

CHARTER COVERSHEET

APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth
Generation Charter
School Name:

Beta Academy

Name of Sponsoring
Entity:

The Beta Foundation

NOTE: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity
is a (Check only one):

501(c)(3) nonprofit organization

Governmental Entity

College or University

Chairperson of governing body of
sponsoring entity:

Teresa Sones

CEO of sponsoring entity:

Latisha Andrews

CEO/Superintendent of proposed
charter school:

Latisha Andrews

Board member(s) who attended
applicant information session(s):

Helen Abernathy

Date(s): Feb 7, 2014

Applicant mailing address (To be used
for contact regarding this application):

9701 Almeda Genoa Rd, Houston, TX 77075

Physical address of proposed
administrative offices (if different from
above):

Same as above

Number of campuses requested:

3

Physical Address of Each Proposed Campus:
*Street address, city, state, zip, and county, OR, if the
specific address(es) is unknown at this time, provide
the county and general location of the proposed
campus(es)*

Campus 1: Harris County; 9701 Almeda Genoa Rd, Houston, TX 77075

Campus 2: Open yr 2 (2016/17 sch yr) within Charter geo. boundary

Campus 3: Open yr 4 (2018/19 sch yr) within Charter geo. boundary

Contact name:

Latisha Andrews

Contact role/title:

CEO/The Beta Foundation

Contact Phone:

832-656-5841

Contact Email:

Latishaandrews@gmx.com

State maximum enrollment and check all grade levels to be served for each school year.

By Year 4, at least one grade in which the state assessments are administered must be offered.

GRADE LEVELS SERVED

Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At Capacity:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Latisha Andrews

APPLICANT TEAM MEMBER INFORMATION

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Latisha Andrews	Director, Responsive Ed	CEO/Superintendent
Martha Smith	Business owner, Creative Solutions	None
Philip E Smith	Sr. Program Mgr., Raytheon	None
Reba Blakey	Bus. Administrator, Rodco Brandt	None

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016? Yes No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.

If yes, identify the CMO:

This CMO currently manages schools in Texas or elsewhere in the US.

If yes, list all applicable states: _____

CERTIFICATION

I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

Latisha Andrews
Name of CEO of Sponsoring Entity

Latisha Andrews
Signature of CEO of Sponsoring Entity

03/05/14
Date

Latisha Andrews
Name of Application Preparer

Latisha Andrews
Signature of Application Preparer

03/05/14
Date

With what company is the application preparer associated? The Beta Foundation
Latisha Andrews

Was preparer paid? Yes No

Nineteenth Generation Open-Enrollment Charter School RFA

Application Response

Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charters schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
 - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
 - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
 - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed

school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.

6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Charter Overview

Vision & Mission

The vision of Beta Academy (BA) is to establish a world-class school through a culture of “joyful rigor” to develop scholars and leaders who can contribute competitively on a community, national, and international level.

The fundamental mission and purpose of BA is to create a school with an environment of hope that not only nurtures but challenges students to become successful academically and in life. We exist to help families find the best educational fit for their children. We purpose to provide a haven of differentiated learning for students who are slipping through the cracks and “left behind” in their current academic environments. Research shows too many children are performing below grade level in reading and math, as well as other content areas. The United States continually performs at a mediocre or below average level on the Programme for International Student Assessment (PISA), especially in the areas of science and math (Ripley, p. 3). It is BA's goal to turn the tides of mediocre education and create a culture of positive change to bring our scholars into a place of global competitiveness.

At the heart of BA is our passion to teach scholars the importance of hard work, character development, and perseverance. We will do this through joyful rigor; defined as engaging, dynamic learning that is academically, intellectually, and personally challenging

(<http://edglossary.org/rigor/>). Through academic rigor, we will meet all scholars at their individual level and challenge them to reach their highest potential. We will foster a love of learning so that our scholars learn the value of persistence through challenging problems and experience the reward as they find answers.

It is BA's firm belief that the most efficient and effective way to provide innovative, rigorous instruction is to have highly qualified teachers in each classroom. Thus, we will carefully select and hire, not only highly educated but highly qualified teachers. To further foster an environment of professionalism and respect for the worthy occupation of teaching, BA teachers will be encouraged to pursue higher levels of learning by attaining either a master's degree or national board certification within five years of employment. Teachers will also be encouraged to collaborate with peers, use on-line helps, attend seminars and training opportunities to stay current, relevant and highly effective in meeting the academic needs of their scholars.

