SSO) coverage during all hours when students are present, as required by TEC §37.0814. The specialist will complete annual training on school safety procedures, crisis prevention, and intervention best practices.
- Controlled Access: The school will maintain secured entry doors with keycard access for staff, alarmed exterior doors, and secured internal access between public and student areas. All guests must be signed in, verified, and badged before entry into classroom areas.

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- Emergency Alert Systems: An under-counter duress alarm at the front desk connects directly with local law enforcement, fire, and emergency services. Each classroom will include a silent panic button, ensuring immediate communication during an emergency.
- Campus Safety Procedures: All student belongings will undergo property safety checks upon entry to campus. An up-to-date campus map will be provided to the Texas Department of Public Safety, local law enforcement, and first responders.
- Comprehensive Preparedness Training: Staff will be certified annually in Handle with Care, Crisis Prevention and Intervention and complete evidence-based mental health training as mandated by TEC §22.904, focused on identifying and supporting youth who may pose a risk to themselves or others.
- Safety Audits and Law Enforcement Collaboration: THSAL will complete an annual school risk assessment, host full-school law enforcement walkthroughs, and hold monthly Threat Assessment meetings including the Safety Specialist and local police partners.
- Emergency Protocols and Drills: The School Safety Plan will include protocols for Drop, Cover and Hold; Fire; Lockdown; Active Shooter; Suicide Ideation; Fights/Riots; Bomb Threat; Hostage Situation; and Injury or Illness Prevention. Additional plans include AED/CPR/First Aid, Bloodborne Pathogen, Epinephrine Administration, Disaster Preparedness and Recovery, Asbestos Testing, and Clean Water Program procedures.
- The school will conduct required drills, including at minimum: one lockdown drill per semester, one secure drill per year, one evacuation drill per year, and one shelter-in-place drill per year.
- Safe and Supportive School Program (SSSP) Team: In compliance with TEC §37.115, THSAL will establish an SSSP Team of at least four members with expertise in counseling, instruction, school administration, and law enforcement. The team will conduct behavioral threat assessments, identify staff and students to whom concerning behavior should be reported, and provide guidance on recognizing and addressing threatening or aberrant behavior that may present a risk to self or others.

Through these layered protections, THSAL ensures a climate of safety, readiness, and confidence, empowering students to focus on learning and achievement without fear or disruption. THSAL's culture animates its mission to walk alongside students on a personalized path to success. Each routine reinforces the school's commitment to caring, respect, and results. By combining relational trust, responsive support, consistent recognition, and comprehensive safety systems, THSAL creates an environment where students not only earn their diplomas but also develop resilience, optimism, and self-efficacy. This integration of culture, community, and safety fulfills the school's vision to become a model of accelerated learning and student transformation across Texas.

NOTE: For the section above (VI. School Culture, Safety, and Discipline), we have drawn from our Gen 30 THSAL charter application.

See Attachment - Proposed Discipline Policy.

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 (TEC), §37.0814, relating to armed security officers at each district campus.

Operations

I. Community Engagement and Student Recruitment

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 - Evidence of Community Engagement.

Board members' lived experience as educators, nonprofit leaders, and Houston ISD trustees revealed that students balancing work, parenting, or care giving responsibilities needed flexible pathways that existing schools could not provide. The THSAL Community Advisory Team, composed of Houston educators, community advocates, and youth services professionals, echoed this insight through years of direct work with opportunity youth that the traditional high school model was leaving over-age, under-credited students behind. Together, these observations, combined with persistent dropout rates and declining enrollment in surrounding districts, prompted the team to engage directly with the community to assess demand and collaboratively design a school that reflects North Houston families' priorities.

When THSAL first applied for Generation 30, evaluator feedback highlighted the need for deeper, more intentional community engagement. The founding team took this feedback seriously and, over summer and fall 2025, conducted extensive boots-on-the-ground outreach across North Houston. By listening closely to families and community members, the team made significant changes, such as relocating the proposed site to the area of greatest need, building authentic partnerships with both grassroots and grasstops organizations, and fundamentally redesigning elements of the school to keep families at the center of every decision.

This work reaffirmed that THSAL's success depends on continuously gathering and acting on community input, a principle that is core to the SME model and will remain central throughout the school's operation. While Second Mile brings a strong record of success in re-engaging students and accelerating learning, the founding team has intentionally adapted its proven model to align with the unique context and priorities of North Houston families. Throughout this process, the founding board members and the Community Advisory Team have remained deeply involved, reviewing community feedback and guiding key design decisions to ensure THSAL reflects the voices and aspirations of those it will serve.

Building on this foundation, THSAL's development was informed by extensive community engagement demonstrating clear demand for an alternative pathway to graduation. In the summer and fall of 2025, the founding team partnered with local community members and organizations to conduct 4 focus groups, hold 4 community interest meetings, table at 5 community events, distribute over 200 informational flyers via canvassing in the community, conduct 1:1 feedback sessions, and collect contact information and feedback via surveys with over 100 respondents. In total, the team reached over 350 community members with over 97 voices directly contributing via focus groups or 1:1 sessions.

Focus groups were held at various community centers, public libraries, event spaces donated by local community members, and in apartment community rooms. Outreach occurred at various times to accommodate families, on weekends and weekdays and both during the day and in the evenings. Incentives were provided to families to reduce barriers (gas gift cards or metro passes, refreshments, and childcare). Materials were offered in both English and Spanish and local organizations partnered to provide us access to students and their families.

The founding team has also engaged local district leaders and State Board of Education members to share early findings, gather feedback, and ensure transparency about the proposed school's mission, design, and goals. SBOE member Staci Childs has not only met with the SME/THSAL leadership but also toured one of SME's successful schools in Georgia. During the Texas State Charter Conference, the team also had the unique opportunity to

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present the THSAL program to three SBOE Members: Members Tom Maynard, Brandon Hall, and LJ Francis. Member Maynard asked direct questions about the target population and understood the school's focus on students facing academic and life challenges, while Member Francis offered to meet again to discuss the program further. SME shared the model with Member Clark who provided positive feedback and thoughtful questions regarding its CCMR focus, the importance of trade preparation, transition to new assessments (which SME has experience implementing in Florida), special education plans, and student supports. The team has also reached out to Dr. Kregg Cuellar (Spring ISD Superintendent) and Dr. LaTonya Goffney (Aldine ISD Superintendent) to develop collaborative partnerships. As with other SME campuses, THSAL aims to work with districts, not in competition with them.

Through these engagements, families consistently expressed frustration with the inflexibility of school schedules, the lack of personalized support for students who had fallen behind, and the absence of options for students balancing work, parenting, or care giving responsibilities. For example, a married couple who attended a local focus group shared that they were both graduates of another charter high school designed for over-age, under-credited youth. One participant reflected, "We left with a diploma, but that was it. The school focused on getting our credits, but there was no postsecondary support. We had a few job fairs, but there really wasn't a plan to make sure we were successful afterwards. So yeah, we got a diploma, but I don't know if it really helped." The couple emphasized the importance of ensuring that THSAL focuses as much on the path after graduation as on graduation itself. In a student focus group, one participant added, "I have a few friends who always miss school because they have to take care of their little sisters or brothers. I don't think they'll make it past this year. If they could go to school half the day and still earn credits and plan for after graduation, they'd probably come more."

Families also shared a desire for smaller, relationship-based learning environments that help students connect school to their goals beyond graduation. Students expressed interest in learning experiences that feel relevant to future employment and in-school opportunities to explore college or career interests. Community members emphasized the importance of flexibility and wraparound supports that meet students where they are and help them re-engage with school.

A few key themes emerged that directly informed THSAL's approach to entering the proposed community: 1) Local Connections Matter. While Second Mile has shown success in various communities, focus groups emphasized the importance of establishing deep local roots in North Houston. Community members emphasized the need for THSAL to connect students to regional credentialing programs, workforce pipelines, and postsecondary opportunities. In response, the founding team partnered with organizations such as MOVE and 8 Million Stories, engaged grassroots and grasstops leaders, and SME leaders made multiple visits to the community to build authentic relationships. 2) Postsecondary Success Must Be Part of the Plan. Families stressed that earning a diploma alone is insufficient; they seek clear, supported pathways to college, careers, and economic stability. 3) Flexibility Is Non-Negotiable. Students balancing work, parenting, and care giving responsibilities need flexible options that enable academic progress without sacrificing academic rigor.

Currently, North Houston students who have fallen behind or dropped out have limited options:

Traditional Comprehensive High Schools: All three of Spring ISD's comprehensive high schools received F accountability ratings in 2025. These schools operate on traditional full-day schedules aligned to four-year graduation plans. According to staffing data collected via phone (October 2025) and enrollment data from TEA's TAPR and accountability reports, each counselor serves ~1,219 students on average. Counselors are reassigned annually by grade level, which limits year-to-year continuity in student advisement and support.

Alternative Dropout Recovery Programs: A few alternative and dropout recovery options exist within the region, but most provide only partial solutions. Some focus narrowly on credit recovery or GED preparation, while others offer limited flexibility or support services. None deliver the full combination of rolling graduation, true AM/PM scheduling, embedded CCMR and CTE pathways, and comprehensive wraparound supports within a Texas-diploma framework. The proposed school fills this clear gap, providing an integrated model that goes beyond

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credit completion to equip students for sustained success in college, career, and life.

GED Programs: Some students who have dropped out pursue GED certification through adult education programs or community colleges. While GED certification provides an alternative credential, research shows that GED holders earn significantly less over their lifetimes than high school diploma holders and face greater barriers to college enrollment and completion. Additionally, the current GED programs provide minimal advising, little access to dual credit or industry certifications, and no proven systematic connections to employers or postsecondary institutions.

Online or Virtual Programs: Some students attempt to complete credits through online programs offered by districts or independent providers. However, research on dropout recovery consistently shows that students who have struggled in traditional settings require high levels of personalized support, human relationships, and structure to succeed. Fully online models lack the teacher-student relationships, real-time feedback, and community connections that are critical for re-engagement and persistence.

THSAL fills a critical gap by offering an innovative, flexible, and rigorous alternative that provides true flexibility without sacrificing quality, embedded CCMR pathways, personalized advising, comprehensive wraparound supports, and a sustainable infrastructure supported by its CMO. Feedback from community engagement directly informed the school's design: the blended model and flexible scheduling reflect what families identified as missing from current options; the focus on postsecondary planning and career readiness responds to concerns that diplomas alone are insufficient; and the small, relationship-based advisory system delivers the individualized support students and families consistently sought. THSAL is actively working to build partnerships with local employers, social service agencies, and post-secondary option opportunities to include but not limited to Houston City College, Lone Star College, Baker Ripley- East Aldine, Harris Health-Aldine Health Center, Houston Food Bank, Northwest Assistant Ministries 8Million Stories, Families Empowered and MOVE. These partnerships will provide students with access to dual credit opportunities, industry certifications, career exploration, and wraparound supports that address barriers to attendance and engagement.

Describe plans and strategies that will effectively support the ongoing solicitation and use of parent, family, and community engagement input for the implementation and operation of the proposed charter school.

As design and planning continue, the founding team will sustain these engagement efforts to ensure the school remains responsive to community needs and grounded in family voice. To maintain this partnership with families, THSAL will actively seek input and recommendations from our students, parents, and families through structured and accessible feedback channels:

Bi-Annual Surveys: Each Fall and Spring, we conduct a minimum of two surveys, one for students and one for parents, resulting in two feedback cycles annually. These surveys will solicit insights on school programming, support services, and overall satisfaction, enabling us to identify strengths and areas for improvement. Surveys will be available in English and Spanish, as well as in audio format for families who prefer or require it. Results from the Spring 2025 Parent Satisfaction Survey from Second Mile Education schools demonstrate the network's proven capacity to foster family trust and engagement:

- 95% of parents agreed that "the school provides the right environment for my child to learn."
- 94% said "teachers and administrators are responsive when I have a concern or need information."
- 93% agreed that "communication between the school and families is clear and consistent."
- 92% would recommend the school to a friend or family member.

These results confirm that THSAL's partner network already excels in building strong school-family relationships, responsive communication systems, and inclusive feedback structures, key components that will anchor THSAL's own engagement strategy.

Once surveys are completed, the CMO, THSAL Board, Community Advisory Team, and the local school leadership

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team will collaboratively review the feedback to identify priorities and areas for growth. Together, they will set goals and determine action steps based on the input received, ensuring that the feedback directly informs the school's initiatives. The results and plans for improvement will then be shared with families through newsletters, advisory meetings, and community meetings, keeping everyone involved and updated on progress throughout the year.

Feedback collected from families and the community will be systematically reviewed and acted upon by school leadership. Input will be routed through appropriate channels, including but not limited to school leadership, the Community Partnership Manager, the Community Advisory Team, and the Family Support Specialist to ensure timely and meaningful responses. Board members, selected for their community ties and expertise, will also review feedback regularly to inform strategic decision-making. This multi-faceted approach to soliciting and incorporating feedback builds on the robust community engagement strategies outlined in our initial stakeholder work. By fostering an open, collaborative environment and maintaining strong community partnerships, THSAL will create a culture of continuous improvement that reflects the evolving needs of the students and families we serve. This strategy not only strengthens trust with stakeholders but also ensures that THSAL remains a trusted and dynamic educational resource within North Houston communities.

THSAL has begun to establish a Community Advisory Team (see Evidence of Community Engagement Attachment for more detail on formation). Moving into our Year 0 planning year we plan to continue this effort with a committee that brings together parents, students, community members, and staff to share ideas, support recruitment and enrollment, celebrate success, and strengthen the connection between school and community. This committee will meet quarterly to discuss school culture, partnerships, student needs, community aspirations, and program effectiveness. Recommendations from the Advisory Team will be reviewed by the Superintendent and shared with the Board at monthly meetings. This ongoing structure for dialogue honors THSAL's commitment to not only serve but join the community while providing stakeholders a voice in governance.

Additionally, “Contact Us" forms on our website, along with direct contact information for a Parent Liaison, will provide families with a consistent avenue for submitting feedback, concerns, or suggestions in their preferred language. To further broaden our understanding of parent and community perceptions, we will leverage platforms such as Google, Yelp, GreatSchools, and Niche. These public reviews will be monitored regularly to identify trends and actionable feedback, ensuring transparency and accountability.

At key moments in a student's time with THSAL, the school will provide opportunities for families to review our program through structured feedback sessions or follow-ups, creating a continuous loop of input and action. Given THSAL's rolling enrollment model, advisors will maintain regular monthly contact with families to discuss student progress, celebrate achievements, and adjust supports as needed, ensuring consistent two-way communication. Moreover, recognizing the essential role families play in their child’s success, THSAL will ensure that communication is transparent and timely. Families will have access to a student information system that provides real-time updates on grades, attendance, and assignments, alongside quarterly progress reports and assessment data. Advisory teachers will maintain bi-weekly contact with families to celebrate growth, address challenges early, and ensure parents have the tools and information needed to support the student’s journey. Communication tools will include: HubSpot (CRM), Sakari (SMS), My Success- Parent Portal, Blackboard, Advisor Contact, Attendance Calls.

THSAL recognizes that many students balance work, parenting, or caregiving responsibilities while completing their diploma. To support these demands, THSAL will provide: Time Management and Study Skills through partnership with local nonprofits, such as MOVE; Work, Parenting, and School Balance Resources via the city-wide Blueprint coalition, shared through our advisory teachers and the Family Support Specialist ; College and Career Readiness Support: Because students enroll and graduate on a rolling basis, THSAL will consistently offer financial aid workshops, college application support, career exploration, and industry certification guidance through both 1:1 advising and regularly scheduled group sessions; Quarterly Family Workshops on topics including navigating postsecondary pathways, financial aid, career readiness, and community resources, scheduled flexibly with

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evening and weekend options

The broader community will continue to play a critical role in shaping THSAL's success. Ongoing engagement strategies include: 1) Transparent Communication: Open board meetings posted on the website with agendas, minutes, and key decisions shared publicly in English and Spanish. 2) Proactive Outreach: Community Partnership Manager actively solicits input from local families, organizations, and stakeholders. 3) Structured Collaboration: Partnerships with Families Empowered, Houston City College, MOVE, Blueprint coalition, 8 Million Stories, and social service agencies inform programming, wraparound supports, and curriculum enhancements.
This multi-faceted approach to soliciting and incorporating feedback builds on the robust community engagement strategies outlined in the initial stakeholder work. By fostering an open, collaborative environment and maintaining strong community partnerships, THSAL will create a culture of continuous improvement that reflects the evolving needs of the students and families it serves. This strategy not only strengthens trust with stakeholders but also ensures that THSAL remains a trusted and dynamic educational resource within North Houston communities.

Student Recruitment Plan [Year 1]

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

Month/Year	Task	Target Student Group (if any)	Estimated Expense
June and July 2026	Design, translate, and distribute marketing materials. Develop bilingual (English/Spanish) flyers, digital assets, and website updates highlighting THSAL's flexible scheduling, tuition-free model, and diploma pathways. Materials emphasize inclusion for emergent bilingual and special education students. Hire and train Community Partnership Manager. Recruit a bilingual outreach professional responsible for partnerships with local nonprofits, community centers, and faith-based organizations. Training includes THSAL's model, IEP accommodations, and culturally responsive communication.	All students; bilingual students	$2,800 + $200 (job board)
August 2026 August 2026-February 2027	Local canvassing and organizational outreach. Team conducts door-to-door outreach, visits local businesses, churches, and workforce programs in low-income neighborhoods to raise awareness and build early enrollment interest. Traditional media and advertising campaign. Launch local newspaper, radio, and community bulletin ads in English and Spanish; distribute flyers at grocery stores, libraries, and transit hubs emphasizing flexible schedules and dual AM/PM sessions.	All; low-income and opportunity youth Low-income, bilingual students	$650 $400/month
December 2026	Counselor breakfast and open house. Host event for local district and charter counselors to explain THSAL's program and referral process for students behind in credits or at risk of dropping out.	At-risk, credit-deficient students	$650
December 2026-March 2027	Digital marketing campaign. Run geo-targeted ads across North Houston, social media storytelling with student testimonials from SME schools, and bilingual landing pages linking to enrollment form.	All students	$1,600/month

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
February 2027	Social worker breakfast and open house. Invite case managers, workforce counselors, and youth service providers to learn how THSAL supports justice-involved, parenting, and working youth through flexible schedules and wraparound supports.	Justice-involved youth; parenting teens	$650
May or June 2027	Administrator open house. Partner with local schools and agencies to strengthen referral pipelines and showcase facility progress and instructional design.	All students	$650
July or August 2027	Enrollment open house and school tour. Host bilingual enrollment events at accessible community venues; provide transportation assistance and evening sessions for working families.	All students	$750
January - September 2027	Targeted outreach via consulates and social service agencies. Partner with cultural institutions, disability service organizations, and immigrant resource centers to ensure equitable access and representation.	All students; bilingual students; students with disabilities	$200/month
February 2027	Social worker breakfast and open house. Invite case managers, workforce counselors, and youth service providers to learn how THSAL supports justice-involved, parenting, and working youth through flexible schedules and wraparound supports.	Justice-involved youth; parenting teens	$650
May or June 2027	Administrator open house. Partner with local schools and agencies to strengthen referral pipelines and showcase facility progress and instructional design.	All students	$650
August 2027	Grand Opening and Ribbon Cutting Ceremony. Celebrate launch with partners, media, and families to build trust, visibility, and word-of-mouth enrollment momentum.	All students	$1,000
December 2027-February 2028	Begin to develop first-year student success stories. Publish graduate spotlights and video testimonials to share on website and social platforms, reinforcing credibility and mission.	All students	$250/month
March 2028	Campus videography and testimonials. Capture student and parent stories highlighting THSAL's impact on credit recovery, flexible scheduling, and postsecondary readiness.	All students	$800
May/June 2028	Inaugural graduation videography and community showcase. Document graduation event to celebrate early success, invite partners, and promote Year 2 recruitment.	All students	$1,200
July/August 2028	Year 1 Impact Report. Publish and distribute report summarizing academic outcomes, credit earning, and student growth to sustain visibility and stakeholder confidence.	All students	$250
	NOTE: For the section above (Community Engagement and Student Recruitment), we have drawn from our Gen 30 THSAL charter application.		

Click to add a row to the table above. | Click to remove a row from the table above.

Admission and Enrollment Period

See Attachment - Admission and Enrollment Policy.

Tentative Application Window Begins/Ends: November 1, 26-March 6, 2027 Lottery Date: March 16, 2027

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II. School Schedule and Transportation

Daily and Weekly Schedule

See Attachment - Annual Calendar and School Schedule.

Yearly Calendar [Year 1]

See Attachment - 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 general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.

The THSAL transportation plan is designed to remove access barriers and ensure all interested families can participate. The school addresses transportation accessibility through three interconnected strategies: strategic facility location(s) near public transportation, provision of public transportation passes to eligible students, and comprehensive support services to help students, including middle school students, navigate transit systems safely and efficiently. Consistent with Second Mile's facility sourcing strategy, THSAL will be located within a short walking distance of major Houston Metro bus routes, enabling reliable and affordable access for students across North Houston, Spring, and Aldine communities. Every Second Mile campus (27 out of 27) is generally situated within one block of a public transit stop, and 70% of students use public transportation to access school. A similar approach will guide THSAL's facility selection.

THSAL has conducted initial analysis of Metro routes (both current and planned future routes) in the target landscape to identify optimal facility locations. The following bus lines are being explored for facility sourcing:
- Greenspoint corridor: Served by routes 85, 56, and 6 - FM 1960 in Spring: Accessible via routes 86 and 96 - Residential complexes: The 99 Ella route connects many of the area's residential complexes
- For students traveling from nearby neighborhoods such as Acres Homes, Northeast/North Forest, and other communities that have expressed need for THSAL's services, route analysis is exploring access with no more than one transfer, ensuring reasonable travel times and minimizing barriers to attendance.

Public transportation passes will be provided to eligible students to cover the cost of using the local bus line. We assume 50% of students will be eligible for the pass. In other schools within SME’s portfolio, student opt-ins account for 35-65% of the student population. For example, students who live two or more miles from campus or in a hazardous traffic area may qualify for a pass. Once a location has been secured, staff will finalize eligibility thresholds based on campus proximity to major transit routes and surrounding neighborhoods, ensuring equitable access for all students.

Additionally, THSAL will strive to be located in close proximity to childcare centers that accept state workforce vouches and Head Start programs, providing affordable childcare options for student parents. THSAL has surveyed the Spring and Aldine areas along Metro bus routes and is sourcing locations that have childcare options within walking distance, specifically ones that are free of charge for eligible families, including public ISD early childhood centers, Head Start programs, and childcare centers accepting NCI/workforce vouchers. By co-locating near childcare services, THSAL aims to remove a barrier that often prevents young parents from re-engaging in

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school and earning their diploma. As part of THSAL's rolling enrollment process, the school will provide comprehensive orientation and onboarding for students as they enter. During this process, THSAL will:
- Conduct travel training and Metro orientation for students and families unfamiliar with public transportation, including how to read routes and schedules, plan trips using Metro's online tools and apps, use fare cards, identify safe waiting areas at stops, and navigate transfers
- Provide individualized route planning assistance based on each student's home address, helping families identify the most efficient routes, transfer points, and travel times to ensure students can arrive on time for their chosen session (morning or afternoon)
- Connect student-parents to childcare resources by providing information on nearby Head Start programs and childcare centers accepting workforce vouchers, assisting families with applications for childcare subsidies and vouchers, and helping families coordinate childcare drop-off and pick-up with school schedules and Metro routes
- Offer ongoing support through the Family Support Specialist, who serves as a point of contact for transportation challenges, helps families problem-solve barriers as they arise, and connects students to additional resources when transportation obstacles emerge

THSAL will utilize Houston Metro's Q Fare, a discounted fare program for students at $0.60 per trip. The school is exploring bulk purchasing arrangements to ensure seamless access for eligible students. The school will maintain an on-campus inventory of passes sufficient for continuous availability and will document all purchases and distributions for a minimum of three (3) years, including receipts and eligibility verification.

Projected Transportation Budget:
Based on transportation trends at other schools in SME’s portfolio, THSAL assumes 50% of our students will opt-in to utilize the local bus line for transportation at a cost of $2 per round trip ($1 each way) for 5 round trips per week for 36 weeks.
- Year 1 (100 students): $36,000
- Year 2 (155 students): $55,800
- Year 3 (190 students): $68,400
- Year 4 (319 students): $114,840
- Year 5 (455 students): $163,800

Transportation costs are included in the school's operating budget and will be funded through per-pupil state funding allocations. The budget includes funds for Q Fare trips, pass distribution and management, administrative coordination, and travel training materials.

Through strategic facility location near major Metro routes, provision of free public transportation passes to eligible students, proximity to affordable childcare for student-parents, and comprehensive travel training and support services, THSAL will ensure that the school is accessible to all interested families regardless of personal transportation resources. This multi-faceted approach recognizes that accessibility for opportunity youth requires more than simply providing passes - it requires intentional facility sourcing, removal of multiple intersecting barriers (transportation and childcare), and ongoing support to help students and families navigate systems successfully. These strategies align with THSAL's mission to walk alongside each learner and ensure that logistical barriers do not prevent students from reclaiming their educational path.

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Describe 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. Also, identify projected budget costs and financing arrangements.

THSAL will provide transportation as a related service for any student whose Individualized Education Program (IEP) or Section 504 Plan requires it to ensure access to a Free Appropriate Public Education (FAPE). Eligibility for specialized transportation will be determined through the Admission, Review, and Dismissal (ARD) Committee for students receiving special education services and through the 504 Committee for students with Section 504 accommodations. When transportation is required, it will be explicitly documented in the IEP or 504 Plan, including the mode of transport, frequency, and any specialized equipment or supervision needed.

Transportation will be provided directly by the school or through an approved contracted provider, with services tailored to meet each student's individualized needs. These may include door-to-door service for students with mobility or medical needs, modified public transportation with staff assistance, adaptive equipment such as wheelchairs or specialized seating, and the assignment of a transportation aide or monitor when necessary for student safety.

If a student's physician prescribes a specialized transportation environment for medical reasons, this documentation will be included in the student's record, and THSAL will ensure that the contracted provider can meet all safety and equipment specifications. Moreover, all transportation providers and staff will meet TEA, IDEA Part B, and ADA requirements for safety, training, and disability awareness. Aides and monitors will receive annual training in emergency response procedures, student supervision, and safe equipment handling
To anticipate potential transportation needs, THSAL has budgeted under the Special Education Services Line of the budget (Line 87 of the budget tab in the FWB) an amount (ranging from $32,400 in year 1 to $152,400 in year 5) to cover costs associated with specialized transportation services, aides, or adaptive equipment for special education students. These costs are expected to be funded as part of the school's annual operating budget and do not require separate financing.

The Enrollment Administrative Specialist/Family Support Specialist will jointly oversee scheduling, compliance, and communication with families and service providers. Documentation of all transportation arrangements, logs, and invoices will be retained in the student's confidential file. Transportation as a related service will be reviewed annually during the student's ARD or 504 meeting to determine whether the service remains necessary and appropriate. Adjustments to the IEP or 504 Plan will be made if the student's needs or circumstances change. Through this individualized, compliance-driven approach, THSAL ensures that all students, regardless of physical, cognitive, or medical need, receive equitable access to educational programs and services, in full compliance with IDEA (34 CFR §300.34(a) and (c)16), Section 504 (34 CFR §104.33), and applicable Texas rules and regulations.

NOTE: For the section above (School Schedule and Transportation), we have drawn from our Gen 30 THSAL charter application.

Required Transportation Services

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

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☒ 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.

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III. Financial Plan [YEARS 1–5]

Financial History

See Attachments:

- Audit Report
- Credit Report
- IRS Form 990

Detailed Financial Plan

See Attachments:

- Budget Narrative
- Financial Plan Workbook

Systems, Policies, and 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.

THSAL will establish a comprehensive financial management system designed to ensure transparency, accountability, and compliance with all applicable laws. All Board financial policies will comply with TEA and FASRG standards and be reviewed by legal counsel prior to adoption. An experienced CMO, SME, will provide financial management and accounting support; however, the THSAL Board will retain ultimate fiduciary responsibility for all financial decisions. All systems and internal controls will be developed in collaboration with SME and formalized in a Board-approved Financial Procedures Manual prior to school opening in August 2027.

Each January of the preceding fiscal year, the Superintendent with support from the SME finance team, will initiate the annual budget development process based on enrollment and attendance projections, with attention to the school mission and academic goals. The draft budget will be presented to the Board Finance Committee in May and finalized for adoption in June. Monthly budget-to-actual reports will be generated by SME, reviewed by the Superintendent, and presented to the Board for monitoring financial health, variance analysis, and adjustments, as necessary.

THSAL's accounting system will follow full accrual accounting under GAAP and TEA Financial Accountability System Resource Guide (FASRG). SME will implement and maintain the accounting software and reporting structure, while the Board's Finance Committee will review monthly financial statements, reconciliations, and up-to-date Charter FIRST Solvency Indicators to ensure accuracy and compliance.

Internal Controls and Independent Audit: Before Year 1, the Board Finance Committee will verify internal controls effectiveness through walkthroughs and sample testing. The following controls will be implemented and fully operational by the start of Year 1 with the backing and support from SME, which maintains a strong track record of fiscal controls across its network of schools:

- Separation of Duties: No single individual will oversee all aspects of a financial transaction.
- Monthly Reconciliations: Independently reviewed by SME's Director of Finance or Controller. Quarterly reconciliations may include special revenue funds due to pending disbursement and pass-through payments.
- Access Controls: Financial systems and records restricted to authorized personnel in accordance with records retention requirements/policies.

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- Independent Audit Support: Maintains detailed, time-stamped records of all financial transactions for accountability and readiness for internal or external review.
- Fraud and Conflict of Interest Policy: Adopted by the Board, aligned with Government Accountability Office (GAO) Green Book standards.
- Independent Audit: Every fiscal year ending June 30, THSAL will engage an independent audit firm to conduct an independent audit of the school. The Board will go through a review and selection process to select the best firm for the school. The Board will ultimately review and approve an annual audit report and submit it to TEA by the required deadline of November 27 . Any findings will trigger a Board-approved corrective action, to be tracked through resolution.

These measures collectively ensure that the Board maintains fiscal accountability and compliance while the CMO provides technical support and implementation oversight consistent with GAAP and FASRG. The Board will receive quarterly dashboards tracking key Charter FIRST solvency indicators (Charter FIRST Indicators 6-15). The CMO will prepare these reports; the Board will validate and approve them. The SME Finance Team will carry out daily fiscal operations, and the THSAL Board remains fully responsible for financial oversight, policy enforcement, and audit readiness.

THSAL will adhere to purchasing policies that prioritize cost-effectiveness, quality, fair and open competition, and ethics and conflict-of-interest compliance. All procurement transactions will require appropriate approvals based on the following thresholds:

- Under $750: Campus principal approval with receipt documentation.
- $750 - $2,500: Superintendent approval with purchase order and documentation.
- Over $2,500: Board approval required.
- Over $100,000: Competitive solicitation process is required, and approval must be obtained from the Board per Chapter 44, Subchapter B, and Government Code 2269.

All procurement will follow Federal Uniform Guidance to sustain open competition and the greatest value. To maintain transparency, purchases made by the Superintendent will be subject to periodic review by the Board's Finance Committee to confirm compliance with procurement policies. The Committee's review will also include related-party transactions, real and apparent conflicts of interest, and fraud.

For purchases made on behalf of THSAL by SME under the management agreement:
- All purchases must receive prior written approval from the Superintendent detailing the intended purchase, including the cost, vendor information, and justification.
- Purchases exceeding $2,500 will require Board approval. All purchases must adhere to THSAL's vendor approval process. New vendors proposed by the CMO must be reviewed and authorized by the Superintendent.
- Documentation for all SME purchases will be maintained in the school's financial records and audited during regular internal or external financial reviews.

To safeguard against potential conflicts of interest and ensure adherence to policies, the CMO's role in procurement is administrative only. All SME-initiated purchases on behalf of THSAL require prior written approval from the Superintendent and review by the Board Finance Committee. Quarterly, the Board will review a report on related-party transactions. Any transaction involving the CMO will be disclosed and approved in advance to comply with IRS Form 990 Schedule L and TEA charter finance standards.
- The Board's Finance Committee will periodically (at least quarterly) review purchasing activities, including transactions initiated by the Superintendent or the CMO, to ensure compliance with internal policies and state regulations .
- Independent Review: The CMO's Finance Director or Controller will conduct monthly reviews of account reconciliations and purchasing logs.

Payroll will be processed through a secure automated payroll system such as ADP, integrated with time-tracking.

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This system will calculate pay and deductions, process direct deposits, and securely maintain payroll records. Payroll registers will be reviewed monthly by both the Superintendent and SME finance staff for accuracy before disbursement. Any changes (e.g., new hires or terminations) will require Superintendent authorization with SME Human Resources (HR) and finance team support. Payroll will comply with all federal and state labor laws, benefits requirements, and reporting deadlines.

THSAL will maintain fiscal solvency through prudent planning and conservative debt management. Targets include Unrestricted Net Assets equal to 15% of expenditures by Year 3; Days Cash on Hand: maintain at least 60 days' cash on hand; Debt service coverage ratio of 1.25:1. Operating Margin: 2-3% annual surplus (except in Year 4, when expansion occurs). The plan aligns with Charter FIRST Indicator 7 and 12 methodologies. In Year 4, the Charter FIRST ratios are expected to fall under the above targets while a second campus is funded. These ratios are expected to recover by the following year (Year 5). Projected operating surplus percentages align with the Financial Plan Workbook.

Contingency planning will mitigate risks associated with delayed or reduced funding. Specifically, THSAL will maintain a balance of cash on hand and current investments equal to at least 3% of total annual expenditures, increasing to 17% by Year 3 (>60 days for 10/10 points for Charter FIRST indicator #7), to protect against funding delays or cost increases. The reserve will build gradually from annual operating surpluses, interest income, and philanthropic fundraising. The reserve will be held in a board-controlled bank account, authorized and monitored by the Board, with access controlled only by the Board's finance chair to address verified short-term liquidity or emergency needs. SME will assist with forecasting and tracking the reserve to ensure compliance with Board policy and Charter FIRST fiscal standards.

If anticipated enrollment or attendance falls below projections, resulting in lower state revenue, the school will activate a contingency plan that includes operational adjustments to staffing while prioritizing essential services, limiting supply and equipment purchases, reducing contracted services, curbing discretionary expenses such as travel, and renegotiating or terminating non-essential contracts. Additionally, SME is committed to covering any shortfalls during the school's ramp-up phase to ensure continued support for school and student success. See attachment – Evidence of Financial Support. If the performance of campus 1 falls short, philanthropic giving is not as strong as the board anticipates, or any combination thereof, the second campus buildout will be postponed to reserve resources and continue the school's mission.

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	Governing Board	Approves the annual budget, monitors financial reports, ensures fiscal oversight and compliance with state and federal guidelines, oversees financial performance, oversees SME, and approves independent audit results.
	Board Finance Committee	Reviews monthly and quarterly reviews financial reports, approves financial policies, and monitors compliance with Charter FIRST standards, recommends corrective actions (as necessary).

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Type	Position Title(s)	Duties and Responsibilities
Administrative	Superintendent (with SME support)	Oversees all financial operations, ensures policy compliance; supervises budget preparation and execution, develops and oversees administrative procedures, and presents monthly financial reports to the Board.
	SME Controller	Manages day-to-day financial operations, including accounting, reconciliations, reporting, and compliance with FASRG and GAAP. Enforces internal controls and prepares monthly financial statements. Ensures adherence to purchasing policies, maintains approved vendor lists, reviews vendor contracts, and processes purchase orders and approvals.
	SME HR Director	Manages payroll authorization, oversees personnel budget planning, and ensures compliance with HR/employment laws and compensation policies.
Vendor	External CPA	Conducts independent annual financial and administrative audits, provides compliance reports, and ensures adherence to state and federal regulations. Reports findings to the Board.
	Accounting Software Vendor	Provides financial accounting system support, ensures system compliance with state requirements, and assists with customization for reporting needs.
	Payroll Manager (SME)	Processes payroll, calculates pay and deductions, manages direct deposits, and generates payroll reports for review by the finance director and Board.
	Accountants (SME)	Provide detailed financial analysis, support reconciliation tasks, assist with financial reporting, and ensure compliance with state and federal accounting standards.
	Accounts Payable Services (SME)	Process vendor payments, maintain records of invoices and disbursements, and ensure timely and accurate payment cycles.
	Financial Planning & Analysis (SME)	Develop financial forecasts, conduct variance analyses, assist with long-term budget planning, and provide actionable insights to support financial decision-making.

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).

The Board and Superintendent will collaborate with the proposed Charter Management Organization (CMO) as a key resource to implement a comprehensive financial management plan that adheres to Charter FIRST standards, ensuring fiscal accountability, transparency, and compliance with state requirements. This starts with ensuring all key stakeholders are properly trained on the Financial Accountability System Resource Guide (FASRG) and Charter FIRST provided by a highly experienced charter school operator, expert, or legal counsel .

1. Establishment of Sound Financial Policies and Internal Controls: The Board will adopt comprehensive financial policies to ensure transparency, accountability, and compliance with Charter FIRST. The Board will maintain strong internal controls, including clear separation of duties, Board approval for all expenditures exceeding $2,500 , and monthly reconciliations of all significant accounts. All records will be maintained in accordance with state retention requirements. Each year, an independent CPA firm will conduct a full financial and compliance audit, which will be reviewed by the Board and submitted to TEA by the statutory deadline of November 27, with the FY ending on

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June 30.

2. Budget Development and Monitoring: Annual budgets will be developed beginning in January, reviewed by the Finance Committee in May, and adopted by June. Monthly reports will include variance analysis and quarterly reviews of Charter FIRST indicators.

3. Financial Solvency and Debt Management: THSAL will maintain fiscal solvency through prudent financial planning, conservative debt management, and consistent Cash Balance growth. The school will target a balance of cash on hand and current investments of at least 15% of total annual expenditures and sustain a debt service coverage ratio of no less than 1.25 to 1. The financial plan also projects an annual operating surplus of two to three percent of total revenue (except in Year 4), which will strengthen the cash balance and ensure long-term financial stability. Any new financial obligations or debt instruments will require Board approval, supported by analysis from the CMO's finance team to confirm affordability and alignment with revenue projections.

4. Compliance and Reporting: The Superintendent or designee, with SME assistance will oversee the timely submission of all required financial reports, including annual financial and compliance audits, ensuring adherence to TEC §39.083 and §44.008. The CMO will prepare and verify financial data in alignment with the FASRG and GAAP standards. Reports presented to the Board will include reconciled bank statements, cash flow summaries, and Net Asset projections, enabling transparent decision-making and proactive adjustments to maintain fiscal health.

5. Performance Monitoring: The Board Finance Committee will conduct quarterly reviews of THSAL's financial performance using a compliance dashboard based on Charter FIRST indicators #6-#15. The Superintendent and CMO will jointly present updates on solvency, expenditure ratios, and debt service coverage. If any metric falls below target thresholds, such as days of cash below 30 or a debt service ratio below 1.2, the Superintendent and CMO will prepare a written Financial Corrective Action Plan within 30 days. This plan will identify causes, corrective steps, and timelines to restore compliance and preserve the school's fiscal integrity.

6. Engagement of Independent Auditors: The Board will contract with an independent CPA audit firm to conduct annual financial and administrative audits, ensuring compliance with Texas Administrative Code 19 §109.23. The CMO will assist in preparing audit documentation and addressing any findings or recommendations.

7. Training and Capacity Building: The Board and Superintendent will participate in annual financial management training, leveraging expertise from the CMO and other third-party experts to stay up to date on Charter FIRST standards, state funding requirements, and FASRG guidelines. All Board members, the Superintendent, and financial staff will complete annual Charter FIRST and FASRG training. The CMO will also provide semi-annual professional development to enhance the financial capacity of the school's leadership team, review indicator performance, and updates to TEA standards.

By leveraging the expertise of our Board Chair who brings working knowledge of TEA's Charter FIRST requirements, informed by his prior HISD experience with comparable financial accountability processes, including but not limited to annual compliance meetings and presentations to the public, as well as SME's 17 year record of experience successfully operating schools with clean independent audits, the Board and Superintendent will ensure the school's financial management practices are fully aligned with the Charter FIRST system. The schools managed by the CMO have consistently demonstrated fiscal health, regulatory compliance, and transparent financial reporting, fostering a foundation of fiscal responsibility, accountability, and long-term operational success. CMO-managed schools' financial audits are available upon request.

The Board and Superintendent, with support from the CMO, will monitor the following financial indicators quarterly:
- Timely Financial Reporting (Indicator 1): Annual Financial and Compliance Reports will be submitted to TEA by November 27, following the June 30 fiscal year end.
- Audit Opinion (Indicator 2): The school will maintain an unmodified, clean audit opinion with no material

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weaknesses in internal controls.
- Days of Cash on Hand (Indicator 6): A goal of a minimum of 30 days of operating cash to ensure liquidity and financial stability.
- Current Ratio (Indicator 8): Goal of current assets to current liabilities at least 1.5
- Yearly Operational Management (Indicator 9): Do the charter school's revenues equal or exceed expenses?
- Operational Variance (Indicator 10): Did the charter school average less than a 10% variance when comparing budgeted revenues to actuals?
- Debt Service Coverage Ratio (Indicator 12): Goal of a ratio of at least 1.25 to 1, demonstrating sufficient income to meet debt obligations.
- Operating Margin: THSAL will target an annual operating surplus of at least 2% of total revenue to support cash balance growth.
- Net Asset Growth: The school will demonstrate positive year-over-year growth in total net assets.
- Audit Findings and Corrective Action: Any findings will be addressed through a Financial Corrective Action Plan developed within 30 days and resolved within 12 months.

The CMO's finance team will prepare quarterly financial dashboards tracking these indicators. The Superintendent and Board Finance Committee will review results quarterly and present them to the full Board. Any indicator falling below the target threshold will trigger a written corrective plan identifying causes, actions, and timelines to restore compliance. This ongoing monitoring ensures that THSAL's Board maintains active fiscal oversight and that all financial practices remain aligned with GAAP, FASRG, and Charter FIRST standards.

External Funding Assumptions

See Attachment - Evidence of Financial Support.

Charter Portfolio

I. Portfolio Data and Reflections

Portfolio Overview Workbook

See Attachment - Portfolio Overview Workbook

Reflections

Discuss and reflect on the entity's overall student performance and accountability from the last two years of available data.

Second Mile Education, formerly Accelerated Learning Solutions (ALS) Education, operates charter schools designed to reengage students who have disengaged from traditional school settings and are significantly off track for graduation. SME's mission is rooted in removing barriers to academic success and unlocking the next generation's power to overcome through an accelerated, student-centered model that delivers measurable learning growth. In February 2025, ALS unveiled rebranding efforts as Second Mile Education, a name that represents our dedication to going further, empowering students to overcome life's hurdles and realize their full potential. SME currently operates schools in three states, Florida, North Carolina, and Georgia, all of which are held to rigorous state and authorizer accountability systems while maintaining full compliance outcomes under rigorous state and authorizer accountability systems. While SME does not yet have performance or accountability data in South Carolina, the SME model has been approved to open five dropout prevention and credit recovery schools, beginning in 2026.

Guided by the principle to "deliver student impact," and "do what it takes every day to earn the highest school accountability rating," (SME Purpose & Guiding Principles), SME has demonstrated a strong record of academic growth for students who are over-age, under-credited, and often significantly behind academically when they enroll. Many of the students served face substantial life challenges. In 2024-25, 37% of our students are parents or hold responsibility for the care of a family member, and 39% work full- or part-time jobs to support themselves or their family (SME 2024-2025 School Impact Report).

SME schools pave the way for potential. According to the GAIN (General Assessment of Instructional Needs) assessments administered at entry, the typical student referred to an SME school arrives performing far below grade level; 96% were below grade level in reading (average 3rd grade), 98% were below grade level in math (average 4th grade) and the average GPA upon entering an SME high school is 1.57. However, through targeted instruction, accelerated learning pathways, and support, students regain academic momentum. After entering at a 3rd grade reading level and engaging in at least one semester, 86% of students increased by at least one grade level, 67% increased by at least two grade levels and 44% increased by three plus grade levels (SME 2024-2025 School Impact Report).

This growth translates to strong accountability results across states. In Florida, 19 of SME's 20 (95%) alternative charter schools earned a "Commendable" rating in 2024-25 under the state's School Improvement Rating (SIR) system. The highest possible designation under Florida Statute 1008.341 (Florida Statutes, 1008.341), indicating significant student learning gains in both English Language Arts and Mathematics. The remaining school earned a "Maintaining" rating due to limited baseline data in its early years of operation; the rating was not based on academic decline.

SME's schools outperform other alternative education providers in Florida: while only 36% of CMO-operated alternative schools earned a Commendable rating, SME achieved nearly triple that rate (95%), and when SME schools are removed, the average drops to 32%. Notably, 95% of SME- managed schools ranked in the top quartile statewide for combined English Language Arts and math student learning gains among alternative education schools in 2025 (Florida Department of Education, 2025 and SME SIR 2025). This built on the strong performance

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demonstrated in 2024, when 89% of schools earned a "Commendable" rating. Florida authorizer compliance evaluations confirm this performance trend. In the past two years, all SME schools have been rated “In Good Standing” or “Meeting Standards” academically and financially across sponsoring districts, including Orange, Lee, Hillsborough, Miami-Dade, Seminole, Brevard, Manatee and Palm Beach Counties. SME has built credibility with districts because it consistently “lives up to its promise” to students and families.

In North Carolina, SME manages three alternative charter schools that operate under the state’s Alternative Schools’ Accountability Model – Option C, which is approved annually by the North Carolina State Board of Education. Unlike traditional A–F grading systems, Option C is intentionally designed for schools serving over-age, under-credited students and prioritizes academic growth, graduation momentum, and college and career readiness. Accountability determinations are based on a locally developed and state-approved plan that includes rigorous, evidence-based indicators, such as longitudinal growth in English Language Arts and Math measured by Education Value-Added Assessment System (EVAAS), credit accumulation toward diploma completion, GPA improvement, attainment of industry-recognized credentials through Career and Technical Education (CTE).

To earn a “Highly Effective” designation, schools must meet or exceed the majority of their approved accountability indicators at state-defined thresholds. In years 2022–23, 2023–24, and 2024-25, 100% of SME’s NC schools exceeded EVAAS growth expectations in ELA and Math, demonstrated significant gains in graduation progression, and increased CTE credential attainment among reengaged students, affirming SME’s strong implementation of personalized intervention, mastery-based credit recovery, and workforce-aligned learning pathways (North Carolina Department of Public Instruction, 2025).These results reflect SME’s guiding principle to “ignite optimism” by raising expectations for students who have previously fallen behind and “cultivate resilience” through a model that adapts instruction to each learner’s circumstances while maintaining high academic outcomes.

In Georgia, the third state where SME has schools, SME operates one public charter high school (Skyview) under Fulton County Schools. The school is evaluated under Fulton County Schools’ charter contract performance framework (Georgia does not yet have an Alternative Accountability system). For the last three consecutive years (2022-23,2023-24 and 2024-25), Skyview has met or exceeded all seven (100%) of the Academic Achievement “Third Look Measures,” including growth benchmarks tied to credit recovery, promotion index, attendance improvement, and graduation momentum. The school is currently meeting all expectations for renewal.

SME has a strong renewal history across all three states, including ten and fifteen-year renewal terms in Florida and seven-year renewal terms in North Carolina based on academic growth, fidelity to mission, compliant operations, and financial viability. In Georgia, SME was granted a four-year renewal term, indicating the school is building longitudinal performance data while demonstrating the authorizer’s confidence in its academic model.

Moreover, district and authorizer reviews consistently validate SME’s strong record of operational and regulatory compliance across its network. Recent audits across SME-managed schools report high or perfect compliance scores, and well-organized documentation with no corrective actions required. Authorizers routinely commend SME schools for timely reporting, audit-ready records, and proactive leadership, reflecting an organization viewed as highly responsive, transparent, and dependable in meeting state and district standards.

Five-year graduation rate data have not been reported for SME’s schools because the jurisdictions in which they operate do not publish extended-cohort graduation rates for alternative education settings. This reporting limitation can distort performance comparisons, as federal cohort rules exclude students who re-enroll after exiting or who transfer into credit-recovery programs mid-cohort. To provide a more accurate picture of student outcomes, SME tracks longitudinal diploma attainment and credit recovery as part of its Impact Report. In 2024–25, 3,452 off-track students earned a high school diploma through SME schools, and an additional 1,986 students graduated on time with their original cohort. These results demonstrate SME’s measurable success in re-engaging students who were significantly off track and guiding them to graduation.

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Additionally, average credit earning rates more than doubled after enrollment, increasing from 3.0 credits per year before reengagement to 6.1 credits per year, and students made significant academic recovery, gaining an average of three grade levels in reading after one semester, with 86% improving at least one grade level. (SME School Impact Report 2024-25). Notably, 938 students caught up and returned to their district school demonstrating the organization's commitment to serving as a partner with its local public school districts. Data shows 77% of students persist in school after reentry, and 24% of participating students earn industry-recognized credentials in fields such as health care, construction trades, and IT. These outcomes reflect learning acceleration as well as lives redirected. Students who were previously disengaged now graduate, enter the workforce, or transition to postsecondary opportunities.

The last three years of performance and accountability data demonstrate that SME delivers measurable academic growth and reengagement outcomes for alternative education students while maintaining strong state and authorizer compliance. The organization's reflective, data-driven approach and commitment to closing subgroup gaps demonstrate readiness to produce strong student outcomes in Texas. SME's proven model directly aligns with THSAL's mission to provide high-quality, accelerated learning pathways that put disconnected youth on track for graduation, career readiness, and long-term success.

Across the CMO portfolio, SME evidences a consistent ability to achieve the highest accountability ratings, accelerate learning gains, and sustain reengagement outcomes for students who are over-age, under-credited, or previously disconnected from school. These results demonstrate both capacity and readiness to partner with THSAL in Texas. SME's proven model aligns directly with THSAL's mission: to re-engage students at risk of not graduating by walking alongside each learner on a personalized path to success. Rooted in Second Mile's guiding principles, the school cultivates resilience, ignites optimism, and builds lasting connections that help students realize their full potential.

Finally, SME's commitment to accountability and transparency is reinforced by its commitment to the board's oversight framework, which facilitates alignment between the CMO's strategies and school goals as defined within this charter application, regulatory requirements, state accountability standards, and governing board expectations. This framework includes regular reporting by the Superintendent, in collaboration with and supported by the CMO, on key performance indicators (KPIs) to the governing board. These reports will provide updates on progress toward school goals and identify areas for improvement, accompanied by actionable improvement plans where needed.

By fostering accountability at every level, the THSAL board will ensure that SME operates with the highest level of integrity, aligning its practices with both the expectations of stakeholders and the rigorous standards outlined in the charter application. This collaborative and transparent approach supports the achievement of meaningful, measurable outcomes for students and schools alike.

Describe an instance (reflected in recent performance data) where a student group underperformed significantly. What systems of support and intervention were put in place to support that population to demonstrate stronger achievement in following year(s)? What systems or supports, if any, did the network provide at the campus level to assist in this performance growth?

Across the SME network of schools (5) in Miami, Florida, recent performance data identified students entering below grade level in literacy as the most significantly underperforming group. This underperformance was most evident in the English 10 statewide assessment, Florida Assessment of Student Thinking (FAST), where the majority of students scored below proficiency (Levels 1–2). Specifically, the 2023 FAST English 10 results revealed an example of subgroup underperformance among Hispanic and Black/African American students, whose initial proficiency rates were 11.2 percent and 7.8 percent, particularly in the domains of Reading Informational Text and Reading Across Genres & Vocabulary. Analyzing results at the domain level was essential, allowing us to identify comprehension and vocabulary as the specific skill gaps driving underperformance, allowing SME to design targeted literacy interventions rather than broad remediation to directly address the foundational skills that were

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essential for student growth.

The Miami subset was selected as a representative example of how SME conducts regional data reviews to identify subgroup performance trends and guide instructional improvement across the network. Each year, SME disaggregates results by state, region, and subgroup to analyze performance patterns and refine interventions. The Miami campuses, serving over 1,200 students whose demographics mirror the broader network (predominantly Hispanic and Black/African American, 89% economically disadvantaged, and primarily over-age or under-credited), provided a reliable dataset within the Florida's FAST (Florida Assessment of Student Thinking) assessment system. Analyzing this subset allowed SME to diagnose literacy challenges, pilot targeted MTSS refinements, and scale effective practices across all states, informing readiness to grow into Texas.

This pattern aligned with networkwide diagnostics showing that 96 percent of students entered SME managed schools reading below grade level, averaging a Grade 4 reading level at age 17, approximately two years older than their expected cohort. The 2025 School Improvement Rating (SIR) results in Florida reinforced these findings: although 62.8 percent of students demonstrated learning gains in English Language Arts, the majority remained below proficiency, underscoring the need for sustained, targeted literacy support.

Beginning in 2024, SME launched an enhanced MTSS to address these gaps. Daily literacy intervention blocks were embedded into all schedules, using Reading Plus and IXL as instructional supports for individualized remediation. Biweekly progress-monitoring reviews allowed teachers to adjust interventions based on data. Instructional strategies were refined through explicit vocabulary instruction and scaffolded writing routines, supported by a dedicated Reading Interventionist who conducted biweekly coaching cycles aligned to the B.E.S.T. standards. Professional Learning Communities (PLCs) met regularly to analyze formative assessment data, identify low-performing standards for reteaching, and share high impact strategies yielding success within the organization.

At the network level, SME enhanced its accountability systems to ensure that the MTSS updates were both strategic and measurable. The network launched quarterly "Data Deep Dive" sessions, bringing principals and instructional leaders together to analyze subgroup trends. The Educational Information System (EIS) Dashboard was upgraded to include comprehensive accountability metrics, particularly student learning gains in English Language Arts, permitting campus leaders to monitor student growth in real time, identify specific standards needing reteach, and deploy instructional support more efficiently.

Between 2023 and 2025, English 10 proficiency increased from 11.2% to 15.9% for Hispanic students (+4.7 pts) and from 7.8% to 11.6% for Black/African American students (+3.8 pts). According to the 2025 School Improvement Rating (SIR), English Language Arts learning gains averaged 62.8% across five Miami campuses (Second Mile Education [STARS System], 2025). These measurable gains demonstrate the effectiveness of the enhanced MTSS framework in closing subgroup performance gaps. The same structures (e.g., daily intervention blocks, data-driven reteach cycles, and instructional coaching) will inform the THSAL literacy model, ensuring that Hispanic and Black/African American students in North Houston benefit from early, targeted, and measurable support.

NARRATE THE IMPLICATIONS OF RECENT PERFORMANCE FOR STUDENTS WITH DISABILITIES. WHAT SUCCESSES ARE NOTEWORTHY, AND WHAT ARE SOME CHALLENGES THE ORGANIZATION HAS FACED? HOW WERE THESE ADDRESSED OR BEING ADDRESSED SYSTEMICALLY?

SME has demonstrated measurable, sustained progress in improving academic outcomes for students with disabilities (SWD) while building the systemic structures necessary to ensure high-quality, compliant services across all campuses. Over the past five years, SWD across SME schools have shown accelerated growth in core academic areas, increased credit attainment, and greater engagement in graduation pathways, key indicators of success in alternative education settings.

As of 2024–25, SME serves approximately 1,500 students with disabilities across 27 campuses, representing ~17%

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of total enrollment. Internal longitudinal data from SME's STARS academic platform show that SWD achieved an average of 1.5 years of reading growth per academic year over the past four years. GPA trends reflect similar improvement, increasing from an average of 0.81 in 2020–21 to 1.39 in 2023–24. Gains were especially notable among specific subgroups: students with autism improved GPA from 0.28 to 1.1, and students with hearing impairments demonstrated exceptional growth from 0.18 to 1.65. These increases correspond with improvements in credit accumulation, as SWD progressed academically while regaining graduation momentum. For example, annual credit earnings increased from 2.7 to 4.6 credits for students with autism and from 4.14 to 6.4 credits for students with emotional or behavioral disabilities.

State assessment performance confirms these upward trends. Between 2024 and 2025, students with Specific Learning Disabilities improved 7.5 percentage points in CTE readiness (89.0% to 96.5%), while students with Emotional/Behavioral Disabilities increased 2.6 points in mathematics proficiency (82.7% to 85.2%). Students with Intellectual Disabilities made a 15.9-point gain in math proficiency (76.8% to 89.0%), reflecting the increasing effectiveness of SME's structured intervention model and inclusive instructional practices.

These results are the product of intentional systemwide supports that SME has implemented across its network-aligned model for serving SWD. Supports include:

- A Multi-Tiered System of Supports (MTSS) with implemented networkwide improvements in 2023–24 that strengthened early identification, progress monitoring, and intervention delivery for students requiring academic and/or behavioral support
- Weekly data meetings supported by Edmentum Exact Path diagnostics.
- Real-time IEP progress monitoring through the STARS IEP Tracker.
- Structured co-teaching models and collaborative instructional planning.
- The Network SWD Intervention Playbook (2024) to standardize practices.
- Universal Design for Learning (UDL) and assistive technology integration.
- Behavior Intervention Teams support access to learning and reduce removals.
- Instructional coaching cycles using the SME Walkthrough Tool with a focus on inclusion fidelity.

While SME has demonstrated meaningful progress for students with disabilities, the organization recognizes that continued diligence is essential to ensure consistent performance across campuses and disability categories. To reduce variability and close subgroup gaps, SME has strengthened network-wide instructional systems designed to improve both intervention quality and instructional coherence.

Beginning in 2023–24, SME implemented:

- A Multi-Tiered System of Supports (MTSS) with defined intervention pathways in literacy and math
- Small-group instructional cycles aligned to individual skill recovery needs
- High-Quality Instructional Materials (HQIM) integration across all core content areas
- Three-week interim assessment cycles to monitor subgroup progress
- Targeted professional development in academic language instruction and data-driven teaching

These enhancements ensure that SWDs benefit from aligned, high-quality instruction in the general and specialized settings, while intervention delivery and progress monitoring remain consistent across campuses.

To strengthen federal compliance and ensure consistent service quality, SME has centralized its special education oversight and monitoring systems. In prior years, two smaller campuses serving highly mobile student populations temporarily reported zero students with disabilities due to delays in the transfer and verification of incoming IEP records. In response, SME instituted a ten-day verification requirement for all new enrollees, launched quarterly Child Find audits, and implemented standardized protocols for early identification and timely service delivery. These systemic measures reinforce SME's commitment to IDEA compliance, equitable access, and continuous improvement in support of students with disabilities.

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Finally, in 2025, SME launched a Special Education Improvement Framework to drive ongoing excellence across the network. The framework focuses on strengthening instructional coaching for inclusion, improving intervention fidelity, and aligning IEP services more closely with classroom instruction. These systems and practices will be fully replicated at THSAL campuses to ensure that students with disabilities receive high-quality, compliant, and outcomes-driven services from day one.

Narrate the implications of the organization's teacher retention data. What successes are noteworthy, and what are some challenges the organization has faced? How were they addressed or are being addressed systemically?

Second Mile Education demonstrates ongoing improvement in instructional staff retention, evidencing a strategic investment in workforce stability within high-need educational contexts. Over the past four school years, SME's networkwide instructional staff retention has increased from 79.9% in 2022–23 to 89% in 2024–25. Nine campuses retained 100% of instructional staff last year. SME attributes this stability to persistent investment in teacher coaching, career advancement pathways, staff engagement to better understand what needs can be met to help them succeed, and professional learning communities aligned to student growth priorities.

Second Mile maintains a stable and mission-driven instructional workforce, as demonstrated by an average teacher tenure of approximately four years across the network, well above national averages for high-poverty schools. Nearly one in ten (25 instructional staff) have dedicated more than a decade to continuous service at Second Mile schools. One staff member was recently recognized by the organization, the governing board, and the authorizing school district for showing up for work for over 2,633 consecutive days. Newly opened schools, which historically face the highest turnover pressure, are also showing promising retention trends: schools under five years old averaged 74% retention during the past four years compared to 81.8% for more mature schools, reflecting early pipeline stabilization and targeted onboarding support (Second Mile Education, internal HRIS data, 2025).

These gains are especially notable given SME's operating context and the students it serves, primarily students who are over-age, under-credited, or impacted by trauma, foster care, or economic hardship. Despite intensifying national pressures on teacher retention since the pandemic, SME has maintained a stable core teacher turnover rate of 22.4%, compared to a national post-pandemic surge in educator attrition. SME's teacher survey data reinforces these outcomes.

Reflecting its strong organizational culture and commitment to staff well-being, SME earned Great Place to Work® certification in 2024 and again in 2025, based on survey data from 316 instructional and support staff. Results demonstrate exceptionally high levels of employee satisfaction:
- 95% of respondents agreeing: "I feel like I make a difference here."
- 93% of respondents agreeing: "This is a physically safe place to work."
- 93% of respondents agreeing: "When I look at what we accomplish, I feel a sense of pride."

Retention improvements have been driven by sustained action in response to staff feedback. SME strengthened instructional stability by investing in professional learning communities, data coaching systems, and leadership development pipelines that create advancement pathways for effective educators. Beginning in 2023, SME also implemented market-aligned salaries and regional compensation tiers to remain competitive in high-cost markets. To reduce early-career attrition, the organization launched a structured New Teacher Support Program that pairs new educators with mentor teachers and provides embedded coaching during the first two years of service. SME further addressed mid-year attrition and burnout by expanding mental health supports, restructuring workloads to protect instructional time, and reinforcing a culture that prioritizes educator well-being and professional growth.

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While challenges remain, particularly at newly opened schools where staffing pipelines are still developing, retention at campuses operating fewer than five years has already reached 74%, compared to 81.8% at more established campuses. These gains reflect SME's evolution from isolated retention strategies to a systemwide human capital strategy grounded in data, teacher voice, and long-term workforce planning.
With a Superintendent who is both deeply familiar with the target region and has successfully led an SME campus (Kendall Greens High School) to strong results, SME is well-positioned to accelerate new school stabilization and strengthen early-stage staff retention. As a result, SME enters its next phase of growth, including expansion into Texas, with a stable instructional workforce, proven retention systems, an emerging teacher pipeline strategy, and a culture that supports educator longevity and sustained student impact.

II. District Campus Charters or Relocating Entities

Portfolio Expansion

Describe the organization's decision to pursue a Subchapter D Open-Enrollment Charter School in Texas.

Describe how the organization has prepared and assigned resources in anticipation of adding a local education agency to the charter portfolio.

Describe how the organization has prepared to operate within Texas charter school requirements.

Governance

Describe any changes to the organization's board structure that will be adopted as result of adding a Subchapter D Open-Enrollment Charter School to the organization's portfolio. If no changes are planned, provide a rationale that the current structure will lead to effective governance for the proposed school.

Financial Controls

Describe the financial controls that ensure proper separation of funds between the Subchapter D Open-Enrollment Charter School and other operations within the portfolio.

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III. Charter Management Organizations

Selection Process

Describe how the CMO was identified and the process for selecting the proposed CMO including what evidence was evaluated in making the selection.

To identify and select the most accomplished and mission-aligned CMO to support a Dropout Recovery School Program for the Houston area, the proposed board members conducted an intentionally evidence-based search and evaluation process, that began with identifying CMOs with demonstrated experience serving non-traditional and at-risk student populations. After collecting information and conducting initial screenings, the Board narrowed the process down to three CMOs, including SME (formerly ALS), a national alternative education operator; a Texas based charter network with dropout prevention programming; and a national CMO whose model uses a hybrid of blended learning approach. The three CMOs were evaluated using transparent selection criteria that considered student impact, scalability to Texas, cost structure, and accountability results.

More specifically, evaluation criteria included 1. Mission and population alignment (25%), a non-negotiable factor in selecting a long-term partner to serve Houston's most vulnerable youth; 2. Impact and student growth (25%), including evidence of learning gains, graduation progress 3. Model innovation and instructional design (20%), including personalized approach, MTSS, CCMR readiness, 4. Fiscal and operational capacity (15%), Texas expansion readiness, proven school replication, financial sustainability, 5. Cost and value (10%), transparent and comprehensive fee structure with attention to keeping funds in Texas, 6. Compliance and accountability history (5%), renewal history, etc. The board sought a proven CMO that would provide a proven model that could be effectively customized to the Texas landscape and statutes.

The Board also engaged its multi-step due diligence protocol which encompassed the following:

- Document Review: Multi-year performance dashboards and disaggregated data sets, accountability reports, parent and student survey results, graduation outcomes, MTSS structures, staffing models, management contracts, business plans.
- Financial Vetting: Audited financial statements, fee structures, and historical budget reports were reviewed to ensure fiscal responsibility and transparency.
- School Visits: The Board visited schools operated by the CMOs. For SME specifically, board members spent time at campuses in both new and seasoned Florida sites. Observations included instructional models, intervention delivery, school culture, student and staff engagement, and, as possible, attendance at the school board meeting.
- Interviews with Leadership Teams: Board members focused on scalability in Texas and capacity to deliver Alternative Education Accountability (AEA) outcomes.
- Stakeholder Feedback: The Board held conversations with students, families, counselors, school leaders, and board members to gain firsthand accounts of CMO engagement and responsiveness.
- Comparative Rubric Scoring: Each CMO was scored using a standardized evaluation rubric. SME received the highest composite score (94/100), followed by CMO A (81/100) and CMO B (78/100).

The Board selected SME for its ability to demonstrate the strongest alignment to the target student population and had the most consistent performance record in alternative accountability settings. Key strengths that distinguished SME:

- SME operates 27 alternative schools across three states, graduating over 24,000 previously disengaged students. Its schools consistently meet or exceed growth expectations under Florida's SIR and North Carolina's Alternative Accountability Model Option C.
- SME outlined a clear implementation plan for Texas, including alignment to TEA AEA accountability, HB 1416 accelerated instruction, and CCMR indicators. SME presented TEKS-aligned EOC intervention plans and Texas-

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specific workforce partnerships.
- SME's organizational purpose, "Unlocking the next generation's power to overcome," and its Guiding Principles reflect a deep and demonstrated commitment to student impact. These principles align with the members' belief that every student deserves a pathway back into education and opportunity, regardless of how far they may have fallen behind.
- SME offered the most competitive and transparent management fee that did not include hidden incentives or "other"/un-itemized fees; presented clean audit history and performance-based contract terms tied to accountability results.
- SME provides a TEKS-aligned instructional model, weekly data-driven intervention cycle with holistic licensed counseling and student supports, MTSS infrastructure, and trauma-informed training.
- SME's flexible instructional model and trauma-informed practices demonstrate a commitment to meeting students where they are and helping them overcome barriers—an essential value for dropout prevention work.

Further, the SME leadership team brings decades of experience across education, finance, business management, public relations, social work, and mental health. Their commitment to at-risk students is evidenced by their success in helping low-performing students remediate skill deficits, accelerate learning, and earn high school diplomas. School district administrators, board members, and community leaders across SME's network recognize SME for its cost-effective, efficient, and impactful programs.

As part of its fiduciary duty, the Board conducted a rigorous and multi-year review of SME's operational outcomes, including academic results, fiscal performance, and stakeholder outreach. This review, combined with direct experiences such as site visits and participation in SME graduation events, solidified the Board's confidence in SME's ability to replicate its success in Texas. The decision to partner with SME is rooted in a thorough understanding of the organization's strengths and a shared commitment to delivering measurable, transformative outcomes for at-risk students in North Houston. Ultimately, the Board is confident that SME is the ideal partner to operate a high-quality school that aligns with its mission and vision. With SME's support, THSAL is well- positioned to meet the needs of Houston's most vulnerable students and achieve exceptional academic, operational, and financial results.

Identify how the CMO's existing educational model fits the target community and how the model will result in improved student outcomes.

THSAL seeks to open in North Houston to serve students within Spring ISD and Aldine ISD, two districts experiencing high levels of academic disengagement, dropout, and credit deficiency. Both districts serve student populations that mirror THSAL's target population: 62.2 percent of students in Spring ISD and 86.8 percent in Aldine ISD are identified as at risk of dropping out, compared to the statewide average of 53.2 percent. Chronic absenteeism exceeds the state average by over 12 percentage points in both districts, and more than 9,400 students in the Houston region dropped out in 2021–22, representing 27 percent of all student withdrawals (TEA, TAPR, 2023; TEA Annual Leavers report; TEA transfer report). Many of these students disengage from school due to life circumstances (e.g., work schedules, financial instability, parenting responsibilities, trauma, and credit loss) rather than a lack of ability or ambition. Traditional school models, which rely on rigid schedules, cohort-based progression, and seat-time requirements, are not structured to re-engage or accelerate these students toward graduation. THSAL was designed specifically to fill this gap.

Second Mile Education has more than 17 years of success operating schools with this exact student profile: over-age, under-credited students who have disengaged from traditional school pathways but want to return, complete a diploma, and transition to a meaningful postsecondary future. SME's purpose, "Unlocking the next generation's power to overcome," and its guiding principles reflect a commitment to re-engagement and acceleration. In alignment with THSAL's mission, SME believes that students who have faced academic or personal setbacks deserve access to a high-quality education that meets them where they are and propels them forward. SME's model is guided by principles such as Ground in the Community, Ignite Optimism, Cultivate Resilience, Deliver Student Impact, and Practice Lifelong Learning, creating school cultures built on trust, high expectations, and

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consistent support.