We hold to the belief that children can learn in spite of different learning styles, background, and socio-economic status. At BA we seek to close achievement gaps and equip scholars with critical thinking skills that assist them in reaching their personal aspirations. We will be diligent in our endeavor to prepare them for success in whatever life path they choose. To do this, BA will continually look to the ever evolving future to guide us in how best to equip our scholars with the right skills and highest education. We will always look forward to determine what scholars will need to be both competitive and successful. What courses/curricula will equip them best for college, the military, technical school, career and life? We will know we are turning the tide of mediocre education when BA scholars consistently excel and rise above the state and national averages on TEKS, STAAR, PISA, ACT, and SAT exams.

Community Engagement

Efforts to assess demand within BA's target demographic included community surveys and public hearings. Volunteer surveyors obtained parent signatures, representing over 1,000 eligible children, affirming parental intent to enroll their scholars in BA. Our public hearing had over 600 parents and community leaders in attendance.

Our volunteer community liaison has established relationships with community service providers such as The Houston Department of Health and Human Services to plan for programs like *Project Saving Smiles* and *See to Succeed*. The *Mobile Express* program will bring on-site resources like *WeCAN* and *The CORE*. We have reached out to the local police and fire departments for safety related events and our alliance with Hispanic and other Chambers of Commerce will foster awareness of an open enrollment charter school within their community.

A team of volunteers along with the governing board has reached out to elected officials to share BA's vision, mission and heart for reaching the children of this community. Community business leaders with a heart for at-risk children such as *The Caring for Children Foundation of Texas*, *Bay Area Tutoring & Family Counseling*, and *Niños con Desabilidades / Kids with Disabilities First*, have pledged their support and services.

Geographic Boundary

The proposed location for the first BA campus is within the Pasadena Independent School District (PISD), with future sites to fall within the geographic boundary defined by a sixty-mile radius of downtown Houston. The founding board selected this geographical area because of limited school choice options and the high population of students at risk for school failure and high school dropout.

PISD has an enrollment of 51,000 students. Of this population, 77.2% are Hispanic with a low economic indicator; 75% qualify for free or reduced price meals (International Center for Leadership in Education 2010). An exhaustive body of data exists showing the correlations between minority enrollment and low income statuses with being at risk for failure to complete high school and poor academic performance at all grade levels. Statistics for the 77075 zip code, which is a part of PISD and the proposed site of the first BA campus, support our assertion that there is a need for a charter school, with a strategic plan, to address these alarming trends. City-Data.com average Adjusted Gross Income (AGI) for 77075 is \$30,975, while statewide, the AGI is \$47,881. Compounding the reported income disparity, the 77075 community is also plagued with high crime and illegal drug usage, a high incidence of substandard living conditions, and high representation of single parent families. Beta Academy offers a compassionate, effective, zero-cost community response to these alarming trends.

Educational Need and Anticipated Student Population

Community interest generated by surveys and feedback from public hearings indicate significant interest. The need for a future BA open-enrollment public charter school among members of a predominantly Hispanic, low to middle socio-economic status student population is evident. The 77075 zip code is a community comprised of a 62-64% Hispanic/Latino population with 17.5% of its constituents living below poverty level (zipcodes.com, BiggestUSCities.com). Within this demographic, approximately 30% of those 25 years of age and older have no high school diploma and only 12.4% of those in this age cohort have college degrees (BiggestUSCities.com). This population of at risk students is further disadvantaged by other risk factors for high school dropout such as high family mobility among the Hispanic population, low educational expectations associated with language barriers, family member high school and college dropout, and an incidence of at least 16% single parent families (zipcodes.com). While we recognize these statistics describe the community, the children from this community have infinite potential to become part of the solution. We believe our scholars will be the leaders in positive change, not only in their community but in the world they enter upon graduation from BA.

To raise world-class leaders, families within the proposed geographical boundary need a school of choice to help break the cycle of poor academic performance among their children. Many children living within five to seven miles of the proposed site for the initial BA campus are zoned to schools ranking among the worst in PISD and in the State of Texas as a whole. Jackson Intermediate, for example, ranks below 80.2% of middle schools in Texas and last among 10 ranked middle schools in PISD. Similarly, Gardens Elementary School ranked worse than 89.5%

of elementary schools in the state and last among 35 elementary schools in PISD (SchoolDigger.com). Beta Academy offers hope to families seeking to overcome the influences of these multiple factors, which place their children at risk for poor school performance and failure to earn high school diplomas and college degrees. An open-enrollment process will guide enrollment of scholars at BA, maintaining a pathway of equal access to a quality, life-changing educational experience.

Education Plan/School Design

Beta Academy will offer a rigorous education program characterized by an array of teacher-directed learning methods, active scholar participation, and exceptional, quantifiable academic achievement. Teachers will maintain autonomy in their respective classrooms with respect to the methods employed for each day's activity. Whole class instruction, small group instruction, independent study, and one-on-one tutoring, designed to enhance scholar interest and facilitate learning, are foundational to BA's instructional methodology. Our teachers will be trained for effective implementation of Whole Brain Teaching (WBT) and Interactive Student Notebooks (ISN). Every teacher will be held accountable for the following methodologies: demonstration of multi-sensory (WBT) instruction, utilization of Interactive Students Notebooks (ISN), a campus-wide college preparatory practice, and facilitation of the engagement of scholars in relevant learning through contextualization and creativity (Hands On Learning).

For our K-2 scholars, benchmark achievement scores will be based on informal teacher assessments from anecdotal summaries, reporting rubrics, and curriculum assessment tools. The Texas Primary Reading Inventory (TPRI) will be used to assess early reading development for K-2 scholars. To assess scholar achievement in grades 2-8, the Measurement of Academic Progress (MAP), a national benchmark testing tool developed by the Northwest Evaluation Association (NWEA), will be utilized. The MAP benchmark results will be utilized as a predictive measure of scholar success on the year-end STAAR standardized state testing that is required for (and will be administered to) scholars in grades 3-8. Benchmark assessments for grades 9-12 will be adopted within the next three years before opening Beta Academy High School

Beta Academy will provide English as a Second Language (ESL) instruction utilizing a mixed-model approach. Pullout classes, taught by a certified ESL instructor, for scholars with the lowest levels of English proficiency will accelerate acquisition of verbal, reading and writing skills in English. For scholars exhibiting a higher level of English language proficiency and capable of mastering content in the regular classroom setting, inclusion—with support from a certified ESL teacher—will limit time out of content classes and thus maximize both language acquisition and academic achievement.

Scholars will be accepted to attend BA without discrimination on the basis of disability. Individuals qualified as disabled will be offered a free and appropriate education as required by Section 504 of the Rehabilitation Act of 1973. Beta Academy believes every child can learn and the development of appropriately challenging goals for each scholar, detailed on his or her individual education plan (IEP), is essential, not only to satisfy federal and state requirements but also, to realize BA's vision of developing future scholars and leaders who can function

competitively in the global marketplace. Scholars will be qualified for special education services according to the Admission Review and Dismissal (ARD) committee member's determinations. This committee will also monitor progress, make appropriate changes to scholars IEP, and address the results of re-evaluations as part of the organic process of maximizing scholar achievement in the areas addressed.

Research cited in *What Works in Schools* asserts that "the most important factor affecting student learning is the teacher" (Marzano, 2003, p. 72). Results of the study noted that the cumulative effects on student achievement, over a three-year period, between students with "least effective" versus "most effective" teachers were significantly disparate: conclusions showed an 83 percentile point gain for those with the most effective teacher and a 29 percentile point gain for those under the tutelage of the least effective teacher. Therefore, teachers whose personal mission is to unlock the store of creative, academic and social greatness within each child are key to the process of effecting not only change within an individual, but also in communities, our country and throughout the world. World-class teachers who maintain a rigorous but compassionate commitment to developing the full potential of each scholar are the only fit for BA. We are committed to hire and retain only highly educated, scholar-focused, top quality teachers on an "at will" basis. This gives BA a distinct advantage, with respect to advancing scholar achievement, over schools whose teachers (some of whom are among the "least effective") serve under contracts that must be fulfilled before changes in staffing are possible.

Innovative teaching models and strategies will drive the positive influence that BA teachers will have on scholar achievement, attitude, and goals. Among the methods that will guide the learning of our BA scholars is Whole Brain Teaching (WBT), an innovative instructional set designed to help teachers create a more engaged learning environment than traditional classroom instruction affords. Teachers across the United States who utilize WBT as the framework for their classroom instruction report state test scores exceeding those of traditional teachers by 20-30% (wholebrainteaching.com). Additionally, the AVID system of instruction, implemented across grade levels, will help scholars develop a greater sense of personal responsibility for the learning process by requiring organization, verbal and written communication, inquiry, collaboration and accountability. By participating in AVID strategies, BA scholars will begin preparation for college and career success at the elementary level, continuing through high school.