The board deemed SME's educational model to be particularly well-suited to the needs of North Houston because it is built for students who require flexibility, personalization, and acceleration (not remediation). The model offers flexible four-hour instructional sessions (morning or afternoon), rolling enrollment, mastery-based progressions aligned with the TEKS, and individualized graduation planning. These features have been proven to eliminate barriers that prohibit many Houston-area students from enrolling or staying enrolled in school. For example, students who need to work 20–30 hours per week to support their families or students who have childcare responsibilities can still attend school consistently because the schedule is adaptable. SME combines this with instructional flexibility with strong student support systems, including individualized advising, graduation planning, attendance coaching, mental health referrals, credit recovery pathways, and trauma-informed staff practices.

The model is also academically rigorous, and results driven. Instruction will be delivered through TEKS and ELPS-aligned curriculum, with ongoing opportunity for small-group intervention for reading and math. The network's implementation of MTSS ensures that students receive tiered academic and social-emotional interventions based on real-time data. SME integrates CCMR opportunities directly into the academic program so that students can graduate with industry-recognized credentials in fields connected to Houston's regional economy, including logistics, health science, energy, construction, and information technology.

Across SME's existing portfolio, students double their annual credit earnings, an average increase from 3.0 to 6.1 credits per year, which significantly accelerates graduation timelines. Eighty-six percent of students gain at least one reading grade level in a single semester, closing foundational literacy gaps that often prevent success on the English I and II EOCs. In Florida, 95 percent of SME-managed schools (19/20) received a "Commendable" rating, the state's highest designation for alternative schools. In North Carolina, 100 percent of SME schools received "Highly Effective" ratings under the state's Alternative Accountability Model. SME's record demonstrates that re-engagement and academic recovery are achievable outcomes when the right model is implemented with fidelity. (SME 2024-25 Impact Report).

For students in North Houston, SME's model offers more than credit recovery; it offers a path back to purpose. The model is both academically strategic and deeply relational, recognizing that students return to school not because of software, worksheets, or credits, but because they are seen, understood, and supported by adults who believe in their potential.

For these reasons, SME's existing educational model is not simply compatible with THSAL's mission; it is designed for it. Together, THSAL and SME will provide a rigorous, accelerated, relationship-driven approach that will reduce dropout rates, increase graduation rates, and unlock long-term economic opportunity for the youth of Spring, Aldine and North Houston.

Summary of Services

Provide a detailed description of all services to be provided by the CMO and any related organizations. Describe all goods, instructional materials, and associated costs.

Service	Personnel Responsible	Costs

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Service	Personnel Responsible	Costs
New School Activation Services: SME collaborates with the Superintendent to complete TEA-required deliverables; develops detailed activation plans (community engagement, branding, recruiting and hiring staff, financial planning buildout, budgeting, IT setup, CSP grant support); manages execution of school opening plans; coordinates activation roles and responsibilities. (Sec. 4(A)(3))	New School Activations are supported by the following department leaders and their full slate of staff members as defined in the CMO org chart: VP of Operations VP of Community & Customer Relations VP of Educational Platforms Director of Training & Development IT Manager ED of Impact & Student Accounting Financial Operations Manager VP of Marketing & Enrollment	No fee for CMO services during activation and pre-opening period
Day-to-Day Operational Support and Oversight Services: Supports daily school operations with on-site presence as needed; ensures implementation of the operating model through structured meetings and regular compliance reviews with school leadership and staff. (Sec. 4(A)(5))	VP of Operations VP of Educational Platforms	Included in CMO fee
Marketing Services: Provides brand development, website presence, marketing material design, advertising management, customer relationship management (CRM) setup, student/parent outreach, and community partnership managers program (Sec. 4(A)(4))	Chief Growth Officer VP of Marketing & Enrollment	Included in CMO fee
Student Recruitment and Enrollment Services: Develops and manages student enrollment policies and processes in compliance with state law. SME's community partnership manager works to fill seats. (Sec. 4(D(1)(e-f, h))	Chief Growth Officer VP of Marketing & Enrollment Community Partnership Managers Student Engagement Specialists	Included in CMO fee
Instructional Support Services: Delivers instructional coaching, academic intervention design, benchmark reporting, teacher evaluation system implementation, and instructional model fidelity monitoring. (Sec. 4(A)(2)(g-k))	VP of Educational Platforms Director of Training & Professional Development Special Populations PD Specialist Teaching & Learning PD Specialist Director of Curriculum Director of Compliance Coordinator of Special Populations	Included in CMO fee
Curriculum: Provides TEKS-aligned curriculum, instructional tools, training for curriculum implementation strategies, monitor curriculum fidelity, and professional development on curriculum updates and instructional best practices. (Sec. 4(A)(1))	VP of Educational Platforms Director of Training & Professional Development Special Populations PD Specialist Teaching & Learning PD Specialist Director of Curriculum Director of Compliance Coordinator of Special Populations	Included in CMO fee
Learning Management System (LMS) Services: Develops and delivers curriculum; monitors curriculum and certification compliance; audits course completions; manages and reports on assessments; provides blended learning oversight and coaching, develops CTE plans. (Sec. 4(A)(7))	VP of Educational Platforms Director of Training & Professional Development Special Populations PD Specialist Teaching & Learning PD Specialist Director of Curriculum Director of Compliance Coordinator of Special Populations	Included in CMO fee
Student Information System Services: Provides, implements, and manages student information platforms, maintains records, oversee student transcript and graduation plans, assist in developing customized reports, develop and maintain dashboard, and ensures state reporting compliance (PEIMS). (Sec. 4(I)(2))	VP of Operations Executive Director of Impact & Student Accounting Senior Data Manager Data Manager (PEIMS Trained) Student Impact Specialist Director of Training & Professional Development	Included in CMO fee

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Service	Personnel Responsible	Costs
Student Success Services (Sec. 4(C))	CEO (Social work background) VP of Operations VP of Educational Platforms ED of Impact & Student Accounting Student Impact Specialist	Included in CMO fee
Student Transportation Support Services: Manages transportation compliance and reporting, coordinates services for special needs students, tracks usage and satisfaction, and supports transportation concerns or issues. (Sec. 4(A)(6))	VP of Operations ED of Impact & Student Accounting Coordinator of Special Populations	Included in CMO fee
IT Infrastructure Management: Installs, manages, and maintains computer, software and network infrastructure, selects software, provides cybersecurity protections, and school technology assets; provides training and support. (Sec. 4(I)(1) & 4(I)(4))	VP of Educational Platforms IT Manager IT Systems Tech Lead IT Specialist IT Tech	Included in CMO fee
Employee Recruitment and Staffing Services: Develops job descriptions, recruits candidates, verifies credentials, oversees onboarding, oversees performance review process, and supports employee file compliance. (Sec. 4(H)(3))	Director of HR HR Resource Manager HR Generalist Recruitment & Onboarding Manager Payroll & Benefits Manager	Included in CMO fee
Professional Development Programs and Services: Provides ongoing pd and training modules, facilitate mentorship and coaching programs, conduct leadership training, track training and PD, implement support plans for beginning teachers and employees identified for improvement, evaluate and refine PD based on feedback, ensure compliance. (Sec. 4(H)(5)(b))	VP of Educational Platforms Director of Training & Professional Development Special Populations PD Specialist Teaching & Learning PD Specialist Director of Curriculum	Included in CMO fee
Payroll and Benefits Administration: Selects and oversees payroll and benefits vendors, review and approve payroll each pay period, manage benefit enrollment (Sec 4(F)(2))	Director of HR HR Resource Manager HR Generalist Recruitment & Onboarding Manager Payroll & Benefits Manager Senior Accountants- Payroll & Billing	Included in CMO fee
Financial Management Services: Prepares annual and amended budgets with Superintendent, monitors performance against the board-approved budget, provides quarterly Charter FIRST financial indicators report, and supports long-term financial planning. (Sec.4(F)(1))	Chief Financial Officer Controller Executive Director of Financial Planning & Accounting Financial Analyst Finance Data Specialist Grants & Federal Programming Senior Accountant	Included in CMO fee
Procurement and Purchasing: Develops purchasing policies, manages contracts and vendor relationships, and procures instructional materials, technology, and supplies (Sec.4(F)(4)	Chief Financial Officer Controller VP of Educational Platforms VP of Operations	Included in CMO fee
Insurance Administration: Secures general liability, property, and workers' compensation insurance; assists with claims and insurance compliance. (Sec.15)	Chief Financial Officer Director of HR	Included in CMO fee
Advancement Services: Supports grant writing, grant management, philanthropic partnerships, and E-Rate administration. (Sec. 4(E))	Executive Director of Advancement & Strategic Partnerships Director of Grants & Applications Coordinator of Grants & Federal Programs Director of Compliance IT Manager	Included in CMO fee

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Service	Personnel Responsible	Costs
Regulatory Compliance Services: Provides monitoring of TEA compliance calendars, audits, policy alignment, SPED/Section 504 compliance, Title IX oversight, and accountability reporting (Sec. 4(A)(9))	VP of Educational Platforms Director of Compliance Coordinator of Special Populations Executive Director of Impact & Student Accounting Senior Data Manager	Included in CMO fee
State/District/Authorizer Support Services: Serves as TEA liaison, submits required reports, supports authorizer communications, and assists with corrective action plans. (Sec. 4(A)(10))	VP of Community & Customer Relations Director of Community & Customer Relations Director of Compliance Coordinator of Special Populations	Included in CMO fee
Flat fees aligned to fixed-cost services that do not scale with enrollment (remain unchanged regardless of enrollment) include the following:		
Board Support Services	VP of Community & Customer Relations Director of Community & Customer Relations	$25,000/year
Facility Services	VP of Operations Director of Facilities Director of Safety & Security	$15,000/year per facility

Click to add a row to the table above. Click to remove a row from the table above.

Financial History

See Attachment - CMO Financial History

Management Agreement

See Attachment - CMO Management Agreement

Describe the CMO fee structure, all specific fees, bonuses, and any other compensation to be paid to the CMO. Include a rationale for the compensation structure and associated costs to the proposed charter school.

Texas School for Dropout Prevention will contract with Second Mile Education to provide comprehensive charter management services. SME will receive a management fee of 14% of FSP/ASF State Aid and $40,000 in fixed annual service fees for Board Governance Support ($25,000) and Facilities Support ($15,000 per campus). No bonuses, incentive payments, profit-sharing, contractor markups, real-estate fees, or success fees are included in this agreement. All compensation is limited to the fees described in the board-approved contract and supported by monthly itemized invoices.

The THSAL governing board (TSDP) has found the proposed compensation structure is appropriate and reasonable given the full and comprehensive suite of services SME provides, which includes but is not limited to daily school operations, academic program design and instructional coaching, MTSS implementation, data systems and analytics support, compliance oversight, budgeting and fiscal operations, federal programs administration, PEIMS reporting, HR and talent systems, student recruitment and retention support, development of safety and crisis response protocols, accountability reporting, and continuous improvement systems.

SME currently manages 27 successful school partnerships in three states, all serving over-age, under-credited, and traditionally at-risk youth, demonstrating a strong and proven ability to deliver results in dropout-recovery and alternative accountability settings. SME's model has consistently produced sustained growth in student

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attendance, credit accumulation, graduation pathways, and postsecondary readiness, and has consistently earned strong ratings under state alternative accountability systems, including “Highly Effective” ratings in North Carolina and “Commendable” ratings in Florida.

The management fee also covers student recruitment and marketing services, SIS/LMS administration, transportation program compliance support, IT systems and cybersecurity management, procurement and purchasing services, advancement support including E-Rate administration, and TEA/state liaison support to ensure timely submissions and corrective action resolution.

The 14% fee aligns compensation to actual revenue earned rather than projected enrollment and ensures that SME is financially aligned with TSDP in improving attendance, student persistence, and campus stability. Because the fee adjusts with enrollment, it reduces financial pressure during ramp-up years while scaling services appropriately as student numbers grow. The additional $40,000 flat fee represents services that do not vary with enrollment or number of board members; structuring these services separately is designed to keep overall costs lower, preventing overpayment through a percentage model that separates fixed governance and facility support from the percentage-based management fee. The services remain consistent as the school grows and therefore cannot be efficiently bundled within a percentage fee model. All fees are tied to documented deliverables.

Although SME is headquartered in Florida, all funds remain under the ownership and control of TSDP, a Texas nonprofit charter holder, to ensure funds directly support Texas students and the proposed community. Further, SME plans to secure a regional space upon opening of our second TX campus in order to increase availability of support and further its commitment to growth and success in the state. SME will be paid through board-approved invoices for contracted services after deliverables are met. SME’s team assigned to THSAL includes Texas-serving academic, operations, compliance, and finance roles, and funds are used to support THSAL staff, Texas vendor contracts, Texas travel, and Texas program implementation. No portion of SME’s fee is used for out-of-state school operations or real estate investments. Any limited central support leveraged by Texas campuses is tracked by time and allocated transparently and without markup. All financials undergo independent annual audits, state reporting, and full board oversight.

As shown in the table above, services are delivered by a defined and experienced team reflected in the CMO organizational chart, including key leaders in school operations, educational platforms, compliance, finance, and student support. SME’s Office of School Support brings together specialists in instructional leadership, special populations, data analytics, and continuous improvement who collectively ensure that every campus meets academic, operational, and compliance benchmarks.

Beyond these direct services, the 14% service fee also captures the strategic value of affiliation with a proven national network. Through SME’s data analytics infrastructure, an integrated system that monitors instructional performance, credit completion, college, career, and military readiness (CCMR) outcomes, and subgroup growth trends across dozens of alternative campuses nationwide, THSAL will gain access to actionable insights that drive real-time instructional adjustments and evidence-based decision making at the school level.

The proposed fees appear to be competitive within the Texas charter sector. Research shows Texas-based CMOs commonly assess management fees ranging from 10% to 18% of State Aid, depending on the scope of services and level of school activation support. For example, the Learn4Life charter school, approved by the SBOE during the Generation 24 application cycle, included a 15% gross fee for service to its California based CMO (Texas Education Agency, 2020 p. 588). While public filings are not fully transparent, documentation suggests that KIPP Texas, YES Prep Public Schools (YES Prep, 2024), and Harmony Public Schools allocate the functional equivalent of 12%–15% of per-pupil revenue to central/management services, while others such as ResponsiveEd (ResponsiveEd, 2023) and Graduation Alliance exceed 16% when activation and academic services are included. Moreover, documentation (Manno, 2025) shows another national charter brand serving TX charter schools charges a flat per-pupil royalty ($650 per student) plus an additional 1% percentage fee (Express-News, 2024), where much of the cost is associated with licensing a name rather than direct service delivery, SME’s fee structure

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is performance-aligned and service-based.

SME's management fee funds direct operational capacity, including academic intervention systems, instructional coaching, PEIMS and compliance management, accountability reporting, finance, HR, campus launch, and continuous school improvement. TSDP is investing in hands-on services and measurable student outcomes rather than a brand premium. SME does not charge a name or franchise fee, and no portion of SME compensation goes toward corporate branding or marketing costs. Instead, every dollar paid funds Texas-based services, staffing, and compliance required to operate a high-quality AEA dropout recovery school (DRS)campus. At 14%, SME's fee falls within the standard statewide range and is aligned with alternative accountability operators delivering comprehensive service models. When combined with the two fixed-cost services ($25,000 Board Support and $15,000 Facility Support), total management costs remain below statewide averages for full-service CMOs delivering academic, compliance, technology, finance, HR, and instructional systems. As part of a large, established network, the school benefits from shared tools, high-quality curriculum platforms, back-office systems, legal compliance models, and pre-existing operational playbooks. This reduces startup and long-term operating costs that single-site schools often face when building systems independently.

The proposed compensation structure provides TSDP with a high-quality, proven dropout prevention partner that delivers comprehensive capacity-building and on-the-ground implementation while keeping costs competitive within the Texas charter sector. The Board has determined that the services SME will deliver shall provide strong value relative to cost by supporting a fully accountable school model focused on student re-engagement, graduation, and postsecondary readiness.

Describe the respective financial responsibilities of the governing board and the CMO, including which operating and capital expenditures each party will be responsible for, which spending decisions the management organization can make without obtaining board approval, and what reports the CMO must submit to the board on financial performance.

The charter holder, Texas School for Dropout Prevention, Inc., maintains full legal and fiduciary responsibility for the management of all public funds and the financial integrity of THSAL. The Board maintains full authority over the adoption and amendment of the annual operating budget, approval of all contracts and expenditures, financial policies, audit engagement and review, debt obligations, facility leases, and use of state, federal, or grant funds. SME, as the CMO, provides financial management services but does not control, own, or hold any THSAL funds. All revenue is deposited in Board-controlled accounts in Texas, and SME will only access funds through board-approved invoicing contracted services.

Operating expenditures remain the responsibility of the Board, which approves and monitors all spending related to staffing, benefits, student services, instructional materials, technology, transportation, and vendor services (See financial plan in application narrative for more detail). These operating expenditures and SME's direct costs and expenses incurred for the benefit of TSDP (as outlined in the CMO agreement sections 5.B. and 13.I) may initially be paid by SME but will be reimbursed by TSDP without markup or additional fee.

SME supports the board in the development of draft budgets, contributing financial forecasting, coordinating procurement, monitoring compliance, and supporting daily fiscal operations; however, all expenditures are executed under Board oversight. While SME may provide technical assistance on facility planning, lender relationships, bond readiness, and compliance, all capital expenditures will also be solely controlled by the Board. SME may not enter into any facility or financing agreement on behalf of the school. The CMO has no authority to obligate the school to any contract, loan, lease, or purchase agreement without advance written approval from the Board.

Spending authority is articulated in the management agreement, ensuring strong financial safeguards. SME may make only routine expenditures set forth by the board-approved budget and the spending threshold established

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by the Board. Any transaction above that threshold, any contract with a vendor, or any reallocation that moves funds between major budget categories requires prior board approval (See financial plan in narrative for more detail.) The Board will also reserve the right to review and approve all personnel recommendations tied to the annual staffing plan. SME, at no time, may redirect public funds, modify the budget, or make spending decisions without board authorization.

Further, to ensure transparency and strong fiscal accountability, SME will provide comprehensive financial reporting to the Board on a monthly and quarterly basis. Required reports will include budget-to-actual financial statements, cash flow analysis, balance sheets, grant and federal program expenditure tracking, vendor payment status, staffing cost reports, and enrollment-to-revenue reconciliation updates. SME will also collaborate with the Board selected external auditor to prepare annual audit documentation and compliance submissions in alignment with TEA requirements, GAAP standards, and the FASRG. The Board has full and consistent access to the general ledger and financial systems; the Board may withhold payment or terminate the contract for financial non-performance. Within this comprehensive structure, the Board retains full financial control while leveraging SME's financial systems, charter compliance expertise, and operational efficiency. This governance and fiscal management model is designed to maintain strong internal controls, transparency, and protection of public funds while supporting effective daily financial operations that align with Texas law and TEA requirements.

Outline a system to monitor the growth of the CMO's portfolio, if any, to ensure that the CMO continues its obligations to the proposed school.

The Board will implement a structured oversight and evaluation system to monitor the growth of SME's portfolio to ensure that the CMO's expansion does not compromise its obligation to THSAL and continues to fulfill its obligations to the proposed school effectively. This system will include periodic evaluation, accountability measures, risk monitoring, and strategic alignment with the CMO's scalable service model.

1. Portfolio Growth Monitoring: The Board will conduct regular reviews of the CMO's portfolio growth, focusing on its capacity to maintain high-quality services across all managed schools. The Board will assess:

- Student Outcomes: Analysis of academic performance, College, Career, and Military Readiness (CCMR) metrics ensuring that growth does not negatively impact the performance of individual schools.
- Operational Capacity: Evaluation of the CMO's infrastructure, staffing, and resource allocation to confirm its ability to scale support without compromising service quality.
- Financial Stability: Monitoring of the CMO's financial health, including its ability to sustain portfolio growth while meeting contractual obligations to existing schools.

2. Service Model Scalability: The Board recognizes the CMO's established service model as a key factor in its ability to scale support effectively. SME has demonstrated impressive results across its network, with a proven track record in supporting alternative education schools. The service model includes:
- Comprehensive back-office support (IT, HR, finance, and operations).
- Customized instructional frameworks aligned with state accountability standards.
- Targeted professional development programs to empower school leadership and staff.
- Scalable technology solutions to manage increasing demands across multiple schools.

This robust and flexible model ensures that the CMO can support portfolio growth while maintaining high standards of service delivery. Accordingly, the Board will monitor the CMO's delivery of the service model in order to determine any scaling issues that it needs to discuss with the CMO or perhaps take other action as the Board is authorized to do.

3. Resource Capacity and Safeguards
- The CMO will be required to submit an annual capacity and growth plan demonstrating staffing, financial, and operational capacity to support existing and new schools.
- A Tiered Risk Monitoring System will flag risks associated with portfolio expansion for Board review (e.g., staff

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turnover above 20%, delayed service delivery, budget variance >5%).

4. Annual Performance Review: The Board will conduct (or, with Board approval, may contract with an external provider to conduct) an annual performance review to evaluate the CMO's continued effectiveness, focusing on:
- Progress toward contractual obligations and school-specific outcomes, including:
- Academic: student growth percentiles, credit accumulation, graduation progress, CCMR outcomes
- Operational: attendance, chronic absenteeism, staffing fill rate
- Financial: balanced budget, on-time reporting, clean audits
- Compliance: SPED/EB/504 timelines, safety, data submission.
- Impact of portfolio growth on the quality of support provided to the proposed school.
- Feedback from school leadership, staff, and stakeholders regarding the CMO's responsiveness and service quality.

5. Accountability Measures and Corrective Action: The Board will maintain accountability through:
- Quarterly Reporting: The CMO will provide updates on network performance, growth plans, and resource allocation strategies to ensure continued focus on the proposed school(s).
- Corrective Actions: If growth impacts the CMO's ability to meet obligations, the Board will require the implementation of a corrective action plan to address resource deficiencies or performance gaps.
The Board will use the monitoring tools and remedies established in accordance with the CMO agreement to hold the CMO accountable for maintaining service quality during portfolio growth. The Agreement includes provisions that:
- Affirm the non-delegable governance authority of the Board (Section 3);
- Require SME to provide timely reporting and access to financial, operational, and academic data (Sections 4 and 11);
- Allow the Board to act decisively if SME fails to meet performance or capacity obligations, including requiring corrective action, withholding approval of expenditures, or termination for cause (Section 10); and
- Require TEA approval and compliance with Texas charter law to protect the interests of the school (Section 2C).

These contractual provisions provide the legal framework that enables the Board to monitor, evaluate, and, if necessary, intervene to ensure that SME's portfolio growth does not negatively impact services to the school.

6. Continuous Collaboration: The Board will work collaboratively with the CMO to align growth strategies with the proposed school's mission and goals, ensuring that the scalability of support remains a priority. Regular feedback loops between the Board, school leadership/Superintendent, and the CMO will enhance transparency and adaptability.
This monitoring system is designed to ensure that the CMO's portfolio growth does not compromise its obligations to THSAL while leveraging its impressive results and scalable model to enhance educational outcomes.

Board Oversight and Performance Evaluation

Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. Include the frequency, evaluation tool to be used, and expected school-wide and student achievement outcomes that the CMO must achieve.

The Governing Board will employ a structured oversight and evaluation framework to ensure that the CMO), delivers high-quality services aligned with the school's mission, operational efficiency, and student achievement goals. This framework includes clear performance expectations, regular reporting, and formal evaluations.

1. Frequency of Oversight and Reporting: The Governing Board will oversee the CMO through regular interactions and scheduled evaluations:
-Monthly Reporting: The CMO will provide detailed monthly reports on financial performance, operational metrics,

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and student achievement progress, including budget-to-actual comparisons, enrollment updates, staffing summaries, and academic trends.
-Quarterly Board Meetings (Monthly during first year): SME will present comprehensive updates focused on key performance indicators (KPIs), corrective actions, and progress toward contractual goals.
-Annual Evaluation: The Board will conduct a formal evaluation each school year to assess overall CMO performance and alignment with agreed-upon outcomes.
-Biannual Site Reviews: The Board and Superintendent will conduct on-site quality reviews twice per year to evaluate instructional fidelity, SPED/EB compliance, classroom engagement, and school culture.
-Dashboard Monitoring: A monthly academic and operational performance dashboard maintained by SME will allow the Board to monitor KPIs and contract compliance in real time.

2. Evaluation Tool: The Board will use a Performance Evaluation Rubric or Contract Performance Scorecard (finalized and Board-approved during the planning year) to measure CMO effectiveness. The rubric will include defined benchmarks across key domains:
-Operational Efficiency: Timely execution of operations, compliance with regulations, and effectiveness in budgeting, staffing, and facilities management.
-Financial Management: Adherence to the approved budget, compliance with reporting standards, and alignment with Charter FIRST indicators.
-Student Achievement: Progress toward state accountability and contract goals, including growth on STAAR, AEA indicators, College, Career, and Military Readiness (CCMR) outcomes, and subgroup performance.
-Stakeholder Satisfaction: Feedback from school leadership, staff, parents, and students regarding the quality and responsiveness of CMO-provided services.

3. Expected School-Wide and Student Achievement Outcomes: SME will be held accountable for meeting the following outcomes:
-Student Achievement: At least 30% of eligible graduates meeting CCMR criteria, 35% of students passing STAAR EOC retests in math and literacy, and measurable progress in academic growth metrics aligned with state accountability domains.
-Operational Excellence: Timely recruitment and retention of qualified staff, efficient management of resources, and compliance with all state and federal regulations.
-Financial Stability: Maintenance of a balanced budget, adherence to financial controls, and timely submission of required reports and audits.
-State Accountability: Meeting or exceeding minimum performance expectations for alternative education campuses, with demonstrated growth in Domains 1, 2A, and 2B.

4. Corrective and Enhanced Oversight: In the unexpected case that SME fails to meet contractual performance expectations, the Board will immediately initiate a Corrective Action Plan (CAP) in accordance with the management agreement. The CAP will include a root-cause analysis, targeted interventions, responsible parties, allocated resources, and measurable targets with defined deadlines.
Progress toward each CAP benchmark will be reviewed monthly through written status reports and documented Board review. Failure to demonstrate adequate progress may result in the Board exercising contractual remedies, including service-level adjustments, withholding expenditure approvals, independent third-party audits, or termination for cause, to protect student and school performance.

The Board may implement additional oversight or support measures, such as:
-Requiring more frequent reporting in underperforming areas (e.g., biweekly updates on academics or finance).
-Deploying additional CMO or external resources to address deficiencies.
-Establishing a Performance Improvement Agreement with specific benchmarks and timelines for correction.
-Reallocating CMO roles or negotiating targeted amendments to align services and resources to school needs.

If performance remains unsatisfactory and corrective measures fail, the Board will consult legal counsel and follow the dispute resolution and termination provisions outlined in the management agreement, ensuring

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compliance with all applicable state regulations.

Identify potential actions to be taken if the expected outcomes are not met.

In the unexpected case that SME fails to meet contractual performance expectations, the Board will immediately initiate a Corrective Action Plan (CAP) in accordance with the management agreement. The CAP will include a root-cause analysis, targeted interventions, responsible parties, allocated resources, and measurable targets with defined deadlines.

Progress toward each CAP benchmark will be reviewed monthly through written status reports and documented Board review. Failure to demonstrate adequate progress may result in the Board exercising contractual remedies, including service-level adjustments, withholding expenditure approvals, independent third-party audits, or termination for cause, to protect student and school performance.

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-Requiring more frequent reporting in underperforming areas (e.g., biweekly updates on academics or finance).
-Deploying additional CMO or external resources to address deficiencies.
-Establishing a Performance Improvement Agreement with specific benchmarks and timelines for correction.
-Reallocating CMO roles or negotiating targeted amendments to align services and resources to school needs.

If performance remains unsatisfactory and corrective measures fail, the Board will consult legal counsel and follow the dispute resolution and termination provisions outlined in the management agreement, ensuring compliance with all applicable state regulations.

Describe the plan for the operation of the school in the event of termination of the management agreement.

In the event of termination of the management agreement, the Governing Board has developed a contingency plan to ensure the continued and uninterrupted operation of the school per its non-delegable duties. This termination plan prioritizes the stability of academic, financial, and operational systems to minimize disruptions for students, staff, and stakeholders.

1. Transition Team Establishment: The Board will immediately establish a Transition Team comprising Board members, key administrative staff, and their legal counsel to oversee the termination process and ensure compliance with the terms of the agreement. This team will coordinate all aspects of the transition, including communication, resource allocation, and operational continuity with reasonable efforts to avoid disruption to the operation of THSAL. SME will assist in transition as deemed reasonable by the Governing Board. (Contract: §3, §10(D–E); 19 TAC §100.1113, TEC §12.115)

2. Communication Plan: The Board will communicate the termination decision to all stakeholders, including staff, families, and vendors, in a clear and transparent manner. Messaging will emphasize the school's commitment to maintaining high-quality operations and student outcomes throughout the transition period. To safeguard stakeholder confidence and continuity, both parties agree to mutual non-disparagement, ensuring that communications remain professional, factual, and centered on student well-being and the charter's ongoing success. (Contract: §10(E)(3), §4(K), §17;Texas Gov. Code Ch. 551.

3. Interim Operational Management: The Board will assume temporary oversight of all operational responsibilities until a permanent solution is implemented. This may involve:
Engaging an interim management organization to provide administrative and operational support.
-Expanding the roles of existing school leadership to cover essential functions during the transition.
-Contracting with specialized vendors for critical services such as payroll, accounting, and facilities management.
(Contract: §2, §3, §4(A)(5), §5(A);19 TAC §100.1113(a), TEC §44.031)

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4. Academic Continuity: The Board will ensure that instructional programs and academic services remain uninterrupted by:
-Retaining existing school leadership and teaching staff to maintain stability.
-Engaging external consultants or regional education service providers to support academic operations as needed. (Contract: §4(A)(1–2), §14(B) TEC §28.002, IDEA (20 U.S.C. §1400), Section 504 (29 U.S.C. §794))

5. Financial and Vendor Management: The Board will directly oversee financial operations, with immediate steps to:
-Engage an independent financial management firm to handle accounting, budgeting, and payroll services.
-Ensure compliance with all state financial reporting requirements, including those under the Charter Financial Integrity Rating System (FIRST).
-Maintain vendor relationships to ensure timely payment for services and supplies. (Contract: §4(F)(1–7), §11; TEC §12.1051(c), §45.105(c))
The Board will review and renegotiate existing contracts with vendors to ensure continued delivery of essential services, such as transportation, food services, and IT support. New vendor relationships will be established as necessary to address gaps left by the termination of the management agreement. (Contract: §4(F)(4), §10(E)(1–2); TEC §44.031, 2 CFR §200.318)

6. Permanent Management Replacement: The Board will initiate a thorough search for a new management organization or consider transitioning to an in- house management model. This process will include:
-Developing a Request for Proposal (RFP) for potential management organizations to ensure alignment with the school's mission and needs.
-Evaluating proposals based on experience, capacity, and alignment with the school's long-term goals.
-Transitioning responsibilities to the new management entity within a clearly defined timeline. (Contract: §10(E), §2(C);), TEC §12.115)

7. Record Transfer and Compliance: All student, financial, HR, operational, and compliance records will be transferred within 30 days from the date of such termination and securely to the district. All records remain the property of the Board. (Contract: §4(F)(5)(a), §11, §14(B);19 TAC §100.1203; Local Gov. Code §§201–205). The Board will work closely with their legal counsel to ensure that all aspects of the termination process comply with the terms of the management agreement and relevant state laws. This includes addressing any outstanding contractual obligations and minimizing potential liabilities. (Contract: §4(A)(9), §4(B–C);20 U.S.C. §1681 (Title IX), 42 U.S.C. §11431 (McKinney-Vento))

8. Monitoring and Accountability: The Board will implement enhanced oversight measures during the transition to monitor academic performance, financial health, and operational stability. Regular updates will be provided to stakeholders, and corrective actions will be taken promptly to address any issues. (Contract: §3, §4(A)(10), §4(F)(5)(c);TEC §12.1181; 19 TAC §109.1001)

This contingency plan ensures that the school will continue to operate effectively and maintain its commitment to student success, even in the event of a termination of the management agreement. The Board's proactive approach prioritizes stability, compliance, and alignment with the school's mission and goals.

Independent Board Governance

Identify the structures and policies in place to ensure that the board remains an independent governing body from the CMO.

The THSAL Board will maintain full legal, operational, and fiduciary independence from the CMO in accordance with Texas Education Code Chapter 12, 19 TAC §100.1113, and the Charter School Management Agreement. While

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SME staff will attend quarterly meetings (monthly during first year), SME holds no voting authority, and no SME employee, contractor, or affiliate may serve as a voting member of the Board or its committees. The Board performs all non-delegable duties under Texas law, including financial and governance oversight, academic performance and compliance monitoring, and contractual authority.

To protect its autonomy, the Board will engage independent legal counsel and independent financial auditors. Said legal counsel will assist the Board in developing, negotiating, and monitoring a formal management agreement with SME, ensuring full compliance with state law while maintaining Board authority. Furthermore, the Board will approve the annual operating budget of the school, and expenditures will only be incurred after the Board has approved the budget. In alignment with these measures, the development of the CMO Agreement will explicitly affirm that the Board holds ultimate authority to govern and make decisions for the school. During negotiations, the Board's engagement of independent legal counsel will help ensure that the CMO Agreement and relationship structure not only complies with State law but also allows it to operate as independently as its fiduciary duty demands. Additionally, as discussed above, the Board shall faithfully execute its plan to monitor the compliance, continued performance, and general quality of the CMO's performance and behavior.

This arrangement in no way diminishes the Board's oversight authority as the Board will meet at least four times per year to approve the school's operating policies and annual budget with authority to select the Principal. During these meetings, the Board will review financial results against the approved budget to ensure that THSAL is meeting its budget or making adjustments as necessary.

The CMO Agreement further reinforces Board independence by reserving ultimate decision-making authority to the Board (Section 3 of the Agreement), prohibiting the delegation of core (non-delegable) governance duties, requiring Board pre-approval for all budgets, contracts, and material expenditures, and allowing termination for cause if SME attempts to exert control over governance.

Conflict of Interest and Ethics Policies: Board members enforce a formal Conflict of Interest Policy that prohibits financial entanglement, nepotism, or dual employment with the CMO. All members must complete annual conflict disclosures and recusals will be enforced for any perceived or potential conflicts related to CMO services, compensation, contracting, or performance reviews.

Moreover, the Board maintains exclusive authority over the hiring, evaluation, and termination of the Superintendent/School Leader. The Superintendent will report directly to the Board, ensuring the Board retains control of personnel policies, compensation scales, and evaluation systems. Likewise, the board approves staffing plans, salary schedules, and employee handbooks.

All Board meetings will comply with the Texas Open Meetings Act, with public posting of agendas, minutes, and financial reports. SME may attend meetings only in an advisory capacity and may be excluded from executive sessions for matters involving Board legal counsel, performance evaluation of the CMO, contract negotiations, or potential corrective action.

Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the Portfolio Overview Workbook.

THSAL will maintain a collaborative relationship with other schools and entities listed in the Portfolio workbook. These relationships will focus on fostering the exchange of best practices, professional development, and shared learning experiences among school leadership and staff to enhance overall educational outcomes. This collaboration will include opportunities for:

- Professional Development: Leadership and staff will participate in joint professional development sessions with other schools, focusing on effective instructional strategies, operational efficiency, and student engagement techniques.

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- Sharing Best Practices: School leaders and educators will engage in regular forums or meetings to share successful initiatives and strategies, particularly in areas such as dropout prevention, credit recovery, and alternative education.
- Mutual Support Networks: The school will contribute to and benefit from a network of educators and administrators who can provide guidance, mentorship, and feedback on common challenges, fostering continuous improvement.

These relationships will be non-contractual, non-obligatory, and centered on mutual support and shared goals, ensuring that the collaboration enhances the school's capacity to achieve its mission and student success.

NOTE: For the section above (Charter Portfolio) we have drawn from our Gen 30 THSAL charter application.

Organization of the CMO

See Attachment - CMO Organizational Charts

Commercial Lease Agreement(s)

See Attachment - CMO Commercial Lease Agreement(s)

Letter of Special Assurances

Name of Proposed Charter School:	**Texas High School for Accelerated Learning (THSAL)**
Name of Sponsoring Entity:	**Texas School for Dropout Prevention, Inc. (TSDP)**

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

GAM 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.

GAM 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.

GAM 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.

GAM The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-26-101 and is aware that applications deemed "incomplete" will not be considered.

Open Meeting Requirements

GAM 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 Texas Government Code, Chapter 551.

GAM 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

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

Criminal History Check Requirements

GAM 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) Texas Code of Criminal Procedure.

Letter of Special Assurances

Annual Training Requirements

GAM

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

GAM

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

GAM

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

GAM

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.

GAM

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.

GAM

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.

Withdrawal and Expulsion

GAM

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.

Letter of Special Assurances

GAM

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.

GAM

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.

GAM

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.

New Charter Pre-opening Checklist

GAM

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.

Federal and State Funding

GAM

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

GAM

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.

GAM

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), 200.208.

Federal Charter School Program Grant

GAM

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 31 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.

Letter of Special Assurances

GAM

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.

GAM

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.

GAM

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 Financial Accountability System Resource Guide (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.

GAM

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.

GAM

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.

GAM

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.

GAM

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;

Letter of Special Assurances

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.

Required Disclosure

GAM 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.

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.

Dr. Gregory Meyers Digitally signed by Dr. Gregory Meyers
Date: 2025.11.13 15:51:49 -05'00'

Electronic (or Print) Signature of the Chair of the Sponsoring Entity

Landscape

I. 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 website and 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											
37.5%	52.3%	4.4%	0.8%	2.0%	0.3%	2.6%	95%	38%	100%	14%	1%
District of Location											
Spring ISD											
37.5%	52.3%	4.4%	0.8%	2.0%	0.3%	2.6%	88%	32.8%	62.2%	11.8%	7.3%
Aldine ISD											
21.3%	74.6%	1.9%	0.2%	0.9%	0.2%	1.1%	91.8%	47.3%	86.8%	10.7%	5.3%

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

Articles of Incorporation or Certificate of Formation

If 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).

If the sponsoring entity was incorporated after January 1, 2006.

- Provide either:
  - A single page document with the Certificate of Formation filing number as provided by the Texas Secretary of State.

    Or

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

Applicants may be removed from further review if the entity is not incorporated by the time of submission.

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

Jane Nelson
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Texas School for Dropout Prevention, Inc.
File Number: 805513884

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: 04/18/2024

Effective: 04/18/2024

Jane Nelson
Secretary of State

501(c)(3) Letter of Determination

If the sponsoring entity currently has 501(c)(3) tax exempt status.

- Provide the Letter of Determination issued by the Internal Revenue Service (IRS).

If the sponsoring entity does NOT have 501(c)(3) tax exempt status.

- Provide a single page document that states "**[Sponsoring entity]** submitted all required documentation to the Internal Revenue Service on [date]. The board of **[sponsoring entity]** is aware that a final Letter of Determination must be provided to the Texas Education Agency before the commissioner of education proposes Generation 31 applicants for award. The board further understands that a failure to submit the Letter of Determination may result in removal from the application process."

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

Date:
11/27/2024
Employer ID number:
99-2388375
Person to contact:
Name: Isiaka Abejide
ID number: 5336181
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:
April 18, 2024
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053608005144

TEXAS SCHOOL FOR DROPOUT PREVENTION INC
845 PROTON RD
SAN ANTONIO, TX 78258

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,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Evidence of Community Engagement

Provide the following documents:

- Any evidence of support from intended community stakeholders and/or community partners.
- Optional Public Meeting Summary (see next page)
- Optional Public Meeting Notification

Do not provide documents that contain names of individuals under the age of 18 years old.

Optional: Public Meeting Summary

Applicants must submit the following table with this attachment.

Meeting Date	Location	Attendance
10.13.25	Tom Wussow Park @ 500 Greens Rd, Houston 77060	26
10.28.25	DeExclusive Event Center @ 17500 Kuykendahl Rd, Spring 77379	32
11.05.25	Keith Wiess Park @ 12300 Aldine Westfield Road, Houston 77093	19
11.10.25	Barbara Bush Library @ 6817 Cypresswood Drive, Spring 77379	23

It is recommended that applicants hold one public meeting within the charter school's target zip code to discuss the application for the proposed Generation 31 open-enrollment charter school. Anyone may attend and participate in the public meeting.

ALLOWABLE VENUES:

Virtual Meeting Option

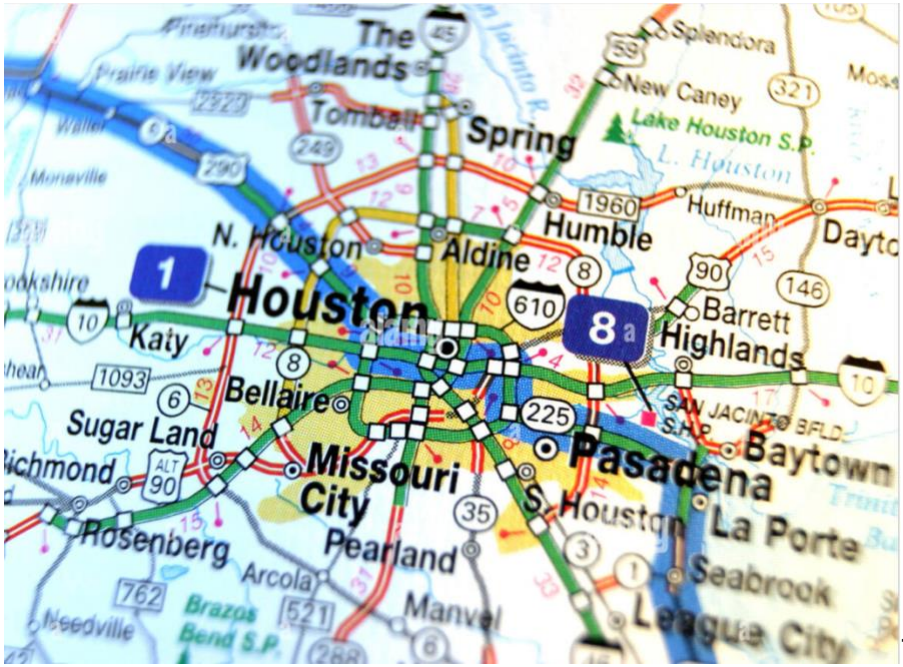
- Applicants may hold a public virtual meeting. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may not require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

In-Person Meeting Option

- Applicants may hold an in-person meeting.

Texas High School for Accelerated Learning

Evidence of Community Engagement



[1]

To identify the proposed community for the Texas High School for Accelerated Learning (THSAL), the Texas School for Dropout Prevention (TSDP) partnered with Second Mile Education (SME) to work closely with families, educators, and community leaders throughout the Houston region. conducted a comprehensive community landscape analysis designed to ensure that the proposed school would respond directly to local needs and opportunities. The process sought to identify a location that demonstrates:

1. No oversaturation of charter or alternative programs;
2. Strong demand for a proven, research-based dropout prevention and recovery model;
3. Persistent academic underperformance and barriers to equitable access; and
4. A robust network of potential community partners ready to collaborate in supporting student success.

[1] https://www.alamy.com/close-up-map-of-houston-texas-image2552428.html

To ensure that the proposed site reflected both quantitative data and lived experience, SME and TSDP used a two-part approach that combined data analysis with authentic community engagement. Using TEA Texas Academic Performance Reports (TAPR), district and campus accountability ratings, STAAR and EOC performance results, and U.S. Census data, the team examined academic outcomes, economic conditions, and student demographics (See Demographic Projections Table Errata #2) across multiple Houston-area districts. This analysis revealed significant concentrations of over-age, under-credited, and at-risk students in Spring ISD and Aldine ISD, both located in North Houston, where graduation rates remain low, accountability ratings have stagnated, and chronic absenteeism and student mobility continue to outpace state averages. These data illuminated communities with significant concentrations of at-risk youth, high dropout and absenteeism rates, and limited access to flexible learning options.

TEA State Accountability Performance Indicators for 2023–2025

The following indicators summarize statewide performance trends and provide a benchmark for evaluating district and campus outcomes within the proposed service area. These measures highlight persistent gaps in student achievement, graduation rates, and college, career, and military readiness (CCMR).

1. **State vs. District Performance Trends (Aldine ISD & Spring ISD)**

The table below compares key attendance, dropout, and graduation indicators for Aldine and Spring ISDs against state averages. These data highlight persistent gaps in engagement and completion, underscoring the need for flexible, student-centered alternatives in North Houston.

State vs District Performance Trends (Adline ISD & Spring ISD)			
2022-23	State	District	
		Aldine	Spring
Attendance Rate	93.30%	90.10%	90.80%
Chronic Absenteeism	20.30%	34.80%	32.80%
Annual Dropout Rate (Gr 7-8)	0.80%	1.90%	2.40%
Annual Dropout Rate (Gr 9-12)	2.00%	3.50%	4.20%
At-Risk	53.20%	86.80%	62.20%
4-Year Longitudinal Rate (Gr 9-12)			
Graduated	90.30%	80.60%	83.50%
Continued HS	3.10%	3.70%	3.30%
Dropped Out	6.30%	15.60%	13.10%

2. Spring ISD District Trends

The following table presents Spring ISD's attendance, chronic absenteeism, dropout, and graduation rates compared with state averages and across its three comprehensive high schools. The data reveal high absenteeism and dropout levels, particularly at campuses where graduation rates fall well below the state benchmark.

**according to latest TAPR report	Spring ISD - Campus Performance Indicators			
	District	Dekaney HS	Spring HS	Westfield HS
Attendance Rate	90.80%	87.20%	85.40%	85.20%
Chronic Absenteeism	32.80%	47.50%	53.00%	56.20%
Annual Dropout Rate (Gr 7-8)	2.40%	-	-	-
Annual Dropout Rate (Gr 9-12)	4.20%	5.60%	3.70%	3.90%
4-Year Longitudinal Rate (Gr 9-12)				
Graduated	83.50%	77.40%	86.90%	81.20%
Continued HS	3.30%	2.10%	1.20%	2.10%
Dropped Out	13.10%	20.50%	11.60%	16.70%

3. Aldine ISD District Trends

This next table details Aldine ISD's performance indicators in comparison with state averages and its five comprehensive high schools. The figures show generally low attendance and graduation rates, coupled with high chronic absenteeism and dropout rates across nearly all campuses.

**according to latest TAPR report	Aldine ISD - Campus Performance Indicators					
	District	Aldine HS	MacArthur HS	Eisenhower HS	Nimitz HS	Davis Senior HS
Attendance Rate	90.10%	85.70%	86.00%	84.30%	86.80%	85.80%
Chronic Absenteeism	34.80%	48.40%	44.40%	54.30%	49.90%	49.90%
Annual Dropout Rate (Gr 9-12)	3.50%	4.00%	3.20%	3.70%	3.10%	4.00%
4-Year Longitudinal Rate (Gr 9-12)						
Graduated	80.60%	77.00%	79.90%	80.90%	82.60%	73.40%
Continued HS	3.70%	3.00%	4.20%	3.00%	4.30%	3.80%
Dropped Out	15.60%	19.80%	15.90%	16.10%	12.90%	22.80%

4. Four-Year Longitudinal Dropout Rates (2023)

The table below summarizes four-year longitudinal dropout rates by campus, alongside data for economically disadvantaged and emergent bilingual students. These figures reveal differences, with dropout rates two to four times higher than the state average, especially among high-need student groups.

Four-Year Longitudinal Dropout Rate (Grades 9–12) ** *according to most recent TAPR report*				
High School	**State Dropout Rate**	**Campus Rate**	**Economically Disadvantaged**	**Emergent Bilingual**
Westfield High School	6.30%	16.70%	18.30%	24.80%
Eisenhower High School	6.30%	16.10%	15.20%	25.00%
Aldine High School	6.30%	19.80%	17.10%	31.50%
Davis High School	6.30%	22.80%	20.80%	42.00%
DeKaney High School	6.30%	20.50%	20.80%	29.90%
MacArthur High School	6.30%	15.90%	14.40%	27.00%

5. **Campus Accountability Ratings (High School)**

The table below summarizes three-year accountability trends for high schools in Aldine and Spring ISDs, based on TEA ratings from 2023 to 2025. These ratings reflect consistently low performance in student achievement and closing-the-gaps domains, with most campuses remaining in the "D" or "F" range despite modest progress in school progress scores.

Spring ISD	Overall Rating by School Year(s)					
Campus	**2023**	**2024**	**2025**	**Student Achievement Score (2025)**	**School Progress Score (2025)**	**Closing the Gaps (2025)**
Westfield HS	**59 - F**	**57 - F**	**52 - F**	**56- F**	60 - D	**33 - F**
Dekaney HS	**59 - F**	**59 - F**	**56 - F**	**57- F**	61 - D	**43 - F**
Spring HS	65 - D	**57 - F**	**55 - F**	**58- F**	60 - D	**42 - F**

Aldine ISD	Overall Rating by School Year(s)					
Campus	**2023**	**2024**	**2025**	**Student Achievement Score (2025)**	**School Progress Score (as of 2025)**	**Closing the Gaps (as of 2025)**
Aldine HS	64 - D	69 - D	78 - C	69- D	79 - C	74 - C
MacArthur HS	**56 - F**	68 - D	68 - D	63- D	71 - C	62 - D
Eisenhower HS	**53 - F**	68 - D	72 - C	66- D	73 - C	71 - C
Nimitz HS	68 - D	76 - C	75 - C	67- D	75 - C	75 - C
Davis HS	**58 - F**	65 - D	69 - D	65- D	72 - C	65 - D

6. **Campus Accountability Ratings (Middle School)**

The following table presents 2023–2025 accountability ratings for Aldine and Spring ISD middle schools. The data show that early academic warning signs are evident before high school, with most campuses rated "F" for three consecutive years and chronic underperformance in student achievement and closing-the-gaps indicators.

Spring ISD	Overall Rating by School Year(s)					
Campus	2023	2024	2025	Student Achievement Score (2025)	School Progress Score (2025)	Closing the Gaps (2025)
Bammel MS	56 - F	55 - F	55 - F	51 - F	55 - F	55 - F
Wells MS	80 - B	76 - C	74 - C	62 - D	75 - C	72 - C
Bailey MS	69 - D	55 - F	49 - F	52 - F	53 - F	40 - F

Aldine ISD	Overall Rating by School Year(s)					
Campus	2023	2024	2025	Student Achievement Score (2025)	School Progress Score (as of 2025)	Closing the Gaps (as of 2025)
Aldine MS	59 - F	56 - F	59 - F	52 - F	58 - F	67 - D
Hoffman MS	47 - F	59 - F	59 - F	52 - F	58 - F	66 - D
Lewis MS	57 - F	50 - F	59 - F	51 - F	55 - F	71 - C
Stovall MS	54 - F	59 - F	59 - F	55 - F	59 - F	67 - D

7. **Student Performance Data (STAAR/EOC) – Spring ISD and Aldine ISD**

The tables below compare Spring ISD and Aldine ISD student performance on STAAR and End-of-Course (EOC) assessments with statewide averages. In both districts, the percentage of students performing on grade level is consistently and substantially below state benchmarks, most notably in early literacy and Algebra I, where proficiency gaps exceed 20 percentage points, signaling early academic risk that compounds by high school.

Spring ISD		
PERCENTAGE OF STUDENTS PERFORMING ON GRADE LEVEL BASED ON STAAR OR EOC EXAMS		
Grade / Exam	**District %**	**State %**
3rd Grade Reading	29.00%	48.00%
5th Grade Reading	40.00%	55.00%
8th Grade Reading	49.00%	56.00%
End-of-Course English I	35.00%	52.00%
End-of-Course Algebra I	20.00%	43.00%

Aldine ISD		
PERCENTAGE OF STUDENTS PERFORMING ON GRADE LEVEL BASED ON STAAR OR EOC EXAMS		
Grade / Exam	**District %**	**State %**
3rd Grade Reading	30.00%	48.00%
5th Grade Reading	37.00%	55.00%
8th Grade Reading	34.00%	56.00%
End-of-Course English I	34.00%	52.00%
End-of-Course Algebra I	27.00%	43.00%

Across both Aldine and Spring ISDs, the data reveal consistent patterns of underperformance that signal an urgent need for alternative pathways to high school completion. Attendance rates in both districts fall below the state average, while chronic absenteeism exceeds 30 percent, nearly double statewide levels. Annual dropout rates for grades 9–12 remain significantly higher than the state's 2 percent benchmark, and four-year longitudinal data show graduation rates 7 to 10 points lower than the Texas average. Accountability ratings confirm these challenges: most comprehensive high schools in both districts have earned "D" or "F" ratings for three consecutive years, with particularly low scores in student achievement and closing-the-gaps indicators. Similarly, STAAR and EOC performance results show that fewer than half of students in either district meet grade-level standards in reading or math, with especially low proficiency in Algebra I. Collectively, these findings highlight systemic barriers to engagement and achievement, factors that directly inform the need for a more flexible, supportive, and community-based school model in North Houston.

Community Engagement

To complement the quantitative data analysis, TSDP and SME engaged families, educators, and nonprofit partners through focus groups, stakeholder interviews, and public meetings to understand local priorities and perceptions. Participants consistently emphasized the need for a school that not only re-engages students academically but also integrates wraparound supports, workforce pathways, and family partnerships. Stakeholder feedback contextualized

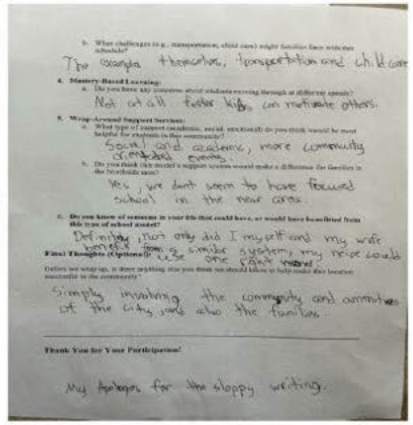
the data, highlighting unmet needs in literacy, math readiness, and family engagement. These insights guided strategic priorities for curriculum enhancement, targeted interventions, and community-based enrichment programming.

Engagement with residents, educators, and nonprofit leaders further accentuated that North Houston requires a school offering not only flexible scheduling and credit recovery but also comprehensive supports that address the broader realities students face. Families described barriers such as transportation, housing instability, childcare, and employment pressures, and expressed a desire for a school that partners with them to overcome those challenges. The feedback reinforced that readiness for THSAL's model depends as much on the strength of community relationships as on academic indicators.

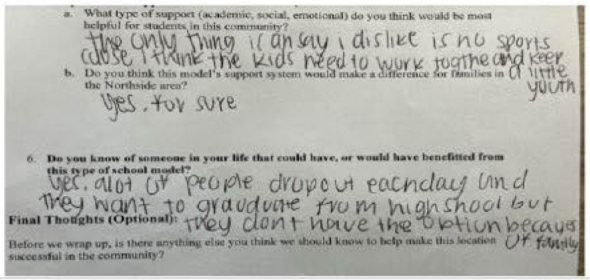
Focus Groups

As an experienced Charter Management Organization, Second Mile Education has a longstanding practice of adapting proven academic frameworks to local needs. In Spring and Aldine ISDs, TSDP collaborated with SME to actively gather community feedback and refine the THSAL model to reflect regional priorities while maintaining the core elements that drive student success. Families were engaged through Nextdoor, social media, and partnerships with local nonprofits, community centers, churches, and offices. During these sessions, the THSAL design was shared, and families were invited to review and discuss key features in small-group settings to ensure authentic community voice throughout the design and application process. For families unable to attend large focus groups, opportunities for one-on-one conversations were provided to gather meaningful feedback and ensure diverse perspectives were represented. *(Artifacts, sample written responses, and photos from focus groups appear below.)*

[redacted]



b. What challenges (e.g., transportation, child care) might families face with this schedule?
The georgia transition, transportation and child care
4. Mastery-Based Learning:
a. Do you have any concerns about students moving through at different speeds?
Not at all. Faster kids can motivate others.
5. Wrap-Around Support Services:
a. What type of support (academic, social, emotional) do you think would be most helpful for students in this community?
Social and academic, more community events.
b. Do you think this model's support system would make a difference for families in the Northside area?
Yes, we dont seem to have focused suburbs in the near area.
6. Do you know of someone in your life that could have, or would have benefitted from this type of school model?
Definitely, not only did I myself and my wife [illegible] a similar system, my niece would use one [illegible]
Final Thoughts (Optional):
Before we wrap up, is there anything else you think we should know to help make this location successful in the community?
Simply involving the community and current of the city such as the families.
Thank You for Your Participation!
My apologies for the sloppy writing.



a. What type of support (academic, social, emotional) do you think would be most helpful for students in this community?
the only thing i can say i dislike is no sports cause i think the kids need to work together and keep a little youth
b. Do you think this model's support system would make a difference for families in the Northside area?
yes, for sure
6. Do you know of someone in your life that could have, or would have benefitted from this type of school model?
yes, alot of people dropout eachday and they want to graduate from highschool but they dont have the option because of family
Final Thoughts (Optional):
Before we wrap up, is there anything else you think we should know to help make this location successful in the community?

Community Tabling and Outreach

Time was spent engaging directly with families to share our school model and vision. Through these conversations, we gathered valuable feedback, built meaningful connections, and collected contact information from students and families eager to learn more and stay involved in the development process. Through tabling alone, 37 families shared their contact information while explicitly asking to stay in touch because they felt that someone in their life could benefit from attending THSAL and expressed interest in enrolling.





Public Meetings and Digital Engagement

Toward the conclusion of the design process, 4 public meetings were held where community advisors and student volunteers presented the THSAL model and gathered additional family input. Notifications were posted on social media and geotagged to reach residents within the target zip codes.



Tue, Oct 28, 6:00 PM - 7:00 PM

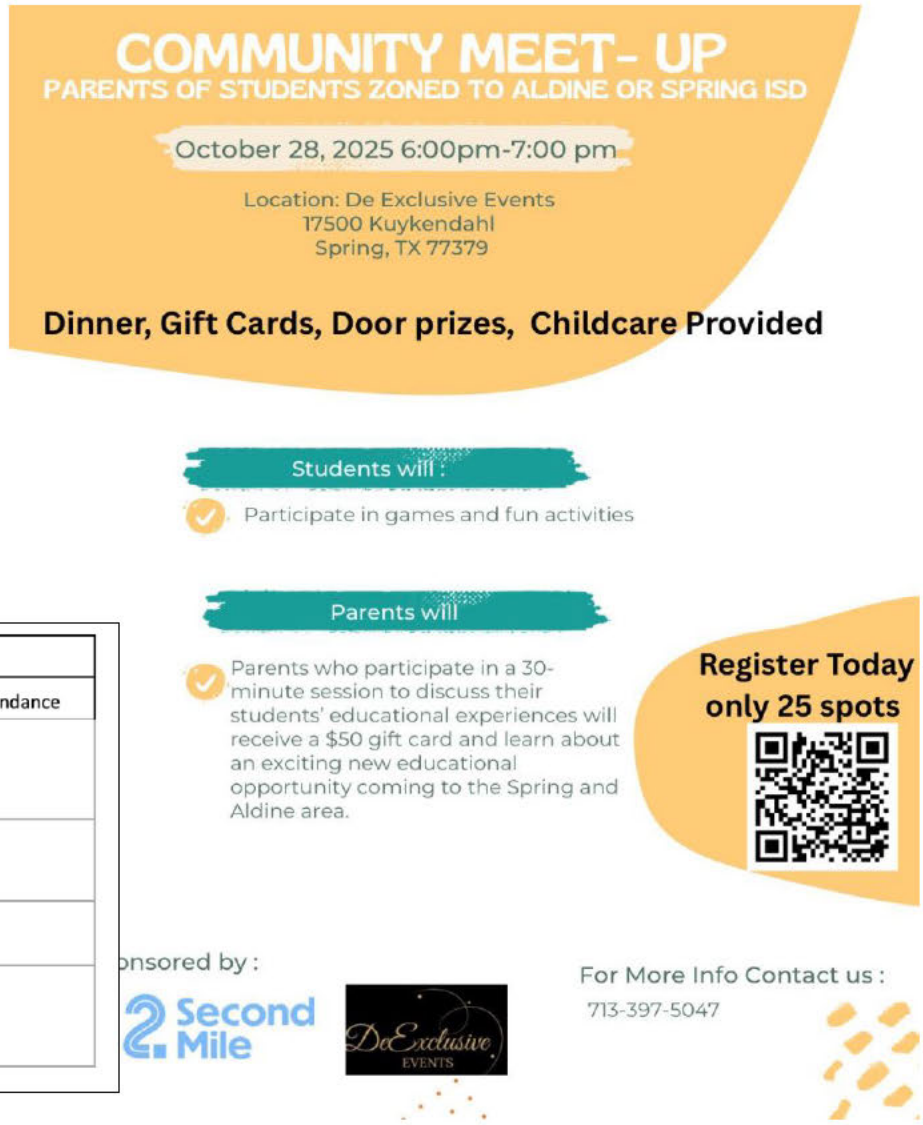
Community Meet Up

17500-17510 Kuykendahl Road

Brenda Farr

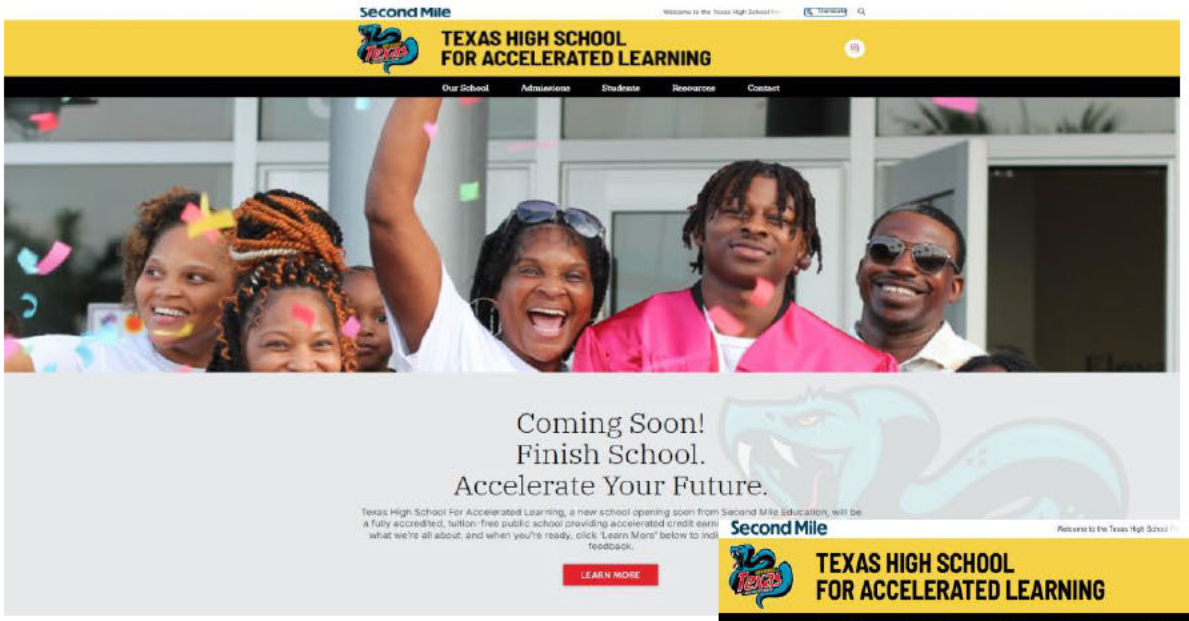
Cypresswood · 3d ·

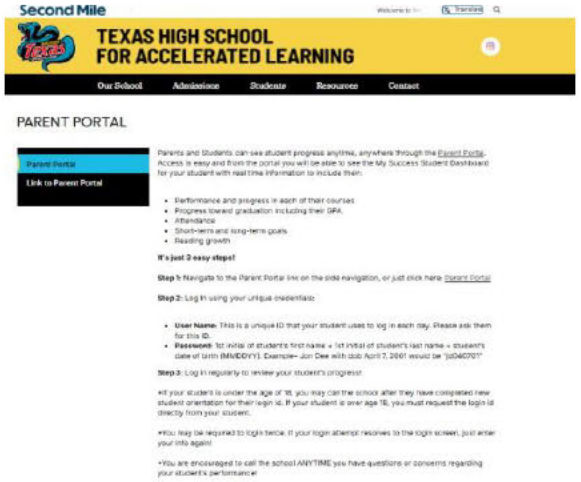
In-Person Community Meetings		
Meeting Date	Location	Attendance
10/13/25	Tom Wussow Park @ 500 Greens Rd, Houston, TX 77060	26
10/28/25	Exclusive Event Center (in-person)	32
11/05/25	Keith-Wiess Park @ 12300 Aldine Westfield Road, Houston 77093	19
11/10/25	Barbara Bush Library @ 6817 Cypresswood Dr, Spring, TX 77379	23

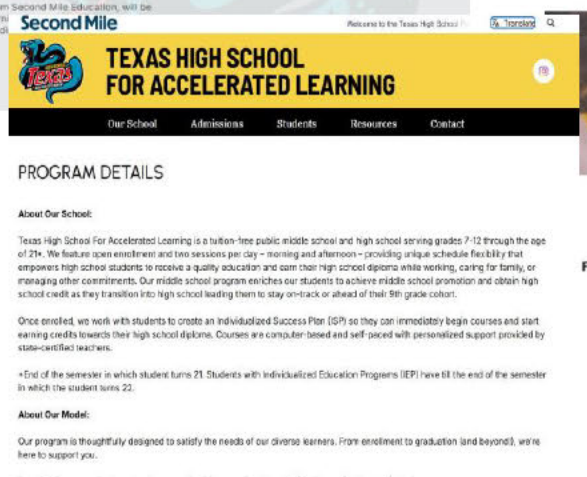


These efforts reinforced that the Spring and Aldine ISD communities are deeply aligned with THSAL's mission and approach. North Houston represents a convergence of urgent educational need and strong community infrastructure—home to active nonprofit organizations, employers, and family networks eager to collaborate in support of student success. This alignment of need and readiness provides the foundation for a sustainable, community-embedded school model.

An informational website. Texas High School for Accelerated Learning (https://texashighschoolforacceleratedlearning.com), was developed to provide ongoing access to information about the school's model, design elements, and opportunities for involvement. The site serves as a hub for transparency, collaboration, and community updates.







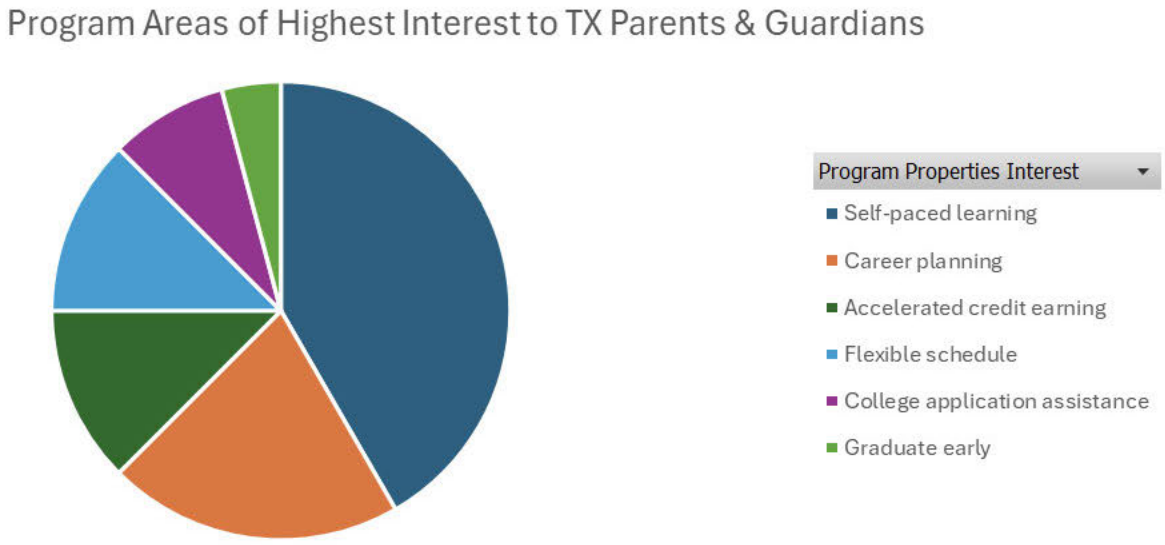


Survey Results
October-November 2025

To further understand local needs and ensure THSAL's design reflected community priorities, THSAL distributed bilingual flyers with a brief interest survey at neighborhood events, apartment complexes, and community centers.

A total of 24 families responded through Texas.FinishSchool.com (English) or Tejas.FinishSchool.com (Spanish), sharing what matters most in a new high school option. Respondents indicated the most important elements to them were:

- 42% (10) indicated self-paced learning
- 21% (5) indicated career planning
- 12.5% (3) said accelerated credit earning
- 12.5% (3) said flexible scheduling
- 8% said college application assistance
- and 4% indicated the ability to graduate early



Most Important Element	Responses	Percent of Reponses
Self-paced learning	10	41.67%
Career planning	5	20.83%
Accelerated credit earning	3	12.50%
Flexible schedule	3	12.50%
College application assistance	2	8.33%
Graduate early	1	4.17%
Grand Total	**24**	**100.00%**

Ongoing Community Collaboration

Following the first focus group, community interest in the THSAL model proved substantial. Families stayed after sessions to continue conversations, exchange contact information, and explore ways to support the initiative. From this enthusiasm emerged the Community Advisory Team, composed of community members who volunteered to host additional focus groups, assist with outreach events, and support enrollment planning during Year 0.