Leadership and Governance

The Beta Foundation, Board of Directors (Governing body for Beta Academy)

Teresa Sones, President

Timothy Wayne King, Vice-President/Treasure

Justin James, Secretary

Helen Abernathy, Director

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section One - Educational Plan

Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section One-Educational Plan

Program Overview

Beta Academy's (BA) educational philosophy is that all children can learn joyfully in a rigorous, academic environment. At Beta Academy we value the ability to provide autonomy to our high performing teachers which builds an environment of trust and personal responsibility. Our highly trained teachers will successfully implement best practices and brain-based instruction in order to deliver efficient and effective instruction. Beta Academy teachers will systematically focus instructional methods and strategies of brain-based teaching through:

- **Whole Brain Teaching (WBT)**: WBT, primary instructional method BA teachers will be trained in and use, is reported to assist teachers in raising their scholars state test scores by 20-30%. A survey of teachers using WBT reports that "98% of educators believe WBT is superior to every other teaching system" and as we intend to be superior in our instructional methods, WBT is a natural fit for our pedagogy. (http://www.wholebrainteaching.com/index.php?option=com_k2&view=item&id=222:research&Itemid=200).
- **Hands on Learning**: In addition to WBT instructional methods, BA teachers will employ hands-on learning activities and instruction in order to engage all learners. "By using hands-on instruction, educators are fostering the 21st century skills that students need to be successful: critical thinking, communication, collaboration, and creativity. Hands-on activities encourage a lifelong love of learning and motivates students to explore and discover new things" (Bass, et al.) (<http://www.raft.net/>). To instill a love of learning in our scholars is definitely the desire and intention of BA.
- **Interactive Student Notebooks (ISN)**: ISN's, another form of brain-based teaching which encourages students to take an active role in understanding the classroom content deeply and storing it in their long-term memory (<http://tccl.rit.albany.edu>).

Through the implementation of these three main methodologies and strategies, BA will engage students in a variety of ways to ensure scholars achieve their academic potential.

Understanding that assessment demonstrates scholar progress and helps improve and shape teacher instruction, BA will utilize the following variety of assessments: diagnostic, formative, summative, and benchmark testing. Teachers will use informal assessments such as observation, anecdotal records, rubrics, and checklists. They will also utilize textbook provided quizzes/tests along with teacher-created assessment tools in order to measure scholar mastery of class content and standards. Formal testing will include: the Texas Primary Reading Inventory (TPRI) and benchmark assessments found in the math textbook for grades K-2, and

Measurement of Academic Progress (MAP), for grades 3-8. For grades 3-8, the MAP will also be used to predict student success on the year-end STAAR standardized state testing. Additional benchmark assessments for grades 9-12 will be adopted within the next three years before opening the high school. Teachers will utilize results from assessments during lesson planning to effectively target scholar's educational needs.

Beta Academy will have unwavering tenacity in regard to our non-negotiable elements which are:

- Joyful and Rigorous Teaching: Through our passion for rigorous instruction, with the purpose of equipping for success, our scholars will be ready for college, technical school, military service, or a skilled career path of their choice.
- High Expectations: While we will hold ALL scholars to a standard of high expectations, our teachers and support teams will work diligently to identify and document individual expectations for students with mild, moderate and severe disabilities. Although all ESL students, GT, and at-risk students will be held to high-expectations, we understand that what is rigorous for one scholar may be too easy or frustrating for another.
- No "low track": We believe that tracking students based on supposed "ability levels or performance" actually inhibits and restricts students, causing them subconsciously to "live down" to low expectations. A rigorous, innovative education will not inhibit or restrict scholars but rather challenge them to "live up" to their highest potential.

With the appropriate support, encouragement, and rigorous instruction, ALL scholars can and will excel when they work hard to master the content and standards at BA. High expectation standards and joyful rigor for our scholars and teachers is therefore **non-negotiable**.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
 - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.
3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

OR

- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Curriculum and Instructional Design

Upon receiving the proposed charter, BA will adopt TEA textbooks and curricula that align with the TEKS. We will embrace textbooks that include rigorous content, higher-order thinking strategies, differentiation for scholars of multiple intelligences, as well as scholars who are learning disabled, ESL, low-achieving, at-risk, and gifted.

The framework for BA's instructional design is founded upon the dreams, passions, and experience of the school board, proposed superintendent, and supporters. We desire to leave a mark, to effect change, and transform lives. We each have one lifetime and the governing board and CEO of BA want to dedicate ours to empowering young scholars to achieve academic success. Therein lies true fulfillment.