From the earliest stages of development, TSDP and SME prioritized meaningful engagement to ensure THSAL's design reflects the voices of those it will serve. Through multiple rounds of focus groups, small-group discussions, and public meetings, the team, including local partners, connected with families across Spring and Aldine ISDs, listening to their experiences and aspirations for students who have struggled in traditional settings. Participants emphasized the importance of balancing rigor with flexibility, integrating mental health and social supports, and connecting learning to real-world goals.

This process led to the establishment of a Community Advisory Team composed of parents, educators, and nonprofit leaders deeply rooted in the North Houston community. The committee continues to shape THSAL's design, host outreach events, and advise on strategies to ensure the school remains accessible, equitable, and aligned with community values. Their engagement demonstrates that lasting success grows from collaboration and trust.

Community Leaders and Partners

- **Timothy Ortega**, Community Advocate and Founder of *Kisanet*, is a Northside native who understands firsthand the barriers faced by young parents and students balancing life responsibilities. His organization empowers underserved families through education and community resources, connecting youth to the same supports that once changed his own trajectory.
- **Charlsie Payne**, Parent and Spring ISD Community Member, brings over two decades of community leadership and advocacy, focusing on expanding educational and wellness opportunities for Houston's underserved families.
- **Shandra Garner**, Educator and Aldine ISD Community Member, has dedicated nearly three decades to advancing equity and opportunity in Houston schools, combining leadership and advocacy to support students facing systemic barriers.
- **Juliana Vargas**, Parent and Educator, has served as an assistant principal and instructional leader committed to ensuring all students thrive through inclusive and dynamic learning environments.
- **Megan Wilburn**, Nonprofit Leader and Founder of *M.O.V.E.*, channels her lived experience as a teen parent into supporting youth and families across Houston. Through M.O.V.E., she bridges schools, families, and organizations to promote connection, stability, and purpose.

Formal Partnerships

TSDP established Memoranda of Understanding (MOUs), see below, with several community partners:

- 8 Million Stories, a respected Houston-based nonprofit dedicated to empowering youth through wraparound services and workforce readiness, strengthens THSAL's capacity to align community-based practices with its academic model. Through this partnership, the THSAL Superintendent Community Partnership Manager will gather lessons from 8MS's successful outreach and engagement strategies, expanding access to real-world learning opportunities, while building a strong support network that supports students as they develop skills that will help them transition from the classroom to lifelong success.
- Kisanet, under the leadership of Timothy Ortega, facilitates community feedback loops, focus groups, and partnerships with local nonprofits and businesses to ensure THSAL's design remains grounded in community insight. Timothy has spent years connecting underserved youth with resources. Building relationships with organizations in the area that he can call on to support schools and students when they need it most. In partnership, Kisanet and M.O.V.E. (see below) have supported TSDP in facilitating focus group, and created a feedback loop between THSAL and the community, providing THSLAL the opportunity to gather valuable community insight to inform THSAL's Generation 31 charter application and directly align the model with community demand.

And is collaborating with a local non-profit

- M.O.V.E., a program that uses physical fitness and group counseling techniques, to disrupt the school-to-prison pipeline and founded by Megan Wilburn, a North Houston native, extends THSAL's reach into neighborhoods across North Houston, supporting families through trauma-informed engagement and connection to essential resources.

Collectively, these partnerships expand THSAL's capacity to address the social and economic factors contributing to student disengagement and ensure that the school launches not just as a learning institution, but as a connected, trusted hub for opportunity and growth in North Houston.

Sample flyers that were distributed follow on the next pages.

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Escuela secundaria pública subsidiada, sin costo.

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Todo el trabajo se realiza en clase.

Imposible Fracasar
Cursos autodidactas.

Transporte Gratuito
Pases de autobús gratis.

Obtén Créditos Más Rápido
Gradúate antes.

Preparación Para La Universidad
Apoyo para solicitudes universitarias y capacitación profesional.

Listo Para el Futuro
Colocación laboral y instrucción para carreras.

Cursos de CTE (Educación Técnica y Profesional)
Obtén certificaciones en las industrias más solicitadas.

MOUs

Docusign Envelope ID: 491B9AB6-81A0-4C58-BA42-B1DA404A7F10

Purpose

This Memorandum of Understanding (MOU) outlines the partnership between **Texas High School for Accelerated Learning (THSAL)** and **Eight Million Stories, Inc. (8MS)** to collaborate in the design and implementation of **wraparound services and career and technical education (CTE) programming** at the planned **THSAL** campus.

The partnership reflects a shared commitment to supporting students in earning both a high school diploma and an industry-recognized credential that opens doors to postsecondary education and sustainable careers.

Background

8MS has been successfully serving Houston students since 2017, supporting over 500 at-risk youth through access to wraparound supports, workforce preparation, and credentialing pathways. 100% of the youth that enter the 8MS program have exited programming with a certification and 57% have exited with immediate employment. Through these programs, 8MS has built extensive partnerships with local industry and postsecondary institutions, particularly in high-demand CTE fields. Through their 8MS Works and YouthBuild programs students receive resume and interview support, durable skills development programming, on the job training, weekly stipends, and vocational certifications.

Second Mile Education seeks to bring their proven model of integration between academics, wraparound services, and workforce preparation into the Houston based THSAL campus, ensuring students are equipped for both life and career success.

Shared Vision

Together, 8MS and THSAL will ensure that Texas High School for Accelerated Learning launches with a strong local foundation, connecting students to the extensive postsecondary, workforce, and community networks already established by 8MS and expanding those connections to meet evolving student needs.

THSAL and 8MS share the belief that young people thrive when schools and community partners work together to provide a comprehensive network of academic, social, and career support. Together, they envision THSAL as a campus where:

- Students are connected to industry-aligned pathways and postsecondary opportunities.
- Wraparound services are integrated into the daily fabric of the school experience.
- Community and nonprofit partners are active contributors to student success.

Year 0 Collaboration

Docusign Envelope ID: 491B9AB6-81A0-4C58-BA42-B1DA404A7F10

During the Year 0 planning phase, THSAL and 8MS will work together to:

1. **Design Embedded Supports:** Establish a framework for how 8MS's proven wraparound and CTE supports will be integrated into THSAL operations, ensuring alignment with the school's mission and academic model.
2. **Network Alignment:** Map 8MS's existing postsecondary and workforce partnerships to THSAL's proposed CTE pathways, and identify opportunities for partnering to provide THSAL students access to credentialing programs and ways to partner to expand programming partnerships to meet THSAL's unique program goals.
3. **Planning Year Deliverables:** Develop a joint implementation plan outlining service delivery, staffing structures, partnership protocols, and shared accountability measures to be finalized prior to THSAL's opening year.

Proposed Year 0 Milestones and Deliverables (8MS)

- **CTE and credential mapping**
  Outcome / Deliverable: Document existing 8MS postsecondary and workforce partnerships; align to THSAL CTE pathways
- **Wraparound supports framework**
  Outcome / Deliverable: Draft integrated plan for student supports
- **Partnership expansion**
  Outcome / Deliverable: Partner to engage additional Houston-based postsecondary and industry partners to expand credentialing opportunities
- **Year 0 review**
  Outcome / Deliverable: Evaluate Year 0 activities; finalize implementation plan for Year 1, including time/cost allocation

Data Sharing and Evaluation

Both parties agree to share relevant non-identifiable data and insights that support the continuous improvement of student wraparound and CTE outcomes. Data-sharing protocols will be developed jointly in Year 0 to ensure alignment with privacy standards and compliance with all applicable laws.

Duration

This MOU will take effect upon approval of THSAL's charter application and remain in force throughout the Year 0 planning phase, with the intent to renew and expand the partnership upon the school's opening.

Signatures

For THSAL
Name: Greg Meyers

Docusign Envelope ID: 491B9AB6-81A0-4C58-BA42-B1DA404A7F10

Title: THSAL Board Chair
Date: _____

Signed by:
Greg Meyers
F4DFD91AE2ED477...

For THSAL
Name: Lizette Fernandez
Title: THSAL Superintendent
Date: _____

Signed by:
Lizette Fernandez
F5811CDAC7F5496...

For Eight Million Stories
Name: Marvin Pierre
Title: Co-Founder and Executive Director

Signature: _____

DocuSigned by:
Marvin Pierre
CA9413F6BABB494...

Date: __11/10/25_____

Docusign Envelope ID: DC704ABE-DA98-47B7-8A3E-AA606DF61E84

Memorandum of Understanding (MOU)

Between
Texas High School for Accelerated Learning (THSAL)
and
Kisanet Organization

I. Purpose

This Memorandum of Understanding (MOU) outlines the partnership between **Texas High School for Accelerated Learning (THSAL)** and **Kisanet**, LLC, a community support organization. The purpose of this partnership is to strengthen **student recruitment, enrollment, and community engagement** in support of THSAL's mission to provide a high-quality, accelerated education pathway for students who have previously disengaged from traditional school settings.

Through this collaboration, Kisanet will support THSAL in identifying, engaging, and enrolling eligible students, fostering meaningful community partnerships, and amplifying awareness of THSAL's programs. Kisanet will also help THSAL deepen its connection to the broader community by elevating local voices, building bridges between the school and families, and supporting the integration of wraparound services that promote student well-being and success.

II. Scope of Work

Kisanet will serve as THSAL's community engagement and outreach partner, responsible for implementing strategies that connect potential students, families, and community organizations to THSAL's mission. In addition to supporting recruitment and enrollment, Kisanet will strengthen THSAL's presence and trust in the surrounding community by cultivating partnerships that extend beyond enrollment.

Kisanet will work alongside THSAL employees to build authentic bridges between the school and the community, ensuring outreach, communication, and service connections are aligned with THSAL's vision and values.

Key activities include:

- Conduct targeted community outreach and recruitment campaigns
- Coordinate with local organizations and service providers to identify and support eligible students

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- Facilitate partnerships that connect THSAL students and families to wraparound services.
- Support THSAL in hosting community conversations, focus groups, and listening sessions to elevate family and community voice
- Provide insights from community engagement to inform THSAL's strategic priorities and board decision-making
- Support THSAL enrollment events and information sessions
- Maintain ongoing communication with THSAL staff about community trends, feedback, and emerging needs

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III. Roles and Responsibilities

THSAL will:

- Provide Kisanet with clear enrollment criteria and up-to-date program information
- Supply Kisanet with necessary recruitment materials, data access, and school branding resources
- Designate a staff point of contact to coordinate weekly communication and collaboration
- Review recruitment and engagement data and provide feedback to guide strategy adjustments
- Include Kisanet in relevant planning meetings where community perspectives can inform decisions

Kisanet will:

- Partner with THSAL to design and implement community engagement strategies that reflect the school's culture, values, and priorities
- Serve as a bridge between THSAL and citywide community resources and nonprofit partners
- Support THSAL staff in building and sustaining direct relationships with community partners
- Facilitate biannual focus groups or listening sessions to elevate family and community perspectives relevant to THSAL's operations and planning
- Bring community insights and partnership opportunities to THSAL leadership to inform outreach, engagement, and governance decisions
- Track and share information about engagement activities, participation levels, and partnership impact to help THSAL strengthen its ongoing community work
- Ensure all outreach and engagement practices adhere to THSAL's student data privacy and ethical communication standards

V. Coordination and Communication

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Kisanet and THSAL will hold regular coordination meetings to monitor recruitment metrics, discuss community engagement strategies, and review partnership outcomes. Additional meetings may be scheduled as needed to support key enrollment periods or community initiatives.

VI. Duration and Termination

This MOU shall take effect on **August 1, 2025**, and remain in effect through **July 31, 2026**, unless amended or terminated by either party. Either organization may terminate this agreement with **30 days' written notice.**

VII. About Kisanet

Kisanet is a nonprofit organization led by Timothy Ortega, who has devoted his career to serving the Houston community and strengthening connections between schools, nonprofits, and local resources. Kisanet works as a grass-roots and grassroots connector who has partnered with public schools and a wide range of nonprofit and community organizations to connect students and families to the services and support they need to thrive.

VIII. Signatures

Texas High School for Accelerated Learning
Name: Greg Meyers
Title: THSAL Board Chair
Date: Signed by: Greg Meyers F4DFD91AE2ED477...

For THSAL
Name: Lizette Fernandez
Title: THSAL Superintendent
Date: Signed by: Lizette Fernandez F5811CDAC7F5496...

Kisanet
Name: Timothy Ortega
Title: Founder
Signature: T. Ortega
Date: 11/11/2025

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The following letters of support are from community members who either

attended focus groups or participated in 1:1 conversation

between October 1st and November 4th, 2025

To Whom It May Concern:

As a parent in the Northside community, I know how difficult it can be for families balancing work, childcare, and their children's education. A flexible school model like THSAL gives families options, morning or afternoon schedules, that can make all the difference.

So many students here need a second chance to succeed, and this model meets them where they are. With individualized support and wraparound services, our community needs this.

Thanks,
Martika Guillory

Hi,

I grew up in this community and know what it's like to feel like things are against you and you can't get ahead with school.. Many of my friends didn't finish because the system wasn't flexible enough to understand our circumstances. This new school model brings hope, it gives students ownership of their learning, teaches responsibility, and provides the support needed to push through challenges. This type of school could have changed so many of our stories. I fully support it coming to the Greenspoint area.

Regards,
Kevin Garner

Good afternoon,

As someone who has worked in local schools, I've seen too many students lose motivation and disappear from the classroom. Often, these are bright, capable young people who just need a different kind of learning environment, one that recognizes their challenges and gives them options.

The THSAL model offers that. By allowing students to move at their own pace, it removes the stigma of "falling behind." By providing emotional and social support, it helps them rebuild confidence. And by offering flexible scheduling, it keeps students connected to school rather than pushed out by circumstances.

This is exactly the type of alternative education our community needs to reduce dropout rates and build pathways to success for every student.

Sincerely,
Sataria Bates

To whom it may concern,

As a single parent, I know how hard it is to manage school schedules when you're the only one providing for your household. Traditional schools often expect families to fit into rigid systems that simply don't work for everyone. The morning and afternoon session options offered by THSAL would be a game changer for many families like mine.

This flexibility means parents can keep working while ensuring their children stay in school and on track. Add in emotional support and individualized academic help, and it's clear this isn't just another school, it's a model designed with real families in mind.

So many of our students just need a different kind of chance. ALos, I really genuinely appreciate any school system that looks to the community to get our opinions. As community members it doesn't feel like we are brought into the decision making process and we are the ones who are most impacted, so I support THSAL coming because I already feel like they are going to be community oriented and work with us.

Kind Regards,
Charlsie Payne

Hello,

Transportation and childcare are two of the biggest challenges families in our area face. A school model that offers both morning and afternoon sessions would relieve so much pressure and make education accessible for families who work irregular hours. This kind of flexibility could keep more teens in school and help more families feel supported. I strongly believe THSAL would make a real difference here. Especially because they support helping students think past just the diploma and make plans for after that too.

Thanks,
Nicholas Franklin

To Whom It May Concern:

As someone who works with youth who have left or nearly left school, I see how much they need an environment that believes in them. Many are capable but overwhelmed. This model, with coaching, emotional support, and flexible scheduling creates exactly that kind of environment.

This school would give our young people a path forward, one that's filled with encouragement and opportunity rather than judgment or discouragement. We would welcome THSAL to the Northside Community.

Best,
Carla Harrison

Hello,

I am writing in support of your consideration to open THSAL on the Northside of Houston, TX. For too long, the focus in our schools has been on test scores rather than on preparing students for what comes next. Many of our kids graduate but aren't ready for college or a career, and some never make it to graduation at all.

What excites me about the THSAL is that it doesn't stop at helping students earn a diploma, it prepares them for the future. Through mastery-based learning and opportunities to earn certifications and life skills, students are equipped to enter the workforce or continue their education with confidence.

This is the kind of forward-thinking model our community needs. It gives students ownership of their future and gives parents peace of mind knowing their children are being set up for success, not just survival.

Shyetta Boykin

Dear advocates,

Working with at-risk youth across North Houston, I've seen how many students give up on school, not because they don't care, but because they don't see a path that makes sense for them. Some are teenage parents, others are working full-time jobs, and some are simply trying to survive day to day.

A program like THSAL is exactly what this area needs. The combination of flexible scheduling, mentorship, and real-life skill development means students will no longer have to choose between surviving and succeeding. This model doesn't just talk about graduation, it builds pathways to stability and long-term growth.

When a school truly listens to its community, it becomes more than an institution. They have already shown that they understand the needs of the community and are willing to create connections in the community to make sure the school addresses students' needs beyond just credit recovery (although that is important and central to the work).

Respectfully,
Silean Abbai

Additional Letters of Support from

Local and National Organizations

edmentum

November 5, 2025

To Whom it May Concern,

At Edmentum, we are proud to serve the students & families proud of Texas and to remain aligned with Texas education initiatives, including prioritizing High-Quality Instructional Materials (HQIM). Our TEKS-aligned digital curriculum for grades 6–12 is designed to complement and enhance HQIM resources such as Bluebonnet.

Our Courses offer flexibility and customization, making it easy for educators to align Bluebonnet activities with the curriculum. Educators can seamlessly incorporate Bluebonnet's lessons, activities, and assessments to enrich instruction and reinforce learning within Edmentum's units and lessons.

THSAL will align curriculum adoption with TEA's phased release of Bluebonnet High-Quality Instructional Materials (HQIM) for secondary grades. Bluebonnet Math HQIM for grades six through eight, including Algebra I, has been released for the 2025–26 instructional materials cycle. As TEA expands Bluebonnet courses in English Language Arts, Algebra II, Geometry, and Science, Edmentum will partner with THSAL to include these within their courses to ensure fidelity to state priorities. For subjects not yet covered by Bluebonnet, THSAL will continue using Edmentum's TEKS-aligned, nationally accredited curriculum. This approach helps to ensure that all THSAL instructional materials meet or exceed TEA's definition of HQIM while maintaining continuity during the phased state rollout.

Sincerely,



Amanda Kocon
Chief Strategy & Operations Officer
Edmentum
Amanda.kocon@edmentum.com

October 24, 2025

Dear Commissioner Morath,

On behalf of Eight Million Stories, it is my privilege to express our enthusiastic support for ALS Charter School and the transformative model it proposes to implement for students in Houston. As an organization committed to breaking cycles of poverty and incarceration through education, employment, and emotional support, we recognize the significant impact that ALS Charter School's holistic approach will have on the lives of young people, particularly those who have historically faced challenges in traditional educational settings.

The students we serve at 8MS often arrive with untapped potential, shaped by systemic barriers, personal adversities, and educational disruptions. ALS Charter School's innovative model—centered on personalized learning, restorative practices, and wraparound support—is perfectly positioned to address these needs. By integrating academic rigor with socio-emotional learning, the school not only prepares students for success in the classroom but also equips them with the resilience and skills necessary to thrive beyond its walls.

What sets ALS Charter School apart is its commitment to addressing the whole student. Its emphasis on mental health resources, mentorship, and family engagement fosters a nurturing environment where every learner feels valued and supported. For students who have experienced disconnection from traditional systems, this approach is not merely beneficial, it is essential. By meeting students where they are and building a path forward tailored to their unique strengths, ALS Charter School embodies the core values of opportunity and equal access.

In addition, the potential ripple effects of this model on our city are profound. When students are empowered to reach their full potential, families and communities are strengthened. ALS Charter School's vision aligns seamlessly with our shared mission of creating pathways for success that transcend circumstances, ensuring that all young people have access to a brighter future.

As a partner and advocate for Houston's youth, Eight Million Stories fully supports ALS Charter School application and efforts to redefine what is possible in education. We stand ready to collaborate in any capacity to ensure its success and to amplify its impact on students who need it most.

Thank you for your consideration of ALS Charter School charter application. Should you have any questions or require additional information, please do not hesitate to contact us.

Sincerely,

Marvin Pierre
Co-Founder and Executive Director

Eight Million Stories, Inc.

To Whom It May Concern,

On behalf of BMO and our Bank at Work program, I am pleased to extend our continued support and appreciation to Bradenton Bay High School for its commitment to empowering students and staff through financial education and community engagement.

Throughout 2025, our partnership has flourished through a series of impactful initiatives. We've had the privilege of delivering financial literacy workshops focused on budgeting and identity theft prevention, equipping both students and staff with essential tools for financial well-being. Additionally, we've offered exclusive banking incentives to staff members and proudly contributed to the school's Community Resource Days, reinforcing our shared dedication to holistic support.

Bradenton Bay High School's openness to collaboration and its proactive approach to financial empowerment have made it a model partner. We look forward to continuing our relationship and expanding our efforts to serve the school community in meaningful ways. Thank you for your trust and partnership.





Gregory Alexandrea, Jr.
Vice President | Regional Sales Manager
Financial Wellness Specialist | Bank at Work

BMO Financial Group
11535 Palmbrush Trail, Bradenton, FL 34202
NMLS: 714746

Commissioner Mike Morath
Texas Education Agency
1710 N. Congress Ave.
Austin, TX 78701

Dear Commissioner Morath,

I am very pleased to submit this letter of support for Accelerated Learning Solutions (Dropout Prevention and Recovery Charter High School), a proposed charter for families in Houston. Accelerated Learning Solutions has experienced success with students in Florida, North Carolina and Georgia. It is our belief that these same successes could positively impact our students here in Houston. As you know, Families Empowered serves and advocates for families to have access to quality school options that work for them. My name is Dr. Tihalia Brown and I am the Chief Program Officer at Families Empowered. Accelerated Learning Solutions will provide an equitable education opportunity that will equip at risk students with lifelong skills that will prepare them for the workforce and to be productive citizens.

Accelerated Learning Solutions proposed approach addresses several critical needs in our community:

1. Dropout Prevention and Recovery: The typical student enrolled in an Accelerated Learning Solutions Charter School is two years behind grade level, reading below grade level and performing below grade level in math. In the 2023-24 school year, 2,682 students graduated with a high school diploma from Accelerated Learning Solutions Charter Schools.
2. Innovative Learning Solutions: This charter school will address educational gaps and credit recovery by providing innovative learning opportunities to underserved student populations at risk of dropping out of high school. On average students enrolled in Accelerated Learning Solutions Charter Schools earn more credit hours per year than at their previous enrolled schools.
3. Community Impact: Equipping at risk students with high school diplomas positions them to seek sustainable employment options and encourages a positive impact on the community ecosystem.

Our community needs educational options that support the growing numbers of students who are at risk of dropping out of school, Accelerated Learning Solutions represents a promising solution to these challenges. I wholeheartedly urge the review committee to approve the charter for Accelerated Learning Solutions. Accelerated Learning Solutions can make a transformative impact on education for students in Houston.

Sincerely,

DocuSigned by:
Tihalia Brown
B478F929C9CD49E...

Tihalia Brown, Ed.D.
tbrown@familiesempowered.org
281-770-4498

Fit Kids of America

9395 S.W. 40th Street
Miami, Florida 33165
(305) 207-0022 Fax: (305) 225-1950
E-Mail: Fitkidspro@aol.com

Commissioner Mike Morath, Texas Education Agency

Dear Commissioner Morath:

I am writing to express and share our deepest gratitude for the invaluable partnership between Green Springs High School and Fit Kids of America in the implementation of the Healthy Relationship Program. This collaboration has significantly enriched the educational experience and personal development of the students we serve.

The Healthy Relationship Program has been a cornerstone of our efforts to promote social-emotional learning and foster a supportive and respectful school environment. Through interactive workshops, engaging activities, and insightful discussions facilitated by our dedicated team, our students have gained essential skills in communication, conflict resolution, and empathy. These skills are crucial for their success both within and beyond the classroom.

Our partnership with Green Springs High School has had a profound impact on the students. We have observed marked improvements in their ability to navigate complex social situations, maintain healthy interpersonal relationships, and exhibit greater emotional resilience. Moreover, the program's focus on promoting respect, understanding, and cooperation has created a more inclusive and harmonious school community.

One of the most significant outcomes of our collaboration is the empowerment of our students to become proactive and positive role models. They are better equipped to handle peer pressure, stand up against bullying, and contribute to a culture of kindness and mutual respect. This transformation is a testament to the effectiveness of the Healthy Relationship Program and the dedication of Green Springs High School and Fit Kids of America to making a meaningful difference in the lives of young people.

We are incredibly fortunate and blessed to collaborate in this partnership. Our mutual commitment to our students' well-being and growth aligns perfectly with our mission to provide a nurturing and enriching educational environment. Together, we have made strides in preparing our students for a future where they can thrive both personally and academically.

We are thankful for their unwavering support and for the positive impact we will continue to make in our school community. We look forward to our continued partnership and the many more successes we will achieve together.

Sincerely,

Rhonda Smith, Executive Director

HOUSTON
CITY COLLEGE

Dr. Zachary R. Hodges
President
Northwest College
22910 Colonial Parkway
Katy, 77449
zachary.hodges@hccs.edu
main: 713.718.5721
hccs.edu

October 27, 2025

Dear Commissioner Morath:

As President of Houston City College, Northwest College (HCC-NW), I am excited to express my enthusiastic support for Texas High School for Accelerated Learning (THSAL) to be approved as a Dropout Prevention and Recovery charter school during this Generation 30 charter application cycle. In partnership with this innovative initiative that will undoubtedly enhance the educational experience of Texas students, please accept this letter as our intent to follow our internal setup processes and provide THSAL students with critical Industry-Based Certifications (IBCs) and Dual enrollment in college courses.

Houston City College (HCC) was established to provide affordable and open access to quality education. We are a two-year college accredited by the Southern Association of Colleges and Schools Commission on Colleges, serving students across the Houston metropolitan area. Recently, HCC was recognized as one of the leading community colleges in Texas and is now offering two Bachelor's degrees.

HCC has adopted the following goals to support students and the community:

- Student Success: Aims to create a personalized student experience, helping students find and pursue their goals with engaging instruction and comprehensive support, ultimately preparing them for career placement, workforce entry, or college transfer.
- Personalized Learning: Focuses on customized instruction and assessments that cater to individual student needs, preferences, and aspirations. This approach recognizes that students arrive with varied life stages and goals, supporting a more student-directed and paced learning experience.
- Academic Rigor: Establishes consistent, high-quality curricular and instructional standards, challenging all students to achieve proficiencies throughout their academic journey. This includes enhanced program quality through assessments and alignment with industry needs.
- Community Investment: Positions HCC as an economic engine for the Greater Houston Region by creating equitable access and opportunities. This includes partnerships with community leaders, educational pathways, and alignment of programs with local workforce needs.
- College of Choice: Seeks to establish HCC as a model community college, known for quality and value, industry partnerships, innovation, and serving as a top choice for students and employees.

THSAL's innovative approach to engage students in their education—acknowledging their unique starting points and working to increase access to quality IBCs, training, and college courses— aligns fully with our goals. We trust THSAL's experienced leadership and believe their focus on academics, post-secondary access, and whole-person support will greatly strengthen our community's workforce. We welcome the opportunity to work closely with an organization committed to students who need a second chance. THSAL understands the unique needs of at- risk learners and, together with robust partnerships, will offer new opportunities for our community.

This partnership will enhance the support students receive as they pursue their academic and career aspirations. THSAL expects students to fulfill their high school graduation requirements as outlined in the Texas Education Code while also achieving at least one Industry-Based Certification (IBC) and/or participating in dual-credit college courses. To maximize opportunities, IBCs will be embedded into students' schedules early, enabling them to "stack" certifications.

This approach enhances earning potential even before graduation—an essential advantage for students balancing unique responsibilities.

We support THSAL's vision to provide an innovative and non-traditional educational alternative that leads to higher literacy rates, increased high school graduation rates, and greater post-secondary success. Their commitment to creating an innovative educational journey, along with their dedication to robust college and career pathways developed with us and industry partners, is foundational to our interest in being a committed partner.

We will be willing to consider an official Memorandum of Understanding upon your approval of THSAL's Subchapter D charter application.

Thank you for your consideration as we work together to educate these students who, with a second chance at a school designed specifically for them, can achieve academic and life-changing success.

Sincerely,



Zachary R. Hodges, President

Houston Community College Northwest

The School District of Lee County
Samantha Fields, Charter School Coordinator
2855 Colonial Boulevard, Fort Myers, FL 33966
O: 239.337.8679

October 27, 2025

To Whom It May Concern,

I am writing to express my strong support for Second Mile Education (SME) and their commitment to providing high-quality educational services to students in need of innovative learning environments. SME has demonstrated exceptional dedication to fostering student success through strong organizational structures, effective communication, and a clear focus on positive student achievement.

One of the hallmarks of SME is its robust organizational framework. Their well-defined processes and strategic approach ensure that every school under their management operates with efficiency and accountability. SME empowers administrators, educators, and staff with the resources and tools necessary to deliver on their mission, creating structured environments where both students and teachers thrive.

Additionally, SME excels in maintaining clear and effective communication across all levels. From their collaboration with district officials to their engagement with school leadership, teachers, and families, SME ensures that all stakeholders are aligned in their shared goal of improving student outcomes. This transparency fosters trust and teamwork, key components in building successful educational communities.

Most importantly, SME consistently delivers measurable student achievement. Their focus on data-driven decision-making, personalized learning plans, and targeted interventions has led to significant academic growth for students who often face barriers to success. The organization's emphasis on both academic rigor and social-emotional support ensures that students are not only meeting benchmarks but are also developing the skills and confidence needed to succeed beyond the classroom.

In a time when innovative educational solutions are more critical than ever, SME stands out as a leader in creating opportunities for students who might otherwise fall through the cracks. Their unwavering commitment to excellence makes them an invaluable partner in education, and I am proud to offer my support for their continued efforts.

Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Samantha Fields

Board Members: **Samuel Fisher**, District 1, Chair | **Jada Langford Fleming**, District 6, Vice Chair
Melisa W. Giovannelli, District 2 | **William F. Ribble, Jr.**, District 3 | **Debbie Jordan**, District 4 | **Armor Persons**, District 5
Vanessa M. Chaviano, District 7| **Denise M. Carlin, Ed.D.**, Superintendent | **Kathy Dupuy-Bruno, Esq. B.C.S.**, Board Attorney

LIONS WORLD VISION INSTITUTE

October 27, 2025

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

M. Elizabeth Travis
Lions World Vision Institute
1410 N. 21st St.
Tampa, FL 34605

Dear Commissioner Morath,

I am writing to share the positive impact of the ongoing partnership between the Lion's World Vision Institute (LWVI) and Second Mile Education (SME) schools in Tampa, Florida, which has been in place since August 2024. This collaboration has provided a vital service to students by offering no-cost vision health services directly in their schools. By integrating these services into the school environment, we are able to address a critical health issue that affects many students. Our efforts ensure that every child has access to the vision care they need to succeed academically and socially, regardless of their financial background.

Through this partnership, LWVI offers vision screenings with digital diagnostic devices, abbreviated eye exams conducted by our partnered optometrists, and complete eyeglasses—all at no cost to families or our educational partners. This initiative directly benefits the students by improving their ability to see clearly, which, as research shows, has a significant impact on their self-confidence, behavior, and academic performance. As many as 50% of children involved in the justice system are believed to have uncorrected vision problems, and this service helps address that gap early. The joy and relief on student's faces when they receive their new glasses speaks volumes about how vision care can transform a child's educational experience and outlook on life.

Our partnership is not only about providing essential health services but also about fostering meaningful relationships within the community. By working together, LWVI and SME are demonstrating a shared commitment to improving student outcomes and strengthening the local community. We look forward to continuing our efforts to support the academic success and well-being of the students in our community through this valuable initiative. Thank you for your support of educational initiatives that uplift our youth and help ensure they have the resources they need to thrive.

Sincerely,

M. Elizabeth Travis

M. Elizabeth Travis
Community Outreach Coordinator

Miami-Dade County Public Schools
giving our students the world

Superintendent of Schools
Dr. Jose L. Dotres

Miami-Dade County School Board
Mari Tere Rojas, Chair
Monica Colucci, Vice Chair
Roberto J. Alonso
Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Mary Blanco
Danny Espino
Dr. Steve Gallon III
Luisa Santos

October 27, 2025

Commissioner Mike Morath
Texas Education Agency

Dear Commissioner Mike Morath,

I am writing to express our strong support for Second Mile Education (SME) Charter Schools on behalf of the Teenage Parent Program. Our collaboration with SME has significantly enhanced educational opportunities for students facing challenges in traditional settings or seeking to accelerate their high school education.

SME Charter Schools provide a comprehensive support system, particularly for parenting adolescents. Their holistic approach includes licensed clinicians who assess students and families to identify strengths and challenges, demonstrating SME's commitment to a nurturing learning environment.

By understanding each student's unique circumstances, SME implements personalized interventions to address life challenges, making high school completion attainable. Teen parents, in particular, face the dual pressures of education and child-rearing, often encountering social stigma and inadequate support. SME empowers these students through a comprehensive and empathetic approach, ensuring they have the tools and support needed to succeed academically and personally.

SME offers opportunities not available in other educational settings, allowing students who have struggled elsewhere to reconnect with their educational goals. The flexibility and understanding provided by SME are invaluable, enabling students to balance education with parenting responsibilities.

We have witnessed numerous success stories through our partnership with SME, where students who felt disconnected have found renewed purpose and achievement. This transformation is a direct result of SME's supportive and adaptive environment.

We fully support SME Charter Schools and their mission to provide an inclusive and effective educational experience. We look forward to continuing our partnership and witnessing the positive impact SME has on parenting students as well as all students enroll in their program.

Thank you for your dedication to creating a nurturing and empowering educational space.

Sincerely,

Marcy Polk, LCSW
Teenage Parent Program
Miami-Dade County Public Schools
Office Of School Leadership and Performance
Division of Educational Opportunity and Access

Orange County Public Schools
445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

October 27, 2025

To: Commissioner Mike Morath
Texas Education Agency

RE: SME Schools – Orange County, Florida
Aloma Charter HS
Chancery Charter HS
Econ River Charter HS
Sheeler Charter HS
Sunshine Charter HS

Dear Commissioner Morath:

Please accept this correspondence to document the compliant status and collaborative relationship between the SME Schools and Orange County Schools.

Orange County Public Schools has sponsored the SME charter schools beginning in September of 2008. All schools currently hold 15-year charter contracts approved by the school district. This is the longest allowable term charter schools can hold in the state of Florida. The schools have continually complied with statutory requirements and have been in good standing since inception. SME schools have been a staple in the communities they serve. They are also collaborative partners with OCPS as they assist with ensuring our vulnerable population of students continue their education to achieve a high school diploma.

It is important to note that the district sought the support of SME to add a school in an area where like programs were not available. Since the addition of Econ River Charter High School, the fifth SME site, students in each area of Orange County have an accessible choice option available to them.

We look forward to continuing our long-standing relationship with SME in the future. We value them as a partner in achieving student success. Please feel free to contact me if you have any further questions.

Sincerely,

Dr. Kia Scott
Senior Director, School Choice Services
Kia.sweeneyscott@ocps.net
407-317-3484 ext. 2022677

"The Orange County School Board is an equal opportunity agency."

Rosario Aguero
PACE Program Manager
Cell: 786-810-0649
Email: rosario.aguero@cayugacenters.org

Commissioner Mike Morath, Texas Education Agency

Dear Commissioner, Morath:

I am writing on behalf of the Cayuga Center's Parent and Child Enrichment (PACE) Program to express our heartfelt gratitude for the invaluable partnership we have with Second Mile Education (SME) at Green Springs High School.

Our PACE Program provides essential educational support and resources for teenage mothers facing the challenges of pregnancy and parenting. Through this initiative, we work closely with young mothers using our Evidenced-Based Curriculum to empower them, enhance their parenting skills, and ultimately help them build brighter futures for themselves and their children.

We truly value the partnership with SME at Green Springs High School, it has been instrumental in our ability to effectively serve this vulnerable population. Their commitment and support have made it possible for us to reach and provide comprehensive, individualized services to the teen moms in our program. The resources they helped us access and the ease with which they have facilitated our work have allowed us to focus on what matters most: uplifting these young women and equipping them with the tools they need to accept their role as mothers and provide a healthy and positive environment to their children.

It's a privilege to be able to support and partnership with Second Mile Education (SME) at Green Springs HS, if more communities adopt these models, it can lead to a widespread positive change in the future of young mothers and their families.

Thank you once again for your unwavering support.

Warm regards,

Rosario Aguero (she/her) l Program Manager

Second Harvest FOOD BANK OF CENTRAL FLORIDA

SCHOOL PARTNERSHIPS
Second Harvest Food Bank of Central Florida

Briana Rebello
School Partnerships Program Manager
Second Harvest Food Bank of Central Florida
October 27, 2025

Mike Morath
Commissioner, Texas Education Agency

Dear Commissioner Morath:

I am writing to express my strong support for the expansion of the SME Education school model into Texas. As School Partnerships Program Manager, I have witnessed firsthand the tremendous impact that the SME Education model has had on students, their families, and communities. Given the growing need for innovative and inclusive educational approaches, I believe that expanding this model to Texas will significantly benefit the state's diverse student population.

The SME Education school model is known for its personalized, student-centered approach, which fosters not only academic growth but also social-emotional development. This model's focus on holistic support systems aligns with the evolving needs of students in Texas.

In Texas, where educational excellence and equity are high priorities, I am confident that the SME Education model can contribute to closing achievement gaps, enhancing student engagement, and preparing young learners for success in both higher education and the workforce.

I strongly believe that SME Education's smaller, teacher-led, technology-enhanced learning environments that offer flexible scheduling, a self-paced mastery-based instructional model, intensive on-site wraparound social services, and individualized career and college planning support will greatly benefit students in Texas. SME schools provide students the opportunity to get back on track in their learning by building basic skills and meeting requirements for graduation. Looking beyond graduation, they also provide extensive career and college readiness training to prepare students with the skills and planning for life after high school. Their academic rigor, inclusivity, and community engagement will resonate deeply with educators, families, and local communities across Texas. I offer my full support for the expansion of this innovative school model into your state and look forward to seeing the positive impact it will have on Texas students.

Thank you for considering this important initiative. Should you require any additional information or support from me, please do not hesitate to reach out.

Sincerely,

Briana Rebello

Success 4 Kids & Families

Partnering with Families to Build Healthy Communities

October 27, 2025

Commissioner Mike Morath
Texas Education Agency

Dear Commissioner Morath,

Success 4 Kids & Families is truly thankful and appreciative of all of the hard work and collaboration the teams' at Seminole Heights Charter and West University Charter have demonstrated, as we all strive to support youth and young adults in achieving their goals. As partners, we have worked together to provide resources and mental health supports to students and their families. We have witnessed firsthand the positive impact these schools have on the mutual clients/students we serve.

Following referrals made by the Hillsborough County Second Mile Education (SME) locations, Success 4 Kids & Families provides family-centric services that offer support to those coping with behavioral, emotional, or mental health challenges. The positive outcomes of the partnership between our agencies include improved academic performance, increased attendance in school, improvements to mental health and family functioning, securing employment, and improved life and social skills.

We are in strong support of the work SME performs and hope to see this become available to more students across the country. We look forward to a continued relationship with these schools and are proud of the partnership that has been developed in Hillsborough County.

Kind regards,

Erin McKinley, LCSW

Erin McKinley, LCSW
Clinical Director
Success 4 Kids & Families
813-724-4679

10/27/2025

Commissioner Mike Morath
Texas Education Agency

Dear Commissioner Mike Morath,

I am writing on behalf of Trinity Church Inc, Plan BE Teen, to express our strong support for our ongoing partnership with Second Mile Education. This collaboration has been instrumental in advancing our shared mission to improve the lives of these youth individuals. Our Goal at Plan Be Teen is to empower youth through our evidence-based curriculum to BE the architects of their destiny. We provide them with essential tools to BE resilient, courageous, and authentic while navigating life's challenges. Through our program, they learn to BE the change they wish to see, fearlessly pursuing their dreams and aspirations. With Plan BE Teen, they embrace their ability to BE extraordinary, compassionate, and innovative, unlocking endless possibilities to BE the best version of themselves.

Through our joint efforts, we have been committed to continued success with our youth. We believe that we have catered opportunity for the students to make wise choices that pushes them to their goals, especially graduation! We are proud of the progress we have made together and are committed to continuing this partnership to further expand our reach and impact. We are grateful for the opportunity to work alongside Second Mile Education and look forward to many more years of successful collaboration.

We truly thank you for your dedication and partnership.

Sincerely,

Melissa Dumervil

Program Manager
Trinity Church, Plan Be Teen

UNIVERSITY OF CENTRAL FLORIDA

School of Social Work
12805 Pegasus Drive
Orlando, FL 32816-3358

October 26, 2025

Limestone Charter Association

Dear Commissioner Morath,

I am writing on behalf of the University of Central Florida (UCF) School of Social Work to express our support for the collaboration with Second Mile Education (SME). We are thankful to have a partnership with SME as a field education internship site for our Master of Social Work (MSW) and Bachelor of Social Work (BSW) student interns, and we enthusiastically support the expansion of SME into Texas. This expansion represents a significant opportunity to enhance the educational experiences of our students while addressing the pressing needs of local communities.

The UCF School of Social Work offers campus-based MSW and BSW programs for students in central Florida and an online program for students nationwide. All of our students must complete field education experiences as part of their degree programs, and we are excited about the prospect of having SME as an internship site for our MSW students in Texas.

At the UCF School of Social Work, we believe in fostering innovative training programs that equip social work trainees with the skills necessary to excel in diverse environments. Our existing collaboration with SME at its locations throughout Florida, Georgia, and North Carolina aligns perfectly with our mission to promote excellence in social work education and practice.

Through this collaboration, we accomplish the following:

1. **Enhanced Learning Opportunities**: By integrating our curricula and resources, we provide trainees with a comprehensive understanding of social work practices and policies.
2. **Promotion of Interdisciplinary Approaches**: Working together allows us to leverage the strengths of both institutions, fostering a holistic approach to social work education.
3. **Addressing Community Needs**: Our joint efforts enable us to better serve the communities we work in, ensuring that our trainees are prepared to tackle real-world challenges effectively.

We particularly encourage our MSW students who are passionate about working with youth or in a school setting to apply for the SME social work internship. This program offers invaluable hands-on experience and mentorship, preparing students to make a meaningful impact in the lives of those they serve.

We believe that this expanded partnership will not only benefit our students but also contribute positively to the field of social work as a whole. We look forward to the potential outcomes of this collaboration and are excited about the possibilities it holds for our student interns and the communities we serve.

Thank you for considering the expansion of SME into Texas. We greatly value our collaboration with SME and hope to continue our partnership with them in Texas.

Best regards,

Orlando Roman, MSW

Orlando Roman, MSW
Director of Field Education
University of Central Florida
School of Social Work
Orlando.Roman@ucf.edu

Legal History

If the sponsoring entity has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

Provide the following information:

- 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).

If the sponsoring entity has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

Provide the following information:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

If this attachment is not applicable to the sponsoring entity.

- Provide a single-page document that states, "The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided."

The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided.

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.

Texas High School for Accelerated Learning
START-UP PLAN
Approval: 2026; School Opening August 2027

Goal 1: Leadership Activation and Governance

Task / Deliverable	Responsible Party	Timeline
Submit Charter Application	Board Chair	November 14, 2025
Capacity Interviews	Board, SME, TEA / SBOE	May 5-15, 2026
Commissioner Award Presentation	TEA Commissioner	May 27, 2026
State Board of Education Final Approval	SBOE / TEA	June 2026
Negotiate / Execute Charter Contract	Board Chair/ Superintendent / TEA	June-July 2026
Open Charter Bank Account and Adopt Fiscal Policies (within 30 days of contract)	Board Chair/ Superintendent / TEA	July 2026
Complete Required Board Training	Boad Chair / SME VP of Community & Customer Relations	June-September 2026
Finalize Superintendent Contract	Board Chair / Director of HR	September 2026
Collect staff and board conflict-of-interest forms	HR Generalist / Board Chair	July 2026
Submit Governance roster and disclosures to TEA	Superintendent / Board Chair	July 2026
Finalize board membership and build advisory committee	Superintendent/Board with support from SME VP of Community & Customer Relations, Director of Community & Customer Relations	January -February 2027
Conduct board onboarding and orientation (bylaws, code of ethics)	Board, SME VP of Community & Customer Relations	February-July 2027
Establish committee structure and assign members	Board Chair	February 2027
Hold monthly board meetings; Superintendent reports progress	Board Chair / Board / Superintendent / SME	Ongoing monthly

Final approval to be completed by the THSAL Board in collaboration with the Superintendent and Second Mile Education within 10 days after charter authorization.

Chair hosts biweekly meeting with Superintendent	Board Chair / Superintendent	Biweekly beginning July 2026
Develop data dashboard for board review and approval	Board Chair / Superintendent / VP of Community & Customer Relations / ED of Impact & Student Accounting / Director of Compliance	October/November 2026
Establish annual board training calendar	Board Chair, VP of Community & Customer Relations, Director of Compliance	October/November 2026
Submit pre-opening assurances and certifications	Superintendent / Board Chair	July 2027
Complete Superintendent onboarding and training	Director of Training & Professional Development	August 2027

Goal 2: Fiscal and Operational Systems Setup

Task / Deliverable	Responsible Party	Timeline
Secure initial financing and insurance	Board Treasurer, CFO / Controller	January–February 2027
Submit CSP and related grant applications	ED of Advancement & Strategic Partnerships/ Director of Grants & Applications	Ongoing
Register with TEA Finance Systems (TCN, TEAL, ASKTED)	Superintendent / CFO	July-September 2026
Establish internal controls and fiscal policies with board oversight and approval	CFO / Controller / Board Finance Committee	February–April 2027
Develop contingency and safety plans (including crisis drills) for Board approval	VP of Operations / Safety Council / Director of Safety & Security	March–April 2027
Establish fiscal procedures and procurement policies for Board Approval	CFO / Controller/ Board Chair/ Board Treasurer	March 2027
Submit preliminary Year 1 budget to TEA	Superintendent / CFO	March 2027
Launch accounting and reporting systems	CFO / Financial Operations Manager/ Senior Accountant	August 2027
Contract with CPA firm for annual audits	Board with CFO support	July 2027

Implement financial reporting and monthly reconciliation	CFO / Controller	Ongoing post-launch
Approve and adopt final budget; publish on website	Governing Board / Superintendent / CFO / Controller / ED of Financial Planning / Financial Analyst	June 2027
Obtain required insurance policies	CFO / Controller	June 2027
Plan Fundraising Events and Solicit Contributions from Organization and Personal Donors	Community Partnership Manager / ED of Advancement & Strategic Partnerships / Board Chair	November 2026-August 2027
Contract Food Service Vendors and develop plan	VP of Operations with Superintendent	January-June 2027

Goal 3: Academic Program and Instructional Readiness

Task / Deliverable	**Responsible Party**	**Timeline**
Confirm TEKS-aligned curriculum selection	VP of Educational Platforms / Superintendent	September 2026
Finalize curriculum and instructional materials	Superintendent, VP of Educational Platforms / Director of Curriculum / Edmentum Representative	October 2026–March 2027
Review scope and sequence documents for TEKS and ELPS alignment	Superintendent / VP of Educational Platforms / Director of Curriculum / Edmentum Representative	October 2026–March 2027
Purchase assessments and learning materials	Director of Curriculum / CFO/ Superintendent	March–April 2027
Configure LMS and SIS systems	SME IT Manager / ED of Impact & Student Accounting	February–April 2027
Prepare assessment and data reporting systems	Director of Compliance / Senior Data Manager/ Superintendent	April–May 2027
Identify PD providers and establish PD calendar	Director of Training & Professional Development / Superintendent	April–May 2027
Conduct teacher orientation, training, and summer PD	Director of Training & PD / Supt/Principal / Special Populations PD Specialist / Teaching & Learning PD / Director of Curriculum	July–August 2027
Hire and onboard Special Education Teacher	Director of HR / Coordinator of Special Populations	July-August 2027
Complete Special Education Teacher training	Director of Training & Professional Development / Special Populations PD Specialist	August 2027

Goal 4: Student Recruitment, Enrollment, and Community Engagement

Task / Deliverable	Responsible Party	Timeline
Develop Comprehensive Student Recruitment and Enrollment Strategy Specific to Target Location	VP of Marketing & Enrollment / Community Partnership Manager	July 2026- September 2026 with ongoing review through April 2027
Implement community outreach and recruitment strategy	Community Partnership Manager / Superintendent /Community Stakeholders /Chief Growth Officer / VP of Marketing & Enrollment	September 2026 - April 2027
Hold conversations with community members and partners	Community Partnership Manager / Superintendent / Board / Chief Growth Officer / VP of Marketing & Enrollment / Student Engagement Specialist	November 2026–July 2027
Launch marketing and outreach campaign. Launch School's Website Homepage	Community Partnership Manager / Superintendent/ VP of Marketing & Enrollment / IT Manager	November 2026–March 2027
File Enrollment & Lottery Policy with TEA	Superintendent	January 2027
Host open houses and family information sessions	Community Partnership Manager / Superintendent / VP of Marketing & Enrollment	February–May 2027
Develop and implement enrollment system	Chief Growth Officer / VP of Marketing & Enrollment / Student Engagement Specialists / Superintendent	February–April 2027
Collect and timestamp applications; manage lottery	Superintendent / Community Partnership Manager / VP of Marketing & Enrollment	March–April 2027
Conduct family orientations and registration	Superintendent/Principal / Community Partnership Manager / ED of Impact and Student Accounting	May–August 2027
Conduct ongoing outreach to fill remaining seats and build pipeline	Community Partnership Manager / Student Engagement Specialists	June–August 2027
Sustain communication with families and feeder schools	Supt/ Principal / Community Partnership Manager	May–August 2027

Final approval to be completed by the THSAL Board in collaboration with the Superintendent and Second Mile Education within 10 days after charter authorization.

Goal 5: Human Resources, Staffing, and Onboarding

Task / Deliverable	Responsible Party	Timeline
Finalize leadership job descriptions and obtain board approval	Director of HR / HR Generalist	January 2027
Develop personnel policies handbook and HR manual and obtain board approval	Director of HR / HR Generalist / Board	February–March 2027
Finalize job descriptions for instructional and operational staff	Director of HR / Recruitment & Onboarding Manager / Superintendent	March 2027
Initiate teacher /staff recruitment and hiring	Recruitment & Onboarding Manager / Superintendent / Board	March–June 2027
Conduct interviews, fingerprinting, and background checks. Verify all Employees Against the Do Not Hire Registry	HR Resource Manager	April–June 2027
Submit staff roster and clearances to TEA	Director of HR / Superintendent	July 2027
Complete new hire onboarding and professional development	Director of HR / VP of Operations	July 2027

Goal 6: Facilities and Transportation Readiness

Task / Deliverable	Responsible Party	Timeline
Begin official facility search	Governing Board / VP of Operations /Director of Facilities/ Director of Safety & Security	August 2026
Finalize facility lease and design	Governing Board / VP of Operations /Director of Facilities/ Director of Safety & Security	October–December 2027
Complete Facility Renovation	Board / Superintendent/ Director of Facilities	June 2027
Conduct Fire Marshal & Health Inspections	Superintendent / Director of Facilities	June-July 2027
Install security cameras and access systems	VP of Operations / Director of Facilities	May-June 2027
Purchase and install signage	VP of Operations / Director of Facilities	April 2027
Procure and install FF&E and IT infrastructure	IT Manager / VP of Operations / Director of Facilities	April–May 2027

Develop transportation plan, bus routes, and safety procedures. Complete community safety walk	ED of Impact & Student Accounting / Superintendent / Director of Safety & Security	April–May 2027
Test transportation routes and communicate plan to families	Superintendent / Safety Council	July 2027
Ensure all local inspections are completed	Superintendent / Facilities Team	July 2027
Prepare facility for occupancy and school opening (Final TEA Safety Walkthrough)	Superintendent / Facilities Team	July–August 2027

Goal 7: Compliance, Governance, and Reporting

Task / Deliverable	Responsible Party	Timeline
Subscribe to state agency updates and reporting deadlines	Superintendent / Director of Compliance	September–October 2026
Register with TEA and federal systems	Superintendent / CFO	September–October 2026
Establish compliance calendar for TEA deliverables	Director of Compliance / Coordinator of Special Populations	February 2027
Submit required TEA reports	Board Chair / VP of Educational Platforms / Senior Data Manager	March–August 2027
Conduct policy review (finance, grievance, Title IX)	Board / Director of Compliance / VP of Educational Platforms	May–July 2027
Collect staff conflict of interest forms	Board Chair	January 2027
Submit pre-opening assurances, certifications, and TEA pre-opening documents	Superintendent / Board Chair	June -August 2027

Goal 8: Opening Readiness and Launch

Task / Deliverable	Responsible Party	Timeline

Conduct pre-opening readiness review	Superintendent / SME / Board	May 2027
Conduct staff, student, and parent orientations	Superintendent / Principal	July–August 2027
Complete classroom setup and distribute materials	Principal / Director of Curriculum	August 2027
Conduct pre-opening professional development	Director of Training & PD / Superintendent	August 2027
Final safety inspection and readiness walkthrough	Superintendent / VP of Operations / Director of Safety Security	August 2027
Review arrival/dismissal procedures and test transportation plan	Superintendent / Ops Associate	August 2027
Submit TEA Pre-Opening Readiness Certification	Superintendent / Board Chair	August 2027
Opening Day Readiness Review (mock start)	Superintendent / VP of Educational Platforms / VP of Operations	August 2027
School Opens	Superintendent / Board	August 2027

Organizational Bylaws

Provide the proposed (or existing) bylaws for the sponsoring entity.

BYLAWS
OF
TEXAS SCHOOL FOR DROPOUT PREVENTION, INC.

WHEREAS, the initial Board of Directors of Texas School for Dropout Prevention, Inc. (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 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. In particular, the Corporation will establish programs to aid and assist low-performing, over-age, grade repeating, credit deficient students in graduating from high school. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable 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 "Texas School for Dropout Prevention, Inc."

1.02 OFFICE: The initial principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

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 Fourth (4th) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

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 a quorum, or the presiding officer, is present at one location open to the public and the notice of the meeting states the intent to have the quorum or 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 (10^{th}) 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*, 12th ed. (Cambridge, Mass.: Perseus Publishing, 2020).

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 the absence of the Chairman and Vice-Chairman, 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 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
MISCELLANOUS

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.

Code of Ethics and Conflict of Interest Policy

Provide the following documents:

- Code of Ethics Policy
- Conflict of Interest Policy

PART I: PREAMBLE

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of Texas School for Dropout Prevention, Inc.is committed to maintaining the highest legal and ethical standards in the conduct of the business of Texas School for Dropout Prevention, Inc., and to protecting the integrity and reputation of Texas School for Dropout Prevention, Inc. Texas High School for Accelerated Learning the Board, and all Texas High School for Accelerated Learning 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 Texas School for Dropout Prevention, Inc. 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: DEFINITIONS

The following terms shall have the following meaning in this policy:

(1) **Officer.** An officer is 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(20)*.

(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. *19 TAC §100.1145(a)(2)*.

(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. *19 TAC §100.1145(b)(1)-(2).*

(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.

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(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 through a relative. *19 TAC § 100.1145(d)*.

(6) **Family.** Family means a disqualified person's spouse, siblings, half-siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren. *19 TAC §100.1001(25)(vi)*

(7) **Disqualified person.** A disqualified person is any person who was in a position to exercise substantial influence over the affairs of Texas School for Dropout Prevention, Inc. at any time during the lookback period as further defined in IRS regulations. It is not necessary that the person actually exercise substantial influence, only that the person be in a position to do so.

PART III: 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, Texas School for Dropout Prevention, Inc. shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Texas School for Dropout Prevention, Inc and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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

Texas School for Dropout Prevention, Inc. 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, Texas School for Dropout Prevention, Inc. shall not engage in political activities. Directors and Officers shall not use their relationship with Texas School for Dropout Prevention, Inc.to promote or oppose political candidates or parties, or to create the appearance that Texas School for Dropout Prevention, Inc. endorses or opposes a political candidate or party for elected office.

Sec. 6. ENDORSEMENTS AND USE OF THE TEXAS SCHOOL FOR DROPOUT PREVENTION, INC. NAME AND AFFILIATION

The Texas School for Dropout Prevention, Inc. and Texas High School for Accelerated Learning 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 IV: CONFLICTS OF INTEREST

Sec. 1. COMPLIANCE WITH STATE LAW

Texas High School for Accelerated Learning 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 §§ 100.1143-100.1151, including, but not limited to the following:

a) ***Employees Serving on 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 Texas School for Dropout Prevention, Inc.'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, Texas School for Dropout Prevention, Inc. employees may serve on the Board, as described below, and as provided by law.

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(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 Texas School for Dropout Prevention, Inc. employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of Texas School for Dropout Prevention, Inc. may serve as a Director if: (i) only employees of Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. (iii) Texas School for Dropout Prevention, Inc. employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Texas School for Dropout Prevention, Inc. 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 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.

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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 § 100.1147(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

Texas School for Dropout Prevention, Inc. 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 in Section II of this policy) of the disqualified person.

a) *Interested Person*

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Texas School for Dropout Prevention, Inc. has a transaction or arrangement;

(B) a compensation arrangement with <<Charter Holder>>, or with any entity or individual with which Texas School for Dropout Prevention, Inc. has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Texas School for Dropout Prevention, Inc. 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.

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(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 in this policy) 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.

(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.

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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:

(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 Texas School for Dropout Prevention, Inc.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").

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(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 Texas School for Dropout Prevention, Inc.. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with 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 §§ 100.1143-1149 (*see* Affidavit Exhibit A).

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(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 Texas School for Dropout Prevention, Inc. for services is precluded from voting on matters pertaining to that Director's compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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. ADDITIONAL PROHIBITION

No administrator, officer, or employee of Texas High School for Accelerated Learning and no member of the governing body of the charter school or its charter holder may derive any personal financial benefit from a real estate transaction with <<School Name>>.

Sec. 6. DISCLOSING VENDOR RELATIONSHIPS

Texas School for Dropout Prevention, Inc. and its Officers and Directors shall comply with the state law disclosure requirements regarding relationships between vendors who conduct business

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with Texas High School for Accelerated Learning as described in Chapter 176 of the Local Government Code.

a) ***Conflict Disclosure Statements by School Directors, the Superintendent, and Purchasing Agents***

(1) The Texas School for Dropout Prevention, Inc. Directors, Superintendent, or any other agent of Texas School for Dropout Prevention, Inc. who exercises discretion in the planning, recommending, selecting, or contracting of a vendor for the Charter School (hereinafter "Covered Individuals") must file a Conflicts Disclosure Statement with respect to a vendor if:

a. The vendor enters into a contract with Texas School for Dropout Prevention, Inc. or Texas School for Dropout Prevention, Inc. is considering entering a contract with the vendor, and the vendor has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual that will result in the Covered Individual or the family member of the Covered Individual receiving taxable income that exceeds $2,500 during the 12-month period preceding the date that the Covered Individual became aware that a contract between Texas School for Dropout Prevention, Inc. and the vendor has been executed or Texas School for Dropout Prevention, Inc. is considering entering into a contract with the vendor.

b. The vendor has given to a Covered Individual or a family member of a Covered Individual one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the Covered Individual becomes aware that a contract between Texas School for Dropout Prevention, Inc. and the vendor has been executed or Texas School for Dropout Prevention, Inc.is considering entering into a contract with the vendor.

c. The vendor has a family relationship with a Covered Individual.

(2) A Covered Individual is not required to file a Conflicts Disclosure Statement in relation to a gift accepted by the Covered Individual or a family member of the Covered Individual if the gift is a political campaign contribution, officeholder contribution, or food accepted as a guest. A Covered Individual is not required to file a Conflicts Disclosure Statement if the vendor is an administrative agency.

(3) A Covered Individual must file the Conflicts Disclosure Statement with the person responsible for maintaining Texas School for Dropout Prevention, Inc. records or the designated Texas School for Dropout Prevention, Inc. representative who maintains the statements and questionnaires filed under this policy by 5:00 p.m. on the seventh business

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day after the date on which the Covered Individual becomes aware of the facts that require the filing of the Conflicts Disclosure Statement.

(4) The Texas Ethics Commission provides the required Conflicts Disclosure Statement Form online at: (FORM CIS).

b) ***Vendor Submission of Conflict of Interest Questionnaires***

(1) A vendor must complete and file a Conflict of Interest Questionnaire if the vendor has a business relationship with Texas School for Dropout Prevention, Inc. and:

a. Has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual; or

b. Has given a Covered Individual or a family member of a Covered Individual one or more gifts with the aggregate value of more than $100; or

c. Has a family relationship with a Covered Individual.

(2) A vendor must file the completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Texas School for Dropout Prevention, Inc. records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the later of the date of:

a. The date that the vendor begins discussions or negotiations to enter into a contract with Texas School for Dropout Prevention, Inc. or submits to Texas School for Dropout Prevention, Inc.an application, response to a request for proposals or bids, correspondence or another writing related to a potential contract with Texas School for Dropout Prevention, Inc. or

b. The date that the vendor becomes aware of an employment or other business relationship with a Texas School for Dropout Prevention, Inc. Officer or Director or a family member of a Texas School for Dropout Prevention, Inc. Officer or Director; that the vendor has given one or more gifts as described above; or of a family relationship with a Texas School for Dropout Prevention, Inc. Officer or Director.

(3) A vendor must file an updated completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Texas School for Dropout Prevention, Inc. records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the date on which the vendor becomes aware of an event that would make a statement in the questionnaire incomplete or inaccurate.

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(4) A Covered Individual who also serves as a Texas School for Dropout Prevention, Inc. vendor is required to file the questionnaire if the Covered Individual enters or seeks to enter into a contract with Texas School for Dropout Prevention, Inc. or is an agent of a person who enters or seeks to enter into a contract with Texas School for Dropout Prevention, Inc.

(5) The Texas Ethics Commission provides the required Conflict of Interest Questionnaire form online at: (FORM CIQ).

c) ***Additional Requirements***

(1) **Maintaining Records**. The person responsible for maintaining Texas School for Dropout Prevention, Inc. records or the designated representative who maintains the statements and questionnaires filed under this policy must maintain a list of Covered Individuals and make the list available to the public and any vendor who may be required to file a Conflict of Interest Questionnaire. This person must also maintain the statements and questionnaires that are required to be filed under these policies in accordance with Texas School for Dropout Prevention, Inc.'s records retention schedule.

(2) **Electronic Filing**. The filing requirements of Chapter 176 of the Local Government Code, including signature requirements, may be satisfied by electronic filing in a form approved by the Texas Ethics Commission.

(3) **Internet Posting**. If Texas School for Dropout Prevention, Inc. maintains an Internet website, the school must provide access to the statements and to questionnaires required to be filed under these policies on that website.

(4) **Requirements Cumulative**. The disclosure requirements under Chapter 176 of the Local Government Code are in addition to any other disclosure required by law.

d) ***Enforcement***

(1) A Covered Individual commits an offense under Chapter 176 of the Local Government Code if the Officer or Director is required to file a Conflicts Disclosure Statement and knowingly fails to timely file the statement.

(2) A vendor commits an offense under Chapter 176 of the Local Government Code if the vendor is required to file a Conflict of Interest Questionnaire and knowingly fails to timely file the questionnaire or knowingly fails to file an updated questionnaire after becoming aware of an event that would make the previously filed questionnaire incomplete or inaccurate.

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(3) Offenses under Chapter 176 of the Local Government Code are classified as Class A-C misdemeanors depending on the contract price.

(4) Texas School for Dropout Prevention, Inc. may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement under these policies.

(5) The Board may, at its discretion, declare a contract void if the governing body determines that a vendor failed to file a Conflict of Interest Questionnaire.

PART V: 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. EMPLOYEES AND INDEPENDENT CONTRACTORS COVERED

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 § 100.1141*.

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*.

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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*

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:

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(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. EXCEPTIONS FOR 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 Texas School for Dropout Prevention, Inc. and who was employed by Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. *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. 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*

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A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Texas High Schol for Accelerated Learning, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

Sec. 7. OTHER NEPOTISM EXCEPTIONS

The nepotism exceptions described in 19 TAC § 100.1139 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.

Sec. 8. 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. 9. 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. 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 Texas School for Dropout Prevention, Inc. 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.

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SEC. 11 DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Texas High School for Accelerated Learning employees. *Education Code §§ 11.1513(f), 12.1055*.

PART VI: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

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Sec. 2. DEFINITIONS

For purposes of this policy, the term "related party" includes:

(1) a person who is:
   a. a current or former (within the last five years) board member for Texas School for Dropout Prevention, Inc. or the charter school;
   b. a current or former (within the last five years) administrator for Texas School for Dropout Prevention, Inc. or the charter school;
   c. a current or former officer of a charter school;
   d. a person who is related to a person described in clauses (a)-(c) of this subparagraph within the third degree of consanguinity or second degree of affinity, as determined under Texas Government Code, Chapter 573;
   e. a person who within the last five years ending on the date of the transaction was in a position to exercise substantial influence over Texas School for Dropout Prevention, Inc. including any "disqualified person" as defined under Internal Revenue Code ("IRC"), § 4958, or Treasury Regulation 26 CFR § 53.4958-3;
   f. a family member of a person described in clause (e) of this subparagraph, which includes: (i) the person's spouse or ancestor; or (ii) the person's children, grandchildren, great grandchildren, siblings, half-siblings, and their spouses;
   g. any person described in clause (e) or (f) of this subparagraph with respect to an organization described in IRC, § 509(a)(3), that was organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Texas School for Dropout Prevention, Inc. or
   h. any person who is a donor or donor advisor;
(2) an entity that:
   a. is related to Texas School for Dropout Prevention, Inc.
   b. is participating in a joint venture with Texas School for Dropout Prevention, Inc.
   c. is jointly governed with Texas School for Dropout Prevention, Inc.
   d. has a current or former (within last five years) board member, administrator, or officer who is either: (i) a current board member, administrator, or officer of Texas School for Dropout Prevention, Inc. or <<School Name>>; or (ii) related to within the third degree of consanguinity or second degree of affinity of a person described in clause (i) of this subparagraph as determined under Texas Government Code, Chapter 573;
   e. is more than 35% controlled by individuals described in part 1(e) and (f) of this section, including: (i) a corporation in which such persons own more than 35% of the total combined voting power; (ii) a partnership in which such persons own more than 35% of the profits interest; (iii) a trust or estate in which such persons own more than 35% of the beneficial interest; or (iv) an entity for which the constructive ownership rules of IRC § 4946(a)(3) and (a)(4) apply; or
   f. Any private foundation as described in IRC § 509(a)(3) that: (i) is organized and operated exclusively for the benefit of, to perform the functions of, or to carry out

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the purposes of Texas School for Dropout Prevention, Inc. and (ii) meets the control test in section 2(e);

(3) a donor-advised fund if a donor (or any person appointed or designated by such donor) has, or reasonably expects to have, advisory privileges with respect to the distribution or investment of amounts held in such fund or account by reason of the donor's status as a donor;
(4) any person or entity associated with the section regarding sponsoring entity;
(5) a lender providing secured or unsecured debt to Texas School for Dropout Prevention, Inc. or Texas High School for Accelerated Learning other than bonds or tax-exempt facility financing, for any transaction other than the loan or note agreement; or
(6) a major donor to Texas School for Dropout Prevention, Inc. or Texas High School for Accelerated Learning under a written grant agreement or other contract, for any transaction with the donor other than the written grant agreement.

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc.'s interests. Failure to comply with the Commissioner's order is a material charter violation.

Sec. 4. ANNUAL AUDIT DISCLOSURE

Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by Texas School for Dropout Prevention, Inc. and any related party for each member of the Board and each officer and administrator of Texas High School for Accelerated Learning and the related party.

Education Code § 12.1168; *19 TAC 100.1069(c)*.

PART VII: 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

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or publicly available, or that Texas High School for Accelerated Learning maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Texas High School for Accelerated Learning otherwise determines or deems as Confidential Information.

A Director shall not use Texas School for Dropout Prevention, Inc. 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 VIII: 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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc.'s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

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.

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EXHIBIT A
AFFIDAVIT OF ABSTENTION

STATE OF TEXAS §
§
COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Texas School for Dropout Prevention, Inc.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

_____

_____

_____

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

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☐ 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 Texas School for Dropout Prevention, Inc., I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20___.

_____
Signature of Affiant

_____
Title

Before me, the undersigned authority, this day personally appeared _____ _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

_____
Notary Public, State of Texas

(seal) My commission expires: _____

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EXHIBIT B

NEPOTISM CHART

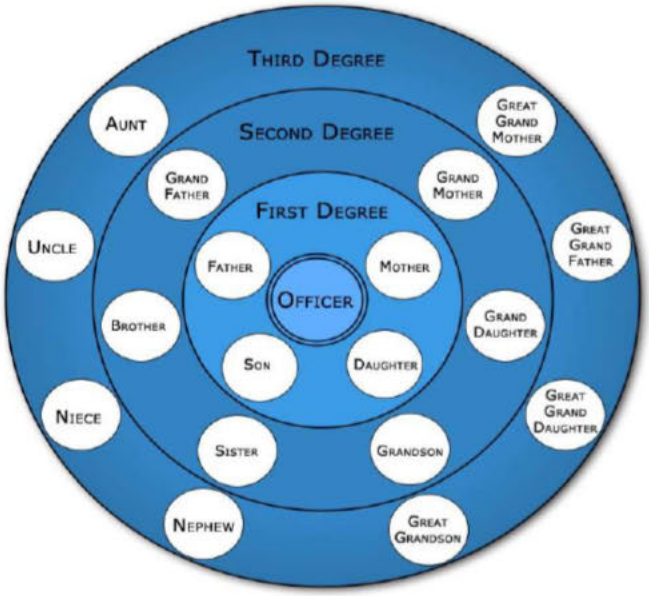
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

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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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. 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 Texas School for Dropout Prevention, Inc. Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

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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.



Julia Barrow, Ed. D.

Life and Leadership Coach

Contact

hello@drjuliabarrow.com

[redacted]

[redacted]

drjuliabarrow.com

Education

Ed. D., Professional Leadership
University of Houston

M.S., Mid Management
University of Houston

B.S., Elementary and Bilingual Ed.
University of Houston

Skills

- Leadership Development
- Personal Development
- Coaching
- Team Development
- Educational Leadership
- Program Development

Languages

English

Spanish

About Me

Life and Leadership Coach and Consultant with 30+ years of teaching, leadership, and coaching experience. I help leaders build their self awareness and resiliency and provide them with proven tools to not only transform their leadership but to also create a ripple effect of high performance and wellness across their teams.

Work Experience

Aug 2019 - Present
Dr. Julia Barrow, LLC
Founder, Life and Leadership Coach and Consultant

- Provide coaching and consulting services
- Host of Loving Your Leadership Life Podcast

2008-2017
Camelot Education and Accelerated Learning Solutions
Vice President, Operations

- Managed all aspects of delivery of educational programs for youth including leadership support on performance management and systems, accountability alignment, delivery of mission, and the meeting of accountability requirements.
- Served as district, business, and community liaison.

1988 - 2008
Houston ISD
Executive Principal, Principal, Teacher

- Led and managed all aspects of a 19 school feeder system, provided needs assessment and support to leadership.
- Designed educational excellence pillar system to deliver best practices and enhance performance at each campus.

Certifications

Superintendent, Principal, Teacher
Advanced Leadership Coaching
Life Coaching
Integrative Nutrition Health Coaching
Holistic Health Practitioner

Doctoral Dissertation

An Examination of the Impact of Positive Normative Culture and Intentional Positive Peer Influence on Student Attitudes, Positive Behaviors, and Achievement in Reading and Math

Nominated for the Carnegie Project on Education Doctorate - Dissertation in Practice of the Year Award

Related Work Experience

Program Development and Delivery

- Teaching and Thriving in Times of Crisis, Overcoming Burnout, Loving Your Leadership Life, and Others
- Development of Guidebooks and Other Resources
- ESL Curriculum Development for University Students in Mexico

Adult Education Facilitation

- Family Education for Parents
- Spanish Literacy (Authored LEER: La Puerta Hacia El Futuro, a Spanish Literacy Guide for Adults)
- Adult Literacy and Technology Education with the Houston READ Commission
- ESL for Adults (Developed Curriculum and Provided Instruction) in coordination with Catholic Charities

Keynote and Workshop Presentations

- Taking Ownership of Your Leadership Development
- Leadership and Organizational Health
- Various Instructional and Leadership Topics

Publications

- Leveraging Student Relationships for Success, ACE Review, Spring 2017
- How One Texas Town Is Using Student-Centered Approach to Transform Its School District, ACE Review, Spring 2017
- School Connectedness, ACE Review, Winter 2016
- Building Culture to Create Conditions for Learning, ACE Review, Fall 2015
- Social Learning, ACE Review, Fall 2015
- Norms Versus Rules, ACE Review, Fall 2015

Professional and Community Service

Various Workshops, Presentations, and Coaching for Community Service Organizations - Family, Leadership, Health, and ESL/Reading Instruction

Houston Livestock Show and Rodeo - Special Attractions and Steer Auction Committees, Lifetime Committeeman

Recognitions/Achievements

- Top Hand Award -Special Attractions Committee, Houston Livestock Show and Rodeo
- Top Presenter Recognition - First Annual International Conference of the Instituto Tecnologico de Piedras Negras
- American Leadership Forum, Class Ed 3 Senior Fellow
- Met or Exceeded Accountability Partnership Standards Annually for ALS and Camelot Education Programs
- Increased Feeder Pattern Achievement and Growth Annually Per TEA Accountability Ratings and EVAAS Data for Feeder Schools - Houston ISD
- National Model of School Reform Recognition from Co-nect, Inc. - Love Elementary
- First Place Curriculum Integration Awarded by International Festival Committee - Lee Elementary
- Congressional Recognition Certificate from Congressman Gene Green
- Secondary Principalship Academy, Houston ISD
- Houston Area, Texas, and National Bilingual Teacher of the Year
- Community Leadership Award from LULAC, District XVIII
- Proclamation from the City of Houston - Julia Guajardo Day
- Merit Diploma from Secretary of Public Education, Mexican Government
- Scholarship to Universidad Complutense de Madrid from the Embassy of Spain
- Bilingual Education Student Organization (BESO) Student of the Year, University of Houston
- Minority Education Student of the Year - Houston Dairy Award, University of Houston

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Texas High School for Accelerated Learning**

Name of Sponsoring Entity: **Texas School for Dropout Prevention, Inc.**

Contact Information

Full Legal Name: **Julia Guajardo Barrow**

Home Mailing Address: [redacted]

Phone Number [redacted]

Email Address: **guajardobarrow@gmail.com**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have over thirty years of experience as a nationally recognized teacher and school administrator. Throughout my career, I focused on teaching at and leading schools and programs in areas where a need existed for students to overcome challenging circumstances in order to graduate from high school and seek post secondary learning opportunities.

Throughout my career, I also sought out strategies and resources that would help students make a turn and learn to self-lead. In my doctoral research, my dissertation was titled - An Examination of the Impact of Positive Normative Culture and Intentional Positive, Peer Influence on Student Attitudes, Positive Behaviors, and Achievement in Reading and Math. My findings provided strong evidence for the strategies I studied and the dissertation was nominated for the Carnegie Project on Education Doctorate - Dissertation in Practice of the Year Award.

My main takeaway over the course of my career is that every young person wants to graduate from high school. Every student, regardless of their background, history, past school performance, attendance record, you name it, every student wants to walk across that stage.

They told me they just need a) someone to believe in them, b) someone to give them a framework to help them make good decisions, and c) someone to give them a chance.

I would bring a wealth of experience, background, and knowledge in human development, resiliency building, emotional management, curriculum and instruction, school leadership, and advanced leadership coaching to the board of the proposed charter.

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

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

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

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

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

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

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

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

Certification

I, Julia Barrow, 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) Julia Barrow

Date 10/31/25

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Julia Barrow

(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 31 day of October, 2025.

(Notary Public) [signature]

My commission expires April 22, 2026

NOTARY PUBLIC STATE OF TEXAS
JONAH A OLIVER
Notary ID #133723862
My Commission Expires
April 22, 2026

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

Certification

I, Julia Barrow, 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) Julia Barrow

Date 10/31/25

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Julia Barrow

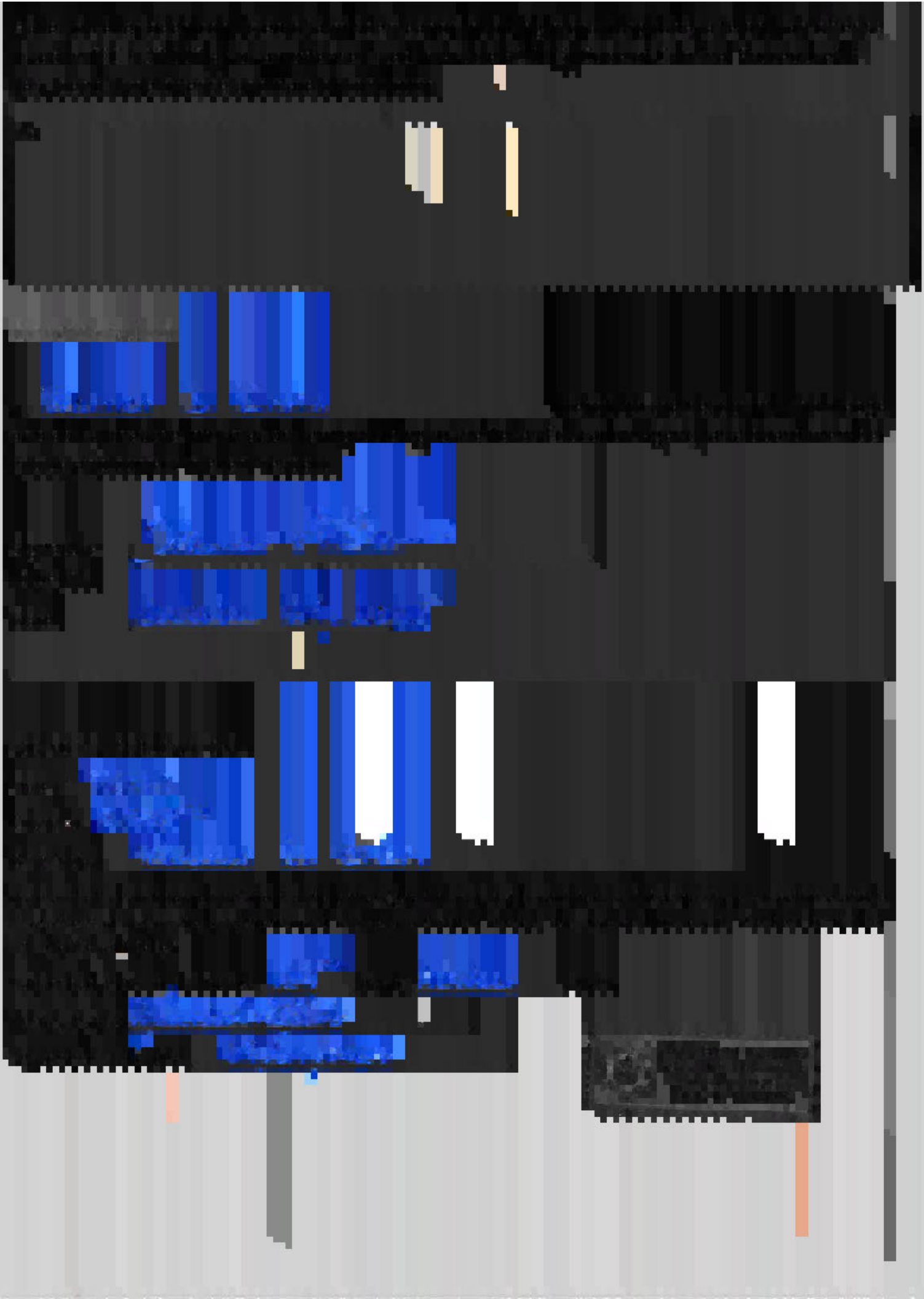
(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 31 day of October, 2025.

(Notary Public)

My commission expires April 22, 2026

NOTARY PUBLIC STATE OF TEXAS
JONAH A OLIVER
Notary ID #133723862
My Commission Expires
April 22, 2026



WARNER D. ERVIN
[redacted]
wdeanervin@yahoo.com

EDUCATION

1976 — Administrative & Superintendent Certification
Prairie View A&M University

1974 — M.S. Degree, Health & Physical Education
Texas Southern University

1973 — B.S. Degree, Health & Physical Education
Texas Southern University

WORK EXPERIENCE

January 2023 – Present

Varnett Public Charter School District – District Consultant

- Served as liaison to the board and superintendent.

August 2022- January 2023

Varnett Public Charter School District – Interim Superintendent

- Led the board, and search committee through the hiring process of a new superintendent.
- Recommended and hired campus armed officers before it was later mandated by the state.
- Guided the board through the process of purchasing additional property.
- Established district expectations for central office and campus administrators.
- Updated old existing board policies that are required by TEA.
- Established financial procedures for the collection and depositing of funds properly.

November 2021 – June 2022

Academy of Accelerated Learning Charter

- **Coached and served as a mentor to campus principals.**
- **Provided regular feedback to the superintendent and the principals.**

December 2019 - July 2021

Pro-Vision Charter School District – Interim Superintendent

- Led District through the Covid-19 pandemic for more than sixteen months hybrid instruction.
- Improved District operational management & fiscal accountability
- Led District from two years of unacceptable rating of the Child Nutrition Food Program & recaptured lost funds.
- Acquired computers for 100% of student population for virtual learning.

October 2010 – Present

wEw Educational Consulting & Associates LLC – Senior Consultant
Past Clients – The Bridge School; Houston ISD; Galveston ISD-District Consultant; Magnet Schools of The Mid-South; Southwest Charter School District, Spring ISD, Alvin ISD, Pro-Vision Charter School District, Academy of Accelerated Learning, INC.

August 2010 — Retired – Houston ISD Regional Superintendent

2000 – 2010 — Houston ISD District/Regional Superintendent – South District/Region
(Included 42 schools with 30,000+ students)

1972 – 2000 Houston ISD

- Principal, James Madison High School
- Principal, James D. Ryan Middle School
- Principal, Charlotte B. Allen Elementary School
- Asst. Principal, Booker T. Washington High School
- Asst. Principal, Patrick Henry Junior High/Middle School
- Teacher/Coach, M. C. Williams Junior/Senior High School
- Teacher/Coach, George Washington Junior High School
- Recreational Director, George Washington Junior High School

MEMBERSHIPS/COMMITTEES

- Houston Association of School Administrators - Past President
- Young Learners Board of Education - Past Member
- Varnett Public Schools INC Board – Past President
- Houston Symphony African American Leadership Board - Past Member
- National Alliance of Black School Educators – Past Member
- Texas Association of Secondary School Principals Board of Directors – Past Member
- Brentwood Baptist Church (Greeters Ministry)
- Kappa Alpha Psi Fraternity, Inc. – Life Member
- Houston Livestock Show & Rodeo – Life Member
    - Chair HLSR Education Contribution Review Standing Committee 2023 - Present
    - Chaired HLSR Audit Standing Committee 2020 - 2023
    - Executive Committee 2019 - Present
    - Lifetime Vice President 2011- Present
    - Past Corporate Secretary 2010-2011
    - Vice President 2008-2011
    - Board of Directors 2001–Present
    - Educational Contribution Review Committee 2005-2008 & Present
    - Chaired Educational Scholarship Task Force 2018
    - Black Go Texan/Heritage Committee 1995-Present; Chairman 1999-2002
    - Calf Scramble Arena Committee 2003–Present
    - Grand Entry Committee 2011-Present
    - Speakers Committee 2011-Present
    - Salt Grass Trailride, Wagon 4 2012-Present
- State Bar of Texas Grievance Committee – Past Member
- American Quarter Horse Association

ACCOMPLISHMENTS

Texas Education Agency Specializations/Certifications 2010-2018

- Professional Service Provider
- Campus Intervention Team Member (CIT)
- Campus Administration Mentor (CAM)
- Overlap Specialist

As principal, implemented the Pre-AP/AP Program at Madison High School to challenge students and create a college-bound culture. Initiated the Meteorology & Space Science Magnet Program.

As principal, served on the Administrative Task Force assigned to Deady Middle School in a crisis situation.

As regional superintendent, strongly supported and supervised implementation and maintenance of the PreAP/AP Program in all middle and high schools in the Houston ISD South Region

Increased number of Recognized/Exemplary campuses in the Houston ISD South Region from “zero” in 2000 to approximately 70% in 2009. Incremental gains made during demographic transition

Implemented regular small group sessions (after hours) for new principals in region

2010 -- Ivy League Educational Charity Foundation Honoree (Warner D. Ervin Scholarship 2010 & 2011)

2004 -- State of Texas Distinguished Educational Leader

2000 -- State of Texas High School Principal of the Year

COMMUNITY / SERVICE

- Fresno 4H / American Youth Rodeo Association
- Easter Seals
- Interfaith Ministries
- Texarkana Ministerial Alliance
- Cuddling Care

REFERENCES

Dr. Rod Paige, Former U.S. Secretary of Education & Former Houston ISD Superintendent
3040 Post Oak Blvd, Suite 1600, Houston TX 77056
Ph: 832-724-6466

Dr. Abelardo (Abe) Saavedra, Retired Houston ISD Superintendent
6 Duxbury Park, San Antonio TX 78257
Ph: 832-489-1210

Dr. Kaye Stripling, Retired Houston ISD Superintendent
42 Wickwillow, Montgomery TX 77356
Ph: 713-201-8266

Dr. Billy R. Reagan, Retired Houston ISD Superintendent
Ph: 832-808-4177; 713-795-9696; or 832-215-8877

Mrs. Laurie Bricker, Houston ISD – Former School Board President
5134 Grape Street, Houston TX 77096
Ph: 832-721-9929

Mrs. Janelle James, Past Board President; Current Superintendent
Pro-Vision Educational Services Charter District
7819 South Braeswood Blvd, Houston, TX 77071
Ph: 832-259-2747

Mr. John A. Hutchison, Attorney
5631 Indian Circle, Houston, TX 77056
PH: 713-907-2762

Rev. Joe S. Ratliff, Pastor Brentwood Baptist Church
13033 Landmark Street, Houston, TX 77045
713-852-1400

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Texas High School for Accelerated Learning**

Name of Sponsoring Entity: **Texas School for Dropout Prevention, Inc.**

Contact Information

Full Legal Name: **Warner D. Ervin**

Home Mailing Address: [redacted]

Phone Numbe[redacted]

Email Address: **wdervin@weveducationconsulting.com**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

The knowledge and experience that I will bring to this board was acquired having worked over forty (40) years in public education. I served as a teacher at the middle, junior high and high school levels. I have also been an assistant principal at all secondary levels as well as principal at elementary, middle and senior high schools. Serving as a regional superintendent in a public school district overseeing 40 plus campuses including grades Pre-K to 12, allowed me to manage all aspects of the total educational programs.

Since 2010, I have mentored several charter schools' administrators as well as served as interim superintendent of two different public charter school districts. These experiences allowed me to gain a thorough understanding of the public educational systems in both the independent and charter school districts. I bring to this board the expertise of overseeing a comprehensive educational environment.

Finally, I am an active member of the Houston Livestock Show & Rodeo and as a member of the Executive Committee, I currently chair the Educational Contribution Committee. This committee makes recommendations for final approval of in excess of $25 million dollars in grants and scholarships annually to the youth of Texas.

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.

Houston Livestock Show & Rodeo Board of Directors: 2004 - Present
Varnett Public Charter School District Board of Directors: 2015-2017
Houston Livestock Show & Rodeo Executive Committee: 2009 - 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

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

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

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BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

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No

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

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

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

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

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.

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No

Gregory A. Meyers, Ed.D.

[redacted] ◆ Email: g.meyers2263@gmail.com

Professional Experience

Chief Operating Officer – Learn & Work Foundation, LLC

2022 – Present

- Providing strategic planning to education entities both abroad and locally
- Aiding in developing financial processes for non-profits
- Bringing partnerships to further impact students academically and become global citizens

Chief Financial Officer - Kickstart Kids

2018 – 2022

- Analyze and present financial reports in an accurate and timely manner; clearly communicate monthly and annual financial statements; collate financial reporting materials for all donor segments, and oversee all financial, project/program and grants accounting
- Coordinate and lead the annual audit process, liaison with external auditors, executive director (ED), and the finance committee of the board of directors
- Oversee and lead annual budgeting and planning process in conjunction with the ED; administer and review all financial plans and budgets; monitor progress; and keep senior leadership team abreast of the organization's financial status
- Manage organizational cash flow and forecasting
- Implement robust contract management and financial management/reporting system; ensure that the contract billing and collection schedule is adhered to and that financial data and cash flows are steady and support operational requirements
- Update and implement all necessary business policies and accounting practices; improve the finance department's overall policy and procedure manual
- Effectively communicate and present the critical financial matters to the ED and board of directors
- Further develop Kickstart Kids' human resources and administration, enhancing professional development, compensation and benefits, performance evaluation, training, and recruiting
- Ensure that recruiting processes are consistent and streamlined
- Oversee administrative functions as well as facilities to ensure efficient and consistent operations are adhered to as the organization scales
- Work closely with internal leadership and the board of directors to develop a strategic vision for growth and sustainability

Adjunct Professor – University of St. Thomas

2018 – 2019

- Taught School Finance in the Masters of Education program

Gregory A. Meyers, Ed.D.

◆2424 Morse St., Houston, TX 77019 ◆Phone: (713) 398-8778 ◆ Email: g.meyers2263@gmail.com

Executive Director – Citizen Schools of Texas
2015 – 2017

- Lead the regional office of a $30 million education-based non-profit
- Partnered with the Regional Board to increase awareness and support of Citizen Schools' mission
- Established relationships with policy makers at the local and state level to advocate for public funding for expanded learning opportunities
- Oversaw efforts to recruit hundreds of volunteers each year to serve as volunteer "Citizen Teachers" leading apprenticeships for our students
- Served as a member of the National Leadership Team and provide advice on key national issues
- Directed media and public relations efforts, engaging partners and media in active dialogue about education reform in Texas

Director of Corporate Work Study - Cristo Rey Jesuit College Preparatory School of Houston
2013 – 2015

- Co-Principal of a 500 student high school
- Operated a $3.5 million dollar department
- Increased revenue by 21% in one year
- Created and managed relationships with top executives in Houston to secure corporate partners for students
- Responsible for marketing support, customer service and transportation for students

Development Officer- University of St. Thomas
2011 – 2013

- Responsible for donor development and fundraising for capital campaign
- Developing special projects: principal development initiative leading to a joint M.Ed./MBA degree, Center for Public Policy

President/CEO- GSK Dental, Inc.
1999-2011

- Created and operated a $2 million corporation
- Marketing dental sundries and equipment
- Managed territory representatives nationally
- Designed and implemented promotions for retail companies
- Consulted with companies in developing business plans
- Trained retail representatives

Gregory A. Meyers, Ed.D.

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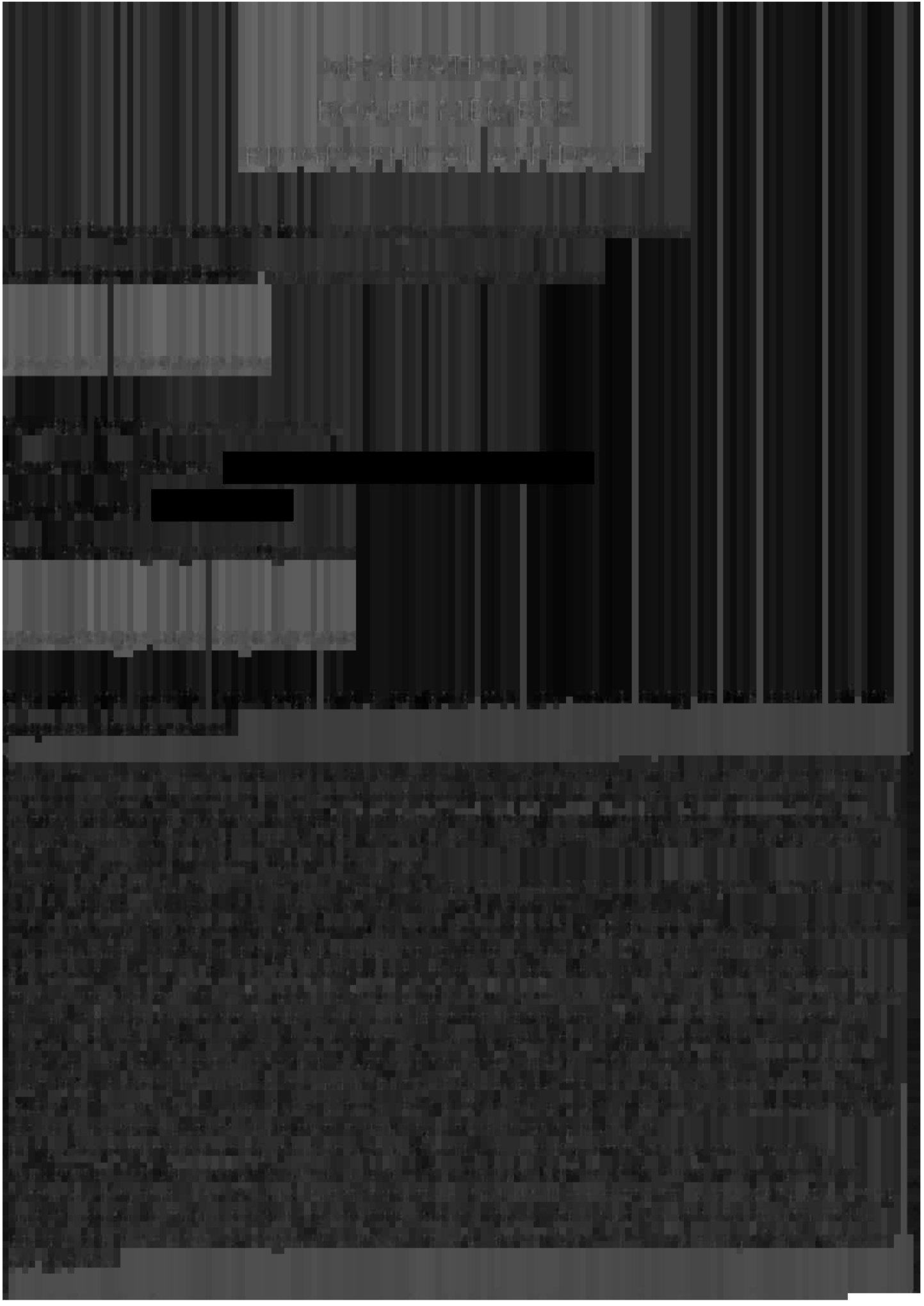
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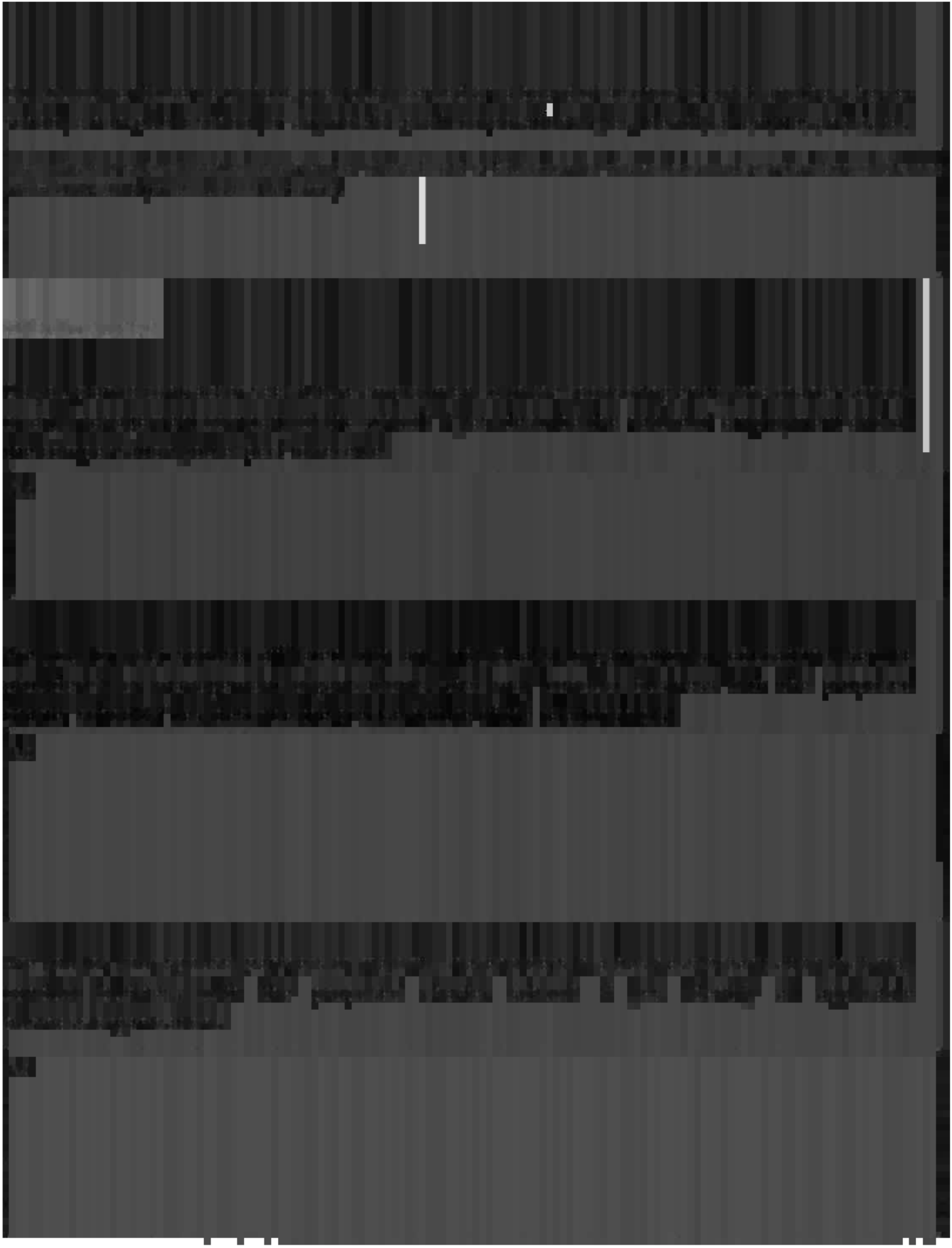
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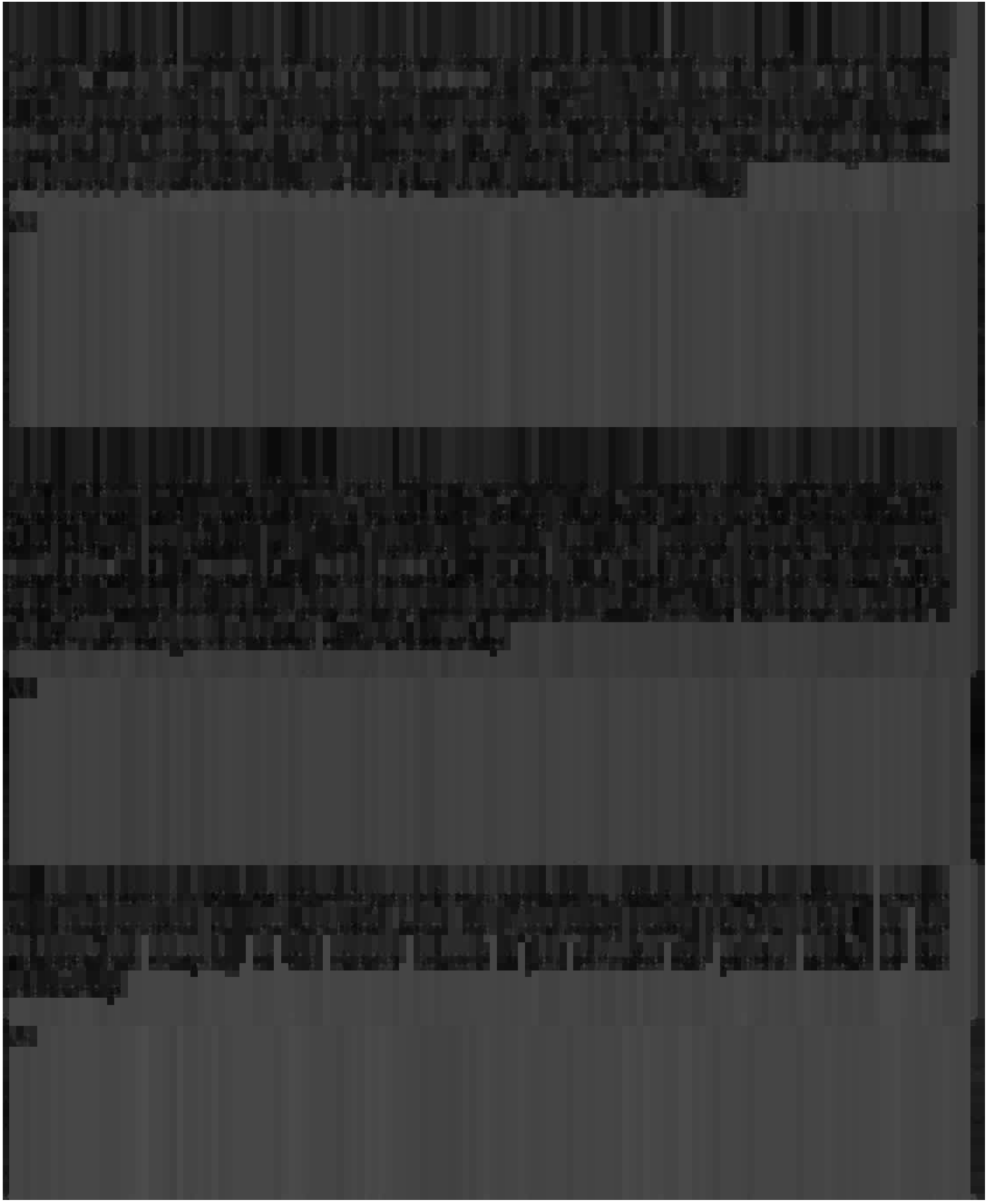
Elected Trustee- Houston Independent School District Board of Education (2010-Board President)

2004-2016

- In 2017, the Houston Independent School District fourth and eighth graders, in ALL subgroups, outperformed their peers across the nation in math on the National Assessment of Educational Progress exam
- Provided leadership and oversight in the district's development and implementation of a weighted student formula, providing a more equitable process of funding our schools
- The Graduation rate in the Houston Independent School District improved from 55 percent in 2004 to 80.5 percent in 2016
- Eighty-one percent of the seniors from our four Apollo 20 high schools, previous turnaround schools, were admitted into a two-or four-year university
- The Houston Independent School District became the first district in the country to win the prestigious Broad Prize in Education for a second time in 2012—high marks for closing achievement gaps and increasing graduation rates
- In 2012, the Houston Independent School District passed the largest construction bond in Texas history -- $1.79 billion -- with a 69 percent voter approval to re-build 27 comprehensive high schools
- Championed the expansion of the district's dual language immersion elementary schools from three in 2004 to 61 in 2016
- Provided direction and leadership in the development and gaining approval of the district's first strategic plan in 2010
- Strongly supported Apollo 20, a plan to turnaround Houston Independent School District's 20 lowest performing schools—the plan included 3 on 1 tutoring for all third, sixth, and ninth grade students in these schools, placing an effective teacher in all classrooms, adding an hour to the school day, and providing each school with an exemplary principal
- In 2010, the Houston Independent School District became the first district in the country to require ALL high schools (45) to offer 15 or more Advanced Placement courses
- In 2010, the Houston Independent School District became the first district in the country to require all students who took an Advanced Placement course to take the AP Exam, with the district paying for the exam
- Supported the development and implementation of a program to offer scholarship/loans to teachers to attend local colleges and become certified to serve in school administrative positions
- Supported the development and implementation of a program to offer scholarship/loans to high school students in the top 15 percent of their graduation class to attend local colleges and return to the district as classroom teachers







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

Certification

I, Gregory A. Meyers, 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) Gregory A. Meyers

Date 10/29/2025

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Gregory A. Meyers (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 29 day of October, 2025.

(Notary Public)

My commission expires July 15, 2029

STEVE HENRY CUBILLOS
Notary ID #133148869
My Commission Expires
July 15, 2029

Superintendent Résumé

If the sponsoring entity has identified a candidate for the role of Superintendent.

- Provide a professional résumé for the identified candidate(s).

If the sponsoring entity has not identified a candidate for the role of Superintendent.

- Provide a sample job description/posting for the Superintendent position.

LIZETTE R. FERNANDEZ, M.S. Ed

[redacted]
Email: lizteach06@comcast.net | Phone: [redacted]

PROFESSIONAL SUMMARY

Dynamic and results-oriented educational leader with over 20 years of experience in school administration, special education, and instructional leadership. Proven record of fostering academic achievement, strengthening staff performance, and driving operational excellence. Skilled in compliance, data analysis, and cultivating collaborative school environments that empower both students and staff.

EDUCATION

Region 6 Education Center — Principal Preparation & Certification Program (2017–2018)

Florida Memorial University — Master of Science, Special Education (All Levels)

Nova Southeastern University — Bachelor of Science, Varying Exceptionalities (All Levels)

CERTIFICATIONS

Texas Certificate — Valid 02/2022 to 01/2028

- Principal Certification (All Levels)
- Special Education (EC–12)
- Elementary Core Subjects (EC–6)

Florida Certificate (FLDOE #843028) — Valid 07/2012 to 06/2027

- Varying Exceptionalities (All Levels)
- Elementary Education (K–6)
- ESOL Endorsement
- Educational Leadership (All Levels)

PROFESSIONAL EXPERIENCE

Principal | Kendall Greens High School | Miami, FL (June 2020 – Present)

- Lead recruitment, hiring, and retention of highly qualified staff.
- Set rigorous expectations for performance, accountability, and compliance.
- Ensure adherence to safety and security requirements; lead emergency procedure development.
- Develop and implement professional development plans.

- Analyze data to drive continuous school improvement.
- Oversee staff evaluations, budgets, and compliance with contractual goals.
- Foster communication with internal and external stakeholders.

Secondary Principal | 18+ Transition High School Program, Conroe ISD | TX (June 2019 – June 2020)

- Opened new school (Founding Principal).
- Planned school opening and closing procedures.
- Led instructional management and teacher evaluations.
- Supervised teachers and paraprofessionals; provided guidance and support.
- Oversaw fiscal and facilities management and all school operations.

Secondary Principal (Extended School Year) | Conroe ISD | TX (April 2019 – August 2020)

- Directed operations, supervision, and student placement for ESY program.
- Managed staff of 25 and ensured compliance with IEP mandates.

SPED Department Chair | Oak Ridge High School, Conroe ISD | TX (August 2016 – June 2019)

- Supervised 43 staff members and oversaw services for 240 students.
- Ensured compliance, scheduling, and collaboration with parents and administration.

SPED Department Chair | Miami Springs Senior High School | Miami, FL (2008 – 2012)

- Supervised 43 staff members and oversaw services for 240 students.
- Ensured compliance, scheduling, and collaboration with parents and administrators.

SPED Teacher (Intellectual Disabilities) | Miami Springs Senior High School | Miami, FL (2000 – 2008)

- Managed ESE program for 500 students and supervised 20 teachers.
- Introduced innovative instructional programs.
- Developed vocational hands-on learning programs and coached Special Olympics.

OTHER QUALIFICATIONS

- Bilingual: Fluent in English and Spanish.
- AEL Certificate & T-TESS Certified Appraiser.
- Proficient in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook).
- Co-Chaired MDCPS Transition Task Force.
- Coordinated MDCPS STEPS 18+ Programs Districtwide (Successful Transition Education Pathways for Students).

REFERENCES

Angela Whitford-Narine — CEO
Email: [redacted]

Marc Ornstein — VP, School Operations
Email: [redacted]

Leadership Team Résumés

If the applicant has identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a professional résumé for all identified leadership team candidates. Clearly indicate the position that is associated with each résumé (Instructional, Operational, or Financial Leadership).

If the applicant has not identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a single-page document that states, "The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided."

LIZETTE R. FERNANDEZ, M.S. Ed

[redacted]
Email: lizteach06@comcast.net | [redacted]

PROFESSIONAL SUMMARY

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[redacted]

Marc Ornstein — VP, School Operations

[redacted]

Proposed Discipline Policy

Provide the school's proposed discipline policy.

Sec. 1. GENERAL GUIDELINES

Texas High School for Accelerated Learning 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 an assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of sex, race, color, disability, religion, ethnicity, age, national origin, or any other protected characteristic.

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 Texas High School for Accelerated Learning's due process procedures with respect to expulsion. *Tex. Educ. 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 Texas High School for Accelerated Learning website and/or as hard or electronic copies 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

Texas High School for Accelerated Learning 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 Texas Penal Code §§ 46.02 or 46.05;
2. Conduct that threatens the immediate health and safety of other students in the classroom;
3. Documented conduct that results in repeated or significant disruption to the classroom; or
4. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:

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a. Marijuana or a controlled substance, as defined by Texas Health and Safety Code, Chapter 481 or by 21 U.S.C. §801;
b. A dangerous drug, as defined by Texas Health and Safety Code, Chapter 483; or
c. An alcoholic beverage, as defined by Texas Alcoholic Beverage Code § 1.04.

Tex. Educ. Code § 37.005(d).

Sec. 4. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in Texas High School for Accelerated Learning. 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 Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning 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

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. *Tex. Educ. Code § 12.131*.

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a) *Federal Firearm Provision*

In accordance with the Gun-Free Schools Act, Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning 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 and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

ii. *Notice*

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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 Texas High School for Accelerated Learning. If Texas High School for Accelerated Learning makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, Texas High School for Accelerated Learning 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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Organizational Charts

Provide three organizational charts that show the school's governance, management, and staffing structures:

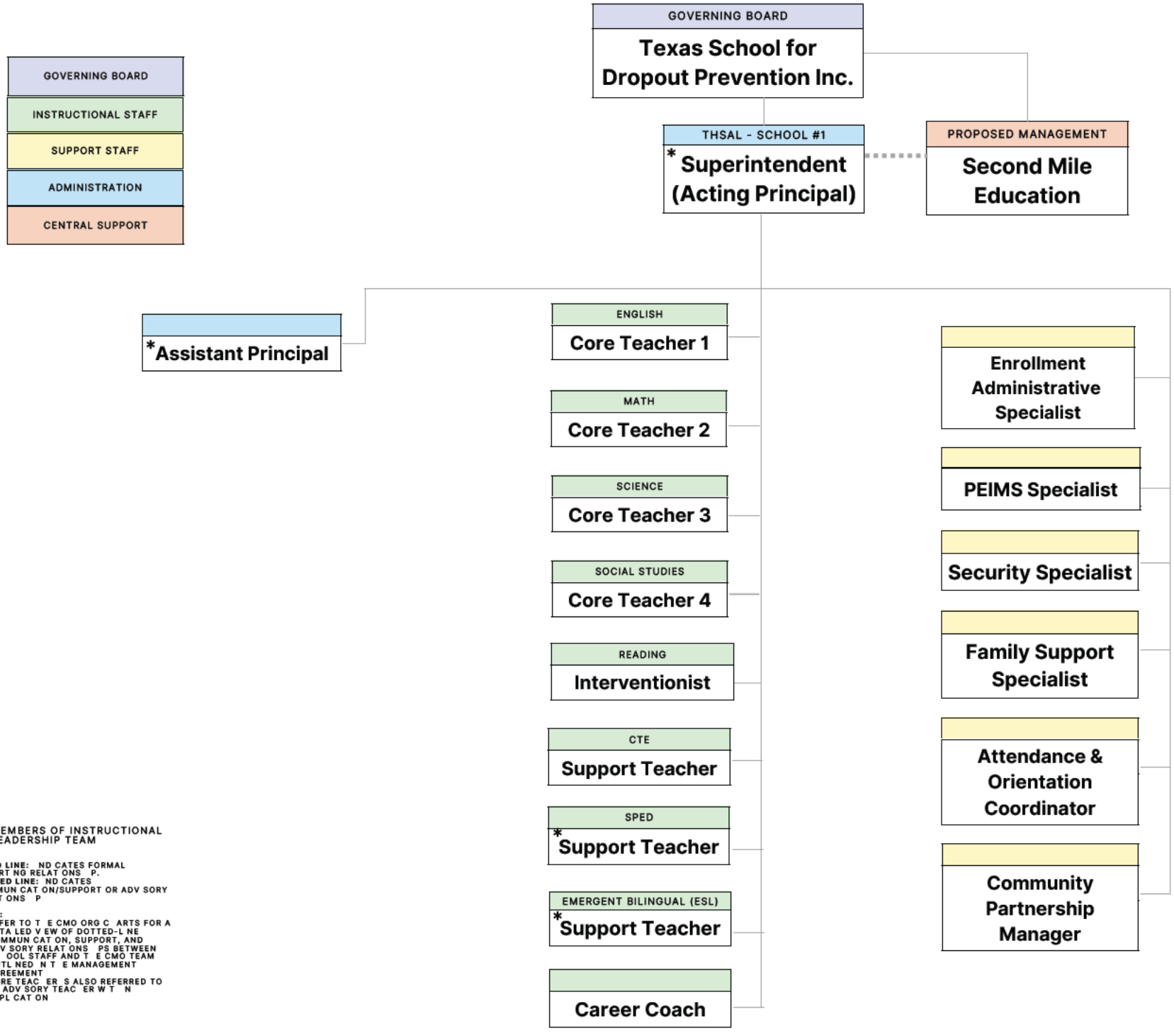
1. the first organizational chart will represent the school's structure during Year 1;
2. the second chart will represent the school's structure during Year 3; and
3. the third chart will represent the school's structure during Year 5

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 Year 5.

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

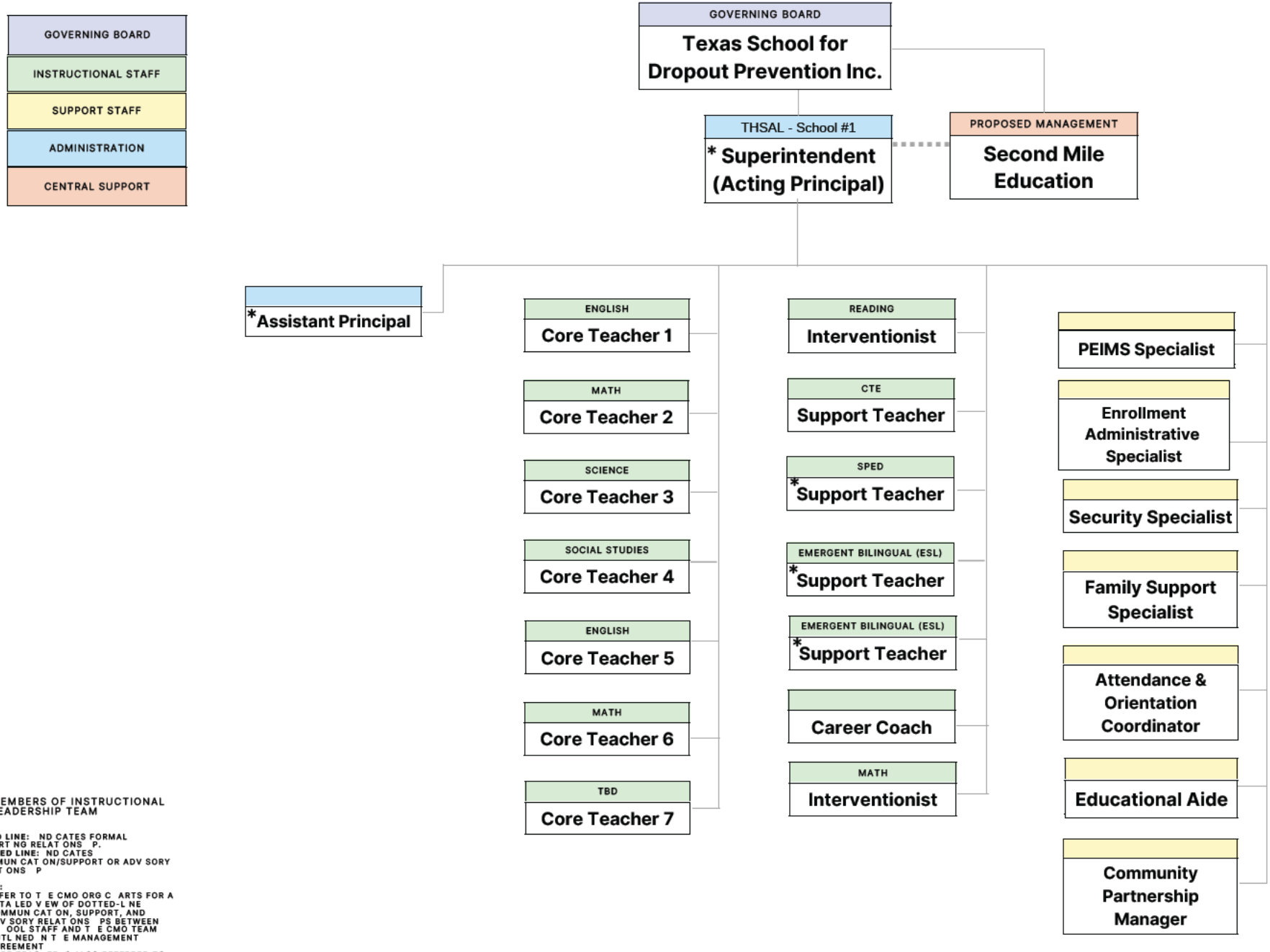


- MEMBERS OF INSTRUCTIONAL LEADERSHIP TEAM

SOLID LINE: ND CATES FORMAL REPORT NG RELAT ONS P.
DOTTED LINE: ND CATES COMMUN CAT ON/SUPPORT OR ADV SORY RELAT ONS P

NOTE:
- REFER TO T E CMO ORG C ARTS FOR A DETA LED V EW OF DOTTED-L NE COMMUN CAT ON, SUPPORT, AND ADV SORY RELAT ONS PS BETWEEN SC OOL STAFF AND T E CMO TEAM OUTL NED N T E MANAGEMENT AGREEMENT
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YEAR 3

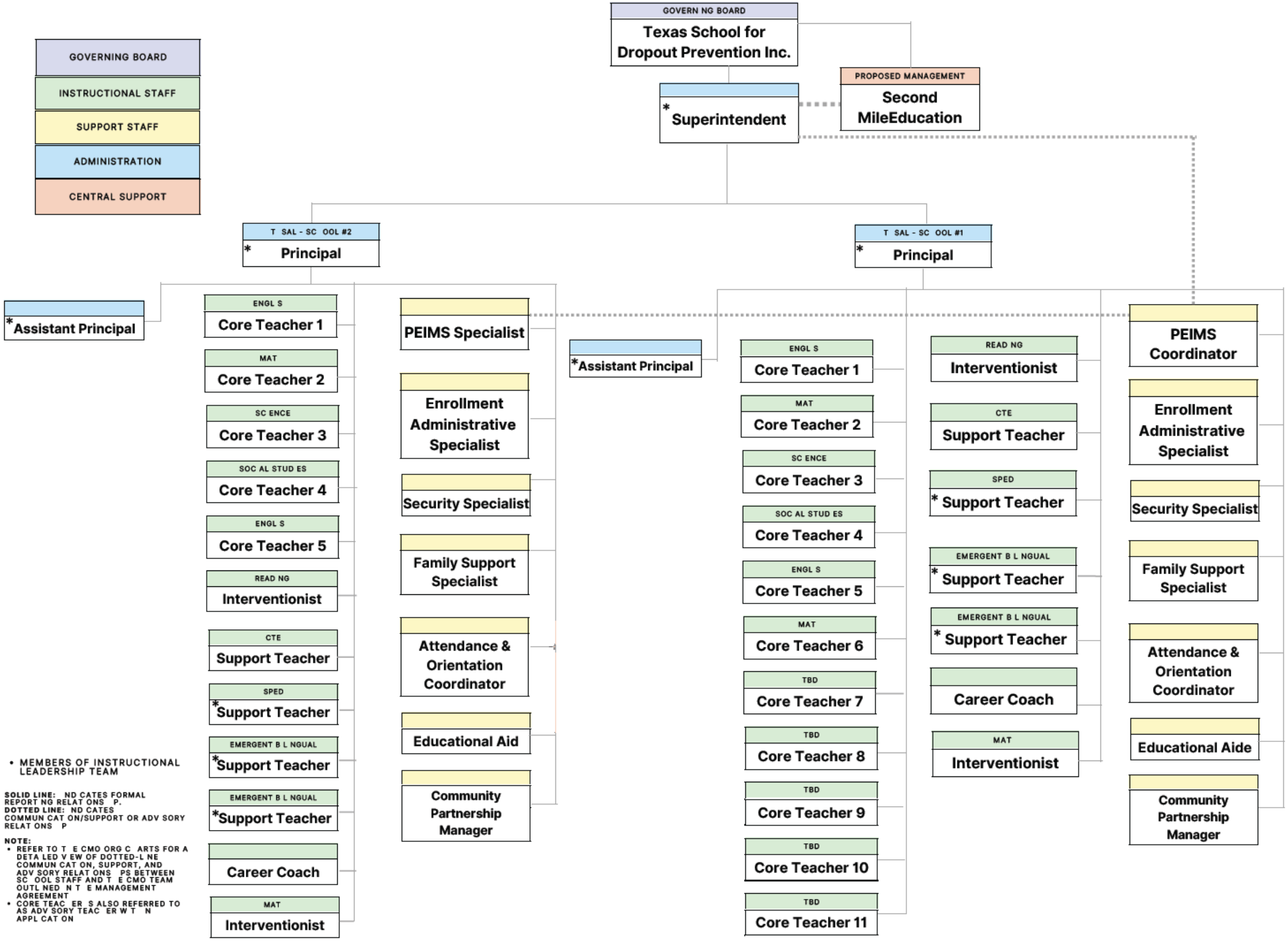


• MEMBERS OF INSTRUCTIONAL LEADERSHIP TEAM

SOLID LINE: ND CATES FORMAL REPORT NG RELAT ONS P.
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YEAR 5



• MEMBERS OF INSTRUCTIONAL LEADERSHIP TEAM

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- CORE TEAC ER S ALSO REFERRED TO AS ADV SORY TEAC ER W T N APPL CAT ON

Annual Calendar and School Schedule

Provide the proposed annual calendar for the first year of operation. At minimum, the annual calendar should identify the following:

- first day of school;
- any planned breaks;
- last day of school; and
- total number of minutes of instruction for the academic school year

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

THSAL 2027-2028 School Calendar

August 2027

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2027

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 2028

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May 2028

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- Beginning/End of 180 Day Calendar
- Staff PD / Training
- Holiday – School Closed
- Weather Day – Closed (TBD)

Marking Periods

1st quarter 8/16/27 – 10/21/27
2nd quarter 10/22/27 – 1/18/28
3rd quarter 1/19/28 – 4/03/28
4th quarter 4/04/28 – 6/6/28

Inclement Weather Make-Up Days will be assigned, as needed.
Dates are subject to change contingent upon School Board adjustments.

THSAL Daily Schedule

Morning Session

	TIME	Monday - Friday
Period 1	7:30 am - 8:30 am (60 minutes)	Reading Instruction
Period 2	8:30 am - 9:30 am (60 minutes)	Course 1
Period 3	9:30 am - 10:30 am (60 minutes)	Course 2
Period 4	10:30 am - 11:30 am (60 minutes)	CTE/Career Development

Afternoon Session

	TIME	Monday - Friday
Period 6	12:00 pm - 1:00 pm (60 minutes)	Reading Instruction
Period 7	1:00 pm - 2:00 pm (60 minutes)	Course 1
Period 8	2:00 pm - 3:00 pm (60 minutes)	Course 2
Period 9	3:00 pm - 4:00 pm (60 minutes)	CTE/Career Development

A. Start Time: Morning Session 7:30 am & Afternoon Session 12:00 pm
B. Dismissal Time: Morning Session 11:30 pm & Afternoon Session 4:00 pm
C. All grade levels will follow the same start/dismissal time
D. Instructional Minutes (Per Session):
    - Daily: 240 minutes
    - Weekly: 1,200 minutes
    - Yearly: 43,200 minutes

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.

Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of Texas High School for Accelerated Learning 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. *Tex. Educ. Code § 12.111(a)(5)*; *19 Tex. Admin. Code § 100.1207(d)(1).*

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

Texas High School for Accelerated Learning requires applicants to submit a complete TEA Charter Student Admission Application form to be considered for admission. The open-enrollment start date shall be November 1of each year and the open-enrollment end date shall be March 6 of each year. A lottery, if required shall be conducted within ten days of the open-enrollment end date. *19 Tex. Admin. Code § 100.1207(a)(1).* Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Texas High School for Accelerated Learning shall generally admit all persons who reside within the geographic area served by Texas High School for Accelerated Learning and for whom Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning 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 the geographic area served by Texas High School for Accelerated Learning.
2. The applicant does not reside the geographic area served by Texas High School for Accelerated Learning, but one of the parents resides within the geographic area served by Texas High School for Accelerated Learning 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 the geographic area served by Texas High School for Accelerated Learning
4. The applicant is under the age of 18 and has established a separate residence within the geographic area served by Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning is not for the primary purpose of participation in extracurricular activities. However, Texas High School for Accelerated Learning is not required to admit an applicant under this provision if the applicant:

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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.
6. The applicant is a foreign exchange student placed with a host family that resides within the geographic area served by Texas High School for Accelerated Learning by a nationally recognized foreign exchange program, unless Texas High School for Accelerated Learning has applied for and been granted a waiver by the Commissioner because:
   a. Admission would impose a financial or staffing hardship on Texas High School for Accelerated Learning.
   b. Admission would diminish Texas High School for Accelerated Learning's ability to provide high-quality education services for Texas High School for Accelerated Learning's '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 Texas Education Code § 5.001, located within the geographic area served by Texas High School for Accelerated Learning.
8. The applicant resides within the geographic area served by Texas High School for Accelerated Learning and is 18 or older or the applicant's disabilities of minority have been removed.
9. The applicant does not reside within the geographic area served by Texas High School for Accelerated Learning, but a grandparent resides within the geographic area served by Texas High School for Accelerated Learning 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 resides in a residence homestead that is located on a parcel of property any part of which is located within the geographic area served by Texas High School for Accelerated Learning.

Tex. Educ. Code § 25.001.

A person whose parent or guardian is an active-duty member of a foreign military force stationed in this state may establish the person's age for purposes of determining eligibility under this policy by demonstrating that the person will turn the required age during the school year for which the person is seeking admission. *Tex. Educ. Code § 25.001(c-3)*.

Students who reside outside the primary geographic boundary stated in the Texas High School for Accelerated Learning charter shall not be admitted to the charter school until all eligible applicants

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that reside within the primary boundary and have submitted a timely application have been enrolled. Then, if the charter provides for a secondary boundary, Texas High School for Accelerated Learning may admit students who reside within the secondary boundary in accordance with the terms of the charter. *19 Tex. Admin. Code § 100.1207(g).*

Texas High School for Accelerated Learning may also admit a child of a Texas High School for Accelerated Learning employee regardless of whether the child resides in the geographic area served by Texas High School for Accelerated Learning. Such a child must satisfy all other eligibility requirements imposed by law and/or Texas High School for Accelerated Learning in order to be granted admission and enrollment in Texas High School for Accelerated Learning. *Tex. Educ. Code § 12.117(d).*

Sec. 3. LOTTERY PROVISIONS

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 ten 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 Texas High School for Accelerated Learning 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.

a) *Development of Waiting List*

The lottery will be paused momentarily after all available seats are filled. The names of eligible students with completed applications who apply and are not admitted shall be added to the end of the waitlist in the order in which the applications are received. As spaces become available during the school year, Texas High School for Accelerated Learning must consult the applicable waitlist and select a new student for enrollment in the order that students appear on the list. Texas High School for Accelerated Learning shall review each waitlist no less than every 60 days and eliminate duplicate entries and the names of students who have been admitted to Texas High School for Accelerated Learning.*19 Tex. Admin. Code § 100.1207(e)*.

b) *Admission Process of Returning Students*

Students who currently attend Texas High School for Accelerated Learning and intend to return the next school year (referred to as "returning students") are exempted from the lottery if they notify Texas High School for Accelerated Learning 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.

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c) *Siblings Policy and Children of the School's Founders and Employees*

Siblings of returning students 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 Texas High School for Accelerated Learning'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.

19 Tex. Admin. Code § 100.1207(b).

d) *Applications Submitted Outside the Designated Application Period*

If a student applies to Texas High School for Accelerated Learning 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.

e) *Waitlist Reporting Requirements*

Each school year, the following information must be maintained at the campus level for reporting to the Texas Education Agency no later than the last Friday in October of each school year:

1. The total number of students on the waitlist;
2. The number of students on the waitlist disaggregated by grade level;
3. The number of students enrolled;
4. The enrollment capacity; and
5. Information necessary to identify each student, as specified in Texas Education Code § 12.1174.

Sec. 4. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by its open-enrollment charter, Texas High School for Accelerated Learning shall exclude from enrollment a student who has engaged in conduct outlined in Section 37.006 of the Texas Education Code related to placement in a disciplinary alternative education program or a juvenile justice alternative education program, has engaged in conduct outlined in Section 37.007

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of the Texas Education Code related to expulsion, or has been convicted of a criminal offense or has a juvenile court adjudication. *Tex. Educ. Code § 12.111(a)(5)(A)*.

Sec. 5. 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. Immunization is also not required for students who can prove they are members of the armed forces. *Tex. Educ. Code § 38.001.*

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 Texas Education Code § 25.001(b) must generally reside in the geographic area served by Texas High School for Accelerated Learning. A person who is homeless, as defined by 42 U.S.C. §11302, need not reside within the geographic area served by Texas High School for Accelerated Learning.

In order to verify residency for enrollment, acceptable evidence of residency includes:

- 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.

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If, at any time, a student's or qualifying occupant's residence is in question, Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning with the following stipulation:

- The notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- The notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- The 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 the 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 Texas High School for Accelerated Learning a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to Texas High School for Accelerated Learning's attendance zone. Such proof of residence shall be provided to Texas High School for Accelerated Learning not later than the 90th day after the arrival date 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. *Tex. Educ. Code § 25.001(c-1)-(c-2)*.

The parent or guardian of a child who is the subject of a parental child safety placement agreement under Section 264.902 of the Texas Family Code, may establish residency for purposes of this policy by providing to Texas High School for Accelerated Learning a copy of a letter from the Department of Family and Protective Services indicating that the child is the subject of such an agreement and that the address of the child's residence during the agreement is in the geographic area served by Texas High School for Accelerated Learning. *Tex. Educ. Code § 25.001(c-3)*

Texas High School for Accelerated Learning 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. 6. 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. Texas High School for

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Accelerated Learning 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 Texas Education Code § 25.087, except that Texas High School for Accelerated Learning 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, Texas High School for Accelerated Learning 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, Texas High School for Accelerated Learning may impose a behavior improvement plan. *Tex. Educ. Code § 25.085(e), (g), (h)*.

Sec. 7. 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 having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Texas High School for Accelerated Learning in the same manner as other students. This documentation may consist of a power of attorney or an authorization agreement as provided in Chapter 34 of the Texas Family Code assigning responsibility for the student in all school-related matters to an adult who resides within the boundaries served by Texas High School for Accelerated Learning.

Sec. 8. 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

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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.

b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning school that non-homeless students who live in Texas High School for Accelerated Learning's geographic boundaries are eligible to attend.

42 U.S.C. §11432(g)(3)(A).

In determining the best interest of a homeless child, Texas High School for Accelerated Learning 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, Texas High School for Accelerated Learning 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

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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. 8-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. 8-f below.

42 U.S.C. §11432(g)(3)(B).

Texas High School for Accelerated Learning shall not stigmatize or segregate a student who is homeless.

c) *Information from Parents*

Texas High School for Accelerated Learning may require the parent or guardian of a homeless child to submit contact information. *42 U.S.C. §11432(g)(3)(H)*.

d) *Enrollment*

Texas High School for Accelerated Learning 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, Texas High School for Accelerated Learning 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. Texas High School for Accelerated Learning 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;

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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.

Services, including transportation, that Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning, 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*

Texas High School for Accelerated Learning shall provide a homeless child with services comparable to those offered to other students in the school in which the child is enrolled. *42 U.S.C. §11432(g)(4)*.

Sec. 9. TRANSFER OPTIONS FOR CERTAIN ENROLLED STUDENTS

a) *Transfer Option for Students who are Children of Peace Officers*

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On the request of a peace officer who is a parent of an enrolled student, Texas High School for Accelerated Learning shall permit the transfer of the child(ren) of the peace officer to another Texas High School for Accelerated Learning campus, pending available seats at the requested transfer school. For purposes of this policy, the term "peace officer" has the meaning assigned by section 1701.001, Texas Occupations Code.

b) ***Transfer Options for Students who are Children of Servicemembers***

On the request of a servicemember (meaning an active duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard) who is the parent of an enrolled student, Texas High School for Accelerated Learning shall permit the transfer of the child(ren) of the servicemember to another Texas High School for Accelerated Learning campus, pending available seats at the requested transfer school.

c) ***No General Transportation Services***

Texas High School for Accelerated Learning is not required to provide general transportation to a student who transfers to another Texas High School for Accelerated Learning location under Section 9 of this policy.

Sec. 10. ADMISSION OF MILITARY DEPENDENTS

a) ***Applicability***

The provisions of Sec. 10 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.

Sec. 10 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.

Tex. Educ. Code § 162.002 Article III.

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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 returning 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.

Tex. Educ. Code § 162.002 Article II.

c) *Eligibility for Enrollment*

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.

Tex. Educ. Code § 162.002 art. VI, § A.

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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, Texas High School for Accelerated Learning **s**hall 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, Texas High School for Accelerated Learning shall request the student's official education record from the sending district.

Tex. Educ. Code § 162.002 art. IV, §§ A–B.

e) *Tuition*

Texas School for Dropout Prevention 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 Texas High School for Accelerated Learning's boundaries.

Tex. Educ. Code § 25.004, 162.002 art. VI, § A.

f) *Grade-Level Placement*

Students shall be allowed to continue their enrollment at grade level in Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning, regardless of age. A student transferring after the start of the school year shall enter Texas High School for Accelerated Learning on his or her validated level from an accredited school in the sending state. *Tex. Educ. Code § 162.002 art. IV, § D*.

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g) ***Course Placement***

When the student transfers before or during the school year, Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Tex. Educ. Code § 162.002 art. V, § A*.

h) ***Educational Program Placement***

Texas High School for Accelerated Learning 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 Texas High School for Accelerated Learning from performing subsequent evaluations to ensure appropriate placement of the student. *Tex. Educ. Code § 162.002 art. V, § B*.

i) ***Waivers***

Texas High School for Accelerated Learning administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Texas High School for Accelerated Learning.*Tex. Educ. Code § 162.002 art. IV, §§ A–B, D*.

Sec. 11. 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. *Tex. Educ. Code § 25.002(b)-(c).*

Sec. 12. FOOD ALLERGY INFORMATION

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The parent of each student enrolled with Texas High School for Accelerated Learning must complete a form provided by Texas High School for Accelerated Learning that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Texas High School for Accelerated Learning to enable Texas High School for Accelerated Learning 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.

Texas High School for Accelerated Learning 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"). *Tex. Educ. Code § 25.0022(a)-(c)*.

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Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in the 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.

Texas High School for Accelerated Learning Generation 31 Budget Narrative

THSAL has developed its financial plan, leveraging SME's 17+ years of success in dropout recovery.

State Revenue is based on enrollment assumptions in the Financial Plan Workbook. Funding increases annually alongside year over year enrollment changes

THSAL will enroll grades 7-12 with ~ 22% in grades 7-8. In Year 4, enrollment increases significantly with a second campus opening.

THSAL projects an 85% average daily attendance rate based on 2023 TAPR for Houston area campuses with a Dropout Recovery School or Program. THSAL expects slightly higher attendance based on proven model outcomes and roles, an Attendance and Orientation Coordinator and Family Support Specialist, who'll assist students in overcoming daily obstacles while building attendance habits.

Based on Spring and Aldine ISD demographics, THSAL assumes:

- 14% Special Education (70% Speech, 30% Resource)
- 50% CTE participation
- 4.5% Dyslexia and 38% Emergent Bilingual (EB)
- 95% economically disadvantaged students

Bus passes are projected for 50% of students at $2/day for 180 days ($36,000), increasing alongside enrollment (see Line 107).

Federal Revenue (CSP, IDEA-B, Title I, NSLP) projections are based on SME's existing programs. The NSLP and SBP revenue assumes 75% of all students (split evenly between morning and afternoon sessions) will utilize the program and all qualify for free lunch. Morning session students take breakfast ($2.46/student) and lunch ($4.60/student), while the afternoon session is just lunch.

Local Revenue

THSAL's first campus will be sustainable on state/federal revenues by Year 2. The second campus would be funded by combination of an accumulated surplus and private grants and/or donations, with both campuses becoming financially viable from state/federal revenue by Year 5. To account for any funding shortfalls, over 4 years, with a dedicated ED of Advancement & Strategic Partnerships, we anticipate raising ~$1,800,000 in private philanthropy. THSAL will have a fund balance of $713,329 by Year 4 to fund a projected shortfall of $303,782. If there is an unexpected budget deficit that other philanthropic efforts cannot fully fund, SME will donate up to $2M in financial support (See Evidence of Financial Support attachment). This amount will be available during the first 5-years, contingent upon final charter approval.

Personnel Costs

Staffing over Years 0-5 is documented on the Personnel tab. Notably:

- The Superintendent (acting Principal in Year 0-3) then overseeing both campuses with dedicated principals in Year 4+, associated with a salary increasing to ~$150k (represented as 1.2 FTE on line 12)
- Core Teachers scaling to maintain ≥25:1 student-to-teacher ratio
- Positions increase proportionally with enrollment plan

- 1.25%/year COLA
- TRS contributions for the THSAL Board-employed Superintendent; retirement benefits for school employees eligible to participate in SME's 401k program

Contracted Services include accounting and auditing ($10K/year/campus), legal services ($10K/year/campus), Food Services (75% of enrolled at a daily cost of $3.30 for 180 days), Payroll Services for processing bi-weekly payroll (ADP) ($10K Year 1, $50/enrolled in Years 2-5) and Special Ed Services to supplement existing SPED staff support, as needed ($1,200/SPED student).

The THSAL board will engage SME to be the CMO at an expense of 14% of state revenues. THSAL is also contracting SME to provide the governing board support for $25,000 per year and facilities support services for $15,000 per year, per campus. (See CMO Management Agreement Attachment and Charter Portfolio section for full details).

School Operations

Key operational costs (See Start-Up, Year 1 and Assumptions tab) include: Board training (beyond SME training) at $5K in Year 0 and $10K in Year 1 with a 5% annual increase.

Classroom Supplies & Materials at $75/student plus $12,500 in Years 1 and 4 (new campus).

Textbooks/Workbooks at $10K per new campus and $1K/campus annually thereafter. Typically low given SME's online-based learning platform.

Equipment/Furniture at $250K in Years 1 and 4 and $10K/year/campus for upkeep.

Telephone at $45,000/campus/year with service beginning Q4 of Year 0. Based on SME portfolio average.

Technology at $350K start-up per new campus (Years 1 and 4), then $300/student for software. $30K start-up for hardware/software maintenance in Year 1 of each campus, then $20K plus 2% yearly escalator/campus.

Technology Expenses	Basis	Year 1	Year 2	Year 3	Year 4	Year 5
Software	$300/student	$60,000	$ 92,700	$113,700	$191,700	$272,700
Hardware/Software Maintenance	FLAT/2% increase	$30,000	$20,000	$20,400	$ 50,808	$40,808
Start-Up Expenditures	FLAT	$350,000			$350,000	
Total Technology		**$440,000**	**$112,700**	**$134,100**	**$592,508**	**$313,508**
			-74.39%	18.99%	341.84%	-47.09%

Office expenses at $150/student Year 1 of each new campus and $80/student for maintenance thereafter.

The professional learning system is a unifying element of SME's design, ensuring alignment of instructional excellence across campuses. Beyond SME's ongoing support, staff development includes an annual Regional Meeting where SME Senior Leaders engage directly with school leadership to analyze data and refine strategies ($4,000/year/campus); a Summer Leadership Conference for network-wide collaboration ($5K/year/campus), Year 1 model training to reinforce effective practices for at-risk students ($5,000), minor training in Years 2+ ($2,500/year/campus), and Employee Recognition initiatives ($115/Enrolled) to sustain morale and recognition. All

training costs are direct, pass-through expenses for anticipated travel, lodging and event-related costs.

Staff Development	Cost Basis	Year 1	Year 2	Year 3	Year 4	Year 5
Regional Meetings	$4k/campus	$4,000	$4,000	$4,000	$8,000	$8,000
Summer Leadership	$5k/campus	$5,000	$5,000	$5,000	$10,000	$10,000
Trainings	Fixed	$5,000	$2,500	$2,500	$7,500	$5,000
Employee Recognition	$115/Enrolled	$23,000	$35,535	$43,585	$50,485	$69,000
Total Staff Development		**$37,000**	**$47,035**	**$55,085**	**$75,985**	**$97,000**
			27.12%	17.11%	37.94%	27.66%

Staff Recruitment is expected to be $10K in Year 0, $15K in Year 1, and $10K in Years 2+ for each new campus to support recruitment efforts and small events, all aimed at attracting top talent.

Student Recruitment/Marketing is budgeted for $25K in Year 0 and $50,000 in Years 1-5/campus plus $100/student for marketing-specific software for potential student outreach, engagement, and success tracking. Consistent with spending across SME's portfolio to connect with families, build trust, and attract students.

Travel (staff) estimated at $2,500/campus/year for referral school visits and student recruitment.

Graduation/Parent/Community Meetings expenses for graduation ($5,000, $10,000, and $15,000 for years 1, 2, and 3+ for each new campus) plus $3,000/campus/year to support parent and community meetings. For a student population that has struggled, high-visibility celebrations/events that strengthen family engagement are essential motivators.

Facility Operations and Maintenance

In Year 0, THSAL will identify and begin build-out of the space for the first campus. Based on SME's experience opening 25+ schools, we expect the total cost to be $ 1.25 M. As build-out needs vary by property, we are confident this amount will cover any costs associated with preparing the school's first campus.

Of this $1.25M, we expect to defer $1M over 10 years at $100k/year on top of the base rent assumption of $21/sqft at 14k sqft.

The remaining $250k in build-out costs are estimated to be paid over the course of build-out, with $150k falling in Year 0 and $100k in Year 1 (line 128 of Start-up, Y1, & Assumptions). The same assumptions are utilized for campus #2, that's projected to open in Year 4.

Building and Land Rent/Lease	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Base Rent *($21/sqft x 14,000 SF; 6-month rent abatement for Year 1)*						
Campus 1		$ 147,000	$294,000	$ 294,000	$294,000	$294,000
Campus 2					$147,000	$294,000
Deferred Build-out Costs						
Campus 1		$ 100,000	$100,000	$ 100,000	$100,000	$100,000
Campus 2					$100,000	$100,000
Total Building and Land Rent / Lease	**$ -**	**$247,000**	**$394,000**	**$394,000**	**$641,000**	**$788,000**
			59.51%	0.00%	62.69%	22.93%

Repairs & Maintenance	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Repairs & Maintenance *($150/student enrolled)*						
Campus 1		$30,000	$46,350	$56,850	$65,850	$90,000
Campus 2					$30,000	$46,350
Non-deferred Build-out Costs						
Campus 1	$150,000	$100,000				
Campus 2				$150,000	$100,000	
Total Building and Land Rent / Lease	**$150,000**	**$130,000**	**$46,350**	**$206,850**	**$195,850**	**$136,350**
			-64.35%	346.28%	-5.32%	-30.38%

In Years 1-5, we assume Insurance costs will be $55,000/campus with a 5% annual increase, based on estimates from our insurance broker and SME's experience. Janitorial services are expected to be $25,000/campus with a 5% annual increase. Repairs & maintenance are budgeted at $150/student, plus the fixed build-out costs noted above.

Building and Land Rent is expected to be $21/sqft, including CAM at 14k sqft. Based on a market analysis. See full assumption in FPW on line 127.

Security services are expected to be $125,000/campus with a 5% annual increase. Utilities are assumed at $37,500/campus (includes internet) with a nominal yearly increase, based on the average utility costs across SME's schools.

Finally, SME provides Facilities Support services for $15,000 per year, per campus.

Contingency Plan

If enrollment and/or attendance falls below projections, lowering state revenue, THSAL will activate a contingency plan, including operational adjustments to staffing while prioritizing essential services, limiting supply/equipment purchases and contracted services, reducing discretionary expenses, such as travel, and renegotiating or terminating non-essential existing contracts. Additionally, SME is committed to covering any shortfalls during the school's ramp-up phase, ensuring continued support of student success (See Attachment Q- Evidence of Financial Support). If the performance of campus 1 falls short, philanthropy is not as strong as anticipated, or any combination thereof, the second campus buildout will be postponed to preserve resources and continue the school's mission.

Evidence of Financial Support

If the applicant expects to receive financial support from outside entities.

- 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

- Provide any evidence of financial support from intended community partners such as:
  - Letters of intent/commitment
  - Memoranda of understanding
  - Contracts

If the applicant does not expect to receive financial support from outside entities.

- Provide a single-page document that states, "The applicant does not expect to receive financial support from outside entities. No responsive documents are being provided."


2. Second
Mile EDUCATION

November 10, 2025

Dr. Greg Meyers
Chair, Board of Directors
Texas School for Dropout Prevention, Inc.
845 Proton Road
San Antonio, TX 78258

Dear Dr. Meyers:

This letter confirms that Second Mile Education (“SME”) will provide financial support within the first five-years, to Texas School for Dropout Prevention, Inc. ("TSDP") of up to $2M for the establishment and operations of Texas High School for Accelerated Learning (“THSAL” or the "School") provided that TSDP’s Generation 31 Subchapter D Open-Enrollment charter application is approved by the Texas Education Agency.

Although TSDP agrees that it will work to secure funding for the establishment of the School, SME shall provide funding needed for start-up and operational expenditures, as necessary and required, until the School reaches breakeven operation and in the event that sufficient funding is not secured. In accordance with Texas Education Code § 12.124 and Texas Administrative Code, Title 19,

In accordance with 19 TAC § 100.1159, any funds provided by SME to TSDP shall constitute a donation and not be considered a loan or debt of any kind. These funds shall be provided to assist in the initial implementation and operation of the charter and shall create no repayment obligation and confer no governance or ownership interest in TSDP.

Sincerely,



Angela Whitford-Narine, CEO

Second Mile Education

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.

Experienced Operator Applicants with Charter Management Organization Affiliation:

Provide a copy of the charter management organization's most recent audit report in lieu of the above directions.

Texas Generation 31 Subchapter D – Open Enrollment Application

Texas High School for Accelerated Learning (THSAL)

Audit Report Attachment

THSAL will contract with Second Mile Education (SME) as its Charter Management Organization (CMO) to provide services under a formal, board-approved agreement. The THSAL Board of Directors will retain full legal, fiduciary, and operational support of school functions, policies, and finances in accordance with Texas Education Code §12.115 and applicable TEA guidance. SME will operate strictly as a service provider to the Board, implementing Board policies and directives within the scope defined by the management agreement.

In support of this partnership, SME's independent audit report for the fiscal years ended June 30, 2025 and 2024 is attached. Because SME is a privately held company and its financial information is not publicly available, the attached audit report has been redacted to protect confidential and proprietary information.

Consolidated Financial Statements and Report of Independent Certified Public Accountants

ALS Education Holdings, LLC (d/b/a Second Mile Education)

June 30, 2025 and 2024

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Members of
ALS Education Holdings, LLC (d/b/a Second Mile Education)

Opinion

We have audited the consolidated financial statements of ALS Education Holdings, LLC (d/b/a Second Mile Education) (a Delaware limited liability company) and subsidiary (the "Company"), which comprise the consolidated balance sheets as of June 30, 2025 and 2024, and the related consolidated statements of operations, changes in members' equity, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Company as of June 30, 2025 and 2024, and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for opinion

We conducted our audits of the consolidated financial statements in accordance with auditing standards generally accepted in the United States of America (US GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Company and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of management for the financial statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Grant Thornton LLP is a U.S. member firm of Grant Thornton International Ltd (GTIL). GTIL and each of its member firms are separate legal entities and are not a worldwide partnership.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with US GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with US GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Grant Thornton LLP

Jacksonville, Florida
October 29, 2025

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED BALANCE SHEETS

June 30,

	2025	2024
ASSETS		
Current assets		
Cash and cash equivalents	$	
Restricted cash		
Accounts receivables, net		
Other receivables		
Prepaid expenses and other current assets		
Total current assets		
Property and equipment		
Property and equipment, net		
Total property and equipment		
Right-of-use assets, net		
Deposits and other long-term assets		
Goodwill (net)		
Intangibles (net)		
Total assets	$	$
LIABILITIES AND MEMBERS' EQUITY		
Current liabilities		
Accounts payable	$	$
Accrued employee compensation		
Self-insured medical plan liability		-
Other accrued expenses		
Deferred revenue		-
Notes payable, current		
Current portion of accrued lease liabilities		
Total current liabilities		
Long-term liabilities		
Accrued lease liabilities - net of current portion		
Notes payable, net of current portion		
Total long-term liabilities		
Total liabilities		
Members' equity		
Total members' equity		
Total liabilities and members' equity	$	$

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF OPERATIONS

Years ended June 30,

	2025	2024
Revenues	$ [redacted]	$ [redacted]
Expenses		
Operating expenses	[redacted]	[redacted]
Depreciation and amortization	[redacted]	[redacted]
General and administrative	[redacted]	[redacted]
Total operating expenses	[redacted]	[redacted]
Other expense (income)		
Interest and other income	[redacted]	[redacted]
Interest expense	[redacted]	[redacted]
Total expenses, net	[redacted]	[redacted]
NET INCOME	$ [redacted]	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF CHANGES IN MEMBERS' EQUITY

Years ended June 30, 2025 and 2024

Balance, June 30, 2023	$ [redacted]
Net income	[redacted]
Distributions	[redacted]
Balance, June 30, 2024	[redacted]
Net income	[redacted]
Distributions	[redacted]
Balance, June 30, 2025	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF CASH FLOWS

Years ended June 30,

	2025	2024
Cash flows from operating activities:		
Net income	$ [redacted]	[redacted]
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization	[redacted]	[redacted]
Amortization of ROU asset (non-cash)	[redacted]	[redacted]
Gain on termination of lease (non-cash)	-	[redacted]
Changes in operating assets and liabilities:		
Change in accounts receivable	[redacted]	[redacted]
Change in other receivables	[redacted]	[redacted]
Change in prepaid expenses and other current assets	[redacted]	[redacted]
Change in accounts payable	[redacted]	[redacted]
Change in accrued employee compensation	[redacted]	[redacted]
Change in deferred revenue	[redacted]	-
Change in deposits and other long-term assets	[redacted]	[redacted]
Change in self-insured medical plan liability	[redacted]	-
Change in deferred lease liability	[redacted]	[redacted]
Change in other accrued expenses	[redacted]	[redacted]
Net cash provided by operating activities	[redacted]	[redacted]
Cash flows from investing activities:		
Purchases of property and equipment	[redacted]	[redacted]
Net cash used in investing activities	[redacted]	[redacted]
Cash flows from financing activities:		
Long-term debt repayments	[redacted]	[redacted]
Distributions	[redacted]	[redacted]
Proceeds from debt amendment	-	[redacted]
Net cash used in financing activities	[redacted]	[redacted]
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH	[redacted]	[redacted]
Cash, cash equivalents and restricted cash - beginning of period	[redacted]	[redacted]
Cash, cash equivalents and restricted cash - end of period	$ [redacted]	$ [redacted]
Supplemental disclosure of cash flow information:		
Cash paid for Interest	$ [redacted]	$ [redacted]

The following table provides a reconciliation of cash, cash equivalents, and restricted cash reported within the statement of financial position that sum to the total of the same such amounts shown in the statement of cash flows.

	As of June 30, 2025
Beginning balance:	
Cash and cash equivalents	$ [redacted]
Restricted cash	[redacted]
Total cash, cash equivalents, and restricted cash	[redacted]
Ending balance:	
Cash and cash equivalents	[redacted]
Restricted cash	[redacted]
Total cash, cash equivalents, and restricted cash	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

NOTE 1 - ORGANIZATION

ALS Education Holdings, LLC a Delaware limited liability company (“ALS”), doing business as Second Mile Education (“Second Mile”) and its wholly owned subsidiary, ALS Education LLC, a Delaware limited liability company (“ALSE”), (collectively the “Company”) acquired the assets of ALS Education, Inc (“INC”) on May 22, 2020. INC operated and managed schools since 1996 under various types of arrangements.

The Company operates charter schools under management agreements with not-for-profit charter school entities (“charter schools”). The charter schools were established for the purpose of obtaining the charters and contracting with authorizers to operate charter middle and high schools. The mission of the schools is to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

The Company provides the education program, recruits and manages personnel, and maintains and operates each charter school. The Company also provides other services including assisting the charter schools in obtaining certain financing, including grants. As of June 30, 2025, the Company managed 20 charter schools in Florida, three in North Carolina and one in Georgia. There are currently three schools under development.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Consolidation

The accompanying consolidated financial statements include the accounts of ALS Education Holdings, LLC (d/b/a Second Mile Education). All significant intercompany accounts and transactions have been eliminated in consolidation. The Company operates all charter schools as a single business segment.

Basis of Accounting

The consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP").

Reclassifications

The Company made reclassifications and adjustments to certain previously reported financial information to conform to the current period presentation.

Use of Estimates

The preparation of the consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The Company considers all highly liquid investments with original maturities of three months or less to be cash equivalents for purposes of the statements of cash flows. The Company’s cash account is maintained at a third-party financial institution and may exceed federally insured amounts at times and which may at times significantly exceed balance sheet amounts due to outstanding checks. The Company has not experienced any losses associated with such accounts and management believes it is not exposed to significant financial risk.

Restricted Cash

The Company has restricted cash on deposit with a bank subject to a control agreement in accordance with the amended debt agreement.

Accounts Receivable

Accounts receivable consists of amounts due under contracts with each respective charter school and are stated at net realizable value. Accounts receivable are generally due within 30 to 60 days. In March 2016, The Financial Accounting Standards Board ("FASB") issued Account Standards Update ("ASU") No. 2016-03, *Financial Instruments - Credit Losses* (ASU 2016-13), to replace the incurred-loss model with an expected-loss model, which is referred to as the current expected credit-loss ("CECL") model. The CECL model is applicable to the measurement of credit losses on financial assets measured at amortized cost, including accounts receivable. ASU 2016-13 is effective for the Company for annual periods beginning after December 15, 2022. The Company adopted this standard on July 1, 2023. The Company has evaluated the standard and determined there to be no material impact on its consolidated financial statements. The Company's outstanding accounts receivable are exposed to credit risk and an allowance for credit losses is established based upon collection experience and other factors including, but not limited to, current economic trends, credit worthiness of customers, bankruptcy filings, age of receivables and changes in customer payment habits. On certain receivables where the Company is aware of a specific customer's inability or reluctance to pay, an allowance for credit losses is established against amounts due, to reduce the net receivable balance to the amount the Company reasonably expects to collect. However, if circumstances change, the estimate of the recoverability of accounts receivable could be different. Circumstances that could affect the estimates include, but are not limited to, customer credit issues and general economic conditions. All accounts or portions thereof considered uncollectible or that require excessive collection costs are written off to the allowance for credit losses. As of June 30, 2025 and 2024, the Company determined that no amounts were deemed uncollectible accounts for these balances.

Other Receivables

As of June 30, 2025 and 2024, other receivables consist primarily of grant-funded expenses incurred on behalf of the schools that are reimbursable from the schools. As of June 30, 2025 and 2024, the Company determined that no amounts were deemed uncollectible accounts for these balances.

Concentrations of Credit Risk

Financial instruments, which potentially subject the Company to significant concentrations of credit risk, consist primarily of cash and temporary cash investments and receivables. The Company places its temporary cash investments with high credit quality financial institutions that are members of the Federal Deposit Insurance Corporation ("FDIC"). Concentrations of credit risk with respect to receivables are dispersed as the Company's customer base consists of separate entities funded through governmental appropriations.

Financial Instruments

The carrying amounts for the Company's cash, accounts receivable, payables, accrued expenses, and other liabilities approximate fair value as of June 30, 2025 and 2024, due to their short-term nature. Based upon borrowing rates currently available to the Company for loans similar in terms and average maturity, the recorded balance of the Company's notes payable obligation also approximates fair value as of June 30, 2025 and 2024.

Property and Equipment

Property and equipment are carried at cost, less accumulated depreciation and amortization. Improvements, renewals, and extraordinary repairs that extend the lives of the assets are capitalized; other repairs and maintenance are expensed as incurred. The cost and accumulated depreciation and amortization of assets sold or otherwise disposed of are removed from the accounts and the resulting gain or loss is reflected in the consolidated statements of operations. Depreciation and amortization are computed over the estimated useful lives of the assets using the straight-line method. The estimated useful lives are as follows:

Leasehold improvements	10 years or shorter of lease term
Furniture and fixtures	5 years
Technology, software and classroom equipment	3-5 years

Intangible Assets and Goodwill

Goodwill is calculated as the excess of the aggregate purchase price over the fair value of net tangible and identifiable intangible assets acquired in the Company's business acquisition. The Company applies ASU 2014-02, *Accounting for Goodwill* and ASU 2014-18, *Accounting for Identifiable Intangible Assets in a Business Combination*, the private company accounting alternatives, which allows eligible private companies to amortize goodwill and apply a one-step impairment testing model, and to no longer recognize separately certain customer-related intangible assets from goodwill. Goodwill is tested for impairment in the case of a triggering event, on an entity wide level which indicates it is more likely than not that the fair value of the entity may be below its carrying amount. The Company amortizes goodwill on a straight-line basis over a period of 10 years. There were no triggering events noted during 2025 or 2024 that required the Company to perform an impairment analysis.

When accounting for business combinations, the Company recognizes an acquired intangible asset apart from goodwill whenever the intangible asset arises from contractual or other legal rights, or when it can be separated or divided from the acquired entity and sold, transferred, licensed, rented or exchanged, either individually or in combination with a related contract, asset or liability. The Company recorded finite-lived intangible assets, including domain names and internally developed software, which are currently amortized on a straight-line basis over 10 years.

Accounting for the Impairment of Long-Lived Assets

Long-lived assets, such as property and equipment and intangible assets, are reviewed for impairment whenever events or changes in circumstances indicate that the carrying values of certain long-lived assets may not be recoverable. Recoverability is measured by comparison of carrying value to future net cash flows expected to be generated by the asset. If the asset is considered to be impaired, the impairment to be recognized is measured as the amount by which the carrying value of the asset exceeds its fair value. There were no triggering events noted during 2025 or 2024 that would require long-lived assets to be tested for impairment.

Income Taxes

The Company is a limited liability company. Income from the Company is reported and taxed to the members on their individual returns. Therefore, no provision for income taxes has been provided in the accompanying consolidated financial statements.

The Company applies the provisions of FASB Accounting Standards Codification ("ASC") 740-10, *Accounting for Uncertain Tax Positions* ("ASC 740-10"). Under these provisions, companies must determine and assess all material positions existing as of the reporting date, including all significant

uncertain positions, for all tax years that are open to assessment or challenge under tax statutes. Additionally, those positions that have only timing consequences are analyzed and separated based on ASC 740-10's recognition and measurement model.

ASC 740-10 provides guidance related to uncertain tax positions for pass-through entities and tax-exempt not-for profit entities. ASC 740-10 also modifies disclosure requirements related to uncertain tax positions for nonpublic entities and provides that all entities are subject to ASC 740-10 even if the only tax position in question is the entity's status as a pass-through.

As required by the uncertain tax position guidance, the Company recognizes the financial statement benefit of a tax position only after determining that the relevant tax authority would more likely than not sustain the position following an audit. For tax positions meeting the more-likely-than-not threshold, the amount recognized in the consolidated financial statements is the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement with the relevant tax authority. The Company applied the uncertain tax position guidance to all tax positions for which the statute of limitations remained open and determined that there are no uncertain tax positions as of June 30, 2025 or 2024. The Company is not subject to U.S. federal tax examination prior to 2018.

Revenues From Contracts With Customers

In May 2014, the FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers* ("ASU 2014-09") ("Topic 606"). ASU 2014-09 provides guidance on revenue from contracts with customers that will supersede most current revenue recognition guidance, including industry-specific guidance. The guidance also requires enhanced disclosures regarding the nature, amount, timing, and uncertainty of revenue and cash flows arising from an entity's contracts with customers.

The core principle of ASC 606 is that an entity recognizes revenue to depict the transfer of promised goods and services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods and services. The core principle is applied using the five-step model prescribed by ASC 606, which requires us to: (1) identify the contract with the customer; (2) identify the performance obligations in the contract; (3) determine the transaction price; (4) allocate the transaction price to the performance obligations in the contract; and (5) recognize revenue when, or as, an entity satisfies a performance obligation.

A contract with a customer is identified when it has approval and commitment from both parties, the rights of the parties are identified, payment terms are identified, the contract has commercial substance and collectability of consideration is probable.

The Company identifies its performance obligation by reviewing the contract for distinct goods and services. Goods and services are distinct when the customer can benefit from them on their own and the Company's promises to transfer these items are identifiable from other promises within the contract.

Nature of Performance Obligation

The Company's revenues consist of revenues relating to operation and management of charter schools. The Company has two primary fee arrangements with its charter schools - a management fee arrangement and a cost-plus arrangement.

A performance obligation is a promise in a contract to transfer a distinct good or service to the customer and is the unit of accounting in ASC 606. Each of the Company's contracts has a single performance obligation, as the promises to provide the identified services are not distinct within the context of the contract. The fees received from the customers over the academic year may be fixed and/or variable in nature. For the fixed consideration, the single performance obligation is delivered as customers receive and

consume benefits, which occurs ratably over the academic year. This is recognized over time using the output method of measuring progress towards complete satisfaction of the single performance obligation. The output method based on time elapsed provides a faithful depiction of the performance toward complete satisfaction of the performance obligation as it is a direct measurement of the value provided to the customer. The variable consideration is primarily related to a percentage of the school's "Qualified Gross Revenues" ("QGR"). QGR include various federal, state and local source revenues and is determined by the school district's funding per student and based on enrollment which is measured at contracted periods throughout the year. Since the performance obligation represents a series of distinct services, the Company will recognize the variable considerations that become known and billable each month because these fees relate to the distinct period (month) in which the fees are earned. Any rebates in these contracts are not material in the period. There are no other refunds or return rights under these contracts. Cost-plus arrangements may be structured where the management fee decreases over the initial two years of the agreement, which could be viewed as a material right. The Company has assessed this feature and concluded any rights are immaterial.

The Company has no incremental costs that are capitalized to obtain a contract or to fulfill a contract with a customer.

Practical Expedients and Policy Elections

The Company elected certain permitted practical expedients and made accounting policy elections upon adoption of ASC 606:

- The Company's contracts with customers generally contain payment terms of 30 days. Since the standard payment term is less than one year, the Company elected the practical expedient under ASC 606-10-32-18 to not assess whether a contract has a significant financing component.

- Taxes assessed by governmental authorities that are both imposed on and concurrent with revenue-producing transactions between the Company and its customers (e.g., sales taxes) are reported on a net basis in the Company's financial statements. Accordingly, the Company made an accounting policy election, as permitted in ASC 606-10-32-2A, to exclude sales taxes and other similar taxes from the measurement of the transaction price.

Deferred Financing Costs and Amortization

Debt issuance costs incurred by the Company to obtain long-term debt are recorded in goodwill and other intangible assets (net) on the accompanying consolidated balance sheets. The debt issuance costs are amortized using the straight-line method, which approximates the effective interest rate method, over the life of the related debt. Amortization of debt issuance costs is included in depreciation and amortization expense in the consolidated statements of operations.

Leases

ASC 842 requires lessees to recognize right-to-use ("ROU") assets and lease liabilities for their operating and financing leases. Operating lease liabilities are calculated based on the present value of minimum lease payments discounted using a risk-free interest rate. Operating lease ROU assets are calculated based on the operating lease liabilities adjusted for prepayments, lease incentives and impairment, if any. The Company leases school buildings, computer equipment, software, and certain other equipment. The determination of whether an arrangement is a lease is made at the lease's inception. Renewal or termination options are included in the expected lease term if they are reasonably certain of being exercised.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2025 and 2024 consist of the following major classifications:

	2025	2024
Leasehold improvements	$ [redacted]	$ [redacted]
Technology, software and classroom equipment	[redacted]	[redacted]
Furniture and fixtures	[redacted]	[redacted]
Leasehold improvements in progress	[redacted]	[redacted]
Subtotal fixed assets	[redacted]	[redacted]
Accumulated depreciation	[redacted]	[redacted]
Property and equipment net of depreciation	$ [redacted]	$ [redacted]

Depreciation expense related to property and equipment was [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively.

NOTE 4 - INTANGIBLE ASSETS AND GOODWILL

At June 30, 2025, the gross carrying amount and accumulated amortization of intangible assets subject to amortization are as follows:

	Gross Assets	Accumulated Amortization	Net
Debt service costs	$ [redacted]	$ [redacted]	$ [redacted]
Domain names	[redacted]	[redacted]	[redacted]
Internally developed software	[redacted]	[redacted]	[redacted]
Total	$ [redacted]	$ [redacted]	$ [redacted]

At June 30, 2024, the gross carrying amount and accumulated amortization of intangible assets subject to amortization are as follows:

	Gross Assets	Accumulated Amortization	Net
Debt service costs	$ [redacted]	$ [redacted]	$ [redacted]
Domain names	[redacted]	[redacted]	[redacted]
Internally developed software	[redacted]	[redacted]	[redacted]
Total	$ [redacted]	[redacted]	[redacted]

Amortization is recorded in depreciation and amortization in the accompanying consolidated statements of operations. Domain names and internally developed software are being amortized over 10 years, reflecting management's best estimate of their useful lives.

Total amortization expense related to intangible assets was [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively. The estimated aggregate amortization expense for each of the five succeeding fiscal years for intangible assets is as follows:

June 30, 2026	$ [redacted]
June 30, 2027	
June 30, 2028	
June 30, 2029	
June 30, 2030	
Thereafter	
Total	$ [redacted]

The gross carrying amounts of goodwill and accumulated amortization for the years ended June 30, 2025 and 2024, are as follows:

	2025	2024
Goodwill	$ [redacted]	$ [redacted]
Accumulated amortization		
Goodwill, net	$ [redacted]	$ [redacted]

Total amortization expense related to goodwill for both years ended June 30, 2025 and 2024 was [redacted]. The estimated amortization expense for each of the five succeeding fiscal years for intangible goodwill is as follows:

June 30, 2026	$ [redacted]
June 30, 2027	
June 30, 2028	
June 30, 2029	
June 30, 2030	
Total	$ [redacted]

NOTE 5 - LEASES

The Company leases school buildings, computer equipment, software, and certain other equipment from unaffiliated companies. The Company assesses whether an arrangement qualifies as a lease (i.e., conveys the right to control the use of an identified asset for a period of time in exchange for consideration) at inception and only reassesses its determination if the terms and conditions of the arrangement are changed. Leases with an initial term of 12 months or less are not recorded on the balance sheet. Lease expense is recognized for these leases on a straight-line basis over the lease term. Most leases include one or more options to renew, with renewal terms that can extend the lease term from one to five years or more. The exercise of lease renewal options is at the Company's sole discretion.

The following summarizes the line items in the balance sheets which include amounts for operating leases as of June 30:

Operating Leases	2025	2024
Assets		
Operating lease ROU assets	$ [redacted]	$ [redacted]
Liabilities		
Current portion of lease liability	[redacted]	[redacted]
Accrued lease liability - long term		
Total operating lease liabilities	$ [redacted]	$ [redacted]

The following summarizes the weighted-average remaining lease term and discount rate as of June 30, 2025:

Weighted-average remaining lease term (years)	15.00
Weighted average discount rate	3.30%

The aggregate future minimum lease payments are as follows for the years ending June 30:

Year Ending June 30,	Amount
2026	$ [redacted]
2027	
2028	
2029	
2030	
Thereafter	
Total	[redacted]
Less: imputed interest	[redacted]
Present value of lease liabilities	$ [redacted]

Total rental expense for the years ended June 30, 2025 and 2024, related to operating leases, including common area maintenance charges, was [redacted] and [redacted], respectively, and is included in operating expenses and general and administrative expenses in the accompanying consolidated statements of operations. Rental expense includes short term lease costs of [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively.

NOTE 6 - DEBT

The Company entered into a credit agreement [redacted], originally executed in May 2020, which has been amended multiple times to reflect changes in borrowing terms and structure. [redacted]

[redacted] The credit agreement is secured by a first priority perfected lien on substantially all assets of the Company and a first priority perfected lien on all of the Company's capital stock. The agreement also includes restrictive covenants related to the Company's financial position. As of June 30, 2025, the Company was in compliance with all covenants and restrictions under the agreement.

On March 2020, the FASB issued ASU No. 2020-04, *Reference Rate Reform (Topic 848): Facilitation of the Effects of Reference Rate Reform on Financial Reporting*. In January 2021, the FASB issued ASU No. 2021-01, *Reference Rate Reform (Topic 848): Scope* to clarify that Topic 848 is applicable to many derivative instruments and hedging relationships. Subject to meeting certain criteria, the new guidance provides optional expedients and exceptions to applying contract modification accounting under existing U.S. GAAP, to address the expected phase out of the London Inter-bank Offered Rate by the end of 2022. This guidance is effective upon issuance and allows application to contract changes as early as January 1, 2020. The Company's debt agreement was amended in December of 2022 which added alternative base rate language which referenced the SOFR. For contracts to which ASC Topic 470, *Debt* applies, we have applied the optional expedients available from ASU 2020-04 and accounted for the contract modifications related to reference rate reform prospectively. Of the contracts that have been adjusted for the new reference rate, there has been an immaterial impact on the consolidated financial statements.

Annual maturities of the Company's debt balance subsequent to June 30, 2025 are as follows:

For the Years Ended June 30,	
2026	$ [redacted]
2027	
2028	
2029	
2030	0
Total	$ [redacted]

NOTE 7 - MEMBERS' EQUITY

The members of the Company conduct business under its Amended and Restated Operating Agreement (the "Operating Agreement"), which became effective May 22, 2020, and governs the rights and obligations of the Company and its members. The Company shall continue indefinitely unless sooner dissolved, liquidated and terminated as provided in the Operating Agreement.

[redacted]



NOTE 8 - EMPLOYEE BENEFIT PLAN

The Company has a defined contribution plan that is qualified under Section 401(k) of the Internal Revenue Code, which covers all eligible employees at its schools and corporate offices. Participants may contribute a portion of their compensation subject to a maximum annual deferral contribution of 50% of their salary for calendar years 2025 and 2024.

The Plan allows for discretionary matching contributions. The matching contributions were [redacted] and [redacted] during the years ended June 30, 2025 and 2024, respectively.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

Concentration of Risk

The Company provides its services under contracts with various not-for-profit charter school entities. These entities have charter school contracts with various school districts throughout the states of Florida, North Carolina and Georgia. These contracts have terms of three to 15 years and assume a combination of operational and financial risks including, but not limited to, operating and financial efficiencies, compliance with regulations, potential liability claims, the ability to attract qualified personnel, dependence on government appropriations, and the market acceptance of for-profit education service providers.

Litigation

The Company is involved in legal actions arising in the ordinary course of business. Management does not believe that the outcome of such legal actions will have a material adverse effect on the Company's financial position, results of operations, or cash flows.

Guarantees

In the normal course of its business, the Company guarantees certain lease agreements of charter schools with which it has executed management agreements. The primary obligor under each of these obligations is the respective charter school. The Company carefully evaluates the probability of default by the charter school in consideration of executing the management agreement, and in every instance for which it has executed guarantees, has determined that the probability of default is remote.

As of June 30, 2025 and 2024, there are no amounts outstanding for which the Company is contingently liable as guarantor of indebtedness for individual charter schools.

As of June 30, 2025, the Company has guaranteed that certain lease payments be made under the terms and provisions of [redacted] separate lease agreements through 2046. These leases were executed by [redacted] separate charter schools. The maximum amount of future lease payments guaranteed by the Company approximated [redacted] at June 30, 2025.

Management has evaluated the fair value of these guarantees in accordance with ASC 460, *Guarantees*, and determined they represent immaterial liabilities to the Company. Management has also evaluated the guarantees pursuant to ASC 450, *Accounting for Contingencies*, and determined that the guarantees do not meet the criteria for recognition under that guidance. As such, the Company has accrued no amounts as of June 30, 2025 or 2024.

NOTE 10 - RELATED PARTY TRANSACTIONS

[redacted]

NOTE 11 - SUBSEQUENT EVENTS

Management has evaluated subsequent events through October 29, 2025, the date the consolidated financial statements were available for issuance.

Credit Report

If the sponsoring entity was incorporated prior to January 1, 2024.

- 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, 2024, but has no credit history.

- Provide a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the entity was incorporated after January 1, 2024.

- Provide a single-page document that states, "The sponsoring entity was incorporated after January 1, 2024. No documents are being provided."

The sponsoring entity was incorporated after January 1, 2024. No documents are being provided.

IRS Form 990, 990-N, 990-EZ

If the sponsoring entity has held tax-exempt status for more than one year.

- 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.

If the sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year.

- Provide a single-page document that states, "The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided."

The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided.

CMO Financial History

Only complete this attachment if the applicant proposes to use a charter management organization (CMO).

Financial Performance:

For each of the charter management organization's authorizers, provide a copy of each authorizer's most recent financial rating (if assessed) of the operator's performance—see the Charter School Financial Integrity Rating System of Texas (FIRST) as an example of this attachment's expectation.

Internal Financial Statements:

Provide the sponsoring entity's most recent internal financial statements, including balance sheets and income statements.

Financial Performance

None of the CMO's authorizers provide a financial rating.

Internal Financial Statements:

As a newly established sponsoring entity, *Texas Dropout School for Prevention* has not yet generated financial activity or prepared formal financial statements (e.g., balance sheet, income statement, or audit). Therefore, no financial history is available at this time.

Texas School for Dropout Prevention, Inc.
dba
Texas High School for Accelerated Learning
Unaudited Record of Financial Position As of June 30, 2025

Assets

Current Assets:	
Cash and cash equivalents	$ -
Due from state	$ -
Total Current Assets	$ -
Other Assets	$ -
Total Assets	$ -

Liabilities and Net Assets

Current Liabilities:	
Accounts Payable	$ -
Accrued payroll	$ -
Total Current Liabilities	$ -
Long-term liabilities	$ -
Total Liabilities	$ -
Net Assets:	
Without Donor Restrictions	$ -
With Donor Restrictions	$ -
Total Net Assets	$ -
Total Liabilities and Net Assets	$ -

Texas School for Dropout Prevention, Inc.
dba
Texas High School for Accelerated Learning
Unaudited Record of Activities
For the Period Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total Net Assets
Revenues			
Local Support:			
Contributions	$ -	$ -	$ -
Fundraising activities	$ -	$ -	$ -
Interest and other income	$ -	$ -	$ -
Total Local Support	$ -	$ -	$ -
Net assets released from restrictions	$ -	$ -	$ -
Total Revenues	$ -	$ -	$ -
Expenses			
Program services:	$ -		$ -
Support services:			
Administrative support services	$ -		$ -
Fundraising	$ -		$ -
Total Expenses	$ -		$ -
Change in Net Assets	$ -	$ -	$ -
Net Assets, Beginning of Year	$ -	$ -	$ -
Net Assets, End of Year	$ -	$ -	$ -

Texas School for Dropout Prevention, Inc.
dba
Texas High School for Accelerated Learning
Unaudited Record of Cash Flows
For the Period Ended June 30, 2025

Cash flows from operating activities:		
Cash received from other entities	$	-
Cash received from contributions	$	-
Cash received from miscellaneous sources	$	-
Cash paid for salaries, wages and fringe benefits	$	-
Cash paid for other	$	-
Net cash provided by operating activities	$	-
Change in Cash	$	-
Cash and cash equivalents, Beginning of Year	$	-
Cash and cash equivalents, End of Year	$	-

CMO Management Agreement

Only complete this attachment if the applicant proposes to use a charter management organization (CMO).

Provide the proposed management agreement between the sponsoring entity and the charter management organization. Include the terms and conditions. Applicants must submit an agreement that is specific to the State of Texas in both reference and content.

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

TEXAS SCHOOL FOR DROPOUT PREVENTION, INC.

(Charter Holder)

AND

ALS EDUCATION, LLC d/b/a SECOND MILE EDUCATION

(Charter Management Organization)

CHARTER SCHOOL MANAGEMENT AGREEMENT

BETWEEN

TEXAS SCHOOL FOR DROPOUT PREVENTION, INC.

AND

ALS EDUCATION, LLC d/b/a SECOND MILE EDUCATION

THIS CHARTER SCHOOL MANAGEMENT AGREEMENT (this "Agreement") is entered into by and between **TEXAS SCHOOL FOR DROPOUT PREVENTION, INC.**, a Texas nonprofit corporation and Texas open-enrollment public charter school "TSDP") and **ALS EDUCATION, LLC d/b/a SECOND MILE EDUCATION**, a limited liability company organized under the laws of Delaware and authorized to do business in Texas ("SME"). SME and TSDP are collectively referred to as the "Parties."

RECITALS

WHEREAS, pursuant to a charter contract currently in good standing with the Texas Education Agency (the "Charter School Contract"), TSDP is a "charter holder" that will be operating a "charter school" (both terms as defined by Texas law) whose TEA charter district number is 101880. TSDP is set to open one charter school campus located at **INSERT ADDRESS** (the "District") for the 2027-2028 school year;

WHEREAS, TSDP is governed by its Board of Directors (the "TSDP Board"), and the TSDP Board has the primary and ultimate responsibility for governing the corporate affairs, and overseeing the operations and educational programs of TSDP and the TSDP District;

WHEREAS, the non-delegable duties and fiduciary obligations of the TSDP Board cannot be and are not by this Agreement delegated, transferred, assigned, subcontracted, or in any way alienated or removed from the Board;

WHEREAS, TSDP, by and through the TSDP Board, desires to ensure that the District is professionally managed and operated in accordance with the requirements of the Charter School Contract, the requirements of all state and federal laws, and the requirements of local ordinances, which may be applicable to the operation of the District and its campuses and other educational facilities;

WHEREAS, SME has demonstrated expertise in the professional operation and management of charter schools, including but not limited to the SME Services (as defined below) and is organized to provide or make provisions for the professional operation and management of charter schools and such other activities as are necessary, incidental, or appropriate in connection therewith;

WHEREAS, TSDP desires to license the SME educational model and hire SME to open and manage a dropout prevention and recovery program public charter school in the Houston, Texas area, and it is the intent of both TSDP and SME to open and begin operating the school at the beginning of the 2027-28 school year;

WHEREAS, SME desires to provide the SME Services (as defined below) to TSDP for all charter school campuses operated by TSDP and in accordance with applicable law and any SME employee who is an "officer of a charter school" pursuant to 19 Tex. Admin. Code § 100.1001(16) agrees to act as a fiduciary to TSDPTSDP in such role; and

WHEREAS, TSDP and SME desire to enter into this Agreement, expressly subject to Texas Education Agency ("TEA") review and approval as required by TEA Regulations, to establish the obligations and responsibilities of each party with respect to the operation and management of the TSDP District charter school campus, as set forth below.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, TSDP and SME mutually agree as follows:

AGREEMENT

1. INCORPORATION OF RECITALS. The recitals listed above are incorporated into this Agreement for all purposes.

2. TERM OF AGREEMENT; TEA APPROVAL.

A. Initial Term. This Agreement is effective as of the date determined pursuant to Section 2(C) below (the "Effective Date") and expires on the expiration of the initial charter of TSDP, unless renewed or terminated earlier in accordance with the provisions of this Agreement (the "Initial Term").

B. Term; Renewal Terms. Upon expiration of the Term, this Agreement shall automatically renew upon the grant of a charter renewal to TSDP, and the renewal term shall be equal to the charter renewal term ("Renewal Term"), and shall continue to automatically renew as subsequent charter renewals are granted, for the same duration of subsequent renewal terms, unless either Party provides written notice of nonrenewal at least 90 days prior to the end of the Initial Term or subsequent Renewal Term, or unless terminated earlier in accordance with the provisions of this Agreement or state law. If the Term is renewed for a Renewal Term pursuant to this Section, the terms and conditions of this Agreement shall be the same as the terms and conditions in effect immediately prior to such renewal, subject to the adjustments set forth in Section 6 below and any amendments required by state or federal law and rule. If either Party provides timely notice of its intent to not renew this Agreement, then unless otherwise terminated earlier in accordance with its terms, this Agreement shall terminate on the expiration of the Initial Term or any Renewal Term, provided, however, that as of the time of each such renewal, the term of the Agreement (taking into account such renewal) shall never exceed the lesser of (a) 30 years, or (b) eighty (80) percent of the remaining weighted average reasonably expected economic life of the properties managed pursuant to the Agreement.

C. TEA Approval. The Parties acknowledge and agree this Agreement (and any amendment) is subject to the approval of TEA and that TSDP and its legal counsel will submit this Agreement (and any required charter amendment) to TEA for approval. This Agreement is not effective until the date of TEA's written approval. In the event TEA requires amendments to this Agreement, the Parties will work together in good faith to consider and incorporate amendments agreed upon by the Parties and acceptable to TEA.

D. **Safe Harbor.** It is the intent of TSDP and SME that this Agreement constitute a management contract of the type described in I.R.S. Rev. Proc. 2017-13, 2017-6 I.R.B. 787 (Feb. 6, 2017).

3. **TSDP BOARD AUTHORITY**. Notwithstanding any provision contained herein, SME acknowledges and agrees that TSDP is and shall be governed by the TSDP Board and that the TSDP Board maintains ultimate final authority over the District and the TSDP Board is solely responsible for overseeing TSDP's operations. Nothing in this Agreement shall be construed to interfere with the TSDP Board's authority and duty to exercise its statutory, legal, contractual, and fiduciary responsibilities. SME shall provide the SME Services subject to the TSDP Board's direction, oversight, and authority and, subject to this Agreement, the TSDP Board has and shall retain the right to accept or reject recommendations made by SME related to the SME Services. The Parties acknowledge Texas law requires the TSDP Board to exercise certain powers and duties itself, and generally prohibits the delegation of those powers and duties except in specified situations. The Parties shall comply with all applicable laws and regulations, as may be amended from time to time, including without limitation 19 Tex. Admin. Code §100.1033 and the non-delegable duties of the TSDP Board and TSDP's employed Superintendent set forth in 19 TAC §100.1113(a)(2) and herein below:

TSDP Board and Superintendent shall not delegate to either SME or any third party:

1. final authority to organize the charter school's central administration,

2. final authority to approve reports or data submissions required by law, or

3. final authority to select and terminate charter school employees or officers.

WHERE APPLICABLE LAW REQUIRES INITIAL OR FINAL AUTHORITY TO BE MAINTAINED BY TSDP'S BOARD OF DIRECTORS OR SUPERINTENDENT OVER ANY ASPECT OF THE SERVICES (AS DEFINED HEREAFTER IN AND THROUGHOUT THIS AGREEMENT), INCLUDING, BUT NOT LIMITED TO, THE AUTHORITY AND DUTIES DESCRIBED BELOW, TSDP SHALL NOT UNREASONABLY WITHHOLD ITS APPROVAL OF SME'S RECOMMENDATIONS REGARDING THE SAME. TSDP SHALL STATE ITS REASONABLE BASIS IN WRITING FOR ANY SUCH ACTION AND TSDP AND SME SHALL WORK TOGETHER IN GOOD FAITH TO RESOLVE ANY SUCH DISAGREEMENT.

Notwithstanding the above, this shall not constitute a delegation of TSDP's Board or Superintendent's authority which is expressly limited by Commissioner Rule 19 TAC § 100.1113 which prohibits delegation or assignment of non-delegable duties of the Board or of the Superintendent to any person or entity through a contract for management services.

4. **SME SERVICES**. SME shall provide, and TSDP shall accept, the services listed in this Section 4 throughout the Term (the "SME Services"). Services not required herein are outside the scope of this Agreement, and SME is under no obligation to provide such services to TSDP.

A. <u>Academic Development and School Management</u>.

1. <u>Curriculum</u>. SME shall provide TSDP with curriculum and ensure it aligns with and supports the Texas Essential Knowledge and Skills (TEKS) state standards. TSDP's use or adoption of any SME materials provided under this Section is subject to the terms and conditions of Section 14, "Intellectual Property," below. In all circumstances, the TSDP Board shall retain their nondelegable duties under 19 TAC §100.1113(a)(2). As a part of its delivery of curriculum to TSDP, SME will:

(a) ensure curriculum alignment with state standards and instructional goals;

(b) provide resources and tools for curriculum deliver across all content areas;

(c) offer training on curriculum implementation strategies;

(d) facilitate consistent evaluation of curriculum products and recommend adjustments, as needed;

(e) monitor curriculum fidelity and provide feedback to maintain instructional consistency;

(f) support differentiated instruction to meet diverse student needs;

(g) facilitate access to digital platforms and materials for curriculum delivery; and

(h) deliver ongoing professional development on curriculum updates and instructional best practices.

2. <u>Academic Support</u>. SME shall consult with TSDP on TSDP's academic program and student achievement results by:

(a) Developing and managing the school reading plan;

(b) Creating and overseeing training materials for ELA, reading, and math curriculum and intervention programs;

(c) Developing and maintaining benchmark reports for ELA, reading, and math curriculum and intervention programs;

(d) Leading school improvement planning and providing training on School Improvement Plans;

(e) Facilitating professional learning communities across all content areas;

(f) Implementing and providing access to the curriculum dashboard to monitor alignment with the instructional model;

(g) Providing instructional coaching and support for teachers;

(h) Training and supporting the effective implementation of approved teacher and leader evaluation systems;

(i) Offering targeted intervention support;

(j) Supporting teachers of SPED and ESOL students to ensure equitable access to learning; and

(k) Providing access to a platform for sharing best practices in high-impact instruction.

3. New School Activation Services. SME agrees to implement the following services:

(a) Collaborate with the Superintendent to ensure the timely completion of all TEA-required deliverables;

(b) Develop detailed plans and timelines for all aspects of new school activation, including:

(i) Community and Authorizer engagement;

(ii) Branding and pre-opening marketing/enrollment;

(iii) Facility development, buildout and outfitting;

(iv) Pre-opening recruiting, hiring, onboarding and training of school staff;

(v) Financial planning, budgeting and oversight of pre-opening expenditures;

(vi) IT infrastructure design and integration into existing networks and platforms; and

(vii) Grand opening.

(c) Manage the week-to-week execution of school opening plans, adjusting priorities and resources as needed;

(d) Coordinate activation roles and responsibilities across teams and constituencies;

(e) Provide comprehensive support for all aspects of CSP application and grant management.

4. Marketing Services. SME agrees to implement the following marketing services:

(a) Brand development and maintenance;

(b) Reputation management;

(c) Website presence (website development, content development, profile management on external sites and school search platforms);

(d) Community Partnership Managers program;

(e) Marketing/enrollment materials design, production, and copywriting;

(f) Development and management of marketing/enrollment plans;

(g) Manage advertising content, placement, budget, and lead generation;

(h) Student & parent engagement (outreach and lead follow-up); and

(i) Customer Relationship Management (CRM) system setup and management.

5. Day-to-Day Operational Support and Oversight Services. SME agrees to implement the following support and oversight services:

(a) Support the daily operation of the school to include on-site presence as needed; and

(b) Ensure consistent implementation of the NextMile Success Path standard operating model in alignment with the approved charter application, including TEA-approved amendments and regulations, through structured meetings and regular compliance reviews with school leadership and staff.

6. Student Transportation Support Services. SME agrees to implement the following transportation services:

(a) Manage transportation-related compliance and reporting requirements;

(b) Coordinate transportation options for students with special needs;

(c) Serve as a resource to school leadership to address concerns or issues related to transportation;

(d) Track and monitor student transportation usage and satisfaction; and

(e) Provide support for emergency or alternative transportation arrangements in cases of inclement weather or other disruptions.

7. Learning Management Systems Services. SME agrees to implement the following services:

(a) Developing Customize and deliver curriculum aligned with charter requirements, state standards, and research-based best practices;

(b) Monitor curriculum compliance and certification requirements;

(c) Develop plans for Career and Technical Education (CTE) programming;

(d) Provide oversight and coaching for blended learning integration;

(e) Offer curriculum support and coaching to educators;

(f) Conduct curriculum assessment and evaluation to ensure alignment with state standards;

(g) Audit student course completions to uphold academic integrity; and

(h) Manage and report on diagnostic, intervention, and benchmark assessments.

8. Distance Learning. To the extent that COVID-19 or other similar pandemics and/or public health crises and related circumstances disrupt TSDP's ability to provide in-person learning, SME shall consult with and assist TSDP in providing distance learning to its students, as allowed by applicable state and federal laws and regulations. Likewise, if an emergent situation specific to a student or group of students emerges in which distance learning would assist in engaging the student(s) until such circumstance is resolved, SME shall consult with TSDP in providing the necessary distance learning as allowed by applicable state and federal laws and regulations to address such a situation.

9. School Management. SME shall consult with TSDP on matters of state and federal compliance, student discipline, parent relations, strategic school operations, and day-to-day school management. SME shall consult with TSDP to develop and maintain a parent-student handbook, code of conduct and discipline guidelines, and other school management-related policies and procedures compliant with local, state, and federal law. SME shall make recommendations to the TSDP Board for proposed actions to maintain compliance and management best practices. As a part of these regulatory compliance services, SME will:

(a) Monitor compliance with regulatory deliverable calendars (i.e. TEA's District Reporting Schedule);

(b) Ensure adherence to state and federal guidelines across all functional areas;

(c) Oversee health and safety standards;

(d) Verify curriculum standards compliance;

(e) Ensure staff certifications meet regulatory requirements;

(f) Monitor compliance with grant requirements;

(g) Prepare and submit annual reports;

(h) Assist in developing policies and procedures to meet regulatory and contractual obligations;

(i) Oversee accountability processes;

(j) Support annual compliance audits (e.g., SPED, Curriculum, ESOL, Operations); and

(k) Manage contract performance in alignment with regulatory standards and board expectations.

10. Implementation of the TSDP Mission. SME shall consult with TSDP to develop specific strategies that support TSDP's mission statement by designing and implementing practices that fulfill those strategies. Any changes to the mission statement are subject to the review and approval of the TSDP Board and, if required by law or regulation, TEA. SME shall also manage and report on TSDP's performance under its Contract for Charter, focusing on meeting or exceeding the applicable educational standards approved by TEA. SME will serve as a liaison with TEA and any other governing authorities, facilitating clear communication and responsiveness to requirements or inquiries. SME will further provide documentation and data to support accountability and transparency with TEA and other oversight entities and collaborate with TEA representatives on strategic initiatives, compliance updates, and performance improvements. If TSDP operates under the adult high school or alternative accountability framework pursuant to 19 TAC § 100.1023 or § 100.1021, both Parties shall comply with all related Texas Education Agency regulations, reporting requirements, and accountability provisions applicable to those charter types.

11. Good Faith Implementation. TSDP and the TSDP Board shall ensure all of its employees are trained and aligned to the Board's goals, supportive and prepared to implement in good faith SME's recommendations, subject to the TSDP Board's approval.

B. Exceptional Student Services. SME shall consult with TSDP with respect to TSDP's delivery of special education services in accordance with all applicable state and federal laws, including the IDEA, Section 504 of the Americans with Disabilities Act, and TEA rule and guidelines.

1. Special Education Personnel. SME shall make recommendations to TSDP regarding the hiring of certified special education teachers and aides and the hiring or contracting with related service providers (subject to federal procurement requirements) to meet student needs

in speech therapy, occupational therapy, physical therapy, and school psychology/counseling services, as required by the District's student population and individual student IEPs. All costs associated with exceptional student services are borne solely by TSDP. SME shall support the District's admission, review and dismissal (ARD) teams and Section 504 teams in meeting student educational needs in order to provide a free appropriate public education (FAPE) to students.

2. Compliance. SME shall coordinate with TSDP to track legal timelines and due dates for all evaluations (FIE and IEE); IEPs; ARD teams, including Review ARDs; Section 504 plans and evaluation; and any other applicable due dates or deadlines under the IDEA, Section 504, TEA Dyslexia Handbook, or related state or federal special education laws. TSDP shall maintain copies of all required documentation under the IDEA, Section 504, and related state and federal special education laws, and SME shall periodically audit such records to assist TSDP with compliance with legal requirements. All such physical records must be maintained in Texas at all times. SME shall assist TSDP with completing all required reporting to the U.S. Department of Education and/or TEA. Notwithstanding the forgoing, TSDP is solely responsible for providing its students a FAPE and for otherwise ensuring compliance with all applicable local, state, or federal laws, and SME shall reasonably cooperate with TSDP's requests to demonstrate the same.

C. Health & Safety Services. SME shall consult with TSDP with respect to TSDP's compliance with local, state, and federal reporting requirements and student health and safety services and shall periodically audit TSDP's records to validate alignment with the policies and procedures recommended by SME and adopted by TSDP. SME shall consult with TSDP with respect to TSDP's compliance with requirements related to immunizations, vision/hearing screening, health action plans, crisis response procedures, bullying training and compliance with David's Law, Educator Misconduct reporting, background checks required under Chap. 22 of the Texas Education Code, and mandatory reporting of child abuse or neglect. SME shall coordinate all safety and security committees required by law, including Title IX reporting, investigating, and compliance with new legal requirements. TSDP shall ensure that any chaplain or volunteer counselor engagement complies with TEC § 23.001 and the board-adopted policy required under that statute; SME shall assist in training and documentation to ensure compliance. Notwithstanding the forgoing, TSDP is solely responsible for ensuring compliance with all applicable local, state, or federal laws, and SME shall reasonably cooperate with TSDP's requests to demonstrate the same. SME will provide the following student success services:

(1) Oversee the Family Support Specialists program (comprehensive wrap-around social services);

(2) Oversee post-secondary counseling and exposure opportunities;

(3) Oversee preparation and administration of military, collect, and career assessments (ASVAB, SAT, ACT);

(4) Manage and maintain student success platforms and systems; and

(5) Facilitate regular Professional Learning Community (PLC) sessions with various school staff to support and ensure effective implementation of the student success service platform.

D. Enrollment.

1. Enrollment Policies. SME shall consult with TSDP with respect to TSDP's creation of updated student enrollment and admission policies (subject to TEA approval where required), forms, and processes that are compliant with applicable federal, state, and local law and are effective for the District and parents. The policies, forms, and processes shall contemplate any technology used for the purposes of student enrollment, but also provide non-technology options so as not to create a barrier to enrollment by students of lower socio-economic backgrounds. SME shall assist in training TSDP's employees on the enrollment application process, including notifications and any other necessary correspondence with parents of children applying to the District. SME shall provide ongoing support and training for such efforts. Notwithstanding the foregoing, TSDP is solely responsible for ensuring compliance with all applicable local, state, or federal laws, and SME shall reasonably cooperate with TSDP's requests to demonstrate the same. Specific enrollment services to be provided by SME are:

(a) New student enrollment application management;

(b) Develop and maintain orientation programs with training support;

(c) Share best practices in engagement through a dedicated platform;

(d) Provide translation services for accessible family communication;

(e) Analyze demographics to support targeted, equitable outreach; and

(f) Track enrollment-to-activation metrics, offering coaching to meet goals.

2. Data Reporting. SME shall assist TSDP with compliance with TEA's Charter Student Admissions Application (CSAA) and wait list/leave reporting, managing Texas Records Exchange (TREx) reporting and compliance with records requesting and processing, and managing the PEIMS data standards and data submissions.

E. Grant Coordination. SME shall provide supervision and support to TSDP in the management of and application for federal entitlement grants, such as Title I and IDEA. If mutually agreed by TSDP and SME, and pursuant to the requirements of Section 6(C), SME may provide supervision and support to TSDP in the management and application for competitive grants or private philanthropy. SME may coordinate with and/or contract with a third-party to prepare grant applications, provided that the expenses of such third-party shall either be approved in writing by TSDP or included in a budget approved by the TSDP Board and, if paid from grant funds, where such may be an allowable expense under the grant. SME will provide the following services:

(1) Write and submit grant applications, aligning with the governing board's strategic vision, and conduct follow-up as needed;

(2) Administer post-award grant activities in accordance with board priorities;•

(3) Develop and manage philanthropic initiatives that align with the School's mission and support the board's strategic goals;

(4) Oversee E-Rate grant application and management; and

(5) Maintain grant records, including tracking and reporting.

F. Financial Services.

1. Budget. In accordance with applicable law, the TSDP Board shall adopt an annual budget, which shall authorize the expenditure or obligation of TSDP funds, use of public school property, and extension and obligation of its credit. The TSDP Board shall ensure each expenditure or obligation of TSDP funds is made in compliance with TSDP policy, the TSDP Board-adopted budget, and applicable state and federal law. In accordance with these terms and at the direction of the TSDP Board, SME will work with the Superintendent to provide the TSDP Board with a proposed budget, and any budget amendments, for consideration, revision, and approval in advance of spending. SME shall work with the Superintendent to prepare the proposed budget in accordance with a schedule approved by the TSDP Board and in compliance with the Financial Accountability System Resource Guide (FASRG) or any subsequently-adopted system which sets forth the rules for budgeting for charter schools in Texas, with all details and components needed for the TSDP Board to adopt it as presented. All accounting, budgeting, and reporting shall conform to the FASRG. If the TSDP Board requires revisions to the proposed budget, the TSDP Board shall identify line items or categories in the budget that it disapproves, and SME shall work with the Superintendent to submit a revised budget to the TSDP Board for consideration and action. State law requires the TSDP Board's approval of the budget, and once the annual budget is adopted, any amendments shall also be subject to TSDP Board pre-approval. Nothing herein shall diminish the final authority of the TSDP Board to adopt or amend its budget, per 19 TAC §100.1113(a)(1)(B). Specific services SME will provide include:

(a) Develop and propose an annual budget for each school, subject to board review and approval;

(b) Review actual performance against board-approved budget targets;

(c) Assist with the management of expenditures to support financial viability across varying enrollment levels; and

(d) Assist with the planning for capital expenditures and other long-term financial needs, in alignment with board priorities and approval.

2. Payroll. Subject to TSDP's timely, complete, and accurate reporting of data to SME, SME shall administer payroll and benefits as set forth below. Notwithstanding the forgoing, TSDP is solely responsible for ensuring compliance with all applicable local, state, or federal laws, and notwithstanding anything herein to the contrary, TSDP shall hold SME harmless for any damage arising out of or related to TSDP's acts or omissions. Specific services of SME include:

(a) Selecting and overseeing payroll vendors;

(b) Selecting and overseeing benefits vendors;

(c) Investigating and proposing benefits program options to the board, and managing the approved benefits program;

(d) Enrolling new employees in the payroll and HR system;

(e) Managing benefit enrollment for new employees, annual open enrollment, and life events;

(f) Processing payroll changes for each pay period;

(g) Reviewing and approving payroll each pay period;

(h) Assisting employees with payroll and benefit questions and issues;

(i) Responding to garnishment and other third-party requests; and

(j) Securing and maintaining workers' compensation insurance and responding to claims.

3. TRS. Subject to TSDP's timely, complete, and accurate reporting of data to SME, SME shall ensure that all necessary data for participation in the Texas Retirement System ("TRS") by qualifying TSDP employees is reported to TRS as required.

4. Purchasing. SME shall consult with TSDP to develop procurement policies and procedures that comply with state and federal law subject to TSDP Board approval. Additionally, the TSDP Board shall approve signature authority policies that authorize SME to, at the direction of the Superintendent, make reasonable purchases on behalf of TSDP that are directly related to District operations. In accordance with those policies and procedures, and the budget and signature authority policy adopted by the TSDP Board, SME shall procure goods and services on behalf of TSDP, including the purchase of textbooks, supplies, furniture, technology and any other items as the Parties may reasonably determine to be necessary for the ongoing operation of the District. Such procurements shall be made in accordance with applicable federal and state law, including applicable public procurement laws, and local policies adopted by the TSDP Board. TSDP shall be solely responsible for the costs of all such purchases and shall also reimburse SME for all reasonable costs arising from the purchases for the District that are incurred by SME. The TSDP Board shall at all times remain in control of spending and shall pre-approve, approve, or ratify purchases made by SME solely for the benefit of TSDP, which TSDP Board approvals shall not be unreasonably withheld, conditioned or delayed. At the direction of the TSDP Board, SME would manage the public procurement bidding and request for proposals process and oversee procurement and purchasing, leveraging volume discounts and national contract pricing.

5. Accounting Records and Financial Reporting.

(a) SME shall consult with TSDP to establish and maintain a system of accounting records necessary for the operation of the District, which includes the use of computer records and software programs. All such accounting records shall remain the property of TSDP and shall be safely preserved by SME on behalf of TSDP in accordance with Section 11 of this Agreement and applicable State law. Accounting records shall be available to TSDP at all reasonable times during normal business hours upon request by TSDP and on demand when needed due to exigent circumstances or reasonably unforeseeable situations where immediate action by TSDP is required to protect the school or students. Upon termination of this agreement, SME shall transfer all accounting records to TSDP as expeditiously as possible, but in no event later than thirty (30) days from the date of such termination.

(b) At the election of the TSDP Board, SME shall assist TSDP in procuring a third party accountant to assist TSDP with its own bookkeeping in any year in which the TSDP Board determines it would be in the best interest of TSDP to receive assistance with bookkeeping.

(c) SME shall prepare or cause to be prepared monthly financial statements based on those accounting records that accurately reflect TSDP's financial position, activities, and budget vs. actual results and shall comply with applicable accounting standards for public schools in Texas and all funding source accounting or audit requirements. Such financial statements shall be reviewed by appropriate accounting, finance, and leadership personnel employed by SME to help ensure accuracy and be presented to the TSDP Board. On at least a quarterly basis, or different frequency as required by the TSDP Board, SME shall provide financial statements to the TSDP Board, accompanied by appropriate and meaningful analysis. SME shall also reconcile bank statements and credit card statements monthly.

(d) SME shall provide regular reporting to the Superintendent and other TSDP leadership personnel as designated by TSDP to receive such information, showing current and year-to-date actual results compared to budget amounts and shall coordinate with and support the Superintendent and other TSDP leadership personnel to stay within budget. Further, SME shall prepare and provide financial and accounting information to external parties to comply with all reporting requirements of bonds, loans, and lines of credit, state reporting requirements, and other financial reporting that may be necessary for the ongoing management and financial needs of TSDP. Subject to TSDP's timely authorization and accurate reporting, SME shall also prepare and file the paperwork necessary that TSDP is in good standing with the Texas Secretary of State, including preparing and filing the annual report. SME shall make all financial, budgetary, and accounting documentation and information available to TSDP upon reasonable request and as promptly as possible.

(e) Specific duties SME will undertake on behalf of TSDP include the following:

(i) Set up and maintain vendor files, including W-9 completion and banking verification;

(ii) Select and manage financial software, such as PaperSave, Certify, and Business Central;

(iii) Ensure timely processing and approval of vendor invoices;

(iv) Issue payments to vendors via check, ACH, or wire transfer;

(v) Establish and manage credit card accounts for each school;

(vi) Process employee expense reports;

(vii) Verify and process payments for rent and other recurring facility expenses;

(viii) Review and reconcile funds received from state and local sources;

(ix) Oversee the annual financial audit to ensure accuracy and timely completion; and

(x) Manage travel booking software and programs.

6. Disbursements and Receipts.

(a) In accordance with the budget most recently adopted by the TSDP Board and any approved amendments thereto, SME shall prepare disbursements for payments owed by TSDP. SME shall record and account for those disbursements in the accounting records maintained for TSDP. Such records must be kept separate from the accounting records for TSDP and not combined in an indistinguishable manner with any other entity or affiliate of SME. For each check run prepared, at the request of TSDP, a listing of the checks prepared will be sent to TSDP. TSDP shall timely review and provide any corrections to SME and approve the disbursement of the same within the timeframe indicated by SME in order to process payments timely.

(b) TSDP shall receive and deposit cash and checks and shall provide the information and documentation as may be necessary to enable SME to record and account for those receipts in the accounting records maintained for TSDP.

(c) If needed, and subject to approval by TSDP, SME shall negotiate and establish a merchant account with a third-party credit card processing provider system for receiving credit card payments, including from parents and other parties, and shall provide training and information necessary for TSDP personnel to be able to receive such payments. Costs of the merchant account and payments processed through it shall be borne solely by TSDP.

7. Banking and Lines of Credit. SME shall have online access only and will monitor and account for all activity on TSDP bank accounts, but SME shall not be a signer on any financial account of TSDP. TSDP will, however, provide SME with a digital log-in credentials to facilitate the preparation of disbursements, and SME will apply appropriate and reasonable safeguards to protect such credentials complying with best practices, applicable audit and accounting standards, and TSDP policies and Board directives (i.e., Superintendent or TSDP Board approval for disbursements). SME will assist the TSDP Board in selecting and procuring an

eligible and qualified bank for the TSDP Board's approval, which selection shall be at the TSDP Board's sole discretion. Only authorized TSDP officers shall be listed as signers on the bank account, but both those officers and SME may receive a copy of any accountings produced by the bank and may have online access to bank records. In addition, if requested by TSDP, SME shall advise and assist TSDP with respect to operational financing in the form of credit cards and/or revolving lines of credit. Any financing, line of credit or credit card shall be subject to approval by the TSDP Board at its sole discretion. All indebtedness, and any fees, costs, and interest associated with credit card, line of credit or other operational financing shall be borne solely by TSDP.

8. Internal Audit. If requested by TSDP or at SME's reasonable discretion, SME shall provide or facilitate certain internal audit functions to TSDP, including unannounced visits to the charter schools in the District to perform procedures to monitor and train TSDP personnel related to cash handling procedures, student attendance records, and other matters as requested by the TSDP Board or Superintendent. The results and findings of those procedures shall be communicated to the executive level of SME, which shall report results and findings to the TSDP Board. At all times, the TSDP Board shall have the right to direct and oversee, at TSDP's own cost, these internal audit procedures and the results thereof. The TSDP Board also reserves the right to hire another third-party to conduct audit work, as needed, at TSDP's sole expense, and SME agrees to cooperate fully with such work.

9. Audits and Taxes. The TSDP Board shall retain an independent external auditing firm that meets any and all requirements by the State of Texas to audit the financial statements of TSDP and complete any other required compliance questionnaires or reports. SME shall cooperate fully and promptly with the Board's approved independent audit firm. The TSDP Board shall maintain final authority for the approval of audit reports. SME shall assist the Superintendent with the preparation and submission of the annual audit report (the "Report"), as required by the state of Texas, and endeavor to meet all deadlines. The Superintendent shall submit the Report to the TSDP Board for approval, and SME shall coordinate with the Superintendent and the TSDP Board to submit the Report to the State as required by Texas law. SME shall also provide for the compilation, preparation, review, and submission for approval by the TSDP Board of financial information and other records as may be requested, necessary, or advisable for the operation of TSDP and for submission of reports required or requested by the TEA. The cost of the annual audit and any other required compliance questionnaires or reports shall be borne solely by TSDP. SME and TSDP shall coordinate together to provide all necessary information to the audit firm in order to complete the annual audit, but for the convenience and benefit of TSDP, SME may be designated as a point of contact for the audit. SME shall ensure that the required IRS Form 990 informational return for non-profit organizations and Form 941 (and any related state tax returns including franchise tax filing) are prepared, filed, and paid from TSDP funds in a timely manner, with Board approval of the Form 990. In addition, SME shall assist TSDP in complying with all other taxes and taxing authorities relevant to TSDP, such as sales, use, or transaction privilege taxes, real property taxes (if any), and personal property taxes (if any). SME shall also support the Board and its legal counsel in pursuing appropriate and available tax exemptions (including property, business personal property, sales and use taxes). TSDP agrees to provide SME on a timely basis with copies of all correspondence it receives from any such taxing authorities. Fees and taxes for preparation of such tax returns shall be borne solely by TSDP, and any reasonable fees or costs incurred by SME in performing this work shall be reimbursed by TSDP.

10. Cooperation in Audits and Investigations. The Parties shall cooperate with all audits and investigations relating to TSDP that are related to the Term or any Renewal Terms, including providing access to SME's records that are directly related to its services to TSDP. SME shall retain all such records as required by Title 6, Subtitle C, Texas Local Government Code; Texas Government Code, Chapter 441, Subchapter J; Texas Local Government Code, Chapter 205; 19 Tex. Admin. Code §100.1203 and TEC, §44.008.

11. Public Nature of Funds.

(a) The Parties acknowledge that State and federal funds received by TSDP are Texas public funds for all purposes under state law and may be used only for a purpose for which a public district may use its local funds under TEC §45.105(c). Further, such funds are held by TSDP in trust for the benefit of its students. Any other use or application of such funds constitutes misuse and misapplication of public funds and is subject to the civil and criminal laws governing misuse or misapplication of Texas public funds. Pending their use, state and federal funds received by TSDP must be deposited in a bank account owned and controlled solely by the TSDP Board in the name of TSDP and maintained pursuant to a duly authorized depository agreement which, if required by applicable law or regulation, shall be filed with TEA. Once properly deposited, TSDP shall pay or cause to be paid for the benefit of TSDP and its students, all debts and obligations of TSDP, which it does primarily by approving the District's annual budget.

(b) Federal and state funds received by TSDP are public funds for all purposes under State law and may be used and expended by TSDP and SME only for the benefit of TSDP's students and only as budgeted and approved by the Board. The TSDP Board, TSDP, and TSDP's employees defined as "an officer of a charter school" under 19 Tex. Admin. Code §100.1001(16), shall be held to the standard of care and fiduciary duties that a trustee owes a beneficiary under Texas law. SME acknowledges and agrees that any SME employee who falls within the definition of "an officer of a charter school" under 19 Tex. Admin. Code §100.1001(16) will also be held to the standard of care and fiduciary duty that a trustee owes a beneficiary under Texas law.

(c) All TSDP revenues will go to TSDP and be maintained in a depository account belonging only to TSDP conforming to the requirements of applicable law, including but not limited to, TEC §12.107 and 19 Tex. Admin. Code §100.1043, over which TSDP shall have sole signature authority. TSDP will ensure that appropriate SME personnel have online banking visibility in order to carry out SME's Financial Services duties. In financial transactions where SME is involved, SME shall take such actions as necessary, pursuant to applicable internal controls, to ensure such transactions conform to applicable law, the Charter Contract, TSDP policies, and directives of the TSDP Board. Notwithstanding the above, the Parties agree that SME's Management Fee (as defined herein) is fair and reasonable compensation for the services SME is providing to TSDP under this Agreement. Upon payment of the Management Fee to SME, the Management Fee funds become the sole property of SME and are no longer Texas public funds. TSDP funds shall be segregated in a separate bank account from SME's own funds, shall be separately and clearly/discretely accounted for in budgetary and record keeping systems, and shall not be commingled with any other funds. Any violation of this requirement by SME shall constitute good cause to terminate this Agreement.

(d) TSDP and SME shall comply with TEA's Special Supplement to Financial Accounting and Reporting, FASRG, Nonprofit Chart of Accounts ("Special Supplement") or any subsequently adopted financial accounting and reporting system, in the booking of all funds originating from the "Foundation School Program" or similar state programs. TSDP shall adopt policies and practices reasonably calculated to ensure that TSDP employees, agents, and contractors book all restricted income to TSDP as required by applicable law, the FASRG, and the Special Supplement to FASRG; expend restricted funds solely for their restricted purpose; and maintain documents sufficient to establish proper expenditure of all restricted funds.

12. Establishment of Committees. SME shall provide requested financial information to any committees established by the TSDP Board.

G. Governance Support.

SME shall lead all efforts on behalf of the TSDP Board to recruit, screen, conduct reference checks, conflict of interest checks, interviews, onboarding and training of all potential candidates that may be asked to join the TSDP Board. SME shall ensure candidates that are recommended for consideration and new board members who are appointed are fully onboarded and trained in SME's educational model, philosophy and core values and committed to same and in furthering the educational mission of TSDP Academy. SME through its designated representative shall be entitled to attend all TSDP Board meetings as school administration and to attend every closed session, except where prohibited by law or where the TSDP Academy Board will discuss this Agreement and SME's performance under same, or any other contract, lease, or legal obligation in which SME is a party. SME through its designated representative shall be entitled to attend all TSDP Board committee meetings and participate as a member of the committee(s) in reviewing matters and making recommendations of action from the committee(s) to the TSDP Board to the fullest extent permitted by law. The TSDP Board shall at all times remain in control of selecting its members and retains all powers it is required to maintain pursuant to state law and its charter contract.

H. Human Resources.

1. Responsibility for TSDP Employees. The TSDP Board (or as delegated by the TSDP Board to the Superintendent pursuant to TSDP policies or resolutions and in accordance with applicable law) is ultimately responsible for and retains full authority over all the terms and conditions of the employment of TSDP employees. TSDP shall maintain final authority for hiring and firing decisions (including compensation and benefits) for all TSDP employees, and for adopting, as set forth in applicable law, employment eligibility requirements for TSDP employees. Any person employed by TSDP is solely an employee of TSDP, not SME.

2. Superintendent.

(a) SME shall be engaged to conduct and lead any search, and shall conduct all vetting, reference checks, screening, initial interviews of all Superintendent candidates and recommend potential finalists for consideration by the TSDP Board. Ultimately, the Board shall choose from the candidates proposed by SME through its search for the position and the TSDP Board shall maintain final hiring authority under Texas law. Per Texas law, the TSDP Board

shall designate a Superintendent who shall either be a volunteer selected from the TSDP Board or may be an employee of TSDP for all purposes. The Superintendent shall: (i) act as the chief principal officer of TSDP; (ii) execute her/his responsibilities in accordance with the policies and procedures adopted by TSDP; (iii) be directly responsible to the TSDP Board; and (iv) have such other responsibilities as set forth under Texas law. Subject to oversight by the TSDP Board, the Superintendent is ultimately responsible for and shall consider and approve reports and data submissions required by and in accordance with applicable law, whether prepared by SME or by TSDP. The TSDP Board acknowledges it has fiduciary obligations that require, at least, the annual evaluation of the Superintendent if it is an employed/paid position. To provide the TSDP Board with the information it needs to fulfill such obligations, SME shall use an evaluation system approved by the TSDP Board to conduct quarterly and annual performance evaluations of the Superintendent and submit the findings of such evaluations to the TSDP Board for consideration and possible action. If the Superintendent is a volunteer position selected from the TSDP Board, SME shall employ and assign a full time school administrator, designated as the Executive Director, to assist the Superintendent and lead in the daily management, operations and administration of the TSDP schools. The TSDP Board shall at all times remain in control of selecting its superintendent and retains all powers it is required to maintain pursuant to state law and its charter contract. The TSDP Board shall, in all circumstances, retain their full and final authority to select the Superintendent and shall retain the right to request additional searches if the candidates proposed by SME are not determined by the TSDP Board to be appropriate or sufficient.

(b) The Superintendent is an authorized agent of TSDP and is empowered by the TSDP Board to negotiate with and communicate TSDP decisions to SME. SME is justified to rely on communications from the Superintendent as authorized representations of the TSDP Board.

(c) The Superintendent or designee shall coordinate with SME to administer the approved staffing plan, as discussed, below, within the budget parameters approved by the TSDP Board.

3. Hiring Staff. Pursuant to the limitations imposed by Commissioner Rule 19 TAC § 100.1113, SME shall recruit, identify, and propose qualified teachers, paraprofessionals, administrators, and other staff members and education professionals to the Superintendent or her or his designee, subject to the Superintendent's hiring, staffing, and employment authority over central administration, campus administration, and all school faculty and staff. At the election of the TSDP Board, all employees, both teaching and staff, other than the Superintendent, may be either employees of SME or of TSDP, or both, if permitted. In either case, SME will undertake the following:

(a) Develop and execute strategic recruiting plans;

(b) Create and maintain job descriptions;

(c) Establish and manage pay-grade structures;

(d) Develop staff recruitment channels;

(e) Create and manage employment postings;

(f) Oversee new employee onboarding;

(g) Maintain employment files for all employees;

(h) Verify employment eligibility;

(i) Oversee performance review process;

(j) Manage employee safety programs;

(k) Manage substitute teacher placements;

(l) Support school leadership and governing board in progressive discipline procedures and best practices; and

(m) Oversee the human capital management system.

4. HR Performance Consulting. SME shall assess the TSDP staffing plan throughout the Term and any Renewal Term and make recommendations to TSDP regarding TSDP's staffing needs, performance, and strategy. SME shall inform TSDP of any recommendations on an as-needed basis, and TSDP shall endeavor to implement SME's recommendations, subject to the Board's ultimate authority. Notwithstanding anything to the contrary, SME's role in all of TSDP's employment decisions, including hiring, discipline, and termination, is purely advisory.

5. Professional Development.

(a) TSDP Board Development. SME shall be responsible for ensuring that training is provided to all School Board members as required by applicable rules, aw 19 TAC §§100.1115, 100.1117, 100.1119, and 100.1121. SME shall ensure training provided to TSDP Board members meets current requirements under 19 TAC §§ 100.1115–100.1121, which includes 12 hours of training within the initial year of board service for new governing board members in the specific categories outlined in the applicable rules, and then 6 hours of training annually thereafter. . SME shall coordinate and keep record of all training and ongoing professional development for the TSDP Board, SME employees, and TSDP staff, including any onboarding for new employees as required by the most recent guidelines released by TEA.

(b) Staff Development. SME shall provide ongoing performance management services and professional development training as identified below. As determined by SME, such training shall be sufficient to satisfy any applicable training requirements as set forth under local, state, or federal law, including satisfaction of the most recent guidelines released by TEA, where applicable. At a minimum, SME shall provide TSDP staff the following professional development programs and services:

(1) Provide ongoing professional development opportunities;

(2) Facilitate mentorship and coaching programs;

(3) Conduct leadership development training;

(4) Offer classroom technology training;

(5) Provide performance review and feedback training;

(6) Offer wellness and mental health support training;

(7) Track required training and professional development;

(8) Implement support plans for beginning teachers and employees identified for improvement plans;

(9) Use established professional learning community (PLC) calls to deliver needed and/or requested training and professional development programs across departments/content;

(10) Develop and manage synchronous and asynchronous training modules;

(11) Evaluate and refine professional development programs based on feedback and outcomes; and

(12) Ensure compliance with training requirements and certifications.

(c) Notwithstanding anything the contrary, TSDP is solely responsible for complying with local, state, and federal laws, including ensuring its employees are adequately trained and qualified to provide the services for which they were hired.

6. Health Care and Retirement Benefit. To the extent permitted by law, SME shall coordinate, facilitate, obtain and administer all benefit programs to employees for and on behalf of TSDP, including participation in TRS, and shall also work with the appropriate insurance broker to TSDP. SME shall, in good faith, seek cost-effective benefit plans that shall allow TSDP to attract competent and qualified teachers and employees. Notwithstanding same, if TSDP is a participant in TRS Activecare, SME acknowledges that state law does not currently allow TSDP to exit TRS Activecare health insurance program.

7. HR Support and Compliance.

(a) SME shall consult with the Superintendent and TSDP Board to develop and implement employment policies and procedures, including an employee handbook and job descriptions, that comply with state and federal law and consult with Texas legal counsel on legal issues as necessary. In accordance with the employment policies and procedures adopted by the TSDP Board, SME shall consult with TSDP regarding the following human resources activities: (i) onboarding new TSDP employees; (ii) matters relating to current employee matters, including disciplinary matters; (iii) navigating the resignation, retirement, or termination of a

TSDP employee; and (iv) arranging for the provision of any post-termination benefits that may be required by law or by contract to be offered to such employee by TSDP (i.e., COBRA health insurance). SME may, but is not obligated, to provide TSDP with additional human resources support. Such additional support is subject to additional fees and terms pursuant to Section 6(C) below. Notwithstanding anything to the contrary, TSDP is solely responsible for all costs and liabilities arising from or related to the employment of TSDP employees, and TSDP is solely responsible for complying with all applicable local, state, and federal employment laws and regulations. TSDP shall defend and hold SME harmless for any damage arising out of or related to SME's obligations under this Section 4(H), unless such damage is proximately caused by the willful indifference or gross negligence of SME.

(b) SME shall work with TSDP to prepare and coordinate all required governance reports to TEA, conflict of interest and nepotism requirements, and record keeping requirements. SME shall also provide assistance with Workers Compensation claims; a third party whistleblower reporting hotline; Title IX, Title VII, and ADA coordinator and support; OSHA compliance; and human resources risk management services and support.

8. Employee Grievances. The TSDP Board shall exercise final authority to adopt policies and procedures to hear or decide all TSDP employee grievances regarding the operation of the District, when appealed to the TSDP Board and in accordance with its adopted grievance policy; however, the TSDP Board may establish such other protocols, including delegation of all or part of such authority to the Superintendent, as approved by the TSDP Board.

I. Information Systems Support.

1. Infrastructure and Equipment. All software, computer, and network equipment costs shall be borne solely by TSDP. SME, however, shall install, manage, and maintain TSDP's computer, software, and network infrastructure and shall be on call during regular business hours to respond to computer or network-related issues. SME shall provide basic training to teachers and administrators concerning the information system. To the extent SME makes equipment purchases solely for the benefit of TSDP, SME shall seek the approval or ratification from the TSDP Board. SME will provide the following IT infrastructure management:

(a) Select software;

(b) Facilitate mentorship and coaching programs;

(c) Conduct leadership development training;

(d) Offer classroom technology training;

(e) Provide performance review and feedback training;

(f) Offer wellness and mental health support training;

(g) Track required training and professional development;

(h) Implement support plans for beginning teachers and employees identified for improvement plans;

(i) Use established professional learning community (PLC) calls to deliver needed and/or requested training and professional development programs across departments/content;

(j) Develop and manage synchronous and asynchronous training modules;

(k) Evaluate and refine professional development programs based on feedback and outcomes; and

(l) Ensure compliance with training requirements and certifications.

2. Student Information Systems. SME shall provide, implement, and manage TSDP's student information system, as recommended by SME and approved by TSDP, either in-house or by arranging for it to be hosted by a software provider, the cost of which shall be borne solely by TSDP. The student information system shall provide parents with real-time access to grades, attendance, and schedules. The student information system shall also be capable of generating reports and submissions required by the state of Texas. All electronic information related to TSDP shall be the property of TSDP, and SME shall maintain such records in accordance with Section 11 herein. Ongoing access fees, use fees, and license fees shall be borne solely by TSDP. SME will provide the following student information systems services:

(a) Manage and maintain student information platforms and systems;

(b) Maintain student demographics, learner profiles, and grades;

(c) Oversee student transcripts and graduation plans;

(d) Ensure student accounting compliance with required reporting to TEA and other regulatory bodies;

(e) Verify graduation criteria and certifications;

(f) Assist in developing customized reports for school leadership and governing board;

(g) Build, integrate, and maintain API connections for approved third-party platforms related to enrollment, student accounting, and reporting needs;

(h) Develop and maintain executive information dashboards; and

(i) Develop and maintain attendance and intervention tracking in accordance with charter and applicable guiding regulations.

3. Student Attendance Accounting & Data Reporting. SME shall assist the Superintendent in compiling, maintaining, reviewing, certifying, and submitting student attendance and other data to TEA in accordance with state law and rule, including the TEA's Student Attendance Accounting Handbook, PEIMS Data Standards, and FASRG, as applicable.

4. Cyber Security. At TSDP's sole expense, SME shall procure cyber security and anti-virus systems. SME shall install and maintain such systems, including ensuring regular back-ups of all critical data, disaster recovery and data recovery, as well as ransomware protection. SME shall implement best practices to prevent wire fraud through phishing and other cyber-attacks and vulnerabilities. SME shall advise TSDP on cybersecurity insurance. SME shall train TSDP staff regularly on ransomware, cyber security, and related issues as necessary. SME shall assist TSDP in designating a Cybersecurity Coordinator and in meeting all incident-reporting and training requirements under TEC § 11.175, including timely notification to TEA of any breach or cybersecurity incident.

J. Food Services.

1. Establishment and Maintenance of Food Programs. If approved by TSDP, SME shall assist TSDP in implementing TSDP's participation in the National School Lunch Program and National School Breakfast Program in accordance with TDA/USDA and the Administrator's Reference Manual (ARM) to maximize program benefits to students and support revenue neutral operations, as well as any food programs for TSDP's authorized programs and activities, including preschool, before and after school care, and day camps, as applicable. In connection with its implementation and ongoing oversight of the National School Lunch Program and National School Breakfast Program for TSDP, SME shall provide the following services: application verification; claims submission; direct certification; daily audits required by the U.S. Department of Agriculture; preparation of compliant menus; and training for TSDP's kitchen staff and administration.

2. Compliance. SME shall consult with TSDP and support TSDP's efforts to ensure that all kitchen facilities comply with applicable local, county, state, and federal health regulations governing food preparation, service, cleaning and servicing of kitchen for daily use. TSDP shall maintain any and all licenses needed for daily operation of food services, the cost of which shall be borne solely by TSDP. TSDP shall be solely responsible for food service equipment maintenance and replacement. TSDP shall also be solely responsible for posting food service permits in the manner required by law or regulation.

3. Policies and Procedures. If applicable, SME shall consult with TSDP to create food preparation, service, and cleaning policies and procedures that comply with applicable local, county, state and federal rules and requirements. Notwithstanding the foregoing, TSDP is solely responsible for ensuring compliance with all applicable local, state, or federal laws.

K. Board of Director Meetings and Compliance. SME shall provide a management report at each meeting of the TSDP Board, as well as other reporting as requested by the TSDP Board or Superintendent. SME may request additional items to be included on TSDP Board meeting agendas subject to the Board President's approval which shall not be unreasonably withheld. TSDP shall provide SME with at least 72 hours' advance written notice of every TSDP

Board meeting. TSDP shall include a standing agenda item for SME to report on the performance of this Agreement or such other matters deemed appropriate by SME for the TSDP Board's consideration. SME shall assist the TSDP Board's compliance with the Texas Public Information Act, Open Meetings Act, record retention laws, and other applicable sunshine laws.

L. TSDP is solely responsible for ensuring compliance with Chapter 551 of the Texas Government Code ("Texas Open Meetings Act") and all other applicable state laws and rules pertaining to charter school governing boards and the meetings conducted under their authority. **Government Accountability**. Upon request by TSDP in each instance, and subject to TSDP's timely, complete, and accurate reporting of data, SME shall complete and timely submit (or support the Superintendent in submitting) local, state and federal reports that are required to comply with state and federal laws applicable to charter schools in Texas.

M. **Expansion Application**. As determined and approved by the TSDP Board, TSDP shall apply to TEA for authorization to operate any and all new campuses beyond the enrollment authorized under its Charter School Contract. TSDP shall consult with SME on the drafting and submission of the charter amendment and applications to TEA. Additional services relating to developing and launching any and all new campuses, including finding and securing a facility, new student recruitment, community outreach, and the like, are subject to additional fees and terms in accordance with Section 6(C) below.

All amendment and expansion requests shall be prepared and submitted in accordance with 19 TAC § 100.1035 (or any successor rule), including all requirements for charter-holder board resolutions, business-plan submissions, financial impact analyses, and any other supporting documentation required by the Texas Education Agency for new campuses or grade-span changes.

N. **Representation**. TSDP shall immediately notify SME of any lawsuit, complaint, claim, inquiry, or investigation alleged against TSDP by any person, including TEA, the U.S. Department of Education, the Equal Employment Opportunity Commission, or any other local, state, or federal agency ("Allegations"). SME will consult with TSDP and assist in responding to, resolving, or defending the Allegation, including supporting TSDP legal counsel in such work. All costs of defense and settlements arising under this Section are the sole obligation of TSDP.

5. RELATIONSHIP OF THE PARTIES.

A. In the performance of its duties hereunder and in relation to TSDP, SME shall be and act as an independent contractor and provide the SME Services in accordance with the terms and conditions of this Agreement. SME alone possesses the duty to supervise, manage, operate, control and direct performance of its duties and obligations as outlined in this Agreement, subject to the rights, supervision, review, and approval of TSDP, as described herein. Nothing contained in this Agreement shall be deemed or construed to create a partnership, joint venture, employment relationship, or to otherwise create any liability for one party with respect to any indebtedness, liabilities, or obligations of the other party except as otherwise may be expressly set forth herein.

B. SME shall perform its duties and obligations in a professional, competent, businesslike and efficient manner as set forth in this Agreement and in accordance with all federal, state, and local legal and regulatory requirements, including but not limited to, those established

by TEA.

C. The Parties intend for this Agreement to be a management contract that does not result in private business use, as set forth in applicable federal laws, rules, and regulations (a "Qualified Management Agreement"). If the Internal Revenue Service or any court of competent jurisdiction determines that at any time during the Term or any Renewal Term of this Agreement any provision, or the application of any provision, of this Agreement would disqualify this Agreement from being a Qualified Management Agreement, then that provision shall be deemed to be struck from this Agreement and the remaining sections of this Agreement shall continue in full force and effect. If the provision to be struck is an essential provision and cannot be struck from this Agreement (i.e., the provision relates to the Management Fee or the Term), then this Agreement is automatically terminated as of the date the Parties discovered this Agreement no longer qualifies as a Qualified Management Agreement. In the event of termination under this section, the Parties may negotiate a new agreement that minimally disrupts the District under terms that would qualify the new agreement as a Qualified Management Agreement.

6. COMPENSATION FOR SME'S SERVICES.

A. Management Fee. In consideration of SME's performance under this Agreement, TSDP shall pay SME an annual fee in an amount equal to fourteen percent (14%) of TSDP's total FSP/ASF State Aid ("State Aid"), as determined by TEA on the Summary of Finance ("SOF") (the "Management Fee"), each year. SME will initially invoice TSDP for this fee based on estimates of state funding calculated using projections for student attendance and enrollment. Subsequently, to account for any changes to the estimate of State Aid determined by TEA, SME will invoice School for the fee based upon the current estimate of State Aid published by TEA on the SOF. At the end of each contract year, the amount of the annual fee will be recalculated based on actual state funding reported in School's audited financial statements, with any over- or under-payment promptly settled. SME shall issue a monthly invoice for the fee to School. TSDP shall pay the invoice promptly to SME within thirty (30) days of after the receipt of the invoice. Management Fees and reimbursable costs shall not be assessed on local (philanthropic), state or federal grant funds unless explicitly allowable under the grant's cost principles and pre-approved by TEA or the grantor.

B. Reimbursement for Direct Costs and Expenses. TSDP agrees to reimburse SME for all direct costs and all expenses incurred for the benefit of TSDP as SME implements its duties under this Agreement. SME shall present such reimbursement requests to TSDP's Superintendent and Board, and TSDP agrees to reimburse these costs within thirty (30) calendar days of their approval by the TSDP Board. Each year, as TSDP is preparing its annual budget, SME will provide to TSDP its best estimate of the foreseeable direct costs and expenses anticipated for the coming year to allow TSDP to budget for these direct costs and expenses, which may fluctuate based upon anticipated enrollment and attendance. TSDP agrees to pay SME for the direct costs and third-party expenses associated with each of the following services set forth in this Agreement:

1. New School Activation Services, as set forth in Section 4 (A)(3);

2. Day-to-Day Operational Support and Oversight Services, as set forth in Section 4(A)(5);

3. Marketing Services, as set forth in Section 4(A)(4);

4. Student Recruitment and Enrollment Services, as set forth in Section 4(D)(1);

5. Instructional Support Services, as set forth in Section 4(A)(2);

6. Learning Management Systems Services, as set forth in Section 4(A)(7);

7. Student Information System Services, as set forth in Section 4(I)(2);

8. Student Success Services as set forth in Section 4(C);

9. Student Transportation Support Services, as set forth in Section 4(A)(1)(6);

10. IT Infrastructure Management, as set forth in Section 4(I);

11. Employee Recruitment and Staffing Services, as set forth in Section 4(H)(3);

12. Professional Development Programs and Services, as set forth in Section 4(H)(5)(b);

13. Payroll and Benefits Administration, as set forth in Section 4(F)(2);

14. Financial Operations Services, as set forth in Section 4(F)(5)(d);

15. Financial Management Services, as set forth in Section 4(F)(1);

16. Procurement and Purchasing, as set forth in Section 4(F)(4);

17. Risk Management and Insurance Administration, as set forth in Section 15;

18. Advancement Services, as set forth in Section 4(E);

19. Regulatory Compliance Services, as set forth in Section 4(A)(9);

20. Bookkeeping Services, as set forth in Section 4(F)(5)(b); and

21. State/District/Authorizer Support Services, as set forth in Section 4(A)(10).

C. **Travel Expenses**. Subject to a travel expense budget agreed to by the Parties, TSDP shall reimburse SME for all reasonable travel and out-of-pocket expenses incurred by SME in connection with the performance of the SME Services. All SME travel expenses and reimbursements shall comply with TSDP travel policies and applicable state government rates. SME shall not be entitled to reimbursement for any travel costs or expenses where the travel is related to performance issues or deficiencies of SME's work.

D. **Flat Fee Services**. SME will provide Board Support Services and Facility Services to TSDP for a flat fee, as set forth in **Exhibit A** to this Agreement.

E. **Time and Materials**. Where services are provided by SME that are outside the scope of the SME Services and this Agreement, such will be provided on a time and materials basis pursuant to a mutually signed writing between the SME and the TSDP Board or the Superintendent (each a "Statement of Work"). The fees payable by TSDP to SME shall be calculated in accordance with SME's fee rates for the SME personnel set forth in the fee schedule attached as Schedule B, as may be amended from time to time upon agreement by the Parties, provided, however, that any such amendments must be approved in advance by TEA. Additionally, TSDP shall reimburse SME for its actual costs incurred for any materials, equipment, travel, out-of-pocket expenses, and/or third-party services (collectively, "Materials") reasonably necessary for SME to provide the services agreed to in the applicable Statement of Work. SME shall obtain TSDP's written consent prior to the purchase of Materials if not already included in the applicable Statement of Work. SME shall issue invoices to TSDP monthly in arrears for its fees for time for the immediately preceding month, as calculated pursuant to this Section, as well as a detailed breakdown of any Materials' expenses for that month.

F. **Taxes**. TSDP shall be responsible for all applicable sales, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any federal, state, or local governmental on any amounts payable by TSDP hereunder. All such taxes, duties, and charges currently assessed, or which may be assessed in the future, that are applicable to the services provided by SME under this Agreement are for the TSDP's benefit, and TSDP agrees to pay such taxes. Notwithstanding the same, when lawful and able, SME shall use TSDP's sales tax exemption certificate to avoid paying such taxes in the first instance.

7. **REIMBURSEMENT OF DISTRICT EXPENSES**. All costs identified herein as being borne by TSDP are costs TSDP shall pay in addition to the Management Fee. As set forth in this Agreement, TSDP agrees to reimburse SME for any expenses that may be paid by SME that are the responsibility of the District or TSDP. TSDP agrees to pay all reimbursements owed to SME within 30 days after receipt of any invoice or statement from SME.

8. **SUBSTITUTES**. Upon request by TSDP, SME may, but is under no obligation to, provide one or more SME employees or agents to perform the duties normally performed by TSDP employees (each a "Substitute"). If SME agrees to provide a Substitute, TSDP shall compensate SME for the personnel time and shall reimburse SME for its actual costs incurred for any Materials (as that term is defined in Section 6(C) above).

9. **INTEREST**. In the event TSDP fails to pay any fee, cost, expense, or reimbursement due to SME, and unless otherwise stated in this Agreement, all unpaid amounts shall be subject to an interest charge at an annual rate as provided by the Texas Prompt Payment Act.

10. **TERMINATION**. In addition to any other termination rights provided herein, this Agreement may be terminated as follows:

A. If the Texas legislature or any other source of public funding fails to appropriate funds for the operation of charter schools, or of TSDP specifically, then this Agreement shall

terminate on the last date that funds are appropriated for the operation of charter schools.

B. If TSDP's Charter Contract is revoked, suspended, expired, surrendered or not renewed by the State, this Agreement shall terminate on the date the Charter Contract expires or is otherwise terminated, as applicable.

C. If TSDP commits any breach or Default (as defined below), and such breach or Default remains uncured after the end of the TSDP Cure Period, SME may elect to immediately terminate the Agreement, which termination shall be effective as of the date specified in the written notice delivered to TSDP. A "TSDP Default" under this Agreement means: (i) any failure by TSDP to perform any obligation or duty required of TSDP by this Agreement, including the duty to make all required payments to SME in a timely manner; (ii) the filing, by or against TSDP, of a filing or petition to have TSDP adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law; (iii) TSDP's material breach of the Charter School Contract as defined under state law and rule; (iv) excluding the first year, if in any academic year TSDP's operations result in a deficit; or (v) the threatened or actual revocation, surrender, or non-renewal of the Charter School Contract. If a TSDP Default occurs, TSDP shall have sixty (60) calendar days after it becomes aware of the existence of the event underlying the TSDP Default to cure (the "TSDP Cure Period"). After the initial period of operation necessary to establish stable operations, if any academic year results in operating deficits, provided that any notice of termination delivered to TSDP, after the school year has commenced, such termination shall not take effect until the end of the current TSDP school calendar year.

D. If SME commits any breach or Default (as defined below), and such breach or Default remains uncured after end of the SME Cure Period, TSDP may elect to waive the SME Default or terminate the Agreement, which termination shall be effective as of the date specified in the written notice delivered to SME. A "SME Default" under this Agreement means: (i) any failure by SME to perform a material obligation or duty required by this Agreement; (ii) the filing, by or against SME, of a filing or petition to have SME adjudged bankrupt, or a petition for reorganization or arrangement relating to any bankruptcy law; or (iii) SME's material breach of the Charter School Contract as defined under state law or rule and determined, with all appeal rights exhausted, by TEA or a court of competent jurisdiction. If an SME Default occurs, SME shall have ninety (90) calendar days after it receives written notice from TSDP identifying in reasonable detail the facts giving rise to the alleged breach in which to cure such breach and avoid a default under the Agreement (the "SME Cure Period"). If the breach cannot reasonably be cured within the SME Cure Period, the breach shall not serve as a basis for termination if SME has initiated and is actively pursuing efforts to cure the material breach. Notwithstanding the foregoing, if a material breach creates an imminent danger to the lives of students, parents, or others, the breach must be cured immediately upon written notice from TSDP. Failure to cure immediately may result in the immediate termination of this Agreement. Any termination for cause shall be affected by written notice of termination to the other party. If any party files suit to challenge or enforce termination, and unless otherwise mutually agreed upon in writing by the parties hereto, this Agreement shall remain in full force and effect until a final resolution via mediation, settlement, or judgment in trial court is obtained.

E. The effective date of any termination under this Section shall be at the end of the next full academic semester in order to not disrupt student learning.

F. Upon any termination or expiration of this Agreement for any reason, TSDP shall promptly pay all fees and expense reimbursements owed to SME that are due and payable as set forth herein up to and through the effective expiration or termination date.

G. Repayment of SME Start-up Costs. In the event this Agreement is terminated by TSDP, TSDP agrees to repay SME for all start-up costs paid for by SME during the pre-revenue period (the period prior to TSDP's receipt of state revenue), including but not limited to recruiting and training the school leadership, identifying the facility, recruiting the school staff, marketing, enrolling students, and preparing curriculum and instructional materials. It is SME's responsibility to track, record, and report all start-up costs so that TSDP is aware of what financial responsibility it will bear to SME should they choose to terminate the agreement. This amount will be capped at one million dollars per campus. SME will not charge interest on this amount and TSDP may choose to repay SME incrementally over three years. SME may choose to waive claim to some of all of these start-up costs at their discretion or come to a mutual agreement with TSDP on alternate repayment terms.

H. Effective Date of Termination. In the event this Agreement is terminated by either party pursuant to this Section prior to the end of the term specified in Article II, the termination will not become effective until the end of the academic year in which the notice is given unless TSDP has good cause to terminate earlier based on student health, safety or welfare.

I. Removal of Personal Property. Upon termination or expiration of this Agreement, SME shall have the right to remove equipment and other assets owned or leased by SME. Assets owned by TSDP shall remain the property of TSDP. Assets leased by TSDP directly from a third party shall remain subject to the leasehold interest of TSDP and the ownership interest of the Lessor/Owner.

J. School Records. In the event this Agreement is terminated by either party, SME will turn over any student, fiscal and other school records in its possession to TSDP.

K. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section, in the event of a termination of this Agreement, each party shall in good faith use reasonable efforts to avoid disruption to the operation of TSDP, and SME shall provide reasonable assistance to TSDP for the remainder of the current school year to assist in the transition to another school program. During such termination period, SME shall be entitled to continue to receive its Fee (or pro-rata portion thereof) as provided in this Agreement.

L. Cooperation Following Termination of Charter. In the event of the loss or revocation of TSDP's Charter, SME shall reasonably assist TSDP in the execution of a closure plan and cooperate in the closure process, including without limitation, in any audits and court or other proceedings related thereto.

11. CONFIDENTIALITY; FINANCIAL AND STUDENT RECORDS; INFORMATION SECURITY; FINANCIAL AND STUDENT RECORDS; RECORDKEEPING; DATA SHARING ADDENDUM.

A. Confidentiality. From time to time during the Term of this Agreement, either party (as the "Disclosing Party") may disclose or make available to the other Party (as the "Receiving

Party") information about its personnel and students (including educational records and personally identifiable information), business affairs, services, confidential intellectual property, trade secrets, third-party confidential information, and other sensitive or proprietary information, whether orally or in written, electronic, or other form or media, and whether or not marked, designated, or otherwise identified as "confidential" (collectively, "Confidential Information"). Notwithstanding anything to the contrary herein, Confidential Information shall not include information that, at the time of disclosure and as established by documentary evidence: (i) is or becomes generally available to and known by the public other than as a result of, directly or indirectly, any breach of this Section 11(A) by the Receiving Party or any of its Representatives; (ii) is or becomes available to the Receiving Party on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information; (iii) was known by or in the possession of the Receiving Party or its Representatives before being disclosed by or on behalf of the Disclosing Party; (iv) was or is independently developed by the Receiving Party without reference to or use, in whole or in part, of any of the Disclosing Party's Confidential Information; or (v) is required to be disclosed under applicable federal, state or local law, regulation, or a valid order issued by a court or governmental agency of competent jurisdiction. The Receiving Party shall: (A) protect and safeguard the confidentiality of the Disclosing Party's Confidential Information with at least the same degree of care as the Receiving Party would protect its own Confidential Information, but in no event with less than a commercially reasonable degree of care; (B) not use the Disclosing Party's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (C) not disclose any such Confidential Information to any person or entity, except to the Receiving Party's Representatives who need to know the Confidential Information to assist the Receiving Party, or act on its behalf, to exercise its rights or perform its obligations under the Agreement. The Receiving Party shall be responsible for any breach of this Section 11(A) caused by any of its Representatives. At any time during or after the Term of this Agreement, at the Disclosing Party's written request, the Receiving Party shall promptly return, and shall require its Representatives to return to the Disclosing Party all copies, whether in written, electronic, or other form or media, of the Disclosing Party's Confidential Information, or destroy all such copies and certify in writing to the Disclosing Party that such Confidential Information has been destroyed. In addition to all other remedies available at law, the Disclosing Party may seek equitable relief (including injunctive relief) against the Receiving Party and its Representatives to prevent the breach or threatened breach of this Section 11(A) and to secure its enforcement.

B. <u>Financial and Student Records</u>.

1. All financial records and educational records, including student records, are records of the District and shall be maintained by TSDP as considered herein, which includes maintaining a copy of such records within the State of Texas. SME and its designated representatives shall adhere to all federal and state laws and regulations protecting the confidentiality of student records including but not limited to the provisions of the Family Educational Rights and Privacy Act ("FERPA") and applicable state freedom of information and/or open records laws. TSDP hereby designates SME and its duly authorized employees and agents as (i) "school officials" with legitimate educational interests in the District, and (ii) as a contractor providing institutional services and functions solely for the purpose of entitling such individuals access to education records under FERPA, 20 U.S.C. § 1232g, and 34 C.F.R. § 99.31.

SME shall also assist TSDP in making any additional disclosures to other schools within SME's management in accordance with 34 C.F.R. §§ 99.31 through 99.39.

2. Notwithstanding the foregoing, SME may only use the TSDP information contemplated in this Section 11(B) for purposes within the scope of the Agreement and no other purposes. Upon termination of this Agreement, SME shall have the right to make copies of all financial records, to the extent permitted by law, and shall also have the right to engage an independent audit firm to complete an audit, in accordance with Generally Accepted Accounting Principles, and TSDP shall comply with all reasonable requests. The cost of such an audit shall be borne by SME. SME shall maintain all records related to the management services separately from any other records of SME.

3. The Parties shall comply with TEC §12.107(b) and TEC §12.107(a)(4), as may be amended from time to time.

C. Record Keeping. SME shall maintain all records related to this Agreement: (1) separately from any other records of SME, and (2) in accordance with 19 TAC § 100.1203 and 19 TAC §100.1161(a). All financial record-keeping, chart-of-accounts classifications, and reporting shall comply with the FASRG.

The Parties understand records related to TSDP, regardless of source of origin or where located/stored, are public records and government documents for all purposes under state law, and that TSDP is a local government entity for purposes of records and subject to the Texas Public Information Act ("TPIA"), FERPA, and other applicable law. The Parties agree to maintain, retain, disclose, withhold and dispose of TSDP's records in accordance with these and other applicable laws and regulations, and to further act as follows:

1. To the extent SME creates public records on behalf of TSDP or TSDP provides public records to SME pursuant to this Agreement ("TSDP Records"), TSDP hereby retains full responsibility for the disposition and safekeeping of such records and SME shall act to safe-keep all TSDP Records pursuant to applicable law and regulation, and subject to TSDP's superior right of ownership, immediate access to, control over, and possession of all such records,

2. In accordance with applicable law and regulation, SME will maintain accurate records related to SME's services to TSDP (including but not limited to student, attendance, academic, and financial records). Original TSDP Records shall generally be maintained by TSDP at the District's physical locations or in another appropriate and secure physical location authorized by the Board and within Texas.

3. SME shall maintain all records relating to its management services under this Agreement separate and apart from any other SME records.

4. SME will separately track costs and maintain cost control records pertaining to TSDP operations in accordance with FASRG 1.4.1.2. All electronic records maintained under this Agreement shall comply with the Texas State Library and Archives Commission (TSLAC) Electronic Records Standards and Procedures, as dictated by 13 TAC § 6.91 and any future applicable law or rule.

5. TSDP shall provide SME with a Board approved document retention and safekeeping plan that complies with Texas law and ensures TSDP maintains the right of immediate access to, control over, possession of TSDP Records (if such are in SME's custody or control).

6. The Parties shall provide the TSDP Board, the Superintendent (or his or her designee), and TEA with access to the TSDP Records in accordance with Texas law.

12. REPRESENTATION, WARRANTIES AND COVENANTS OF SME.

SME represents, warrants and covenants that:

A. It is a duly organized Limited Liability Company organized under the laws of Delaware in good standing and is legally authorized to conduct business in Texas.

B. As of the effective date and to the best of its knowledge, SME has the right and authority under Texas law to fulfill the obligations and execute the terms of this Agreement and shall do so in a manner consistent with all federal, state, county and local laws, rules and regulations pertaining to SME's performance under this Agreement.

C. SME warrants that the services it provides shall be performed by adequately trained persons in a professional and workmanlike manner.

D. As of the effective date and to the best of its knowledge, SME is not subject to pending or threatened actions, suits, or proceedings that would prohibit SME from executing, delivering, and performing with respect to this Agreement except as has been disclosed to TSDP.

E. To SME's knowledge, it is not subject to any debarment or other order by any state or federal agency, preventing it from performing its work pursuant to this Agreement. If SME ever comes under review or investigation by any state or federal agency, it shall promptly advise TSDP of such matter and keep TSDP informed of any results of such review. To SME's knowledge, there are no pending or threatened actions, suits, or proceedings of any type whatsoever that would materially affect SME's ability to execute, deliver, and perform with respect to this Agreement.

F. SME agrees that it is not entitled to and will not take any tax position that is inconsistent with being a service provider to TSDP with respect to the facilities.

13. REPRESENTATION, WARRANTIES AND COVENANTS OF TSDP.

TSDP represents, warrants, and covenants that:

A. It is a duly organized Texas nonprofit corporation in good standing and is legally authorized to operate a charter school in its district in Texas.

B. It has received, and fully maintains, tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

C. It will maintain, extend, and renew its corporate existence under the laws of Texas

and will not do or permit anything to be done that would imperil its tax-exempt status under Section 501(c)(3) or its ability to operate a charter school in Texas.

D. It currently holds the Charter School Contract in good standing as authorized by TEA and will do everything necessary to extend, renew, and maintain the Charter School Contract in good standing with TEA throughout the Term, and will neither do nor fail to do anything that would imperil the Charter School Contract.

E. It is authorized under Texas law to contract with SME, subject to TEA review and approval, and fulfill the obligations and execute the terms of this Agreement. The parties may begin performing under this Agreement as of the Effective Date.

F. There are no pending or threatened actions, suits or proceedings of any type whatsoever affecting TSDP or its ability to execute, deliver and perform with respect to this Agreement.

G. TSDP shall provide written notice to SME immediately of the enactment of any changes to the Charter School Contract or corporate structure, and shall immediately forward to SME any communication TSDP receives from TEA.

H. TSDP and its Board has authorized the Superintendent or other District employee to take all actions necessary to fulfill the obligations of TSDP as contained in this Agreement and to comport itself in accordance with any policies, procedures, rules, or regulations as recommended by SME and adopted by the Board throughout the Term or any Renewal Term of this Agreement.

I. TSDP understands that it shall be solely responsible for the operating costs of the school, which include (this list is provided as an illustration of the types of operating costs for which TSDP will be responsible and is not intended to be a comprehensive list):

1. Payroll, payroll taxes, and benefits including processing/software fees for School-based faculty and staff;

2. Recruiting costs including placement and background checks;

3. Software licensing including:

   (a) Curriculum and Learning Management Systems (e.g., Edmentum, MySuccess, StudentNav, etc.);

   (b) Student accounting and reporting (e.g., STARs, etc.);

   (c) Enterprise (Microsoft suite, etc.);

   (d) Training and development;

   (e) Networking and security; and

(f) Finance and accounting.

4. Classroom equipment and furniture;

5. Educational materials, textbooks, etc.;

6. Supplies and materials;

7. Student incentives;

8. Student events, including graduation;

9. Student transportation;

10. Faculty and staff equipment and furniture;

11. Faculty and staff travel;

12. Training materials, subscriptions, conference costs and other out-of-pocket development costs;

13. Food service costs, if not funded by third parties (federal, state, local or private);

14. Rent, utilities and repairs/maintenance;

15. Security costs;

16. Insurance premiums for property, casualty, liability, including D&O;

17. Independent auditor fees;

18. Marketing costs (advertising, materials, website, etc.);

19. Connectivity costs – internet, phone, wifi, etc..;

20. Hardware for faculty, staff and students;

21. Bank fees;

22. Travel costs for SME staff; and

23. Facility financing costs, if any.

14. INTELLECTUAL PROPERTY.

A. The SME IP License. TSDP, along with its employees and personnel, are prohibited from selling, renting, licensing, using, claiming title to or ownership of, or otherwise disseminating or creating derivative works from SME's Intellectual Property, defined in the next

paragraph. Furthermore, TSDP, along with its employees and personnel, shall not use SME's Intellectual Property for any purpose other than District operations as contemplated herein without the express written consent of SME. If SME determines TSDP has violated any term of this Agreement or the terms of the License Agreement SME may immediately revoke the TSDP's right to use any intellectual property of SME in whole or in part.

B. SME's Intellectual Property. For purposes of this Agreement, "SME's Intellectual Property" shall mean such trademarks, tradenames, copyrights, policies, procedures, curricula, instructional materials, marketing materials, the SME model of service, as set out in Section 4 of this Agreement, and any other intellectual property that SME has provided TSDP with written permission to use, as determined by SME in its sole and absolute discretion, regardless of whether the same have been registered, copyrighted, trademarked, or patented with the United States Copyright Office, the United States Patent and Trademark Office, or any state. SME's Intellectual Property shall include, but is not limited to, any marks, logos, designs or derivatives associated with or incorporating the name "SME," "Accelerated Learning Solutions," "Second Mile" or any part of such name. SME's Intellectual Property excludes any form, document, or other material prepared by SME on TSDP's behalf and required by law to belong to TSDP. By way of example only, excluded items would be District budgets, payroll and employee information and documentation, audit materials, and tax information. Should SME change its name through a state filing of an assumed name, the SME Intellectual Property shall include the new name chosen by SME.

C. Reservation of Rights. SME hereby reserves all rights not expressly granted to TSDP under this intellectual property agreement. Without limiting the foregoing, all rights granted to TSDP under the this agreement are subject to SME's reserved right to use, market, and license SME's Intellectual Property, or any products or services similar to or competitive with SME's Intellectual Property, anywhere in the world.

D. Quality Control. TSDP is familiar with the high standards, quality, reputation, and image of SME, and TSDP shall at all times conduct its business and use SME's Intellectual Property in a manner consistent with SME's high standards, quality, reputation, and image. TSDP's use of SME's Intellectual Property shall strictly comply with the policies, procedures, rules, and regulations as adopted by SME from time to time throughout the Term of this Agreement (all such policies, procedures, rules and regulations are incorporated by reference herein). Further, if SME deems that the use of any of SME's Intellectual Property by TSDP conflicts with the intent of such policies, SME may elect to provide written notice to TSDP, and TSDP shall comply with the requirements of such notice within 30 days. A failure to comply with such notice shall be considered a TSDP Default of this Agreement.

E. Ownership of SME's Intellectual Property. SME is and will remain the exclusive owner of all right, title, and interest in SME's Intellectual Property throughout the world, including all goodwill and derivative works related thereto. All use of SME's Intellectual Property under this Agreement, and any goodwill accruing from such use, will inure solely to the benefit of SME. If TSDP acquires any rights in SME's Intellectual Property or any derivative works related thereto, by operation of law or otherwise, TSDP irrevocably assigns such rights to SME without further action by the parties. TSDP shall not dispute or challenge, or assist anyone else in disputing or challenging, SME's rights in and to SME's Intellectual Property or the validity of such rights.

F. **No Exemptions**. TSDP also acknowledges that its use of SME's Intellectual Property furnished pursuant to this Agreement shall not give rise to any fair-use exemption to continue using SME's Intellectual Property without its license and permission.

G. **Effect of Termination**.

1. Upon the termination of this Agreement, TSDP shall surrender and return all of SME's Intellectual Property, both originals and copies of the same, including electronic versions, to SME in the form required by SME. TSDP agrees to take all actions necessary to remove any building signage which uses SME's Intellectual Property no later than 30 days after termination of this Agreement. TSDP must not retain any of SME's Intellectual Property following the termination date of this Agreement. TSDP's obligation to surrender, return, and remove of SME's Intellectual Property, and each of the other obligations in this Section shall survive the termination of this Agreement. SME and TSDP shall schedule a walk-through of the District property, including servers, computers, and other electronic storage devices, within 45 days after termination of this Agreement (but after the return of all of SME's Intellectual Property) to ensure that the removals and modifications have been completed as required by this Agreement.

2. Notwithstanding the termination of this Agreement, if SME determines that the removals and modifications have not been completed within the required time period, TSDP shall be subject to a monthly charge equal to 25% of the monthly Management Fee that would otherwise be due and payable if the Agreement were in full force and effect. This charge may only be applied after SME has made written demand upon TSDP specifying the removals and modifications it claims have not been completed and TSDP has failed to cure the demand within thirty (30) days of SME's demand. Such charge shall continue to accrue each month until SME's Intellectual Property has been returned and removed from the District and may be collected by SME as liquidated damages in the event of the filing of any lawsuit or alternative dispute resolution procedures related to this provision of the Agreement.

15. **INSURANCE**. At all times during the Term of this Agreement, each party at their own expense shall procure and maintain adequate insurance coverages for errors and omissions, directors and officers, liability and property loss with limits commensurate for charter schools and management companies operating in Texas, as well as worker's compensation insurance in compliance with and to the extent required by federal, state and local law. Each party shall name the other party as a named additional insured on any such policy of insurance and provide evidence of same to the other party within 30 days from TEA approval of this Agreement. The parties shall work together in good faith to ensure there is mutually protective adequate insurance coverage, and that additional named insured status is bound for each Party, as well issues of subrogation are appropriately addressed. With TSDP's authorization, SME will oversee placement and annual renewal of property and casual insurance for TSDP and will manage placement and annual renewal of board liability insurance.

16. **FORCE MAJEURE**. Neither party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party), when and to the extent such failure or delay is caused by or results from the following force majeure events ("Force Majeure Events"): (a) acts of God; (b) flood, fire,

earthquake, or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (d) government order or law; (e) action by any governmental authority; (f) national or regional emergency; (g) strikes, labor stoppages or slowdowns, or other labor disturbances; and (h) other similar events beyond the reasonable control of the party impacted by the Force Majeure Event (the "Impacted Party"). The Impacted Party shall give timely notice to the other party stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized which may include locating and arranging substitute services if necessary. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable. In the event the Impacted Party's failure or delay remains uncured for a period of 30 business days following written notice given by it under this Section, the other party may terminate this Agreement upon 90 days' written notice.

17. MUTUAL NON-DISPARAGEMENT. Neither Party, nor any of its employees, shall make or cause to be made any statements, including but not limited to, communications made electronically, orally or written, to third parties that disparage, are inimical to, damage the reputation of, or which in any manner may interfere with the personal or business affairs or relations of the other party. The Parties understand and agree that this non-disparagement provision extends to any newspapers, television programs, blogs, tweets, postings or other communications on internet message boards or social media websites.

18. ALTERNATIVE DISPUTE RESOLUTION. In the event that any dispute arises relating to this Agreement between SME and TSDP (a "Dispute"), the Parties agree to first have its executive leadership attempt to resolve the dispute. If executive leadership cannot resolve the dispute in a timely manner, then either Party may submit the dispute to mediation before a mutually agreed to Texas licensed attorney-mediator. Each Party shall bear its own costs and attorneys' fees incurred in mediation. Following the exhaustion of the mediation required above, any unresolved Dispute may be pursued by either Party by initiating a lawsuit.

19. COMPLIANCE WITH APPLICABLE LAW. In performing its obligations under this Agreement SME will act in a manner consistent with or refrain from acting in a manner inconsistent with the requirements imposed on TSDP and TSDP's educational service provider, by TSDP's contract for charter and all applicable law, and TSDP's policies, including the following and as further described herein:

a. Daily management and use of all real and personal property acquired using TSDP funds, including TEC §§12.128, 12.102, 45.105(c) and related rules including 19 T.A.C §100.1091(a), (c), and (f) and 19 T.A.C. §100.1001(11);

b. Cooperation with all audits of SME and of TSDP, including TEC §12.1163 and 19 T.A.C. §100.1075;

c. Retention of records, under Texas Local Government Code Title 6, Subtitle C, Texas Government Code, Chapter 441, Subchapter J, Texas Local Government Code, Chapter 205, and 19 T.A.C. §100.1203;

d. Disclosure of campaign contributions and gifts made with state funds, if any, and prohibitions on lobbying with state funds, pursuant to Texas State Board of Education Operating Rule §4.3, 19 T.A.C. § 100.1071 and Election Code §251.001 (2) and (3), as interpreted by the advisory opinions of the Texas Ethics Commission;

e. Joint use of real property, as provided in TEC §12.128 and related rules including 19 T.A.C. §1091(a) and (f) and 19 T.A.C. §100.1001(11);

f. Daily management of public records, including TEC §12.1052, Subtitle C, Title 6, Local Government Code, Subchapter J, Chapter 441, Government Code, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Family Educational Records and Privacy Act;

g. Non-charter activities, including without limitations TEC § 12.102 and 19 TAC §100.1067(e);

h. Requirements relating to charter activities and record keeping, as described in TEC §§12.102, 12.1052 and 19 T.A.C. §100.1067(e);

i. Conflicts of interest, pursuant to TEC §12.1054, Local Government Code, Chapter 171 as applied by 19 T.A.C. §§100.1143, 100.1145, 100.1147, 100.1149, 100.1151, and 19 T.A.C. §100.1001(11);

j. Requirements relating to interested transactions, including without limitations under TEC §12.1054, 19 T.A.C. §100.1067(f), and Local Government Code, Chapter 171 as applied by 19 T.A.C. §§100.1143, 100.1145, 100.1147, 100.1149, 100.1151and related rules;

k. Student attendance accounting, including as set out in the Student attendance Accounting Handbook, adopted by reference at 19 T.A.C. §129.1025, TEC §§25.002, 25.085-25.0952, 19 T.A.C. Chapter 129, and related laws and six-week reports of actual student attendance, including 19 T.A.C. 100.1067(d);

l. Compliance with student admission and enrollment requirements, described in TEC, §§ 12.117, 25.001 and 25.002, 19 T.A.C. Chapter 129, 19 T.A.C. §100.1207 and U.S. Department of Education non-regulatory guidance;

m. Operations outside the terms of TSDP's contract for charter, including without limitations TEC §12.106 and §12.111, 19 T.A.C. §§100.1061(d) and 100.1091(c) and pursuant to 19 T.A.C. §100.1035;

n. Accounting for the expenditure of federal and other restricted funds, including without limitations, pursuant to TEC §12.106, 19 T.A.C. §100.1061, applicable federal and state regulations and circulars, and the terms governing any grants or awards received by TSDP;

o. Compliance with prohibition on loans from SME, including pursuant to TEC §12.124 and related rules including 19 T.C.A. §§100.1159 and 100.1001(11);

p. Financial accounting requirements, including without limitations 19 T.A.C. §100.1067(b), generally accepted accounting principles, generally accepted accounting standards of fiscal management, the FASRG as adopted by reference in 19 T.A.C. §109.41 and the federal standards for financial management systems adopted at 34 C.F.R. §80.20 and all other applicable state and federal standards;

q. Requirements for Lease agreements including without limitations under TEC §12.128, 19 T.A.C. §100.1091(a) and 19 T.A.C.§ 100.1001(11);

r. Relating to improvements to real property, including without limitations pursuant to TEC §12.1053, Texas Local Government Code, Chapter 271, Subchapter B, 19 T.A.C. §100.1101, and 19 T.A.C. §100.1001(11); and

s. Record compliance requirements under 19 T.A.C §100.1035 and related rules.

t. Use of TSDP Property. Daily management and use of all real and personal property acquired using TSDP funds shall be used in accordance with Texas law. There shall be no use of TSDP property by SME that is not related to or benefiting TSDP and its students.

u. Lobbying and Political Advertising. SME shall assist TSDP in its efforts to ensure no state funds are expended by TSDP for any lobbying (as defined by state and federal law) or political advertising within the meaning of Election Code §251.001(16), as interpreted by the advisory opinions of the Texas Ethics Commission.

v. Prohibition on Loans or Credit. The Parties acknowledge that TSDP is prohibited from accepting credit from SME in any form. SME will neither extend nor offer its credit nor make any type of loan to TSDP of any type. TSDP shall not accept any such extension or offer of credit.

w. Conflict of Interest. Except where permitted by law, no officer, shareholder, employee, or director of SME may serve on the TSDP Board or be an employee of TSDP or the District if that person has a substantial interest in SME, as defined in 19 Tex. Admin. Code §100.1155, unless permitted by 19 Tex. Admin. Code §100.1155. Also, except where permitted by law, no person or any party with a substantial interest in SME (as defined in 19 Tex. Admin. Code §100.1155) providing services to TSDP may serve on the TSDP Board or be an officer of TSDP or have a substantial interest (as defined in Chapter 171 of the Local Government Code) in TSDP, nor shall any officer or employee of TSDP have a substantial interest in SME, as defined by law,

unless permitted by in 19 Tex. Admin. Code §100.1155. The Parties shall comply with all requirements of Chapter 176 of the Local Government Code and 19 Tex. Admin. Code §100.1155.

x. Related Party Transactions. In accordance with TEC §12.1166, TSDP must notify the Commissioner of Education of its intent to enter into a property transaction with a "real party," as defined by 19 T.A.C. §100.1001(25) and in accordance with disclosure requirements and procedures within 19 T.A.C. §100.1069. Further, regarding eligibility for TSDP to receive facilities funding authorized under TEC §12.106(d), the TSDP governing body must annually certify to TEA in writing that no administrator, officer, TSDP employee, member of the governing body, or a person related within the third degree of consanguinity or second degree of affinity to any the previous described parties derives any financial benefit from any real estate transaction with TSDP.

20. **AMENDMENTS**. This Agreement may not be altered, amended, or modified in any way except by a written document that makes explicit reference to this Agreement and is signed dated by all parties to this Agreement, approved by TEA and subject to paragraph 25 below.

21. **NO THIRD-PARTY BENEFICIARY RIGHTS**. This Agreement is not intended to create any rights of a third-party beneficiary, except that SME acknowledges that it and its assigned personnel may deemed to be "Officers" of a charter school, as that term is defined by 19 Tex. Admin. Code § 100.1001(16), and that 19 Tex. Admin. Code § 100.1063(b) indicates that charter school Officers have fiduciary duties with respect to public property they manage.

22. **ENTIRE AGREEMENT**. This Agreement constitutes the full, entire, and complete agreement between the Parties. All prior representations, understandings, and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual, written consent of the parties and approval by TEA. Any substantial amendment to this Agreement shall require approval by the TSDP Board, by SME, and by TEA.

23. **WAIVER**. No Waiver or provision of this Agreement shall constitute a waiver of any other provision of the Agreement, nor shall a waiver constitute an ongoing waiver, unless otherwise expressly stated.

24. **SEVERABILITY**. If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision of this Agreement and all such provisions shall remain in full force and effect.

25. **ARBITRATION, GOVERNING LAW, AND VENUE**. The laws of Texas shall govern this Agreement and any legal determination of rights, duties and remedies of the parties arising from a dispute related to the Agreement. The parties agree that any dispute arising out of this Agreement shall be settled through arbitration. The venue for any such arbitration shall be in Harris County, Texas.

26. **ASSIGNMENT**. Neither party may assign this Agreement to another party without the prior written consent from the other party and from TEA to the extent required by law.

27. **SUCCESSORS**. This Agreement shall inure to the benefit of the respective successors and assigns of SME and TSDP, subject to approval of TEA.

28. **INDEMNIFICATION**. The indemnification obligations contained in this Section shall survive the termination of this Agreement. Pursuant to Texas law, SME shall be solely liable for damages incurred by the State of Texas as a result of the failure of SME to comply with its contractual or other legal obligations related to the provision of management services to TSDP.

A. SME shall indemnify, defend, save and hold harmless TSDP and its directors, officers, employees, agents and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of arbitration, litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to SME's: (i) own negligent or willful acts or omissions; or (ii) breach of this Agreement.

B. TSDP shall indemnify, defend, save and hold harmless SME and its directors, officers, employees, agents, and other representatives from and against any and all manner of loss, cost, expense (including attorneys' fees and other costs and expenses of arbitration, litigation, defense and appeal), damage, injury, liability, claims, actions and causes of action whatsoever arising from or in any way related to TSDP's: (i) own negligent or willful acts or omissions; (ii) breach of this Agreement; or (iii) operation of the District.

29. **NOTICE**. Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, electronic mail ("Email") or by facsimile transmission, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

If to TSDP: TEXAS SCHOOL FOR DROPOUT PREVENTION, INC.
Attn: _____
[Title]_____
[Address]_____
Telephone: _____
Email: _____

With a copy to : [legal counsel email]_____

If to SME: ALS Education, LLC
Attn: Angela Whitford-Narine
CEO
5850 T.G. Lee Blvd., Suite 345
Orlando, FL 32822
Telephone: (321) 221-7001

E-mail: angela.narine@2ndmile.com

With a copy to: jhoffer@slh-law.com

30. **HEADINGS**. The headings in this Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

31. **ADEQUATE CONSIDERATION**. Each Party hereto acknowledges that consideration for this Agreement consists only of the terms set forth in this Agreement, and agree that such consideration is sufficient, fair, reasonable, and not excessive.

32. **NO COERCION**. Each Party to this Agreement acknowledges that it has had the benefit of advice of competent legal counsel or the opportunity to retain such counsel with respect to its decision to enter into this Agreement. The signatures affixed to this Agreement represent that the parties are entering into this Agreement freely and without coercion by any other party or non-party hereto.

33. **COUNTERPARTS**. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

34. **STATE AUTHORIZATION**. This Agreement is expressly conditioned on review and approval by TEA as required by Texas law.

IN WITNESS WHEREOF, the parties have executed this Charter School Management Agreement as of the date first set forth above.

TEXAS SCHOOL FOR DROPOUT PREVENTION, INC. a Texas nonprofit corporation

By:_____

Name: _____

Title: _____

ALS EDUCATION, LLC, d/b/a SECOND MILE EDUCATION a Delaware limited liability company

By:_____

Name: _____

Title: _____

EXHIBIT A

Flat Fee Services

Board Support Services

For the flat fee set forth below, SME will assist TSDP with the following Board Support Services:

1. Assist with logistical management for board meetings, including agenda preparation and maintaining the board calendar, to support effective governance and compliance oversight;
2. Provide information services to support board members in making informed decisions aligned with charter and regulatory requirements;
3. Facilitate recruitment and vetting processes for prospective board members, as directed by the board;
4. Support the board in the charter agreement renewal process, aiding in adherence to charter and regulatory compliance requirements; and
5. Coordinate with board members to ensure completion of required training, reinforcing compliance with charter and regulatory obligations.

The annual fee for Board Support Services shall be $25,000 for the first contract year and shall be subject to mutually agreed annual increases thereafter.r.

Facility Services

For the flat fee set forth below, SME will assist TSDP with the following facility services:

1. Assist Site selection and evaluation; Ensure all site selection, development, and occupancy activities are conducted consistent with implementation of House Bill 1707 (88R, 2023) and made applicable through amendments to TEC §12.1058 and Texas Local Government Code § 212.902, and provides that charter schools are entitled to the same zoning, permitting, and land-development treatment as school districts.
2. Lease negotiation, including both new leases and renewals;
3. Serving as a primary liaison with landlords to facilitate communications and resolve issues;
4. Management of scheduled maintenance to ensure facility standards are upheld;
5. Oversight of repair needs, coordinating timely and effective solutions;
6. Emergency management, addressing urgent facility issues as they arise; and
7. Negotiation and management of vendor contracts, including cleaning and other essential services.

The annual fee for Facility Maintenance Services is $15,000 per site for the first contract year and shall be subject to mutually agreed annual increases thereafter.

EXHIBIT B

SME Personnel Fee Rates (Out of Scope)

Role	Rate
Executive level support	$150 per hour (1/4 hour increments)
Director level support	$100 per hour (1/4 hour increments)
Manager / supervisor / coordinator level support	$60 per hour (1/4 hour increments)
Staff level support	$40 per hour (1/4 hour increments)

CMO Organizational Charts

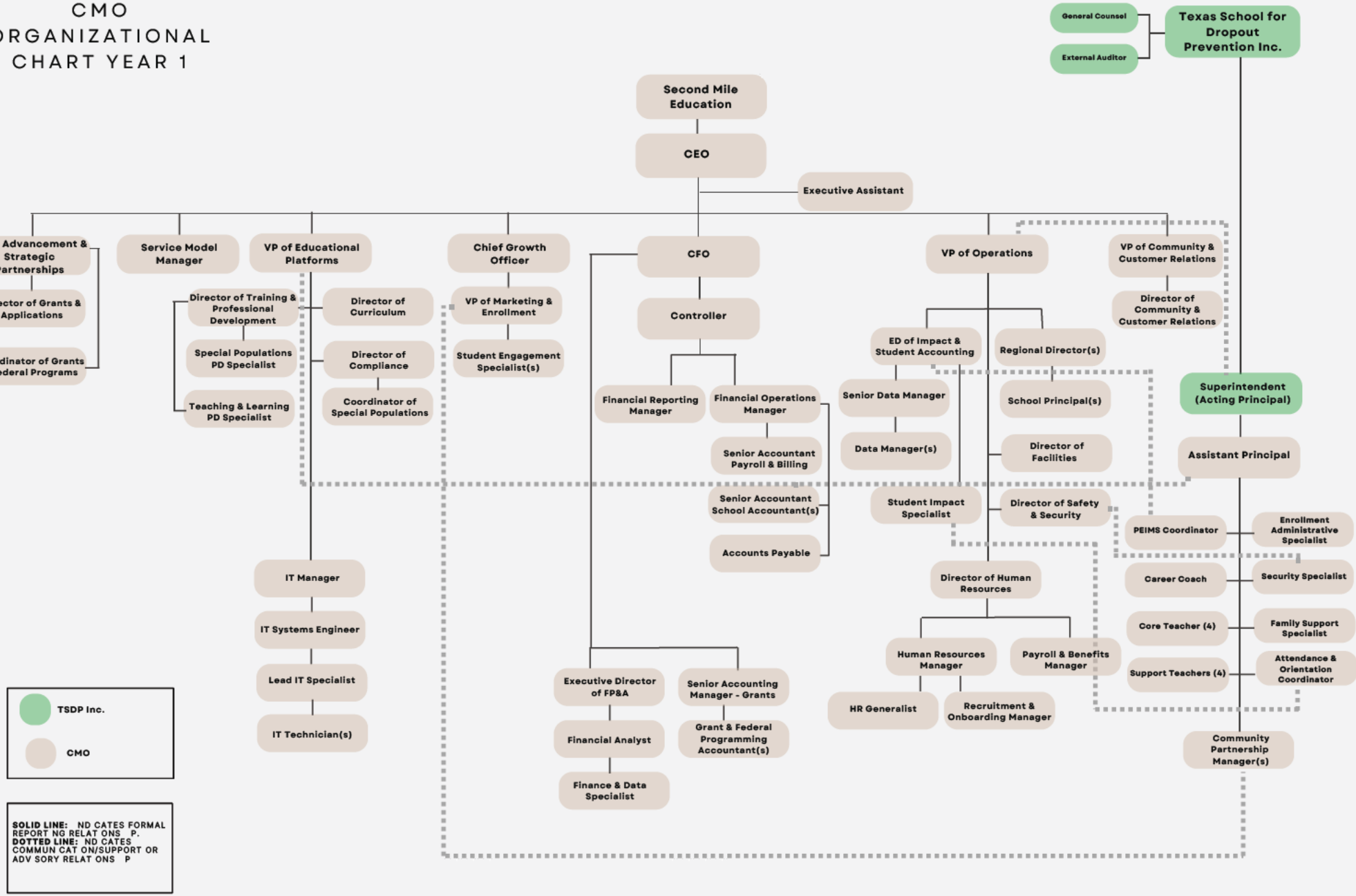
Only complete this attachment if the applicant proposes to use a charter management organization (CMO).

Provide organizational charts for the charter management organization, clearly indicating the interfacing with the proposed charter school's organizational charts:

- Year 1 organization as a whole
- Year 3 organization as a whole
- Year 5 organization as a whole

The organizational charts should clearly delineate the roles and responsibilities including lines of authority and reporting among the governing board(s), staff, and any related bodies (such as advisory bodies or parent–teacher councils).

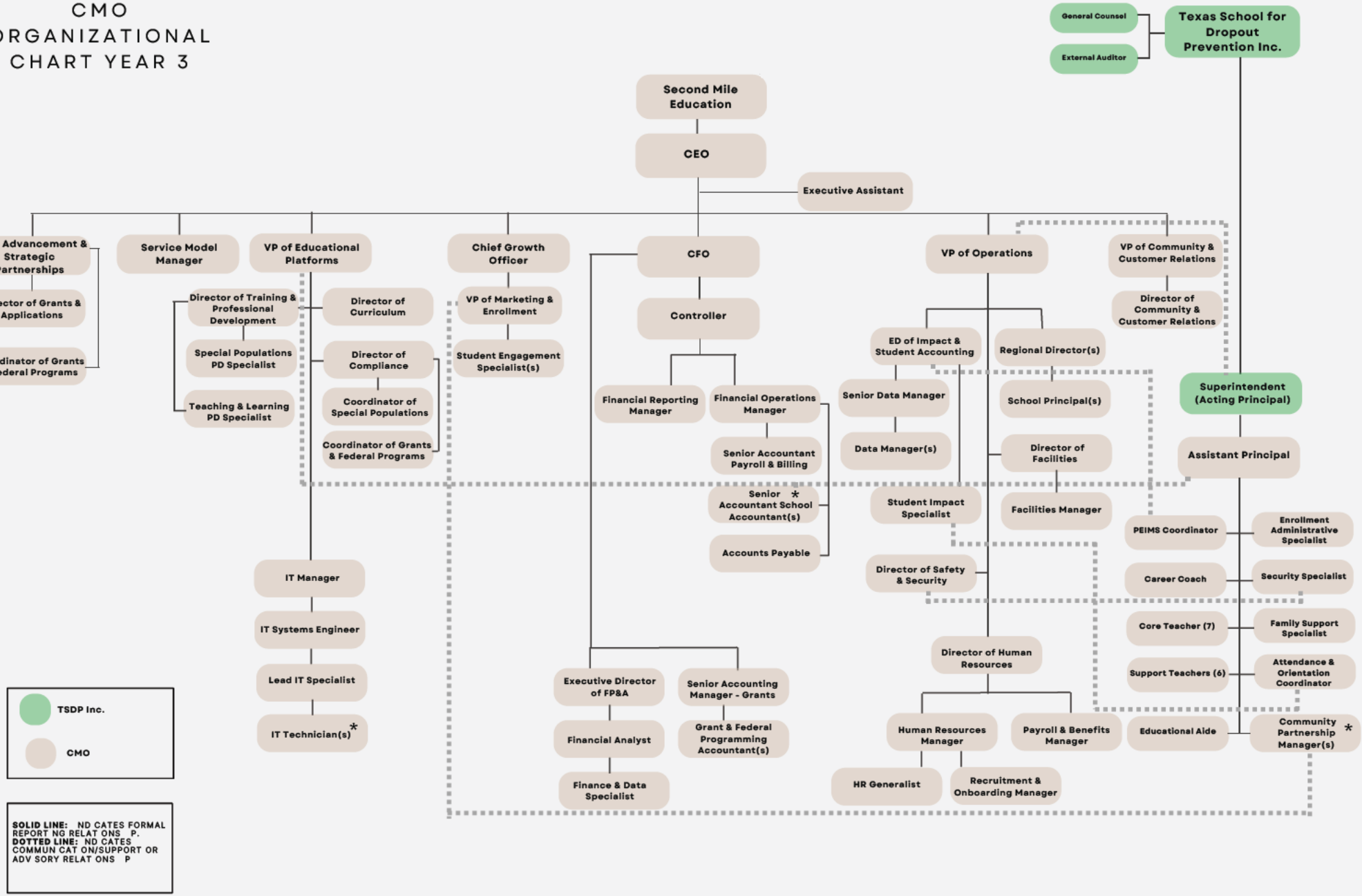
CMO ORGANIZATIONAL CHART YEAR 1



Notes:

- The Superintendent has a dotted-line relationship with the VP of Operations and open access to all CMO VPs and Directors, authorized to leverage their support for any aspect of school operations per the Service Model and Management Agreement.
- Core Teacher is also referred to as Advisory Teacher within application
- This chart highlights primary advisory and support relationships, however, all school staff, with school leadership approval, may access CMO support as appropriate to their role and the defined service model.

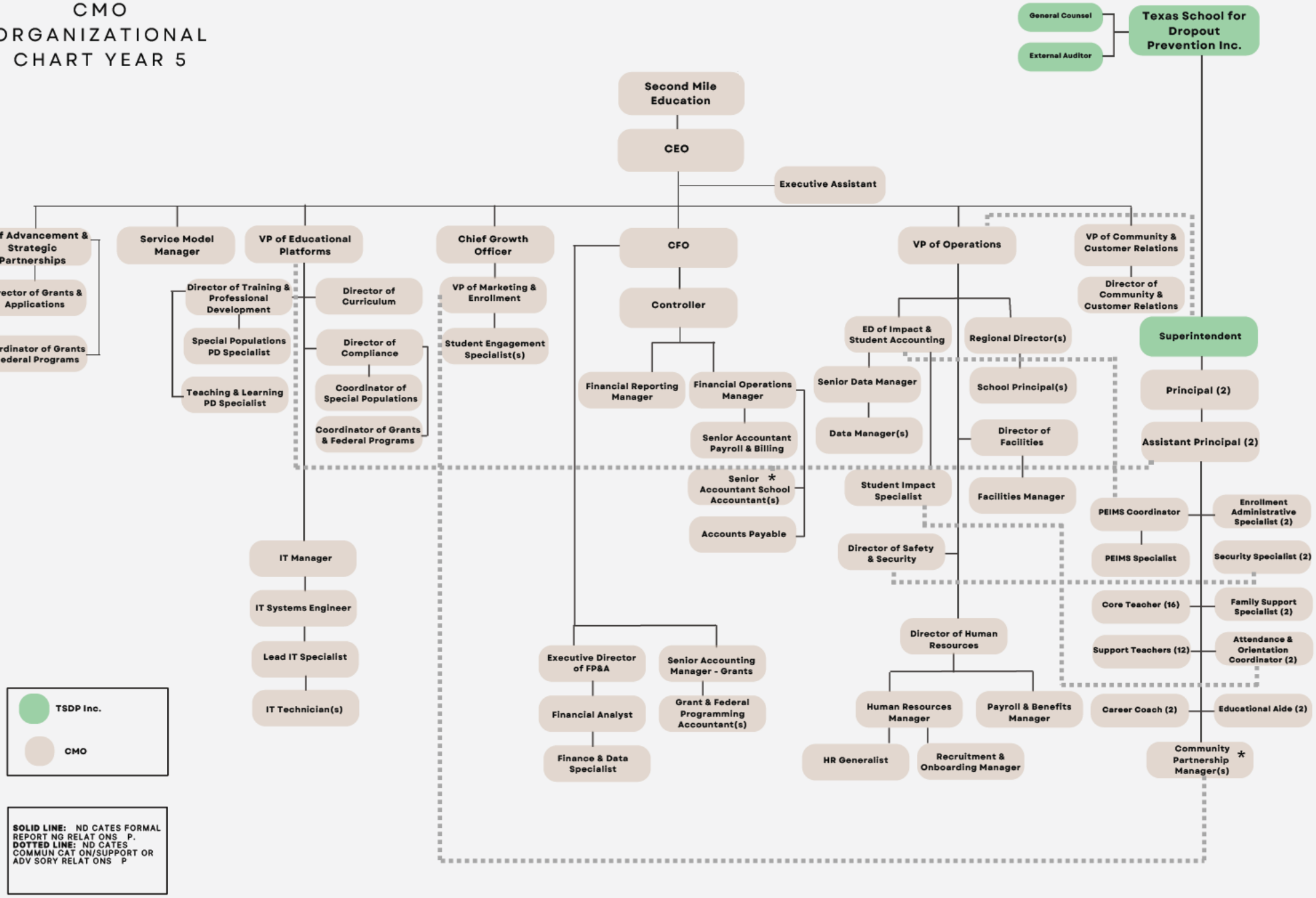
CMO ORGANIZATIONAL CHART YEAR 3



Notes:

- The Superintendent has a dotted-line relationship with the VP of Operations and open access to all CMO VPs and Directors, authorized to leverage their support for any aspect of school operations per the Service Model and Management Agreement
- Core Teacher is also referred to as Advisory Teacher within application
- This chart highlights primary advisory and support relationships, however, all school staff, with school leadership approval, may access CMO support as appropriate to their role and the defined service model
- * Added FTE to these roles to support new school growth

CMO ORGANIZATIONAL CHART YEAR 5



Notes:

- The Superintendent has a dotted-line relationship with the VP of Operations and open access to all CMO VPs and Directors, authorized to leverage their support for any aspect of school operations per the Service Model and Management Agreement
- Core Teacher is also referred to as Advisory Teacher within application
- This chart highlights primary advisory and support relationships, however, all school staff, with school leadership approval, may access CMO support as appropriate to their role and the defined service model
- * Added FTE to these roles to support new school growth

CMO Commercial Lease Agreement

Only complete this attachment if the applicant proposes to use a charter management organization (CMO).

If the applicant intends to enter into a commercial lease agreement with a CMO or its affiliates or supporting organizations.

- Provide a copy of the proposed lease agreement and evidence that such agreements are separately documented and not part of or incorporated in the school management contract.

  Note: Any facility agreements must be consistent with Texas state statutes and the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.

If the applicant does not intend to enter into a commercial lease agreement with a CMO or its affiliates or supporting organizations.

- Provide a single-page document that states, "The applicant does not intend to enter into a commercial lease agreement with a CMO or its affiliates or supporting organizations."

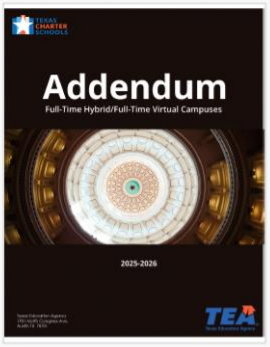
The applicant does not intend to enter into a commercial lease agreement with a CMO or its affiliates or supporting organizations.

Full Time Hybrid and Memorandum of Understanding

Only complete this attachment if the applicant has a memorandum of understanding (MOU) from its proposed third-party service provider.

Provide the proposed MOU between the sponsoring entity and the third-party service provider. Include the terms and conditions. Applicants must submit an agreement that is specific to the State of Texas in both reference and content.

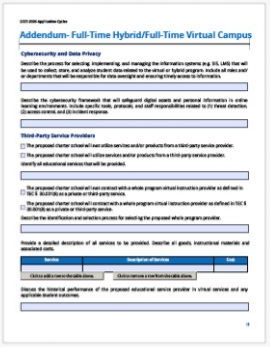
THSAL will not operate a full-time hybrid or full-time virtual.



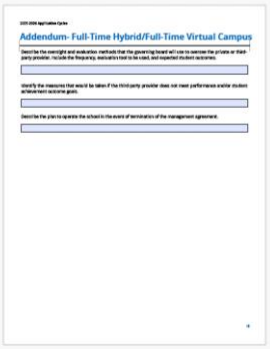
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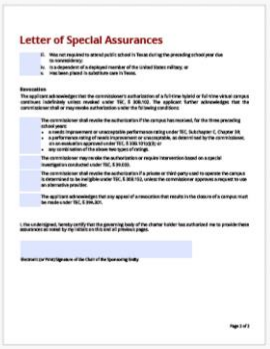
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The MOU requirement is not applicable to THSAL.

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 **$7,533** per student in grades K–12 and **$3,766** 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 it's 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

TRANSPORATION Section

- Enter the anticipated transporation 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.

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Texas High School for Accelerated Learning

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

ENTER PROPOSED SCHOOL NAME

Lead Applicant Name:	Dr. Greg Meyers	
Contact Email:	g.meyers2263@gmail.com	
Contact Phone:	713.398.8778	
Start-Up (Year 0) Fiscal Year End:	2027	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2028	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	86,400	*Enter the number of minutes (e.g., 75,600)*

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Texas High School for Accelerated Learning

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1 2028	Year 2 2029	Year 3 2030	Year 4 2031	Year 5 2032
Pre-Kindergarten (Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade	20	31	38	64	91
8th Grade	24	37	45	76	109
9th Grade	36	55	68	115	163
10th Grade	40	62	76	128	182
11th Grade	40	62	76	128	182
12th Grade	40	62	76	128	182
Total Number of All Students Enrolled (Average Membership)	**200.0**	**309.0**	**379.0**	**639.0**	**909.0**
Average Daily Attendance (ADA) %	**85%**	**85%**	**85%**	**85%**	**85%**
Average Daily Attendance (ADA)	**170.000**	**262.650**	**322.150**	**543.150**	**772.650**
Percent change YOY		**54.50%**	**22.65%**	**68.60%**	**42.25%**

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data: (TEC 48.102)	2028	EYS2028	2029	EYS 2029	2030	EYS 2030	2031	EYS 2031	2032	EYS 2032
Number Enrolled in Homebound										
Number Enrolled in Hospital Class										
Number Enrolled in Speech Therapy	19.0		30.0		36.0		62.0		88.0	
Number Enrolled in Resource Room	9.0		13.0		16.0		27.0		39.0	
Number Enrolled in Self-Contained Mild/Mod/Sev										
Number Enrolled in Full-Time Early Childhood										
Number Enrolled in Off-Home Campus										
Number Enrolled in VAC										
Number Enrolled from State Schools										
Number Enrolled in Residential Care & Treatment										
Number Enrolled in Mainstream										
Special Education Student Count (SPED)	**28.00**	-	**43.00**	-	**52.00**	-	**89.00**	-	**127.00**	-
Special Education Student Count %	**14.00%**		**13.92%**		**13.72%**		**13.93%**		**13.97%**	
Percent change YOY			**53.57%**	**0.00%**	**20.93%**	**0.00%**	**71.15%**	**0.00%**	**42.70%**	**0.00%**

Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)	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	2031	Advanced C&T, P-TECH, New Tech Network 2031	2032	Advanced C&T, P-TECH, New Tech Network 2032
Not Approved Program of Study CTE - Tier 1 Funding at 1.1										
Number Enrolled in One Contact Hour (V1)	100		155		190		264		455	
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 1 Total Enrolled	**100**		**155**		**190**		**264**		**455**	
Approved Program of Study CTE - Tier 2 Funding at 1.28										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 2 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 3 Funding at 1.47										
Number Enrolled in One Contact Hour (V1)										

	B	C	D	E	F	G	H	I	J	K	L
60	Number Enrolled in Two Contact Hour (V2)										
61	Number Enrolled in Three Contact Hour (V3)										
62	CTE Tier 3 Total Enrolled	-		-		-		-		-	
63											
64	**Career & Technology Students Enrollment All Tiers**	**100**		**155.00**		**190.00**		**264.00**		**455.00**	
65	**% of Career & Technology Students**	**50.00%**		**50.16%**		**50.13%**		**41.31%**		**50.06%**	
66	Percent change YOY			**55.00%**		**22.58%**		**38.95%**		**72.35%**	
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		**2028**	**2029**	**2030**	**2031**	**2032**
74	**Number of Dyslexia & Related Disorder Students**					
75	Number Dyslexia Students Enrollment Special Education					
76	Number Dyslexia Students Enrollment Non-Special Education	9.0	14.0	17.0	29.0	42.0
77	**Total Dyslexia Student Enrollment**	**9.0**	**14.0**	**17.0**	**29.0**	**42.0**
78	% of Dyslexia Students Enrolled	**4.50%**	**4.53%**	**4.49%**	**4.54%**	**4.62%**
79	Percent change YOY		**55.56%**	**21.43%**	**70.59%**	**44.83%**
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 emergent bilingual students enrolled in a bilingual or ESL program**	76.0	118.0	144.0	243.0	345.0
86	**Number of emergent bilingual students enrolled in bilingual dual language one-way or two-way program**					
87	**Number of Students Enrolled in Bilingual Non EB Dual Language Two-way**					
88	**Total Number of Students Enrolled in Bilingual**	**76.0**	**118.0**	**144.0**	**243.0**	**345.0**
89	% of Students Enrolled in Bilingual	**38.00%**	**38.19%**	**37.99%**	**38.03%**	**37.95%**
90	Percent change YOY		**55.26%**	**22.03%**	**68.75%**	**41.98%**
91						
92	Special Education Error Check					
93	Career and Technology Error Check					
94						
95	**Compensatory Education (TEC 48.104)**	**2028**	**2029**	**2030**	**2031**	**2032**
96	**Number of educationally disadvantaged students residing in an economically disadvantaged census block group**	190	294	361	502	864
97	% of Compensatory Education Students Enrolled	**95.00%**	**95.15%**	**95.25%**	**78.56%**	**95.05%**
98	Percent change YOY		**54.74%**	**22.79%**	**39.06%**	**72.11%**
99						
100	**Early Education (TEC 48.108)**	**2028**	**2029**	**2030**	**2031**	**2032**
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)**	**2028**	**2029**	**2030**	**2031**	**2032**
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)**	**2028**	**2029**	**2030**	**2031**	**2032**
112	Regular Program Transportation Allotment	$36,000	$55,620	$68,220	$115,020	$163,620
113	Private Transportation Allotment					
114	Special Education Program Transportation Allotment					
115	Career and Technology Program Transportation Allotment					

	B	C	D	E	F	G
Transportation Total		**$36,000**	**$55,620**	**$68,220**	**$115,020**	**$163,620**
Percent change YOY			**54.50%**	**22.65%**	**68.60%**	**42.25%**

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Texas High School for Accelerated Learning

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes	Total of Salaries Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2027	2028	2029	2030	2031	2032		2027	2028	2029	2030	2031	2032
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs			Yearly Raise %				
										0.0000%	0.0000%	1.2500%	1.2500%	1.2500%	1.2500%
Superintendent	Instructional Management	$ 120,000	1.0	1.0	1.0	1.0	1.2	1.2	1 Super increased in salary to	$ 120,000	$ 120,000	$ 121,500	$ 123,019	$ 149,468	$ 151,336
Principal	Deans, Directors & Coordinators	$ 110,000	0.0	0.0	0.0	0.5	2.0	2.0	Super is principal of school 1,	$ -	$ -	$ -	$ 56,384	$ 228,354	$ 231,208
Assistant Principal	Deans, Directors & Coordinators	$ 90,000	0.3	1.0	1.0	1.0	2.0	2.0		$ 22,500	$ 90,000	$ 91,125	$ 92,264	$ 186,835	$ 189,170
Enrollment Administrative Specialist	Administrative Staff	$ 42,640	0.3	1.0	1.0	1.0	2.0	2.0		$ 10,660	$ 42,640	$ 43,173	$ 43,713	$ 88,518	$ 89,625
										$ -	$ -	$ -	$ -	$ -	$ -
Core Teacher	Teachers - Regular	$ 67,000	0.0	4.0	5.0	7.0	11.0	16.0	25/1 teacher ratio maintained	$ -	$ 268,000	$ 339,188	$ 480,798	$ 764,984	$ 1,126,613
Reading Interventionist	Teachers - Regular	$ 67,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 67,000	$ 67,838	$ 68,685	$ 139,088	$ 140,827
Math Interventionist	Teachers - Regular	$ 67,000	0.0	0.0	1.0	1.0	1.0	2.0		$ -	$ -	$ 67,838	$ 68,685	$ 69,544	$ 140,827
Career Coach	Teaching Assistants	$ 55,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 55,000	$ 55,688	$ 56,384	$ 114,177	$ 115,604
SPED teacher	Teachers - SPED	$ 70,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 70,000	$ 70,875	$ 71,761	$ 145,316	$ 147,132
Bilingual/ESL Teacher	Specialty Teachers	$ 67,000	0.0	1.0	1.5	2.0	3.0	4.0		$ -	$ 67,000	$ 101,756	$ 137,371	$ 208,632	$ 281,653
CTE Teacher	Specialty Teachers	$ 67,000	0.0	1.0	1.0	1.0	2.0	2.0	25 students for 4 1-hour periods	$ -	$ 67,000	$ 67,838	$ 68,685	$ 139,088	$ 140,827
										$ -	$ -	$ -	$ -	$ -	$ -
Educational Aide	Teaching Assistants	$ 42,640	0.0	0.0	1.0	1.0	1.0	2.0		$ -	$ -	$ 43,173	$ 43,713	$ 44,259	$ 89,625
PEIMS Coordinator	Administrative Staff	$ 65,000	0.0	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ -	$ 67,468	$ 68,311
PEIMS Specialist	Administrative Staff	$ 42,640	0.3	1.0	1.0	1.0	1.0	1.0		$ 10,660	$ 42,640	$ 43,173	$ 43,713	$ 44,259	$ 44,812
Family Support Specialist	Therapists & Counselors	$ 65,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 65,000	$ 65,813	$ 66,635	$ 134,936	$ 136,623
Attendance & Orientation Coordinator	Therapists & Counselors	$ 60,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 60,000	$ 60,750	$ 61,509	$ 124,556	$ 126,113
Security Specialist	Security	$ 48,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 48,000	$ 48,600	$ 49,208	$ 99,645	$ 100,891
Community Partnership Manager	Other - Non-Instructional	$ 55,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 55,000	$ 55,000	$ 55,688	$ 56,384	$ 57,088	$ 57,802
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Total		$ 1,200,920	2.8	17.0	20.5	23.5	40.2	48.2		$ 218,820	$ 1,117,280	$ 1,344,013	$ 1,588,910	$ 2,806,216	$ 3,378,999

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Texas High School for Accelerated Learning

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	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
	2027	2028	2027	2028	2029	2030	2031	2032		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		2,064,871			54.50%	22.65%	68.60%	42.25%		
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	222,160	677,514			-100.00%	0.00%	0.00%	0.00%		
Other Federal Revenues		188,925			54.42%	22.51%	68.82%	42.29%		Includes $826/SPED student, $700/Econ Disadvantaged student, and Food Services revenue that assumes 75% of students participate and all students qualify for free lunch under NSLP and SBP. See narrative for specific details
TOTAL FEDERAL REVENUES	222,160	866,439								
TOTAL LOCAL & OTHER REVENUES	300,000	625,000			-50.00%	0.00%	0.00%	-100.00%		Funding via Philanthropy
TOTAL REVENUE	$ 522,160	$ 3,556,310								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-								
Instructional Management	120,000	120,000								
Deans, Directors & Coordinators	22,500	90,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	21,320	85,280								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 163,820	$ 295,280								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	335,000								
Teachers - SPED	-	70,000								
Substitute Teachers	-	-								
Teaching Assistants	-	55,000								
Specialty Teachers	-	134,000								
Aides	-	-								
Therapists & Counselors	-	125,000								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 719,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	48,000								
Other - Non-Instructional	55,000	55,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 55,000	$ 103,000								
TOTAL PERSONNEL EXPENSES	$ 218,820	$ 1,117,280								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	9,496	69,271	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%		
Medicare	2,221	16,201	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	1,532	11,173	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Worker's Compensation Insurance	2,526	11,173	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		

Texas High School for Accelerated Learning

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	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
	2027	2028	2027	2028	2029	2030	2031	2032		
Statutory Min Contribution (TRS)	3,936	3,608	3.28%	3.28%	3.28%	3.28%	3.28%	3.28%		Only the Superintendent will be an employee of the THSAL board and the only staff eligible for TRS benefits
Public Education Employer Contribution (TRS)	3,063	2,400	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%		Only the Superintendent will be an employee of the THSAL board and the only staff eligible for TRS benefits
Health Insurance	12,253	89,382	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%		
Dental Insurance	3,790	16,759	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		
Vision Insurance	766	5,586	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	7,658	55,864	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	$ 47,240	$ 281,418								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 266,060	$ 1,398,698								
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	15,000	15,000			0.00%	0.00%	100.00%	0.00%		Audit-Only as accounting services are included in management company services
Legal	10,000	10,000			0.00%	0.00%	100.00%	0.00%		
Management Company Fee	-	289,082			54.50%	22.65%	68.60%	42.25%		
Nurse Services	-	-			0.00%	0.00%	0.00%	0.00%		
Food Service / School Lunch	-	89,100			54.50%	22.65%	68.60%	42.25%		Food Services expenses assumes 75% of total students participate and all students qualify for free lunch under NSLP and SBP for 180 days. See narrative for specific details
Payroll Services	-	10,000			54.50%	22.65%	68.60%	42.25%		Assumed $50/Enrolled - Cost of payroll service provider (ADP)
Special Ed Services	-	33,600			59.26%	20.93%	71.15%	42.70%		Assume $1200/SPED
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Governing Board Support	-	25,000			0.00%	0.00%	0.00%	0.00%		$25k with 3% yearly increase per management agreement
	-	-			0.00%	0.00%	0.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	$ 25,000	$ 471,782								
SCHOOL OPERATIONS										
Board Expenses	5,000	10,000			5.00%	5.00%	5.00%	5.00%		
Classroom / Teaching Supplies & Materials	-	27,500			-15.73%	22.65%	112.58%	12.83%		Assumes $75/student with an additional $12.5k in Yr 1 of each new campus
Special Ed Supplies & Materials	-	-			0.00%	0.00%	0.00%	0.00%		Blended instruction model does not anticipate material additional supplies to support SPED students
Textbooks / Workbooks	-	10,000			-90.00%	0.00%	1000.00%	-81.82%		$10k for each school opening, then $1k/school maintenance
Supplies & Materials other	-	-			0.00%	0.00%	0.00%	0.00%		Do not anticipate material "Other" supplies
Equipment / Furniture	-	250,000			-96.00%	0.00%	2500.00%	-92.25%		$250k in start up furniture, then $10k in maintenance
Telephone	11,250	45,000			0.00%	0.00%	100.00%	0.00%		Assumes $45k/school
Technology	-	440,000			-74.39%	18.99%	341.84%	47.09%		$300/student for software suite, $30k start up for hardware maintenance, then $20k plus 2% yearly escalator. $350k start up in yr 0 for all new schools
Student Testing & Assessment	-	-			0.00%	0.00%	0.00%	0.00%		Student testing/assessment-related items are already included in Technology as part of the software platform
Field Trips	-	-			0.00%	0.00%	0.00%	0.00%		

Texas High School for Accelerated Learning

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
	2027	2028	2027	2028	2029	2030	2031	2032		
Transportation (student)	-	36,000			54.50%	22.65%	68.60%	42.25%		50% of enrolled students at $2 roundtrip for 180 days
Student Services - other	-	-			0.00%	0.00%	0.00%	0.00%		Do not anticipate material "Other" student service costs
Office Expense	-	30,000			-17.60%	22.65%	68.60%	42.25%		$150/student in yr 1, then $80/student for maintenance
Staff Development	-	37,000			27.12%	17.11%	37.94%	27.66%		Regional Meetings/Summer Leadership/Other Trainings/employee recognition
Staff Recruitment	10,000	15,000			-33.33%	0.00%	150.00%	-20.00%		$15k in yr1 of new schools, $10k in yrs 2+
Student Recruitment / Marketing	25,000	70,000			15.71%	8.64%	86.36%	16.46%		$50k per school plus $100/student for marketing technology
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	2,500			0.00%	0.00%	100.00%	0.00%		$2,500/school
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Graduation/Parent/Community Meetings	-	8,000			62.50%	38.46%	44.44%	30.77%		All Schools expected: Yr1-3 as $5k, $10k, $15k then maintain ~$15k through out-years Parent/Community Meetings at $3k/school
Custom Operations #2	-				0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	**$ 51,250**	**$ 981,000**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	55,000			5.00%	5.00%	100.00%	5.00%		$55k/school with 5% annual increase
Janitorial Services	-	25,000			5.00%	5.00%	100.00%	5.00%		$25k/school with 5% annual increase
Building and Land Rent / Lease	-	247,000			59.51%	0.00%	62.69%	22.93%		Assumes $21/sqft (includes CAM) at 14k sqft for each school PLUS $100k/yr for start up TI, 6 mo rent abatement in Yr 1 for each campus
Repairs & Maintenance	150,000	130,000			-64.23%	346.28%	-5.32%	-30.38%		$150/student plus start up costs
Security Services	-	125,000			5.00%	5.00%	100.00%	5.00%		$125k/campus for Sheriff's Office Contracting with yearly increase, based on Avg ALS cost
Utilities	-	37,500			2.00%	2.00%	100.00%	2.00%		$37.5k per campus with small yearly increases, based on Avg ALS campus' cost
Internet	-	-			0.00%	0.00%	0.00%	0.00%		
Facilities support	-	15,000			0.00%	0.00%	100.00%	0.00%		
	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 150,000**	**$ 634,500**								
RESERVES / CONTIGENCIES	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL EXPENSES	**$ 492,310**	**$ 3,485,980**								
NET OPERATING INCOME (before Depreciation)	**$ 29,850**	**$ 70,331**								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 29,850**	**$ 70,331**								

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Texas High School for Accelerated Learning

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
SUMMARY						
Total Revenue	522,160	3,556,310	3,794,464	4,582,825	7,513,111	10,243,353
Total Expenses	505,345	3,486,308	3,530,200	4,220,577	7,816,893	9,373,407
Net Operating Income (before Depreciation)	16,815	70,003	264,263	362,248	(303,782)	869,946
Revenue Per Pupil		17,781.55	12,279.82	12,091.89	11,757.61	11,268.82
Expenses Per Pupil		17,431.54	11,424.60	11,136.09	12,233.01	10,311.78
REVENUE						
TOTAL STATE REVENUES		2,064,871	3,190,226	3,912,931	6,597,264	9,384,841
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	222,160	677,514	-	-	-	-
Other Federal Revenues	-	188,925	291,737	357,393	603,347	858,512
TOTAL FEDERAL REVENUES	222,160	866,439	291,737	357,393	603,347	858,512
TOTAL LOCAL & OTHER REVENUES	$ 300,000	625,000	312,500	312,500	312,500	-
TOTAL REVENUE	**$ 522,160**	**$ 3,556,310**	**$ 3,794,464**	**$ 4,582,825**	**$ 7,513,111**	**$ 10,243,353**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	-	-
Instructional Management	120,000	120,000	121,500	123,019	149,468	151,336
Deans, Directors & Coordinators	22,500	90,000	91,125	148,648	415,188	420,378
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	21,320	85,280	86,346	87,425	200,245	202,748
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 163,820**	**$ 295,280**	**$ 298,971**	**$ 359,092**	**$ 764,901**	**$ 774,463**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	335,000	474,863	618,169	973,617	1,408,267

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
Teachers - SPED	-	70,000	70,875	71,761	145,316	147,132
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	55,000	98,861	100,096	158,436	205,229
Specialty Teachers	-	134,000	169,594	206,056	347,720	422,480
Aides	-	-	-	-	-	-
Therapists & Counselors	-	125,000	126,563	128,145	259,493	262,736
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 719,000**	**$ 940,754**	**$ 1,124,227**	**$ 1,884,581**	**$ 2,445,844**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	48,000	48,600	49,208	99,645	100,891
Other - Non-Instructional	55,000	55,000	55,688	56,384	57,088	57,802
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 55,000**	**$ 103,000**	**$ 104,288**	**$ 105,591**	**$ 156,734**	**$ 158,693**
TOTAL PERSONNEL EXPENSES	**$ 218,820**	**$ 1,117,280**	**$ 1,344,013**	**$ 1,588,910**	**$ 2,806,216**	**$ 3,378,999**
PAYROLL TAXES AND BENEFITS						
Social Security	13,567	69,271	83,329	98,512	173,985	209,498
Medicare	3,173	16,201	19,488	23,039	40,690	48,995
State Unemployment	2,188	11,173	13,440	15,889	28,062	33,790
Worker's Compensation Insurance	2,188	11,173	13,440	15,889	28,062	33,790
Statutory Min Contribution (TRS)	3,936	3,936	3,985	4,035	4,903	4,964
Public Education Employer Contribution (TRS)	2,400	2,400	2,430	2,460	2,989	3,027
Health Insurance	17,506	89,382	107,521	127,113	224,497	270,320
Dental Insurance	3,282	16,759	20,160	23,834	42,093	50,685
Vision Insurance	1,094	5,586	6,720	7,945	14,031	16,895
Life Insurance	-	-	-	-	-	-
Retirement Contribution	10,941	55,864	67,201	79,446	140,311	168,950
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 60,275**	**$ 281,746**	**$ 337,714**	**$ 398,162**	**$ 699,624**	**$ 840,914**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 279,095**	**$ 1,399,026**	**$ 1,681,727**	**$ 1,987,072**	**$ 3,505,840**	**$ 4,219,913**
CONTRACTED SERVICES						
Accounting / Audit	15,000	15,000	15,000	15,000	30,000	30,000

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
Legal	10,000	10,000	10,000	10,000	20,000	20,000
Management Company Fee	-	289,082	446,632	547,810	923,617	1,313,878
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	89,100	137,660	168,845	284,675	404,960
Payroll Services	-	10,000	15,450	18,950	31,950	45,450
Special Ed Services	-	33,600	53,511	64,711	110,756	158,044
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Governing Board Support	-	25,000	25,000	25,000	25,000	25,000
-	-	-	-	-	-	-
-	-	-	-	-	-	-
TOTAL	$ 25,000	$ 471,782	$ 703,252	$ 850,316	$ 1,425,997	$ 1,997,332

SCHOOL OPERATIONS

Board Expenses	5,000	10,000	10,500	11,025	11,576	12,155
Classroom / Teaching Supplies & Materials	-	27,500	23,174	28,423	60,421	68,171
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	10,000	1,000	1,000	11,000	2,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	250,000	10,000	10,000	260,000	20,150
Telephone	11,250	45,000	45,000	45,000	90,000	90,000
Technology	-	440,000	112,684	134,083	592,431	871,407
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-
Transportation (student)	-	36,000	55,620	68,220	115,020	163,620
Student Services - other	-	-	-	-	-	-
Office Expense	-	30,000	24,720	30,319	51,118	72,715
Staff Development	-	37,000	47,034	55,082	75,980	96,996
Staff Recruitment	10,000	15,000	10,001	10,001	25,001	20,001
Student Recruitment / Marketing	25,000	70,000	80,997	87,995	163,988	190,980
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	2,500	2,500	2,500	5,000	5,000
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Graduation/Parent/Community Meetings	-	8,000	13,000	18,000	25,999	33,999
Custom Operations #2	-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
TOTAL SCHOOL OPERATIONS	$ 51,250	$ 981,000	$ 436,230	$ 501,647	$ 1,487,534	$ 1,647,194
FACILITY OPERATION & MAINTENANCE						
Insurance	-	55,000	57,750	60,638	121,275	127,339
Janitorial Services	-	25,000	26,250	27,563	55,125	57,881
Building and Land Rent / Lease	-	247,000	393,990	393,990	640,982	787,959
Repairs & Maintenance	150,000	130,000	46,501	207,525	196,484	136,792
Security Services	-	125,000	131,250	137,813	275,625	289,406
Utilities	-	37,500	38,250	39,015	78,030	79,591
Internet	-	-	-	-	-	-
Facilities support	-	15,000	15,000	15,000	30,000	30,000
-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 150,000	$ 634,500	$ 708,991	$ 881,542	$ 1,397,521	$ 1,508,968
RESERVES / CONTIGENCIES	-	-	-	-	-	-
TOTAL EXPENSES	$ 505,345	$ 3,486,308	$ 3,530,200	$ 4,220,577	$ 7,816,893	$ 9,373,407
NET OPERATING INCOME (before Depreciation)	$ 16,815	$ 70,003	$ 264,263	$ 362,248	$ (303,782)	$ 869,946
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ 16,815	$ 70,003	$ 264,263	$ 362,248	$ (303,782)	$ 869,946

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Texas High School for Accelerated Learning

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		170.000
Special Education Full Time Equivalants (FTEs)		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.673
Resource Room (Code 41& 42)	3.0	3.645
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		4.318
Total Special Education Weighted FTE		14.300
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	0.000
Career & Technology FTEs Tier 1	1.10	14.167
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)		14.167
Advanced Career & Technology Education Count for P-Tech ADA	$ 150	0.000
Regular Program ADA		151.515
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	190
Pregnancy Related FTEs	2.41	0.000
Emergent Bilingual ADA	0.10	64.600
Emergent Bilingual Dual Language One-Way or Two-Way ADA	0.15	0.000
Non Emergent Bilingual Dual Language Two-Way ADA	0.05	0.000
WADA (Weighted Students in Average Daily Attendance)		278.368
State Average Funding Components		
Per Capita Rate		$ 471.139
District Basic Allotment (DBA)		$ 6,215
Small and Mid-size Allotment TEC 48.101		$ 1,344
School Safety Allotment TEC 48.115		$ 21.10
District Tax Rate Level 1 (DTR1)		$ 0.0706
Level 1 Entitlement		$ 129.52
District Tax Rate Level 2 (DTR2)		$ 0.0319
Level 2 Entitlement		$ 49.720
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 941,667

Small and Mid-size Allotment TEC 48.101		$ 203,636
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 40,149
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)		$ 5,594
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		$ -
School Safety Allotment TEC 48.160		$ 37,127
Special Education Detail:		
Regular Special Education		$ 88,876
Mainstream		$ -
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)		$ 88,876
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		$ 117,794
Advanced CTE Allotment P-Tech & New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ 117,794
State Compensatory Education Detail:		
State Compensatory Allotment		$ 295,213
Pregnancy Related		$ -
24-Compensatory Education Allotment TEC 48.104		$ 295,213
Transportation Detail:		
Regular		$ 36,000
Private		$ -
Special Education		$ -
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 36,000
TOTAL COST OF TIER I / STATE SHARE OF TIER I		**$ 1,766,056**
TIER II		
Tier II Level 1		$ 254,651
Tier II Level 2		$ 44,165
TOTAL TIER II		**$ 298,816**
Charter Schools Facility Funding TEC 12.106(d) eligible in 1st and 2nd Year of Operation.		Yes
Charter Schools Facility Funding TEC 12.106(d).		$ 63,393
TOTAL OTHER PROGRAMS		**$ -**
TOTAL STATE AID		**$ 2,064,871**
Available School Fund (ASF)		**$ -**
Foundation School Fund (FSF)		**$ 2,064,871**

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Texas High School for Accelerated Learning

PAYMENT FORMULA EXAMPLE

Total State Aid	$	2,064,871
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	2,064,871

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 171,384
October	11	9.1%	$ 172,307
November	10	10.1%	$ 173,839
December	9	11.1%	$ 171,755
January	8	12.4%	$ 170,573
February	7	14.4%	$ 173,522
March	6	16.6%	$ 171,228
April	5	19.9%	$ 171,192
May	4	25.1%	$ 172,957
June	3	33.2%	$ 171,350
July	2	49.7%	$ 171,348
August	1	100.0%	$ 173,416
		Total Payments	**$ 2,064,871**

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Texas High School for Accelerated Learning

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
REVENUE						
Total State Revenues		$ 2,064,871	$ 3,190,226	$ 3,912,931	$ 6,597,264	$ 9,384,841
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 222,160	$ 677,514	$ -	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 188,925	$ 291,737	$ 357,393	$ 603,347	$ 858,512
Total Federal Revenues	$ 222,160	$ 866,439	$ 291,737	$ 357,393	$ 603,347	$ 858,512
Total Local and Other Revenue	$ 300,000	$ 625,000	$ 312,500	$ 312,500	$ 312,500	$ -
TOTAL REVENUE	**$ 522,160**	**$ 3,556,310**	**$ 3,794,464**	**$ 4,582,825**	**$ 7,513,111**	**$ 10,243,353**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 163,820	$ 295,280	$ 298,971	$ 359,092	$ 764,901	$ 774,463
Total Instructional Personnel Costs	$ -	$ 719,000	$ 940,754	$ 1,124,227	$ 1,884,581	$ 2,445,844
Total Non-Instructional Personnel Costs	$ 55,000	$ 103,000	$ 104,288	$ 105,591	$ 156,734	$ 158,693
Total Payroll Taxes and Benefits	$ 60,275	$ 281,746	$ 337,714	$ 398,162	$ 699,624	$ 840,914
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 279,095**	**$ 1,399,026**	**$ 1,681,727**	**$ 1,987,072**	**$ 3,505,840**	**$ 4,219,913**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 25,000	$ 471,782	$ 703,252	$ 850,316	$ 1,425,997	$ 1,997,332
Total School Operations	$ 51,250	$ 981,000	$ 436,230	$ 501,647	$ 1,487,534	$ 1,647,194
Total Facilities Operations and Maintenance	$ 150,000	$ 634,500	$ 708,991	$ 881,542	$ 1,397,521	$ 1,508,968
Reserves / Contingencies	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 226,250**	**$ 2,087,282**	**$ 1,848,473**	**$ 2,233,505**	**$ 4,311,053**	**$ 5,153,494**
TOTAL EXPENSES	**$ 505,345**	**$ 3,486,308**	**$ 3,530,200**	**$ 4,220,577**	**$ 7,816,893**	**$ 9,373,407**
NET OPERATING INCOME (before depreciation)	**$ 16,815**	**$ 70,003**	**$ 264,263**	**$ 362,248**	**$ (303,782)**	**$ 869,946**
STUDENT ENROLLMENT						
Projected Student Enrollment		200	309	379	639	909
Revenue Per Pupil		$ 17,782	$ 12,280	$ 12,092	$ 11,758	$ 11,269
Expenses Per Pupil		$ 17,432	$ 11,425	$ 11,136	$ 12,233	$ 10,312

Texas High School for Accelerated Learning
Second Mile Education Portfolio Overview Workbook

Applicants who qualify as a New Operator are not required to complete this attachment.
All **Experienced Operators** must complete this Portfolio Overview workbook.

Instructions: Provide the data requested in the tables below for all schools and campuses currently operated by the organization that will operate the proposed school. Add columns as needed.
Provide data from the most recent three school years for which data is available.

DEMOGRAPHICS *Note: Bank cells indicate that there were too few students in the category to report.*

SUMMARY INFORMATION	SCHOOL/CAMPUS 1	SCHOOL/CAMPUS 2	SCHOOL/CAMPUS 3	SCHOOL/CAMPUS 4	SCHOOL/CAMPUS 5	SCHOOL/CAMPUS 6	SCHOOL/CAMPUS 7	SCHOOL/CAMPUS 8	SCHOOL/CAMPUS 9	SCHOOL/CAMPUS 10
School Name:	Aluma High School	Chauncey High School	Jitsaklar High School	Centenario High School	North Nicholas High School	Seminole Heights High School	Green Springs High School	North Gardens High School	North Park High School	Quantum High School
School Location (City, State):	Winter Park, FL	Orlando, FL	Apopka, FL	Fort Myers, FL	Cape Coral, FL	Tampa, FL	Miami, FL	Miami Gardens, FL	Opa Locka, FL	Boynton Beach, FL
Year Opened:	2008	2008	2008	2008	2008	2010	2011	2011	2011	2012
Current Grades Served:	7-12	7-12	7-12	7-12	7-12	7-12	9-12	9-12	9-12	7-12
Current Enrollment (Spring 2026):	489	477	511	332	400	369	562	474	465	457

School Year	2024-25		2023-24		2022-23		2024-25		2023-24		2022-23		2024-25		2023-24		2022-23		2024-25		2023-24		2022-23		2024-25		2023-24		2022-23		2024-25		2023-24		2022-23	
Demographic Average	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
% All can American:	21%	21%	17%	21%	18%	21%	46%	21%	39%	21%	6%	21%	46%	21%	40%	21%	42%	21%	25%	21%	23%	21%	24%	21%	5%	21%	5%	21%	6%	21%	54%	21%	53%	21%	52%	21%	40%	21%	54%	21%	49%	21%	44%	21%	48%	21%	49%	21%
% In spanic:	63%	38%	63%	38%	63%	37%	48%	38%	54%	38%	55%	37%	37%	8%	41%	8%	40%	37%	56%	38%	54%	38%	54%	37%	48%	8%	45%	8%	50%	37%	54%	38%	49%	38%	50%	37%	39%	38%	45%	38%	39%	38%	39%	38%	25%	38%	33%	38%
% White:	11%	33%	15%	34%	16%	35%	4%	33%	4%	34%	6%	35%	15%	33%	16%	34%	15%	35%	15%	33%	17%	34%	17%	35%	42%	33%	44%	34%	49%	35%	9%	33%	11%	34%	8%	35%	0%	33%	0%	34%	0%	35%	0%	33%	0%	34%	0%	35%
% American Indian:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% As an:	0%	3%	2%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%
% Pacif c Islander:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Two or More Races:	3%	4%	3%	4%	4%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	2%	4%	2%	4%	0%	4%	2%	4%	2%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%	0%	4%
% Special Education (SWD):	18%	16%	19%	16%	19%	15%	17%	16%	11%	16%	11%	15%	15%	16%	15%	16%	15%	15%	16%	16%	15%	16%	15%	15%	17%	16%	14%	16%	14%	15%	21%	16%	16%	16%	12%	15%	14%	16%	11%	16%	11%	15%	18%	16%	18%	16%	18%	16%
% Economically Disadvantaged:	81%	50%	56%	53%	90%	55%	89%	50%	56%	53%	76%	55%	87%	50%	83%	53%	80%	55%	85%	50%	89%	53%	90%	55%	71%	50%	72%	53%	66%	55%	84%	50%	90%	53%	83%	55%	100%	50%	90%	53%	91%	55%	95%	50%	96%	53%	87%	55%	93%	50%	99%	53%	87%	55%	82%	50%	71%	53%
% Emergent Bilingual/Eng ish Learner:	18%	13%	16%	12%	13%	11%	39%	13%	31%	12%	22%	11%	19%	13%	12%	12%	7%	11%	8%	13%	7%	12%	9%	11%	4%	13%	5%	12%	3%	11%	21%	13%	14%	12%	5%	11%	41%	13%	33%	12%	28%	11%	21%	13%	24%	12%	28%	11%	15%	13%	14%	12%	15%	11%	32%	12%

ACCOUNTABILITY RATINGS

	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23
	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus
	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published* dwd*	Commendable	Maintai ning	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*

*Accomplishi ng a dew ve e not issued by the Flo da Depa tment of Educat on in 2022-23 due to the t ans t on to a new s tates de assessment system.

Students At Meets Grade Level or Above	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)*	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)*	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)*
% Al can American:	12%	12456%	9%	9496%	4%	1105%
% Al can American:	18%	14/53%	16%	14/50%	10%	11/47%
% In spanic:	18%	19/48%	19%	16/45%	13%	15/42%
% White:	Too few 1st-time testers	17/54%	Too few 1st-time testers	16/55%	Too few 1st-time testers	7/52%
% American Indian:	Too few 1st-time testers	17/54%	Too few 1st-time testers	16/55%	Too few 1st-time testers	7/52%
% As an:	Too few 1st-time testers	44/82%	Too few 1st-time testers	25/80%	Too few 1st-time testers	28/78%
% Pacif c Islander:	Too few 1st-time testers	29/58%	Too few 1st-time testers	24/56%	Too few 1st-time testers	24/52%
% Two or More Races:	Too few 1st-time testers	16/62%	Too few 1st-time testers	14/60%	Too few 1st-time testers	12/56%
% Special Education:	8%	8/31%	4%	7/28%	Too few 1st-time testers	5/24%
% Economically Disadvantaged:	Too few 1st-time testers	13/48%	16.0%	11/45%	7.0%	9/41%
% Emergent Bilingual/Eng ish Learner:	4%	7/26%	6%	5/22%	0.6%	4/19%

*The Flo da Depa tment of Educat on c ifie nal ve Educat on accountab l ty system s des gned to measu e student g owth, not absolu te p of c ency, as pa t s pa ng schools se ve students who have al ready fallen s gn f cantly beh nd and may not reach p of c ency in one school year. The alte n, compa ng p of c ency, also to those of the gene al student popula on s methodology calc ulat ed and does not affect p ag ow pe fo mance. Fo content only, compa ve data fo al l h te nat ve Educat on students states do a sy o- ded.

TEACHER RETENTION	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State	2024-25 Campus	2024-25 State	2023-24 Campus	2023-24 State	2022-23 Campus	2022-23 State
Teacher Retention Rate:	100%	Not r pted*	85%	Not r pted*	90%	Not r pted*	100%	Not r pted*	80%	Not r pted*	45%	Not r pted*	90%	Not r pted*	73%	Not r pted*	82%	Not r pted*	88%	Not r pted*	67%	Not r pted*	64%	Not r pted*	78%	Not r pted*	75%	Not r pted*	100%	Not r pted*	88%	Not r pted*	88%	Not r pted*	100%	Not r pted*	100%	Not r pted*	92%	Not r pted*	91%	Not r pted*	100%	Not r pted*	73%	Not r pted*	71%	Not r pted*	100%	Not r pted*	91%	Not r pted*	85%	Not r pted*	91%	Not r pted*	100%	Not r pted*

*The Flo da Depa tment of Educat on does not publ sh st tistics de teache ntent on ales campus-level data affect ma nat ona ove ues ntent on calcul ons.

OTHER PERFORMANCE MEASURES	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)	2024-25 Campus	2024-25 State(FL) (Al/Ed/Al Students)	2023-24 Campus	2023-24 State(FL) (Al/Ed/Al Students)	2022-23 Campus	2022-23 State(FL) (Al/Ed/Al Students)
Student Up ade level) Retention Rate (by year student repeated grade): HS only	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%*	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%	0%	Not yet r pted	0%*	Not r pted:4.7%	0%*	Not r pted:0.4%
Student 5-Year Cohort Graduation Rate:	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted	Not r pted
One-Year Grade 9-12 Student Drop-Out Rate***:	Reported in Spring 2026	Reported in Spring 2026	4.1%	13.9/2.2%	5.3%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	4.7%	13.9/2.2%	5.3%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	5.3%	13.9/2.2%	12.8%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	4.1%	13.9/2.2%	6.5%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	0.9%	13.9/2.2%	1.3%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	38.6%	13.9/2.2%	32.5%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	13.1%	13.9/2.2%	18.6%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	17.1%	13.9/2.2%	20.3%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	9.2%	13.9/2.2%	15.5%	16.4/2.8%	Reported in Spring 2026	Reported in Spring 2026	29.4%	13.9/2.2%

***Specify the correct academic school years for the data collection if different than the school years inserted in row 24.

*Students p ag ess n the school's self-paced, mastery-b ased educat onal mod lodel by demonst at ng mastery of standa ds. S ccess ev dence is based on not r dual bel ef, e g n testimo ny, affe that t will tend ove ove ome g ade-level p onen t of mast ries and c te a, the school's ntent on ate s epo ted ac 0%.

**YELDOE only epo ts 4-ove coho t of epost ates. As a p ox, one qua te of the 4-ove coho t of epost ates has been calculated and s p ov ded fo the campus, al Al/Ed schools, and al students states da.

*Students p ag ess n the school's self-paced, mastery-b ased educat onal mod lodel by demonst at ng mastery of standa ds. S ccess ev dence is based on not r dual bel ef, e g n testimo ny, affe that t will tend ove ove ome g ade-level p onen t of mast ries and c te a, the school's ntent on ate s epo ted ac 0%.

**YELDOE only epo ts 4-ove coho t of epost ates. As a p ox, one qua te of the 4-ove coho t of epost ates has been calculated and s p ov ded fo the campus, al Al/Ed schools, and al students states da.

Instructions: Provide the data requested
Provide data from the most recent thre

DEMOGRAPHICS *Note: Blank cells indicate that there a*

SUMMARY INFORMATION	SCHOOL/CAMPUS 11	SCHOOL/CAMPUS 12	SCHOOL/CAMPUS 13	SCHOOL/CAMPUS 14	SCHOOL/CAMPUS 15	SCHOOL/CAMPUS 16	SCHOOL/CAMPUS 17	SCHOOL/CAMPUS 18	SCHOOL/CAMPUS 19
School Name	Worthington High School	West University High School	Sunshine High School	Island Park High School	Commonwealth High School	Stewart Creek High School	St.Johns High School	Econ River High School	Central Wake High School
School Location (City, State)	West Palm Beach, FL	Tampa, FL	Or ando, FL	Fort Myers, FL	Charlotte, NC	Charlotte, NC	Co lege Park, GA	Orlando, FL	Raleigh, NC
Year Opened	2012	2013	2013	2014	2014	2015	2016	2014	2014
Current Grades Served	7-12	9-12	7-12	7-12	9-12	9-12	9-12	7-12	9-12
Current Enrollment (Spring 2026)	582	441	420	340	495	458	400	891	89

School Year	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	202
Demographic Average	Campus / State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Cam
% Afr ican American:	53% / 21%	38%	21%	38%	21%	46%	21%	39%	21%	36%	21%	43%	21%	6%	21%	4%	21%	4%	21%	44%	24%	42%	24%	40%	25%	53%	24%	56%	24%	46%	25%	91%	21%	87%	37%	90%	37%	13%	21%	12%	21%	13%	21%	47%	24%	47%	24%	46%	25%	4%
% Hi span ic:	29% / 33%	50%	8%	47%	8%	40%	37%	46%	38%	47%	38%	43%	37%	65%	8%	69%	38%	64%	37%	28%	33%	24%	22%	27%	21%	40%	23%	34%	22%	28%	21%	6%	8%	11%	19%	6%	18%	66%	26%	67%	37%	65%	37%	19%	23%	40%	22%	36%	21%	52%
% White:	14% / 35%	9%	33%	11%	34%	10%	35%	10%	33%	11%	34%	11%	35%	28%	33%	24%	34%	28%	35%	6%	42%	6%	43%	10%	44%	3%	42%	2%	43%	3%	44%	0%	33%	1%	34%	0%	35%	18%	33%	17%	35%	18%	35%	9%	42%	10%	43%	12%	44%	3%
% American Indian:	0% / 0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	0%	1%	0%
% As an:	0% / 3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	1%	5%	1%	4%	1%	4%	0%
% Pac f ic Islander:	0% / 0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	0%	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	0%	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	0%	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	1%	incl. in As an	incl. in Asian	incl. in Asian	incl. in Asian	incl. in Asian	0%
% Two or More Races:	0% / 4%	2%	4%	2%	4%	3%	4%	4%	4%	4%	4%	2%	4%	0%	4%	0%	4%	0%	4%	6%	4%	6%	4%	6%	4%	7%	6%	9%	6%	6%	5%	2%	4%	2%	5%	3%	5%	0%	4%	0%	4%	0%	4%	4%	6%	2%	6%	5%	5%	0%
% Special Education (IDEA):	26% / 15%	17%	16%	18%	16%	13%	15%	22%	16%	16%	16%	19%	15%	15%	15%	15%	16%	16%	15%	15%	15%	15%	16%	16%	15%	13%	16%	14%	13%	13%	13%	9%	16%	14%	14%	14%	14%	24%	16%	19%	17%	25%	13%	20%	16%	19%	15%	28%	13%	12%
% Econom ic ally Disadvantaged:	67% / 55%	88%	50%	80%	53%	75%	55%	86%	50%	82%	53%	80%	55%	82%	50%	85%	53%	89%	55%	68%	50%	72%	53%	83%	55%	85%	50%	90%	51%	91%	52%	89%	50%	74%	51%	79%	52%	78%	50%	88%	53%	80%	55%	85%	50%	79%	51%	79%	52%	90%
% Emergent Bilingual/Eng ish Learner:	18% / 11%	19%	13%	14%	12%	13%	11%	11%	13%	9%	12%	10%	11%	41%	13%	29%	12%	36%	11%	28%	13%	18%	9%	16%	8%	18%	13%	18%	9%	16%	8%	5%	13%	7%	9%	5%	9%	14%	13%	11%	11%	14%	11%	10%	13%	17%	9%	10%	8%	5%

ACCOUNTABILITY RATINGS

	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	202
	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Campus	Cam
	No Grades Published*	Commendable	Commendable	No Grades Pub lished*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Published*	Commendable	Commendable	No Grades Pub lished*	Highly Effective*	Highly Effective*	Highly Effective*	Highly Effective*	Highly Effective*	Highly Effective*	Met/exceeded 7 of 7 Academic Ach evement Third Look Measures*	Met/exceeded 7 of 7 Academic Ach evement Third Look Measures*	Met/exceeded 7 of 7 Academic Achievement Th ird Look Measures*	Commendable	Commendable	No Grades Published*	Highly Effective*	Highly Effective*	Highly Effective*	Commendable	Commendable	No Grades Published*	Com

n e 2022-23 due to the l aws t an to

*Accountabi l ity g rades w e not issued by the Flo da Depa tment of Educat on in 2022-23 due to the l aws t an to a new s stem of assessments and s stem.

*Accountabi l ity g rades w e not issued by the Flo da Depa tment of Educat on in 2022-23 due to the l aws t an to a new s stem of assessments and s stem.

*Accountabi l ity g rades w e not issued by the Flo da Depa tment of Educat on in 2022-23 due to the l aws t an to a new s stem of assessments and s stem.

*Accountabi l ity g rades w e not issued by the Flo da Depa tment of Educat on in 2022-23 due to the l aws t an to a new s stem of assessments and s stem.

*Unde the No Ch ld e ts Ate nat on Schools Accountab l ity Model, the State Boa d of Educat on annually app oves each school s mea u es, ta gets, and at ng ac oss mult ple ref ect v s, nclud ng ELA and Math pe fo mance, academ c d l evement, GPA mp ovement, and c ea ed ucat on s t f ent ons. "H ghly Effect ve" s the h ghest at ng ava lable

Instructions: Provide the data requested
Provide data from the most recent thre

DEMOGRAPHICS Note: Bank cells indicate that there a

SUMMARY INFORMATION	SCHOOL/CAMPUS 20	SCHOOL/CAMPUS 21	SCHOOL/CAMPUS 22	SCHOOL/CAMPUS 23	SCHOOL/CAMPUS 24	SCHOOL/CAMPUS 25	SCHOOL/CAMPUS 26	SCHOOL/CAMPUS 27
School Name	KendalGreenis High School	Eisenhowe High School	Riverside High School	Boral Park High School	Bradenton Bay High School	Vineland Lakes High School	Palmetto Park High School	Biscayne Ridge High School
School Location (City, State)	Miami, FL	Sanford, FL	Melbourne, FL	Doral, FL	Bradenton, FL	Osceola, FL	Boca Raton, FL	Boca Raton, FL
Year Opened	2021	2021	2023	2023	2024	2025	2025	2025
Current Grades Served	9-12	7-12	7-12	9-12	7-12	7-12	7-12	7-12
Current Enrollment (Spring 2025)	541	240	232	522	189	Fall 2025/1142	Fall 2025/198	Fall 2025/8.1

School Year	25	2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23
Demographic Average	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
% Afr can American:	21%	2%	21%	3%	21%	31%	21%	30%	21%	25%	21%	32%	21%	26%	21%	N/sparn	21%	0%	21%	0%	21%	N/sparn	21%	38%	21%	N/sparn	21%	N/sparn	21%	N/sparn	21%	N/sparn	21%	N/sparn	21%
% H span ic	8%	93%	28%	92%	27%	27%	28%	33%	28%	27%	28%	19%	39%	14%	28%	N/sparn	27%	97%	8%	90%	28%	N/sparn	27%	33%	28%	N/sparn	28%	N/sparn	27%	N/sparn	28%	N/sparn	27%	N/sparn	27%
% White:	33%	4%	34%	4%	35%	24%	33%	27%	34%	38%	35%	40%	33%	51%	34%	N/sparn	35%	2%	33%	0%	34%	N/sparn	35%	25%	33%	N/sparn	34%	N/sparn	35%	N/sparn	35%	N/sparn	34%	N/sparn	35%
% Amerian Indian:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	N/sparn	0%	0%	0%	0%	0%	N/sparn	0%	0%	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%
% As an:	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	0%	3%	N/sparn	3%	0%	3%	0%	3%	N/sparn	3%	0%	3%	N/sparn	3%	N/sparn	3%	N/sparn	3%	N/sparn	3%	N/sparn	3%
% Pacif c Islander:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	N/sparn	0%	0%	0%	0%	0%	N/sparn	0%	0%	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%	N/sparn	0%
% Two or More Races:	4%	0%	4%	0%	4%	6%	4%	6%	4%	7%	4%	9%	4%	7%	4%	N/sparn	4%	0%	4%	0%	4%	N/sparn	4%	0%	4%	N/sparn	4%	N/sparn	4%	N/sparn	4%	N/sparn	4%	N/sparn	4%
% Special Education (SWD):	16%	13%	16%	11%	15%	19%	16%	23%	16%	25%	15%	26%	16%	6%	16%	N/sparn	15%	11%	16%	13%	16%	N/sparn	15%	22%	16%	N/sparn	16%	N/sparn	15%	N/sparn	16%	N/sparn	16%	N/sparn	15%
% Econom ca ly Disadvantaged:	50%	87%	53%	55%	55%	65%	50%	64%	53%	55%	55%	76%	50%	81%	53%	N/sparn	55%	83%	50%	89%	53%	N/sparn	55%	69%	50%	N/sparn	53%	N/sparn	55%	N/sparn	50%	N/sparn	53%	N/sparn	55%
% Emergent Bilingual/Eng ish Learner:	13%	12%	12%	26%	11%	9%	13%	8%	12%	6%	11%	6%	13%	3%	12%	N/sparn	11%	30%	13%	27%	12%	N/sparn	11%	13%	13%	N/sparn	12%	N/sparn	11%	N/sparn	13%	N/sparn	12%	N/sparn	11%

ACCOUNTABILITY RATINGS	25	2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23
	ulus	Campus		Campus	Campus		Campus		Campus	Campus		Campus		Campus	Campus		Campus		Campus	Campus		Campus		Campus	Campus		Campus		Campus	Campus		Campus	
	ndable	Commendable		No Grades Publ ished*	Commendable		Commendable		No Grades Published*	Commendable		Maintaining		Pre-Open	Commendable		Commendable		Pre-Open	Mainta ning		Pre-Open		Pre-Open	Pre-Open		Not Open		Not Open	Pre-Open		Not Open		Not Open

des ue e not issued by the Flo ida Depa tment of Educat on in 2022-23 due to that's ano t on to ascertain system.

*Accountab l ity g ades ue e not issued by the Flo ida Depa tment of Educat on in 2022-23 due to that's ano t on to a ess status-de ascertainment system.

Students At Meets Grade Level or Above	25	2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23	2024-25		2023-24		2022-23
	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)	Campus	State%(L) (All/All/All Students)
% Afr can American:	12/46%	Too few 1st-time testers	9/40%	13%	7/35%	Too few 1st-time testers	12/40%	9%	7/35%	Too few 1st-time testers	12/40%	2%	9/40%	Not Open	7/35%	Too few 1st-time testers	12/40%	11%	14/50%	Not Open	7/35%	3%	12/40%	Not Open	9/40%	Not Open	7/35%	Not Open	12/40%	Not Open	9/40%	Not Open	7/35%
% H span ic	14/53%	15%	14/50%	13%	11/47%	12%	14/53%	9%	14/50%	12%	11/47%	14%	14/53%	9%	14/50%	Not Open	11/47%	14%	14/53%	9%	14/50%	Not Open	11/47%	7%	14/53%	Not Open	14/50%	Not Open	11/47%	Not Open	14/53%	Not Open	14/50%	Not Open	11/47%
% White:	19/68%	Too few 1st-time testers	16/65%	7%	15/62%	10%	19/68%	10%	16/65%	16%	15/62%	22%	19/68%	16%	16/65%	Not Open	15/62%	22%	19/68%	16%	16/65%	Not Open	15/62%	3%	19/68%	Not Open	16/65%	Not Open	15/62%	Not Open	19/68%	Not Open	16/65%	Not Open	15/62%
% Amerian Indian:	17/54%	Too few 1st-time testers	7/52%	12/67%	7/52%	12/54%	17/54%	Too few 1st-time testers	7/52%	Too few 1st-time testers	12/47%	Too few 1st-time testers	17/54%	Too few 1st-time testers	7/52%	Not Open	12/47%	Too few 1st-time testers	17/54%	Too few 1st-time testers	7/52%	Not Open	12/47%	Too few 1st-time testers	17/54%	Not Open	7/52%	Not Open	12/47%	Not Open	17/54%	Not Open	7/52%	Not Open	12/47%
% As an:	44/82%	Too few 1st-time testers	25/80%	28/78%	25/80%	Too few 1st-time testers	44/82%	Too few 1st-time testers	25/80%	Too few 1st-time testers	25/80%	Too few 1st-time testers	44/82%	Too few 1st-time testers	25/80%	Not Open	28/78%	Too few 1st-time testers	44/82%	Too few 1st-time testers	25/80%	Not Open	28/78%	Too few 1st-time testers	44/82%	Not Open	25/80%	Not Open	28/78%	Not Open	44/82%	Not Open	25/80%	Not Open	28/78%
% Pacif c Islander:	29/58%	Too few 1st-time testers	24/56%	24/52%	24/52%	Too few 1st-time testers	29/58%	Too few 1st-time testers	24/56%	Too few 1st-time testers	24/52%	Too few 1st-time testers	29/58%	Too few 1st-time testers	24/56%	Not Open	24/52%	Too few 1st-time testers	29/58%	Too few 1st-time testers	24/56%	Not Open	24/52%	Too few 1st-time testers	29/58%	Not Open	24/56%	Not Open	24/52%	Not Open	29/58%	Not Open	24/56%	Not Open	24/52%
% Two or More Races:	16/62%	Too few 1st-time testers	14/60%	12/56%	14/60%	Too few 1st-time testers	16/62%	Too few 1st-time testers	14/60%	Too few 1st-time testers	12/56%	20%	16/62%	Too few 1st-time testers	14/60%	Not Open	12/56%	Too few 1st-time testers	16/62%	Too few 1st-time testers	14/60%	Not Open	12/56%	Too few 1st-time testers	16/62%	Not Open	14/60%	Not Open	12/56%	Not Open	16/62%	Not Open	14/60%	Not Open	12/56%
% Special Education:	8/31%	11%	7/28%	5/24%	5/24%	7%	8/31%	2%	7/28%	12%	5/24%	6%	8/31%	4%	7/28%	Not Open	5/24%	6%	8/31%	10%	7/28%	Not Open	5/24%	5%	8/31%	Not Open	7/28%	Not Open	5/24%	Not Open	8/31%	Not Open	7/28%	Not Open	5/24%
% Econom ca ly Disadvantaged:	13/48%	11%	11/45%	7%	9/41%	26%	13/48%	19%	11/45%	18%	9/41%	Too few 1st-time testers	13/48%	6%	11/45%	Not Open	9/41%	11%	13/48%	10%	11/45%	Not Open	9/41%	5%	13/48%	Not Open	11/45%	Not Open	9/41%	Not Open	13/48%	Not Open	11/45%	Not Open	9/41%
% Emergent Bilingual/Eng ish Learner:	7/26%	9%	5/22%	2%	4/19%	18%	7/26%	Too few 1st-time testers	5/22%	Too few 1st-time testers	4/19%	Too few 1st-time testers	7/26%	Too few 1st-time testers	5/22%	Not Open	4/19%	5%	7/26%	2%	5/22%	Not Open	4/19%	Too few 1st-time testers	7/26%	Not Open	5/22%	Not Open	4/19%	Not Open	7/26%	Not Open	5/22%	Not Open	4/19%

*The Flo ida Depa tment of Educat on s it e ha nat ve Educat on accountab l ity system s dee gned to measu e student g owth, not absolutey of t ancy, as pa t s pat ng schools ve ve students who have al ady fallen s ge f amily s ge f amily but that ag egate stat stics do not ref ect the ogg ess ma ny of t ancy, as pa t s

Instructions: Provide the data requested in the tables below. Add columns as needed.

Organization Name	Second Mile Education
Address	5850 T. G. Lee Blvd Suite 345 Orlando FL 32822
Website	2ndmile.com
Board President	John Grafer
Chief Executive Officer	Angela Whitford-Narine
Contact Name	Angela Whitford-Narine
Contact Title	Chief Executive Officer
Contact Phone Number	321-221-7001
Contact Email	angela.narine@2ndmile.com

SCHOOL/CAMPUS CONTACTS																								
School/Campus Name	**Aloma High School**	**Chancery High School**	**Shester High School**	**Coronado High School**	**North Nicholas High School**	**Seminole Heights High School**	**Green Springs High School**	**North Gardens High School**	**North Park High School**	**Quantum High School**	**Worthington High School**	**West University High School**	**Sunshine High School**	**Island Park High School**	**Commonwealth High School**	**Stewart Creek High School**	**Stayview High School**	**Eton River High School**	**Central Wake High School**	**Kendall Greens High School**	**Elevation High School**	**Riverside High School**	**Doral Park High School**	**Bradenton Bay High School**	**Vineland Lakes High School**	**Palmetto Park High School**	**Biscayne Ridge High School**
Address	695 North Semoran Blvd Suite 8 Winter Park FL 32792	7501 South Orange Blossom Trail Orlando FL 32809	871 East Semoran Blvd. Apopka FL 32703	3057 Cleveland Avenue Fort Myers FL 33901	428 SW Pine Island Road Cape Coral FL 33991	4006 North Florida Avenue Tampa FL 37603	3555 NW 7th Street Miami FL 33125	46507 NW 183rd Street Miami Gardens FL 33055	3400 NW 135th Street Opa Locka FL 33054	1275 Gateway Vlvd Boynton Beach FL 33426	1111 Worthington Blvd West Palm Beach FL 33409	11602 N. 15th St. Tampa FL 33612	6600 Old Winter Garden Road Orlando FL 32835	16320 S. Tamiami Trail #190 Fort Myers FL 33908	5112 Central Avenue Charlotte NC 28205	2701-F Freedom Drive Charlotte NC 28208	3134 Old National Hwy Suite A College Park GA 30349	14180 East Colonial Drive Orlando FL 32826	1425 Rock Quarry Road Raleigh NC 27610	8610 SW 107th Avenue Miami FL 33173	4243 N. US Highway 1792 Sanford FL 32273	945 S. Babcock Street Melbourne FL 32901	10613 NW 12th St Suite 1021 Doral FL 33172	817 Manatee Ave. W. Bradenton FL 34205	2501 Old Vineland Rd Suite 2545 Kissimmee FL 34746	7000 W Palmetto RD. Suite 102 Boca Raton FL 33433	14500 NE 6th Ave. Miami FL 33161
Contact Name	Vivian Ivey	Mabel Villanueva	Johnathon Owens	Michael Sosa	Jeffrey Dudek	Ashley Allen	Ashlee Lewis	Aimee Lewis	Laura Veiga	Dieu-Anh Nguyen	Mercedes Tacoltne	Mercedes Tacoltne	Dr. Bobby Smith	Dandra Aubrey	Arthur Nasso	Sabrina Johnson	Shelley Leger	Nichole Bracey	Tamara Hyms	Lizette Fernandez	Alex Taumoepeau	Jessica Thomas	Stephanie Stoklasa	Alex McCarthy	Tiana Coleman-Jones	Ron McCarthy	Mercedes Abascal-Pineda
Contact Title	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal	Principal
Contact Phone Number	407-657-4343	407-850-9791	407-886-1925	239-337-9140	239-242-4230	813-234-0809	305-720-2996	786-528-6308	305-720-2995	561-293-2971	561-537-5696	813-343-4307	407-641-4156	239-204-5965	704-899-4998	704-895-5172	404-418-8812	407-641-1062	919-521-5067	305-230-4967	407-732-5788	321-462-3092	305-571-6041	941-252-4704	407-530-3103	561-835-5498	786-530-1822
Contact Email	anlan.ivey@2ndmile.com	mabel.villanueva@2ndmile.com	johnathon.owens@2ndmile.com	Michael.Sosa@2ndmile.com	Jeffrey.Dudek@ccs-education.com	ashley.allen@2ndmile.com	ashlee.lewis@2ndmile.com	aimee.lewis@2ndmile.com	Laura.Veiga@2ndmile.com	Dieu-Anh.Nguyen@2ndmile.com	Mercedes.tac@2ndmile.com	Mercedes.tac@2ndmile.com	Bobby.Smith@2ndmile.com	Sandra.Aubrey@2ndmile.com	Arthur.Nasso@2ndmile.com	Sabrina.Johnson@2ndmile.com	Shelley.Leger@2ndmile.com	Nichole.Bracey@2ndmile.com	Tamara.Hyms@2ndmile.com	Lizette.Fernandez@2ndmile.com	Alex.Taumoepeau@2ndmile.com	Jessica.Thomas@2ndmile.com	Sandra.Ortiz@2ndmile.com	Stephanie.Boykin@2ndmile.com	Tiana.Coleman@2ndmile.com	Ronald.McCarthy@2ndmile.com	Mercedes.Abascal-Pineda@2ndmile.com

AUTHORIZING ORGANIZATION																								
Authorizer Name	**School Board of Orange County, FL**	**School Board of Orange County, FL**	**School Board of Orange County, FL**	**School Board of Lee County, FL**	**School Board of Lee County, FL**	**School Board of Hillsborough County, FL**	**School Board of Miami-Dade County, FL**	**School Board of Miami-Dade County, FL**	**School Board of Miami-Dade County, FL**	**School Board of Palm Beach County, FL**	**School Board of Palm Beach County, FL**	**School Board of Hillsborough County, FL**	**School Board of Orange County, FL**	**School Board of Lee County, FL**	**North Carolina State Board of Education**	**North Carolina State Board of Education**	**Fulton County, GA Board of Education AND Georgia State Board of Education**	**School Board of Orange County, FL**	**North Carolina State Board of Education**	**School Board of Miami-Dade County, FL**	**School Board of Seminole County, FL**	**School Board of Brevard County, FL**	**School Board of Miami-Dade County, FL**	**School Board of Manatee County, FL**	**School Board of Osceola County, FL**	**School Board of Palm County, FL**	**School Board of Miami-Dade County, FL**
Website	www.ocps.net	www.ocps.net	www.ocps.net	https://www.leeschools.net/	https://www.leeschools.net/	https://www.hillsboroughschools.org/	https://ccs.dadeschools.net/#/?utmdebt=2018	https://ccs.dadeschools.net/#/?utmdebt=2018	https://ccs.dadeschools.net/#/?utmdebt=2018	https://www.palmbeachschools.org/	https://www.palmbeachschools.org/	https://www.hillsboroughschools.org/	www.ocps.net	https://www.leeschools.net/	https://dpi.nc.gov	https://dpi.nc.gov	https://doe.k12.ga.us/	www.ocps.net	https://dpi.nc.gov	https://ccs.dadeschools.net/#/?utmdebt=2018	https://www.scps.k12.fl.us/	https://www.brevardschools.org/	https://ccs.dadeschools.net/#/?utmdebt=2018	https://www.manateeschools.net/	https://www.osceolaschools.net/	https://www.palmbeachschools.org/	https://ccs.dadeschools.net/#/?utmdebt=2018
Contact Name	Dr. Kia Sweeney Scott	Dr. Kia Sweeney Scott	Dr. Kia Sweeney Scott	Jaime Trotter	Jaime Trotter	Angela Rae Weary-Crooks	Dahlia Gonzalez	Dahlia Gonzalez	Dahlia Gonzalez	Dr. Annmarie Gibbons-Dilbert	Dr. Annmarie Gibbons-Dilbert	Angela Rae Weary-Crooks	Dr. Kia Sweeney Scott	Jaime Trotter	Ashley Baquero	Ashley Baquero	Andrea Cooper-Gatewood	Dr. Kia Sweeney Scott	Ashley Baquero	Dahlia Gonzalez	Damerria Faison	Melinda Maier	Dahlia Gonzalez	Dr. Valerie Hyer	Dr. Lasteria Penaloza	Dr. Annmarie Gibbons-Dilbert	Dahlia Gonzalez
Contact Title	Senior Director School Choice	Senior Director School Choice	Senior Director School Choice	Charter School Operations Coordinator	Charter School Operations Coordinator	Director Charter Office	Assistant Superintendent	Assistant Superintendent	Assistant Superintendent	Director of Charter Schools	Director of Charter Schools	Director Charter Office	Senior Director School Choice	Charter School Operations Coordinator	Director Charter Schools	Director Charter Schools	Director of Charter Schools	Senior Director School Choice	Director Charter Schools	Assistant Superintendent	Assistant Superintendent	Director -Curriculum and Instruction	Assistant Superintendent	Director of Charter and Choice	Director of Charter Schools	Assistant Superintendent
Contact Phone Number	407-317-3484	407-317-3484	407-317-3484	239-335-1461	239-335-1461	813-272-4049	305-995-1901	305-995-1901	305-995-1901	561-434-8681	561-434-8681	813-272-4049	407-317-3484	239-335-1461	984-236-2708	984-236-2708	470-254-6807	407-317-3484	984-236-2708	305-995-1901	407-320-0073	321-633-1000	305-995-1901	941-751-6550 Ext.43202	407-870-4847	561-434-8681	305-995-1901
Contact Email	kia.lawsonscott@ocps.net	kia.lawsonscott@ocps.net	kia.lawsonscott@ocps.net	aimee@leeschools.net	aimee@leeschools.net	angela.weary-crooks@sun.net	dmgonzal@dadeschools.net	dmgonzal@dadeschools.net	dmgonzal@dadeschools.net	annmarie.dilbert@palmbeachschools.org	annmarie.dilbert@palmbeachschools.org	angela.weary-crooks@sun.net	kia.lawsonscott@ocps.net	aimee@leeschools.net	ashley.baquero@dpi.nc.gov	ashley.baquero@dpi.nc.gov	agatewood@fultonschools.org	kia.lawsonscott@ocps.net	ashley.baquero@dpi.nc.gov	dmgonzal@dadeschools.net	damerria.faison@scps.k12.fl.us	Tracie.Hancock@brevardschools.org	dmgonzal@dadeschools.net	lhyer@manateeschools.net	lasteria.penaloza@osceolaschools.net	annmarie.dilbert@palmbeachschools.org	dmgonzal@dadeschools.net

AFFILIATED OR SUPPORTING ENTITIES																								
Entity Name	**Sunshine High School - Central Orange County Campus, Inc.**	**Sunshine High School - Orlando Campus, Inc.**	**Sunshine High School - Orange County Campus, Inc.**	**Florida High School for Accelerated Learning - South Lee County Campus, Inc.**	**Florida High School for Accelerated Learning - North Lee County Campus, Inc.**	**Florida High School for Accelerated Learning - Hillsborough County Campus, Inc.**	**Florida High School for Accelerated Learning - Miami Campus, Inc.**	**Florida High School for Accelerated Learning - Greater Miami Campus, Inc.**	**Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.**	**Florida High School for Accelerated Learning - West Palm Beach Campus, Inc.**	**Florida High School for Accelerated Learning - West Palm Beach Campus, Inc.**	**Florida High School for Accelerated Learning - Metro Tampa, Inc.**	**Sunshine High School - Greater Orlando Campus, Inc.**	**Florida High School for Accelerated Learning - South Lee County Campus, Inc.**	**The North Carolina High School for Accelerated Learning, Inc.**	**The North Carolina High School for Accelerated Learning, Inc.**	**Georgia High School for Accelerated Learning - Fulton County, Inc.**	**Sunshine High School - Greater Orlando Campus, Inc.**	**North Carolina High School for Accelerated Learning - Wake, Inc.**	**Florida High School for Accelerated Learning - Miami Campus, Inc.**	**Florida High School for Accelerated Learning - Seminole, Inc.**	**Florida High School for Accelerated Learning - Brevard, Inc.**	**Florida High School for Accelerated Learning - Miami-Dade Campus, Inc.**	**Florida High School for Accelerated Learning - Manatee, Inc.**	**Florida High School for Accelerated Learning - Osceola Inc.**	**Florida High School for Accelerated Learning - Palm, Inc.**	**Florida High School for Accelerated Learning - Miami-Dade, Inc.**
Relationship (Affiliated or Supporting)	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder	Governing Board/Charter Holder
Address	695 North Semoran Blvd Suite 8 Winter Park FL 32792	7501 South Orange Blossom Trail Orlando FL 32809	871 East Semoran Blvd. Apopka FL 32703	3057 Cleveland Avenue Fort Myers FL 33901	428 SW Pine Island Road Cape Coral FL 33991	4006 North Florida Avenue Tampa FL 37603	3555 NW 7th Street Miami FL 33125	46507 NW 183rd Street Miami Gardens FL 33055	3400 NW 135th Street Opa Locka FL 33054	1275 Gateway Vlvd Boynton Beach FL 33426	1111 Worthington Blvd West Palm Beach FL 33409	11602 N. 15th St. Tampa FL 33612	6600 Old Winter Garden Road Orlando FL 32835	16320 S. Tamiami Trail #190 Fort Myers FL 33908	5112 Central Avenue Charlotte NC 28205	2701-F Freedom Drive Charlotte NC 28208	3134 Old National Hwy Suite A College Park GA 30349	14180 East Colonial Drive Orlando FL 32826	1425 Rock Quarry Road Raleigh NC 27610	8610 SW 107th Avenue Miami FL 33173	4243 N. US Highway 1792 Sanford FL 32273	945 S. Babcock Street Melbourne FL 32901	10613 NW 12th St Suite 1021 Doral FL 33172	817 Manatee Ave. W. Bradenton FL 34205	2501 Old Vineland Rd Suite 2545 Kissimmee FL 34746	7000 W Palmetto RD. Suite 102 Boca Raton FL 33433	14500 NE 6th Ave. Miami FL 33161
Website	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chief Executive Officer	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contact Name	Dante Mahony	Dante Mahony	Dante Mahony	Jenene Dulaney-Burke	Jenene Dulaney-Burke	Dr. Sylvia Allbritton	Dick DiMercio	Dick DiMercio	Dick DiMercio	Dr. Sylvia Allbritton	Dr. Sylvia Allbritton	Dr. Sylvia Allbritton	Dante Mahony	Jenene Dulaney-Burke	Morgan Kelly Tyler	Morgan Kelly Tyler	Greg Clay	Dante Mahony	Michael Byers	Dick DiMercio	Yolanda Jackson	Stanley Brizz	Dick DiMercio	Dwight Barber	Dante Mahony	Bishop Thomas Douglas	Dick DiMercio
Contact Title	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair	Governing Board Chair
Contact Phone Number	407-234-6006	407-234-6006	407-234-6006	239-580-7568	239-580-7568	813-938-1758	786-271-3698	786-271-3698	786-271-3698	954-914-0289	954-914-0289	954-914-0289	407-234-6006	239-580-7568	443-825-6853	443-825-6853	850-322-7212	407-234-6006	919-272-4395	786-275-3698	407-314-9774	321-292-9570	786-271-3698	727-515-1780	407-234-6006	954-914-0289	786-271-3698
Contact Email	bhahony@theacsi.org	bhahony@theacsi.org	bhahony@theacsi.org	dulaneyj@gmail.com	dulaneyj@gmail.com	buechlinm@hotmail.com	lindaisaconvbm@gmail.com	lindaisaconvbm@gmail.com	lindaisaconvbm@gmail.com	holmes@fuse.net	holmes@fuse.net	buechlinm@hotmail.com	bhahony@theacsi.org	dulaneyj@gmail.com	morgankellytyler@gmail.com	morgankellytyler@gmail.com	gclay@bellsouth.net	bhahony@theacsi.org	michael.byers@fultoncharter.com	lindaisaconvbm@gmail.com	mwright@gmail.com	tatrod@brevardeducation.org	lindaisaconvbm@gmail.com	bechtlerdwight2@yahoo.com	bhahony@theacsi.org	bishop@fuse.net	lindaisaconvbm@gmail.com

Instructions: Provide the data requested in the tables below. Add columns as needed.

EXPANSION SCHEDULE	School/Campus	School/Campus	School/Campus	School/Campus	School/Campus	School/Campus	School/Campus	School/Campus					
Name:	**Florida High School for Accelerated Learning - Cutler Bay Area (Future name TBD)**	**Florida High School for Accelerated Learning - North Miami (Future name TBD)**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**					
School Location (City, State):	Miami-Dade County, FL	Miami-Dade County, FL	please enter	please enter	please enter	please enter	please enter	please enter					
Expansion Type (School or Campus):	School	School	please enter	please enter	please enter	please enter	please enter	please enter					
Authorizer:	School Board of Miami-Dade County, FL	School Board of Miami-Dade County, FL	please enter	please enter	please enter	please enter	please enter	please enter					
Projected Year 1 Launch:	2025-26	2025-26	please enter	please enter	please enter	please enter	please enter	please enter					
Grades to be Served:	7-12	7-12	please enter	please enter	please enter	please enter	please enter	please enter					

PENDING APPLICATIONS														
Name:	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**				
School Location (City, State):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Application for (School or Campus):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Authorizer:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Expected Date of Determination:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Year 1 Launch:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Grades to be Served:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				

APPROVED BUT FAILED TO OPEN														
Name:	**Florida High School for Accelerated Learning - St. Lucie County**	**Twin City High School**	**Florida High School for Accelerated Learning - Osceola Campus**	**Florida High School for Accelerated Learning - Metro Broward Campus, School II**	**Florida High School for Accelerated Learning - West Palm Beach Campus, School II**	**Florida High School for Accelerated Learning - West Palm Beach Campus, School III**	**Florida High School for Accelerated Learning - Miami Campus**	**Florida High School for Accelerated Learning - Miami-Dade Campus**	**Florida High School for Accelerated Learning - Greater Miami Campus**	**Florida High School for Accelerated Learning - Pinellas County Campus**				
Original School Location (City, State):	St. Lucie County, FL	Winston-Salem, NC	Osceola County, FL	Broward County, FL	Palm Beach County, FL	Palm Beach County, FL	Miami-Dade County, FL	Miami-Dade County, FL	Miami-Dade County, FL	Pinellas County, FL				
Approved for (School or Campus):	School	School	School	School	School	School	School	School	School	School				
Authorizer:	School Board of St. Lucie County, FL	North Carolina Board of Education	School Board of Osceola County, FL	School Board of Broward County, FL	School Board of Palm Beach County, FL	School Board of Palm Beach County, FL	School Board of Miami-Dade County, FL	School Board of Miami-Dade County, FL	School Board of Miami-Dade County, FL	School Board of Pinellas County, FL				
Original Year 1 Launch:	2022-23	2017-18	2016-17 (reapplied and opened in 2025)	2014-15	2016-17 (reapplied and opened in 2025)	2013-14	2009-10 (reapplied and opened in 2021)	2009-10 (reapplied and opened in 2023)	2009-10	2009-10				

SURRENDERED OR RETURNED UNDER A SETTLEMENT AGREEMENT														
Name:	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**				
School Location (City, State):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Type (School or Campus):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Authorizer:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Year Initiated by Authorizer:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Status (Surrendered, Returned, Pending):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				

REVOKED, NON-RENEWED, RETURNED, OR CLOSED														
Name:	**Town & Country Charter High School**	**Dolphin Park High School**	**Flagler High School**	**Lauderhill High School**	**Melrose High School**	**North University High School**	**Murray Hill High School**	**please enter**	**please enter**	**please enter**				
School Location (City, State):	Tampa, FL	Broward County, FL	Broward County, FL	Broward County, FL	Broward County, FL	Broward County, FL	Duval County, FL	please enter	please enter	please enter				
Type (School or Campus):	School	School	School	School	School	School	School	please enter	please enter	please enter				
Authorizer:	School Board of Hillsborough County, FL	School Board of Broward County, FL	School Board of Broward County, FL	School Board of Broward County, FL	School Board of Broward County, FL	School Board of Broward County, FL	School Board of Duval County, FL	please enter	please enter	please enter				
Year Initiated by Authorizer:	2018 (NOT initiated by Authorizer)	2017 (NOT initiated by Authorizer)	2017 (NOT initiated by Authorizer)	2017 (NOT initiated by Authorizer)	2017 (NOT initiated by Authorizer)	2017 (NOT initiated by Authorizer)	2015 (NOT initiated by Authorizer)	please enter	please enter	please enter				
Status (Revoked, Non-Renewed, Returned, or Closed):	Closed (choice of school, not authorizer)	Closed (School chose not to seek renewal)	Closed (School chose not to seek renewal)	Closed (School chose not to seek renewal)	Closed (School chose not to seek renewal)	Closed (School chose not to seek renewal)	Closed (choice of school, not authorizer)	please enter	please enter	please enter				

COMPLIANCE VIOLATIONS LEADING TO AUTHORIZER INTERVENTION														
Name:	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**	**please enter**				
School Location (City, State):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Type (School or Campus):	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Authorizer:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Year Initiated by Authorizer:	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				
Violation	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter	please enter				

Instructions: Provide the data requested in the tables below. Add columns as needed.

PENDING LITIGATION	Legal Suit	Legal Suit	Legal Suit	Legal Suit
State:	**please enter**	**please enter**	**please enter**	**please enter**
Parties:	please enter	please enter	please enter	please enter
Court:	please enter	please enter	please enter	please enter
Proceeding (Original or Appellate):	please enter	please enter	please enter	please enter
Year Initiated:	please enter	please enter	please enter	please enter
Description of Legal Claim:	please enter	please enter	please enter	please enter

PAST LITIGATION				
State:	**Florida**	**please enter**	**please enter**	**please enter**
Parties:	Shemicka Taylor & ALS Education, LLC	please enter	please enter	please enter
Court:	Southern District Court of Floirda	please enter	please enter	please enter
Year Initiated:	2024	please enter	please enter	please enter
Description of Legal Claim:	Interference of FMLA Rights, FMLA Retaliation & Disability	please enter	please enter	please enter
Result:	Confidential Settlement and General Release in Pre-trial	please enter	please enter	please enter

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 31
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Texas High School for Accelerated Learning**

Name of Sponsoring Entity: **Texas School for Dropout Prevention, Inc.**

1. Julia Guajardo Barrow
2. Gregory Meyers
3. Warner Ervin

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.

Include this cover page with attachment submission.

Insert Page A-_____

GENERATION 31
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Texas High School for Accelerated Learning**

Name of Sponsoring Entity: **Texas School for Dropout Prevention, Inc.**

Contact Information

Full Legal Name: **Julia Guajardo Barrow**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: **guajardobarrow@gmail.com**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have over thirty years of experience as a nationally recognized teacher and school administrator. Throughout my career, I focused on teaching at and leading schools and programs in areas where a need existed for students to overcome challenging circumstances in order to graduate from high school and seek post secondary learning opportunities.

Throughout my career, I also sought out strategies and resources that would help students make a turn and learn to self-lead. In my doctoral research, my dissertation was titled - An Examination of the Impact of Positive Normative Culture and Intentional Positive, Peer Influence on Student Attitudes, Positive Behaviors, and Achievement in Reading and Math. My findings provided strong evidence for the strategies I studied and the dissertation was nominated for the Carnegie Project on Education Doctorate - Dissertation in Practice of the Year Award.

My main takeaway over the course of my career is that every young person wants to graduate from high school. Every student, regardless of their background, history, past school performance, attendance record, you name it. every student wants to walk across that stage.

They told me they just need a) someone to believe in them, b) someone to give them a framework to help them make good decisions, and c) someone to give them a chance.

would bring a wealth of experience, background, and knowledge in human development, resiliency building. emotional management, curriculum and instruction, school leadership, and advanced leadership coaching to the board of the proposed charter.

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

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

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

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

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

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

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

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

Certification

I, Julia Guajardo Barrow, 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) Julia Guajardo Barrow

Date 12/12/25

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Julia Guajardo Barrow

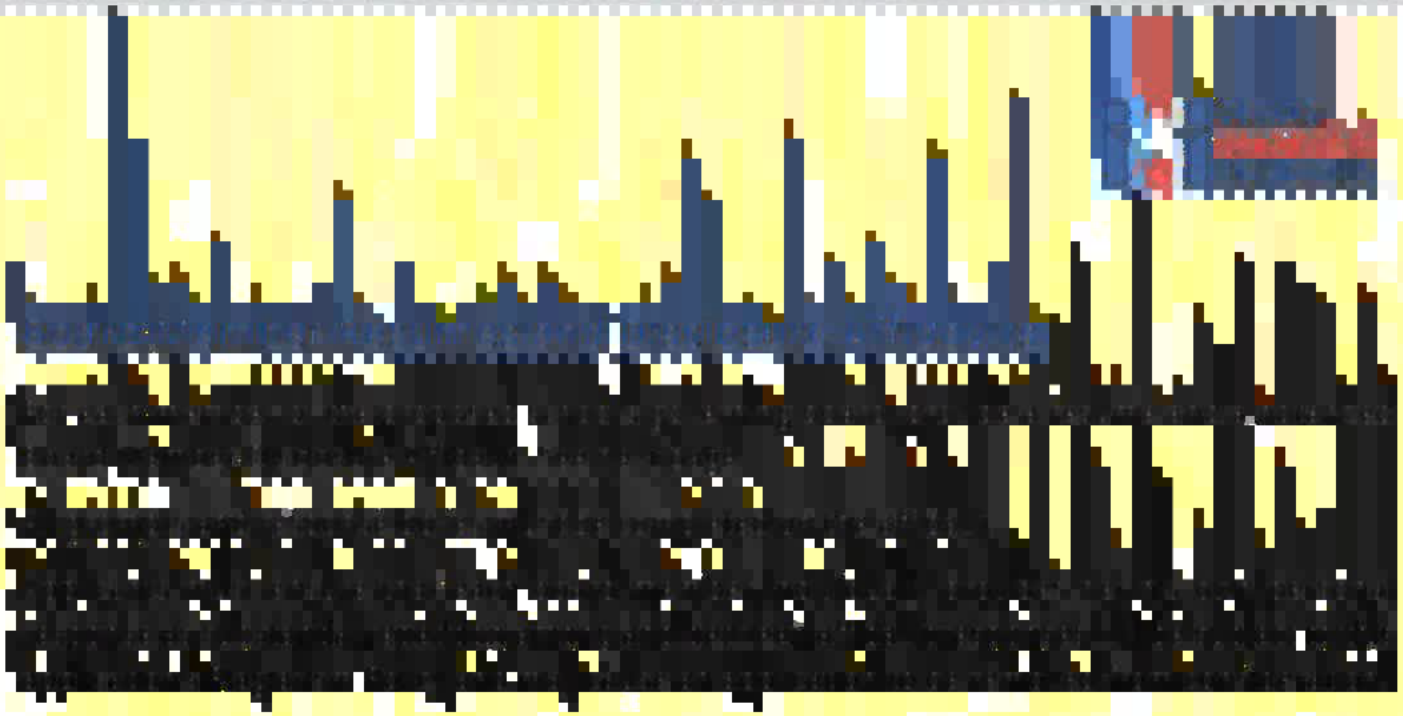
(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

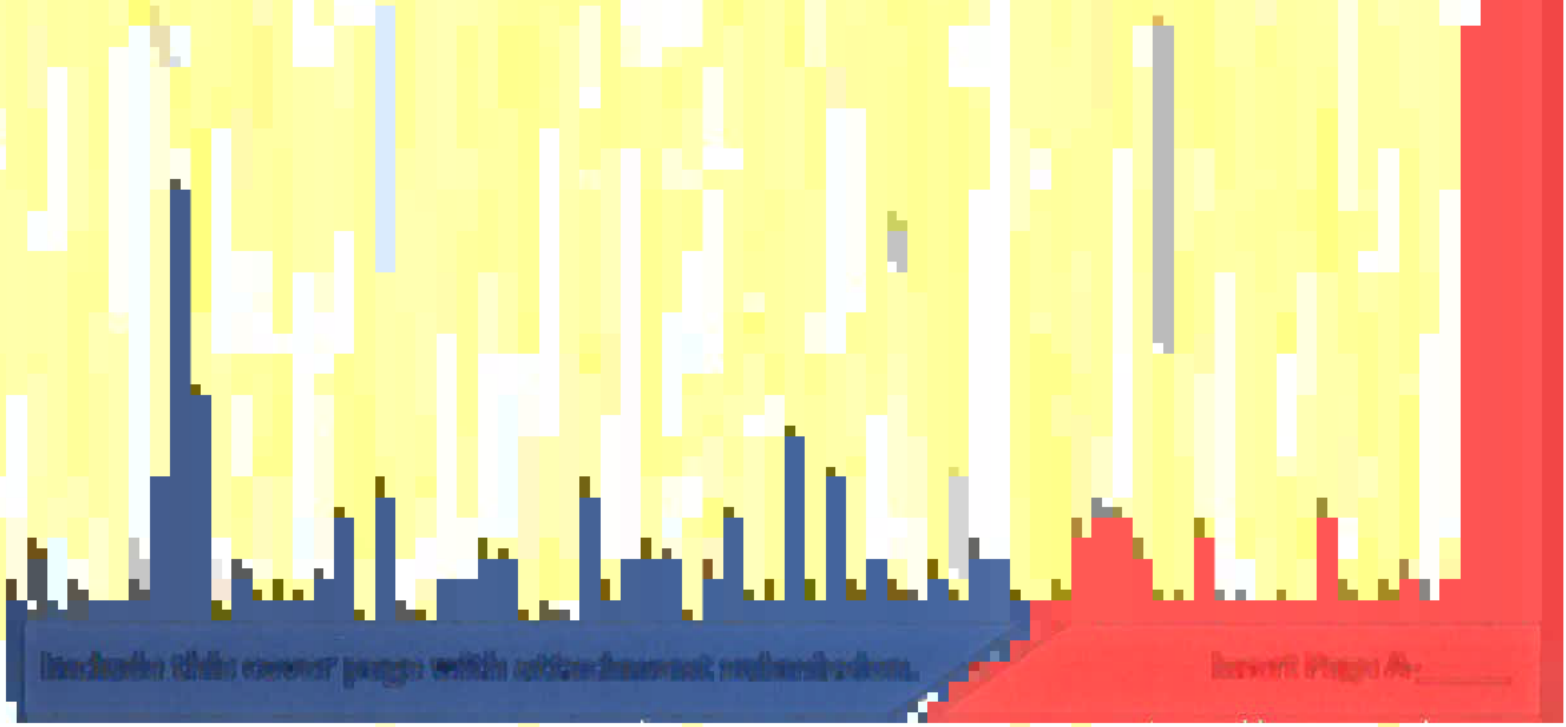
Subscribed and sworn to before 12th day of December 2025.

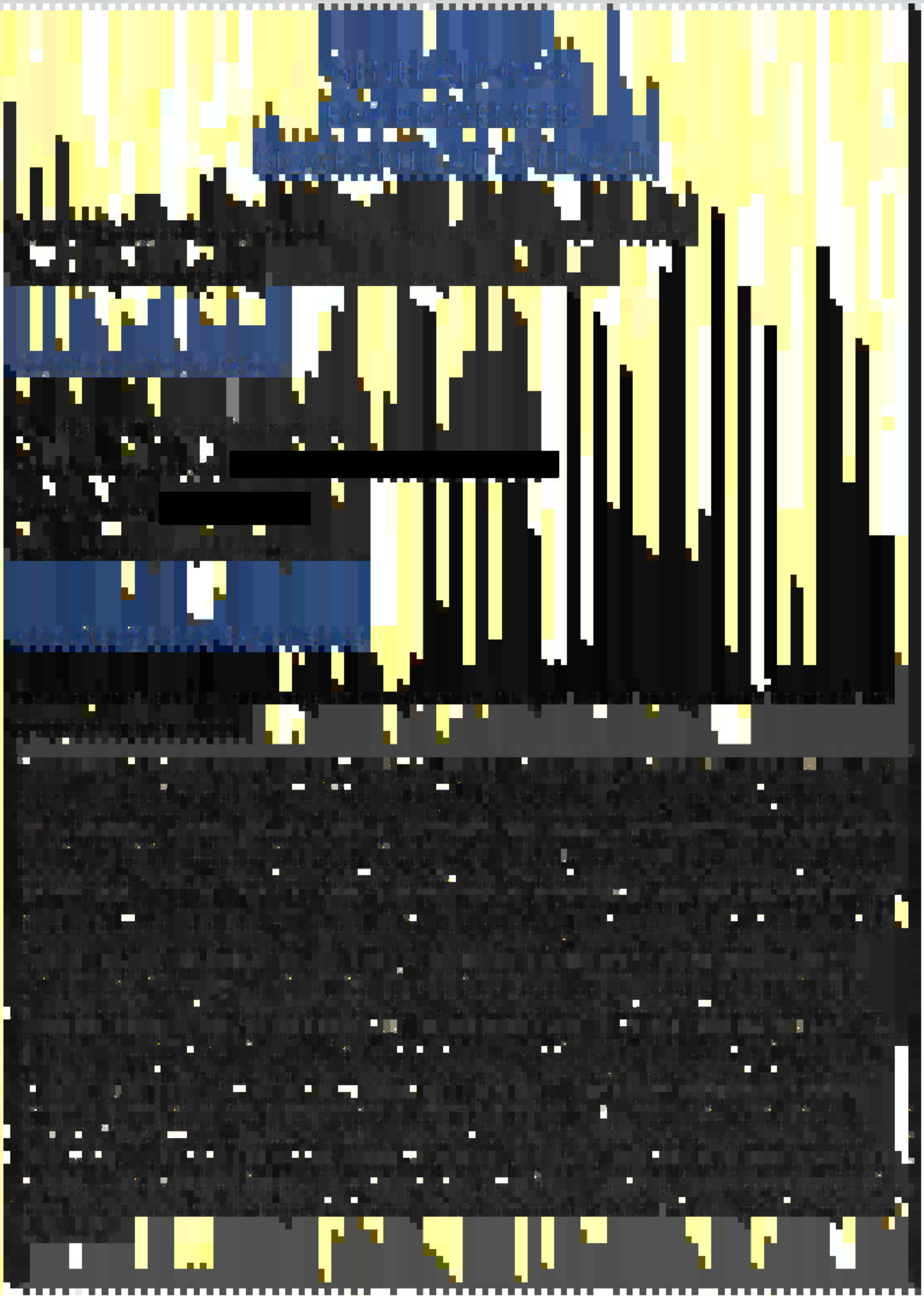
(Notary Public)

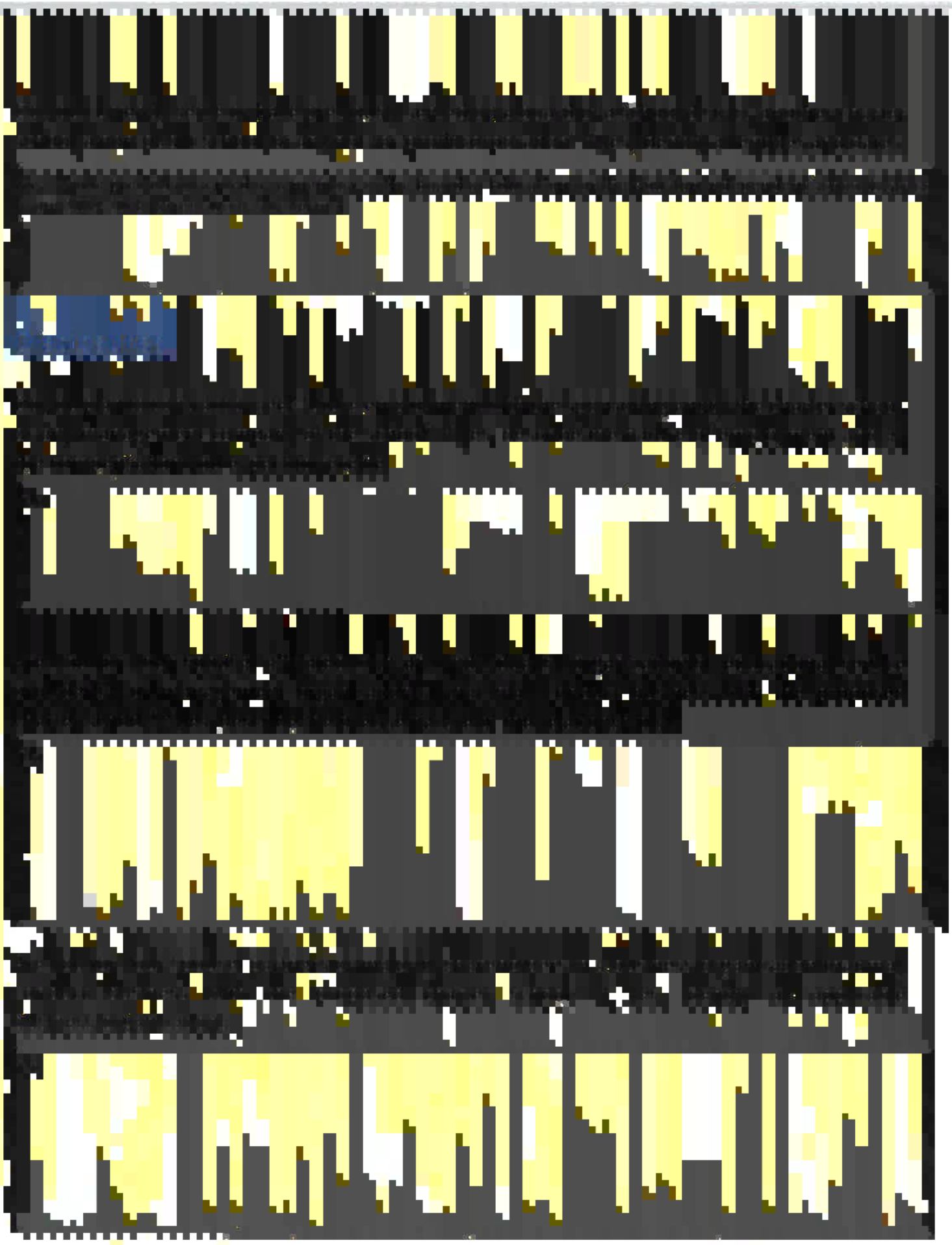
My commission expires October 18, 2028

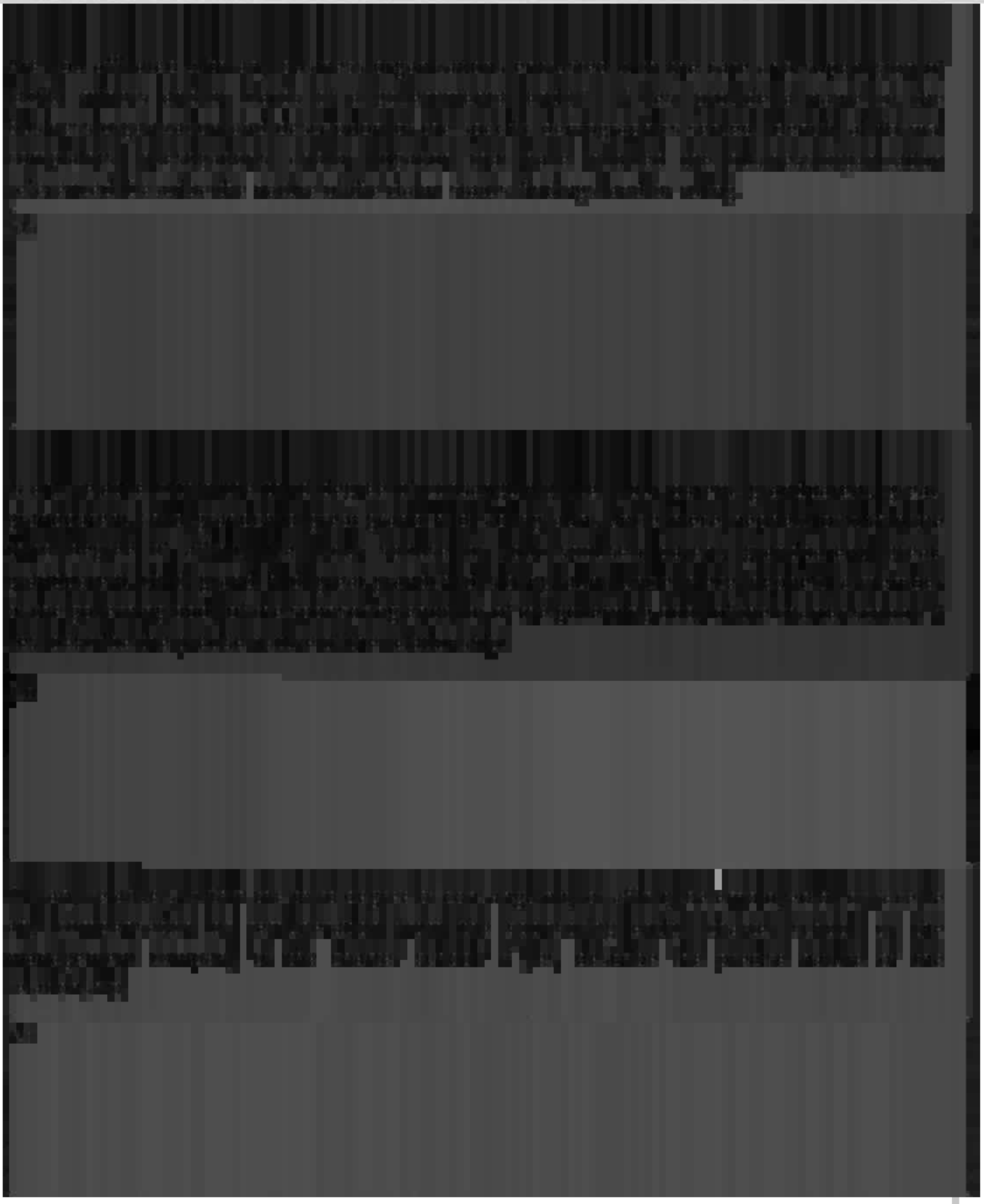
CALVIN NGUYEN
Notary ID #129170056
My Commission Expires
October 18, 2028

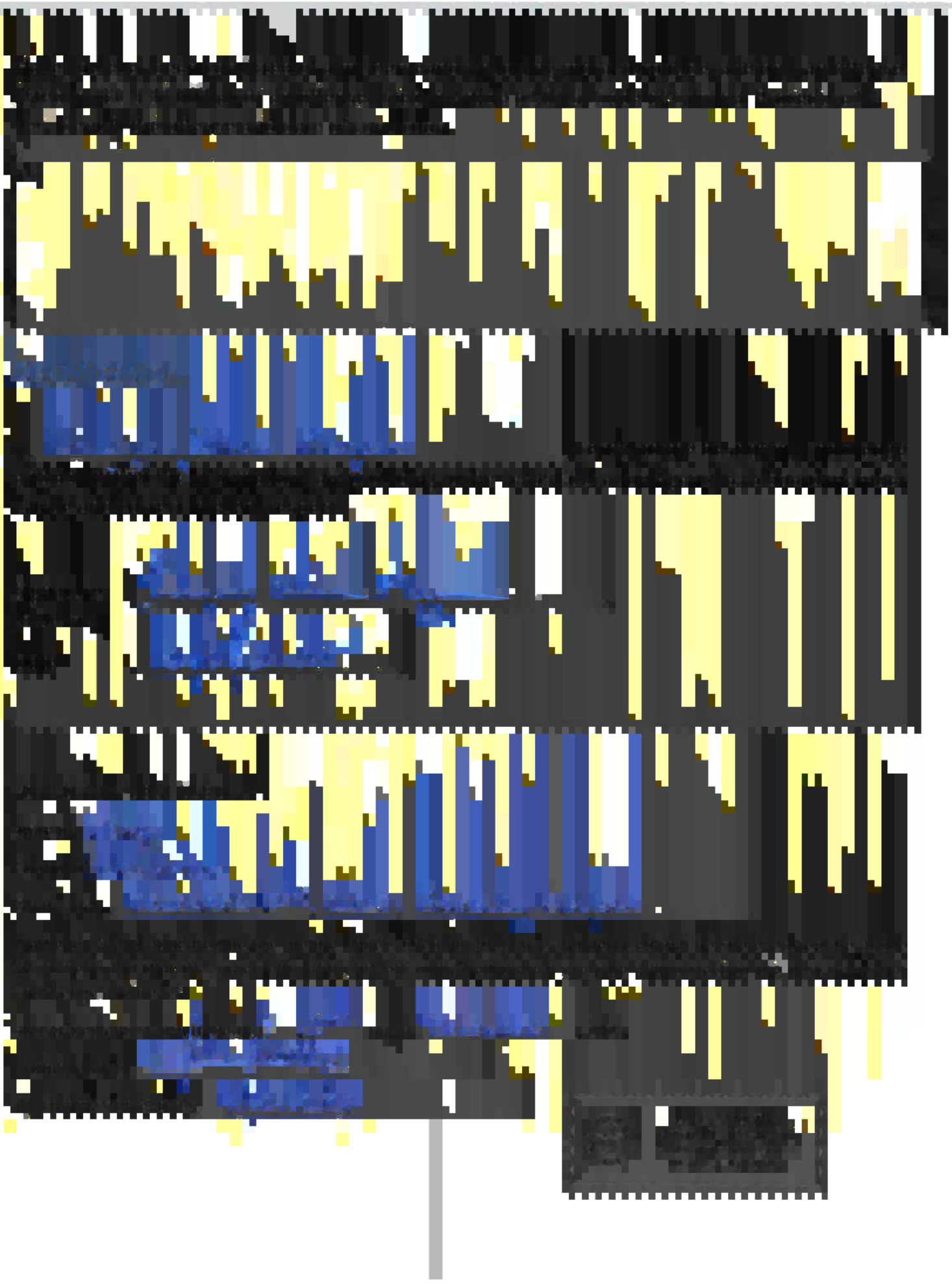












Board Member Résumés and Disclosure Affidavits

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 31
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Texas High School for Accelerated Learning**

Name of Sponsoring Entity: **Texas School for Dropout Prevention, Inc.**

Contact Information

Full Legal Name: **Warner D. Ervin**

Home Mailing Address: [redacted]

Phone Number [redacted]

Email Address: **wdervin@weveducationconsulting.com**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

The knowledge and experience that I will bring to this board was acquired having worked over forty (40) years in public education. I served as a teacher at the middle, junior high and high school levels. I have also been an assistant principal at all secondary levels as well as principal at elementary, middle and senior high schools. Serving as a regional superintendent in a public school district overseeing 40 plus campuses including grades Pre-K to 12, allowed me to manage all aspects of the total educational programs.

Since 2010, I have mentored several charter schools' administrators as well as served as interim superintendent of two different public charter school districts. These experiences allowed me to gain a thorough understanding of the public educational systems in both the independent and charter school districts. I bring to this board the expertise of overseeing a comprehensive educational environment.

Finally, I am an active member of the Houston Livestock Show & Rodeo and as a member of the Executive Committee, I currently chair the Educational Contribution Committee. This committee makes recommendations for final approval of in excess of $25 million dollars in grants and scholarships annually to the youth of Texas.

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.

Houston Livestock Show & Rodeo Board of Directors: 2004 - Present
Varnett Public Charter School District Board of Directors: 2015-2017
Houston Livestock Show & Rodeo Executive Committee: 2009 - 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

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

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

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

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

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

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

Certification

I, Warner D. Ervin, 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) Warner D Ervin

Date 12/12/2025

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Brazoria

On this day, December 12, 2025, Warner D. Ervin (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 12th day of December, 2025.

(Notary Public) _____

My commission expires Sept. 29, 2027

AMY HUNTER
Notary Public, State of Texas
Comm. Expires Sept. 29, 2027
Notary ID #12460998-6

CMO Financial History

Only complete this attachment if the applicant proposes to use a charter management organization (CMO).

Financial Performance:

For each of the charter management organization's authorizers, provide a copy of each authorizer's most recent financial rating (if assessed) of the operator's performance—see the Charter School Financial Integrity Rating System of Texas (FIRST) as an example of this attachment's expectation.

Internal Financial Statements:

Provide the sponsoring entity's most recent internal financial statements, including balance sheets and income statements.

Please use the redacted version on the following pages for any publicly posted materials. All information that has been redacted is considered confidential and proprietary and has been withheld at the request of THSAL and Second Mile Education.

Consolidated Financial Statements and Report of Independent Certified Public Accountants

ALS Education Holdings, LLC (d/b/a Second Mile Education)

June 30, 2025 and 2024

Contents

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Members of
ALS Education Holdings, LLC (d/b/a Second Mile Education)

Opinion

We have audited the consolidated financial statements of ALS Education Holdings, LLC (d/b/a Second Mile Education) (a Delaware limited liability company) and subsidiary (the "Company"), which comprise the consolidated balance sheets as of June 30, 2025 and 2024, and the related consolidated statements of operations, changes in members' equity, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Company as of June 30, 2025 and 2024, and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for opinion

We conducted our audits of the consolidated financial statements in accordance with auditing standards generally accepted in the United States of America (US GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Company and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of management for the financial statements

Management is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

Grant Thornton LLP is a U.S. member firm of Grant Thornton International Ltd (GTIL). GTIL and each of its member firms are separate legal entities and are not a worldwide partnership.

Auditor's responsibilities for the audit of the financial statements
Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with US GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with US GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Grant Thornton LLP

Jacksonville, Florida
October 29, 2025

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED BALANCE SHEETS

June 30,

	2025	2024
ASSETS		
Current assets		
Cash and cash equivalents	$	
Restricted cash		
Accounts receivables, net		
Other receivables		
Prepaid expenses and other current assets		
Total current assets		
Property and equipment		
Property and equipment, net		
Total property and equipment		
Right-of-use assets, net		
Deposits and other long-term assets		
Goodwill (net)		
Intangibles (net)		
Total assets	$	$
LIABILITIES AND MEMBERS' EQUITY		
Current liabilities		
Accounts payable	$	$
Accrued employee compensation		
Self-insured medical plan liability		-
Other accrued expenses		
Deferred revenue		-
Notes payable, current		
Current portion of accrued lease liabilities		
Total current liabilities		
Long-term liabilities		
Accrued lease liabilities - net of current portion		
Notes payable, net of current portion		
Total long-term liabilities		
Total liabilities		
Members' equity		
Total members' equity		
Total liabilities and members' equity	$	$

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF OPERATIONS

Years ended June 30,

	2025	2024
Revenues	$ [redacted]	$ [redacted]
Expenses		
Operating expenses	[redacted]	[redacted]
Depreciation and amortization	[redacted]	[redacted]
General and administrative	[redacted]	[redacted]
Total operating expenses	[redacted]	[redacted]
Other expense (income)		
Interest and other income	[redacted]	[redacted]
Interest expense	[redacted]	[redacted]
Total expenses, net	[redacted]	[redacted]
NET INCOME	$ [redacted]	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF CHANGES IN MEMBERS' EQUITY

Years ended June 30, 2025 and 2024

Balance, June 30, 2023	$ [redacted]
Net income	[redacted]
Distributions	[redacted]
Balance, June 30, 2024	[redacted]
Net income	[redacted]
Distributions	[redacted]
Balance, June 30, 2025	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

ALS Education Holdings, LLC (d/b/a Second Mile Education)

CONSOLIDATED STATEMENTS OF CASH FLOWS

Years ended June 30,

	2025	2024
Cash flows from operating activities:		
Net income	$ [redacted]	[redacted]
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization	[redacted]	[redacted]
Amortization of ROU asset (non-cash)	[redacted]	[redacted]
Gain on termination of lease (non-cash)	-	[redacted]
Changes in operating assets and liabilities:		
Change in accounts receivable	[redacted]	[redacted]
Change in other receivables	[redacted]	[redacted]
Change in prepaid expenses and other current assets	[redacted]	[redacted]
Change in accounts payable	[redacted]	[redacted]
Change in accrued employee compensation	[redacted]	[redacted]
Change in deferred revenue	[redacted]	-
Change in deposits and other long-term assets	[redacted]	[redacted]
Change in self-insured medical plan liability	[redacted]	-
Change in deferred lease liability	[redacted]	[redacted]
Change in other accrued expenses	[redacted]	[redacted]
Net cash provided by operating activities	[redacted]	[redacted]
Cash flows from investing activities:		
Purchases of property and equipment	[redacted]	[redacted]
Net cash used in investing activities	[redacted]	[redacted]
Cash flows from financing activities:		
Long-term debt repayments	[redacted]	[redacted]
Distributions	[redacted]	[redacted]
Proceeds from debt amendment	-	[redacted]
Net cash used in financing activities	[redacted]	[redacted]
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH	[redacted]	[redacted]
Cash, cash equivalents and restricted cash - beginning of period	[redacted]	[redacted]
Cash, cash equivalents and restricted cash - end of period	$ [redacted]	$ [redacted]
Supplemental disclosure of cash flow information:		
Cash paid for Interest	$ [redacted]	$ [redacted]

The following table provides a reconciliation of cash, cash equivalents, and restricted cash reported within the statement of financial position that sum to the total of the same such amounts shown in the statement of cash flows.

	As of June 30, 2025
Beginning balance:	
Cash and cash equivalents	$ [redacted]
Restricted cash	[redacted]
Total cash, cash equivalents, and restricted cash	[redacted]
Ending balance:	
Cash and cash equivalents	[redacted]
Restricted cash	[redacted]
Total cash, cash equivalents, and restricted cash	$ [redacted]

The accompanying notes are an integral part of these consolidated financial statements.

NOTE 1 - ORGANIZATION

ALS Education Holdings, LLC a Delaware limited liability company (“ALS”), doing business as Second Mile Education (“Second Mile”) and its wholly owned subsidiary, ALS Education LLC, a Delaware limited liability company (“ALSE”), (collectively the “Company”) acquired the assets of ALS Education, Inc (“INC”) on May 22, 2020. INC operated and managed schools since 1996 under various types of arrangements.

The Company operates charter schools under management agreements with not-for-profit charter school entities (“charter schools”). The charter schools were established for the purpose of obtaining the charters and contracting with authorizers to operate charter middle and high schools. The mission of the schools is to help at-risk students earn a standard high school diploma and prepare for post-secondary success.

The Company provides the education program, recruits and manages personnel, and maintains and operates each charter school. The Company also provides other services including assisting the charter schools in obtaining certain financing, including grants. As of June 30, 2025, the Company managed 20 charter schools in Florida, three in North Carolina and one in Georgia. There are currently three schools under development.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Consolidation

The accompanying consolidated financial statements include the accounts of ALS Education Holdings, LLC (d/b/a Second Mile Education). All significant intercompany accounts and transactions have been eliminated in consolidation. The Company operates all charter schools as a single business segment.

Basis of Accounting

The consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP").

Reclassifications

The Company made reclassifications and adjustments to certain previously reported financial information to conform to the current period presentation.

Use of Estimates

The preparation of the consolidated financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

The Company considers all highly liquid investments with original maturities of three months or less to be cash equivalents for purposes of the statements of cash flows. The Company’s cash account is maintained at a third-party financial institution and may exceed federally insured amounts at times and which may at times significantly exceed balance sheet amounts due to outstanding checks. The Company has not experienced any losses associated with such accounts and management believes it is not exposed to significant financial risk.

Restricted Cash

The Company has restricted cash on deposit with a bank subject to a control agreement in accordance with the amended debt agreement.

Accounts Receivable

Accounts receivable consists of amounts due under contracts with each respective charter school and are stated at net realizable value. Accounts receivable are generally due within 30 to 60 days. In March 2016, The Financial Accounting Standards Board ("FASB") issued Account Standards Update ("ASU") No. 2016-03, *Financial Instruments - Credit Losses* (ASU 2016-13), to replace the incurred-loss model with an expected-loss model, which is referred to as the current expected credit-loss ("CECL") model. The CECL model is applicable to the measurement of credit losses on financial assets measured at amortized cost, including accounts receivable. ASU 2016-13 is effective for the Company for annual periods beginning after December 15, 2022. The Company adopted this standard on July 1, 2023. The Company has evaluated the standard and determined there to be no material impact on its consolidated financial statements. The Company's outstanding accounts receivable are exposed to credit risk and an allowance for credit losses is established based upon collection experience and other factors including, but not limited to, current economic trends, credit worthiness of customers, bankruptcy filings, age of receivables and changes in customer payment habits. On certain receivables where the Company is aware of a specific customer's inability or reluctance to pay, an allowance for credit losses is established against amounts due, to reduce the net receivable balance to the amount the Company reasonably expects to collect. However, if circumstances change, the estimate of the recoverability of accounts receivable could be different. Circumstances that could affect the estimates include, but are not limited to, customer credit issues and general economic conditions. All accounts or portions thereof considered uncollectible or that require excessive collection costs are written off to the allowance for credit losses. As of June 30, 2025 and 2024, the Company determined that no amounts were deemed uncollectible accounts for these balances.

Other Receivables

As of June 30, 2025 and 2024, other receivables consist primarily of grant-funded expenses incurred on behalf of the schools that are reimbursable from the schools. As of June 30, 2025 and 2024, the Company determined that no amounts were deemed uncollectible accounts for these balances.

Concentrations of Credit Risk

Financial instruments, which potentially subject the Company to significant concentrations of credit risk, consist primarily of cash and temporary cash investments and receivables. The Company places its temporary cash investments with high credit quality financial institutions that are members of the Federal Deposit Insurance Corporation ("FDIC"). Concentrations of credit risk with respect to receivables are dispersed as the Company's customer base consists of separate entities funded through governmental appropriations.

Financial Instruments

The carrying amounts for the Company's cash, accounts receivable, payables, accrued expenses, and other liabilities approximate fair value as of June 30, 2025 and 2024, due to their short-term nature. Based upon borrowing rates currently available to the Company for loans similar in terms and average maturity, the recorded balance of the Company's notes payable obligation also approximates fair value as of June 30, 2025 and 2024.

Property and Equipment

Property and equipment are carried at cost, less accumulated depreciation and amortization. Improvements, renewals, and extraordinary repairs that extend the lives of the assets are capitalized; other repairs and maintenance are expensed as incurred. The cost and accumulated depreciation and amortization of assets sold or otherwise disposed of are removed from the accounts and the resulting gain or loss is reflected in the consolidated statements of operations. Depreciation and amortization are computed over the estimated useful lives of the assets using the straight-line method. The estimated useful lives are as follows:

Leasehold improvements	10 years or shorter of lease term
Furniture and fixtures	5 years
Technology, software and classroom equipment	3-5 years

Intangible Assets and Goodwill

Goodwill is calculated as the excess of the aggregate purchase price over the fair value of net tangible and identifiable intangible assets acquired in the Company's business acquisition. The Company applies ASU 2014-02, *Accounting for Goodwill* and ASU 2014-18, *Accounting for Identifiable Intangible Assets in a Business Combination*, the private company accounting alternatives, which allows eligible private companies to amortize goodwill and apply a one-step impairment testing model, and to no longer recognize separately certain customer-related intangible assets from goodwill. Goodwill is tested for impairment in the case of a triggering event, on an entity wide level which indicates it is more likely than not that the fair value of the entity may be below its carrying amount. The Company amortizes goodwill on a straight-line basis over a period of 10 years. There were no triggering events noted during 2025 or 2024 that required the Company to perform an impairment analysis.

When accounting for business combinations, the Company recognizes an acquired intangible asset apart from goodwill whenever the intangible asset arises from contractual or other legal rights, or when it can be separated or divided from the acquired entity and sold, transferred, licensed, rented or exchanged, either individually or in combination with a related contract, asset or liability. The Company recorded finite-lived intangible assets, including domain names and internally developed software, which are currently amortized on a straight-line basis over 10 years.

Accounting for the Impairment of Long-Lived Assets

Long-lived assets, such as property and equipment and intangible assets, are reviewed for impairment whenever events or changes in circumstances indicate that the carrying values of certain long-lived assets may not be recoverable. Recoverability is measured by comparison of carrying value to future net cash flows expected to be generated by the asset. If the asset is considered to be impaired, the impairment to be recognized is measured as the amount by which the carrying value of the asset exceeds its fair value. There were no triggering events noted during 2025 or 2024 that would require long-lived assets to be tested for impairment.

Income Taxes

The Company is a limited liability company. Income from the Company is reported and taxed to the members on their individual returns. Therefore, no provision for income taxes has been provided in the accompanying consolidated financial statements.

The Company applies the provisions of FASB Accounting Standards Codification ("ASC") 740-10, *Accounting for Uncertain Tax Positions* ("ASC 740-10"). Under these provisions, companies must determine and assess all material positions existing as of the reporting date, including all significant

uncertain positions, for all tax years that are open to assessment or challenge under tax statutes. Additionally, those positions that have only timing consequences are analyzed and separated based on ASC 740-10's recognition and measurement model.

ASC 740-10 provides guidance related to uncertain tax positions for pass-through entities and tax-exempt not-for profit entities. ASC 740-10 also modifies disclosure requirements related to uncertain tax positions for nonpublic entities and provides that all entities are subject to ASC 740-10 even if the only tax position in question is the entity's status as a pass-through.

As required by the uncertain tax position guidance, the Company recognizes the financial statement benefit of a tax position only after determining that the relevant tax authority would more likely than not sustain the position following an audit. For tax positions meeting the more-likely-than-not threshold, the amount recognized in the consolidated financial statements is the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement with the relevant tax authority. The Company applied the uncertain tax position guidance to all tax positions for which the statute of limitations remained open and determined that there are no uncertain tax positions as of June 30, 2025 or 2024. The Company is not subject to U.S. federal tax examination prior to 2018.

Revenues From Contracts With Customers

In May 2014, the FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers* ("ASU 2014-09") ("Topic 606"). ASU 2014-09 provides guidance on revenue from contracts with customers that will supersede most current revenue recognition guidance, including industry-specific guidance. The guidance also requires enhanced disclosures regarding the nature, amount, timing, and uncertainty of revenue and cash flows arising from an entity's contracts with customers.

The core principle of ASC 606 is that an entity recognizes revenue to depict the transfer of promised goods and services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods and services. The core principle is applied using the five-step model prescribed by ASC 606, which requires us to: (1) identify the contract with the customer; (2) identify the performance obligations in the contract; (3) determine the transaction price; (4) allocate the transaction price to the performance obligations in the contract; and (5) recognize revenue when, or as, an entity satisfies a performance obligation.

A contract with a customer is identified when it has approval and commitment from both parties, the rights of the parties are identified, payment terms are identified, the contract has commercial substance and collectability of consideration is probable.

The Company identifies its performance obligation by reviewing the contract for distinct goods and services. Goods and services are distinct when the customer can benefit from them on their own and the Company's promises to transfer these items are identifiable from other promises within the contract.

Nature of Performance Obligation

The Company's revenues consist of revenues relating to operation and management of charter schools. The Company has two primary fee arrangements with its charter schools - a management fee arrangement and a cost-plus arrangement.

A performance obligation is a promise in a contract to transfer a distinct good or service to the customer and is the unit of accounting in ASC 606. Each of the Company's contracts has a single performance obligation, as the promises to provide the identified services are not distinct within the context of the contract. The fees received from the customers over the academic year may be fixed and/or variable in nature. For the fixed consideration, the single performance obligation is delivered as customers receive and

consume benefits, which occurs ratably over the academic year. This is recognized over time using the output method of measuring progress towards complete satisfaction of the single performance obligation. The output method based on time elapsed provides a faithful depiction of the performance toward complete satisfaction of the performance obligation as it is a direct measurement of the value provided to the customer. The variable consideration is primarily related to a percentage of the school's "Qualified Gross Revenues" ("QGR"). QGR include various federal, state and local source revenues and is determined by the school district's funding per student and based on enrollment which is measured at contracted periods throughout the year. Since the performance obligation represents a series of distinct services, the Company will recognize the variable considerations that become known and billable each month because these fees relate to the distinct period (month) in which the fees are earned. Any rebates in these contracts are not material in the period. There are no other refunds or return rights under these contracts. Cost-plus arrangements may be structured where the management fee decreases over the initial two years of the agreement, which could be viewed as a material right. The Company has assessed this feature and concluded any rights are immaterial.

The Company has no incremental costs that are capitalized to obtain a contract or to fulfill a contract with a customer.

Practical Expedients and Policy Elections

The Company elected certain permitted practical expedients and made accounting policy elections upon adoption of ASC 606:

- The Company's contracts with customers generally contain payment terms of 30 days. Since the standard payment term is less than one year, the Company elected the practical expedient under ASC 606-10-32-18 to not assess whether a contract has a significant financing component.

- Taxes assessed by governmental authorities that are both imposed on and concurrent with revenue-producing transactions between the Company and its customers (e.g., sales taxes) are reported on a net basis in the Company's financial statements. Accordingly, the Company made an accounting policy election, as permitted in ASC 606-10-32-2A, to exclude sales taxes and other similar taxes from the measurement of the transaction price.

Deferred Financing Costs and Amortization

Debt issuance costs incurred by the Company to obtain long-term debt are recorded in goodwill and other intangible assets (net) on the accompanying consolidated balance sheets. The debt issuance costs are amortized using the straight-line method, which approximates the effective interest rate method, over the life of the related debt. Amortization of debt issuance costs is included in depreciation and amortization expense in the consolidated statements of operations.

Leases

ASC 842 requires lessees to recognize right-to-use ("ROU") assets and lease liabilities for their operating and financing leases. Operating lease liabilities are calculated based on the present value of minimum lease payments discounted using a risk-free interest rate. Operating lease ROU assets are calculated based on the operating lease liabilities adjusted for prepayments, lease incentives and impairment, if any. The Company leases school buildings, computer equipment, software, and certain other equipment. The determination of whether an arrangement is a lease is made at the lease's inception. Renewal or termination options are included in the expected lease term if they are reasonably certain of being exercised.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2025 and 2024 consist of the following major classifications:

	2025	2024
Leasehold improvements	$ [redacted]	$ [redacted]
Technology, software and classroom equipment	[redacted]	[redacted]
Furniture and fixtures	[redacted]	[redacted]
Leasehold improvements in progress	[redacted]	[redacted]
Subtotal fixed assets	[redacted]	[redacted]
Accumulated depreciation	[redacted]	[redacted]
Property and equipment net of depreciation	$ [redacted]	$ [redacted]

Depreciation expense related to property and equipment was [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively.

NOTE 4 - INTANGIBLE ASSETS AND GOODWILL

At June 30, 2025, the gross carrying amount and accumulated amortization of intangible assets subject to amortization are as follows:

	Gross Assets	Accumulated Amortization	Net
Debt service costs	$ [redacted]	$ [redacted]	$ [redacted]
Domain names	[redacted]	[redacted]	[redacted]
Internally developed software	[redacted]	[redacted]	[redacted]
Total	$ [redacted]	$ [redacted]	$ [redacted]

At June 30, 2024, the gross carrying amount and accumulated amortization of intangible assets subject to amortization are as follows:

	Gross Assets	Accumulated Amortization	Net
Debt service costs	$ [redacted]	$ [redacted]	$ [redacted]
Domain names	[redacted]	[redacted]	[redacted]
Internally developed software	[redacted]	[redacted]	[redacted]
Total	$ [redacted]	[redacted]	[redacted]

Amortization is recorded in depreciation and amortization in the accompanying consolidated statements of operations. Domain names and internally developed software are being amortized over 10 years, reflecting management's best estimate of their useful lives.

Total amortization expense related to intangible assets was [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively. The estimated aggregate amortization expense for each of the five succeeding fiscal years for intangible assets is as follows:

June 30, 2026	$ [redacted]
June 30, 2027	
June 30, 2028	
June 30, 2029	
June 30, 2030	
Thereafter	
Total	$ [redacted]

The gross carrying amounts of goodwill and accumulated amortization for the years ended June 30, 2025 and 2024, are as follows:

	2025	2024
Goodwill	$ [redacted]	$ [redacted]
Accumulated amortization		
Goodwill, net	$ [redacted]	$ [redacted]

Total amortization expense related to goodwill for both years ended June 30, 2025 and 2024 was [redacted]. The estimated amortization expense for each of the five succeeding fiscal years for intangible goodwill is as follows:

June 30, 2026	$ [redacted]
June 30, 2027	
June 30, 2028	
June 30, 2029	
June 30, 2030	
Total	$ [redacted]

NOTE 5 - LEASES

The Company leases school buildings, computer equipment, software, and certain other equipment from unaffiliated companies. The Company assesses whether an arrangement qualifies as a lease (i.e., conveys the right to control the use of an identified asset for a period of time in exchange for consideration) at inception and only reassesses its determination if the terms and conditions of the arrangement are changed. Leases with an initial term of 12 months or less are not recorded on the balance sheet. Lease expense is recognized for these leases on a straight-line basis over the lease term. Most leases include one or more options to renew, with renewal terms that can extend the lease term from one to five years or more. The exercise of lease renewal options is at the Company's sole discretion.

The following summarizes the line items in the balance sheets which include amounts for operating leases as of June 30:

Operating Leases	2025	2024
Assets		
Operating lease ROU assets	$ [redacted]	$ [redacted]
Liabilities		
Current portion of lease liability	[redacted]	[redacted]
Accrued lease liability - long term		
Total operating lease liabilities	$ [redacted]	$ [redacted]

The following summarizes the weighted-average remaining lease term and discount rate as of June 30, 2025:

Weighted-average remaining lease term (years)	15.00
Weighted average discount rate	3.30%

The aggregate future minimum lease payments are as follows for the years ending June 30:

Year Ending June 30,	Amount
2026	$ [redacted]
2027	
2028	
2029	
2030	
Thereafter	
Total	[redacted]
Less: imputed interest	[redacted]
Present value of lease liabilities	$ [redacted]

Total rental expense for the years ended June 30, 2025 and 2024, related to operating leases, including common area maintenance charges, was [redacted] and [redacted], respectively, and is included in operating expenses and general and administrative expenses in the accompanying consolidated statements of operations. Rental expense includes short term lease costs of [redacted] and [redacted] for the years ended June 30, 2025 and 2024, respectively.

NOTE 6 - DEBT

The Company entered into a credit agreement [redacted], originally executed in May 2020, which has been amended multiple times to reflect changes in borrowing terms and structure. [redacted]

[redacted] The credit agreement is secured by a first priority perfected lien on substantially all assets of the Company and a first priority perfected lien on all of the Company's capital stock. The agreement also includes restrictive covenants related to the Company's financial position. As of June 30, 2025, the Company was in compliance with all covenants and restrictions under the agreement.

On March 2020, the FASB issued ASU No. 2020-04, *Reference Rate Reform (Topic 848): Facilitation of the Effects of Reference Rate Reform on Financial Reporting*. In January 2021, the FASB issued ASU No. 2021-01, *Reference Rate Reform (Topic 848): Scope* to clarify that Topic 848 is applicable to many derivative instruments and hedging relationships. Subject to meeting certain criteria, the new guidance provides optional expedients and exceptions to applying contract modification accounting under existing U.S. GAAP, to address the expected phase out of the London Inter-bank Offered Rate by the end of 2022. This guidance is effective upon issuance and allows application to contract changes as early as January 1, 2020. The Company's debt agreement was amended in December of 2022 which added alternative base rate language which referenced the SOFR. For contracts to which ASC Topic 470, *Debt* applies, we have applied the optional expedients available from ASU 2020-04 and accounted for the contract modifications related to reference rate reform prospectively. Of the contracts that have been adjusted for the new reference rate, there has been an immaterial impact on the consolidated financial statements.

Annual maturities of the Company's debt balance subsequent to June 30, 2025 are as follows:

For the Years Ended June 30,	
2026	$ [redacted]
2027	
2028	
2029	
2030	0
Total	$ [redacted]

NOTE 7 - MEMBERS' EQUITY

The members of the Company conduct business under its Amended and Restated Operating Agreement (the "Operating Agreement"), which became effective May 22, 2020, and governs the rights and obligations of the Company and its members. The Company shall continue indefinitely unless sooner dissolved, liquidated and terminated as provided in the Operating Agreement.

[redacted]



NOTE 8 - EMPLOYEE BENEFIT PLAN

The Company has a defined contribution plan that is qualified under Section 401(k) of the Internal Revenue Code, which covers all eligible employees at its schools and corporate offices. Participants may contribute a portion of their compensation subject to a maximum annual deferral contribution of 50% of their salary for calendar years 2025 and 2024.

The Plan allows for discretionary matching contributions. The matching contributions were [redacted] and [redacted] during the years ended June 30, 2025 and 2024, respectively.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

Concentration of Risk

The Company provides its services under contracts with various not-for-profit charter school entities. These entities have charter school contracts with various school districts throughout the states of Florida, North Carolina and Georgia. These contracts have terms of three to 15 years and assume a combination of operational and financial risks including, but not limited to, operating and financial efficiencies, compliance with regulations, potential liability claims, the ability to attract qualified personnel, dependence on government appropriations, and the market acceptance of for-profit education service providers.

Litigation

The Company is involved in legal actions arising in the ordinary course of business. Management does not believe that the outcome of such legal actions will have a material adverse effect on the Company's financial position, results of operations, or cash flows.

Guarantees

In the normal course of its business, the Company guarantees certain lease agreements of charter schools with which it has executed management agreements. The primary obligor under each of these obligations is the respective charter school. The Company carefully evaluates the probability of default by the charter school in consideration of executing the management agreement, and in every instance for which it has executed guarantees, has determined that the probability of default is remote.

As of June 30, 2025 and 2024, there are no amounts outstanding for which the Company is contingently liable as guarantor of indebtedness for individual charter schools.

As of June 30, 2025, the Company has guaranteed that certain lease payments be made under the terms and provisions of [redacted] separate lease agreements through 2046. These leases were executed by [redacted] separate charter schools. The maximum amount of future lease payments guaranteed by the Company approximated [redacted] at June 30, 2025.

Management has evaluated the fair value of these guarantees in accordance with ASC 460, *Guarantees*, and determined they represent immaterial liabilities to the Company. Management has also evaluated the guarantees pursuant to ASC 450, *Accounting for Contingencies*, and determined that the guarantees do not meet the criteria for recognition under that guidance. As such, the Company has accrued no amounts as of June 30, 2025 or 2024.

NOTE 10 - RELATED PARTY TRANSACTIONS

[redacted]

NOTE 11 - SUBSEQUENT EVENTS

Management has evaluated subsequent events through October 29, 2025, the date the consolidated financial statements were available for issuance.