At BA we want to implement change to meet the demands of our ever-evolving world, while holding fast to tried and true methods that have stood the test of time. We truly desire to impact the field of education through research-based and highly effective school reform. We are passionate about providing an innovative, individualized, and rigorous education for scholars that will uncover their hidden potential and cultivate a life-long drive for learning.

The anticipated population for BA has a high student population of ESL, low socioeconomic and at-risk students. Approximately 5% of PISD students are identified as Gifted & Talented with numbers varying from campus to campus (pasadenaisd.org) while 78% of PISD students are economically disadvantaged, 56% are at-risk academically, and 28.8% are Limited English Proficient (LEP) (texastribune.org). We hold firmly to the belief that "economically disadvantaged" does not mean "academically disadvantaged." Therefore, BA teachers will have the skills to differentiate instructional methods while implementing research-based, best practices to meet the individual learning needs of their scholars.

The best learning takes place when scholars are allowed to explore, manipulate, reason with, and connect to their learning. Beta Academy teachers will display and verbally explain/describe the objectives and standards that are covered with each lesson. In turn, the scholars will demonstrate their understanding by explaining the assignment/activity and, more importantly, WHY they are doing it.

Beta Academy will have clear, concise standards and objectives such as the TEKS. Of notable interest is the fact that high performance schools have returned to the basics of what school is truly about; a strong, equal education for all students. Schools that have made the greatest strides in improving their educational programs and attaining stellar student progress have simplified and clarified their standards and objectives (Ripley, 73). The Texas standards will be BA's standard and objective and will be seamlessly woven throughout the fabric of an academic day. We will be focused and go deep with each of the TEKS rather than adding additional objectives that spread our teachers thin and water down our efforts. We firmly believe that LESS is MORE. To maximize quality instructional time and increase learning opportunities, we will not burden our teachers with inefficient activities and assignments that rob teachers and scholars of quality focused instructional time.

Environment: The classroom environment at Beta Academy will be a busy place filled with the buzz and excitement of a hive of enthusiastic learners. Observers of a BA classroom may find the scholars engaged in a stimulating lesson from the teacher using Whole Brain Teaching, engrossed in a book, working in their Interactive Student Notebooks, participating in a hands-on experiment, involved in small learning groups, or working on creative problem-solving with a team.

Class Size and Structure: Our classes at Beta Academy will be small with 20-25 scholars per classroom. Classes with students that qualify for additional special education, ESL or GT services will have additional teacher support from the appropriate specialist. This will ensure that BA scholars can reach their full potential based on their individual needs.

Approach: Our educational approach is an integration of both a teacher-directed and learner-centered classroom. The educational staff of BA will be strong leaders, skilled in classroom management with a scholar-centered focus; providing instruction through engaging lessons and presentations. Presentation and recitation will be used when it is most appropriate, such as when presenting core knowledge and new information. However, they will also incorporate hands on learning, or constructivist methods, which encourage active and authentic learning. In *The Act of Teaching*, research suggests that, “Constructivist techniques are best for developing higher-level thinking or skill” (Cruickshank, Jenkins, & Metcalf, 271). It is a BA core belief that having a mixed approach will best serve our scholars with differing learning styles and multiple intelligences.

Focus on Reading and Literacy: Beta Academy’s heartbeat is to develop skilled readers with strong comprehension/retention abilities. If we fail to develop a scholar’s strong literacy skills, they cannot engage in a rigorous curriculum to become independent learners. Literacy development is one of the most fundamental roles of a scholar’s education. According to Slavin, Karweit, Wasik, Madden, and Dolan (1994), students who complete the third grade lacking reading proficiency are not likely to graduate from high school. In fact, the National Reading Panel (2000) affirms that reading comprehension is vital to one’s ability to obtain an education at any level. Statistics become more relevant, especially to students, when one reads that American school children without high levels of reading comprehension face a difficult and uncertain economic future (http://www.readingmatrix.com/articles/johnson_howard/article.pdf). Further, researchers have found that children who experience difficulties with reading early on often demonstrate negative expectations with respect to their academic competency, making it even more difficult for them to acquire necessary skills (Rider and Colmar, 2000). Beta Academy has a “back to the basics” solution to the negative statistics impacting our community; teach children to read. Studies have demonstrated positive correlations between reading achievement and the development of skills in all academic areas. Furthermore, links have been identified between reading achievement and positive self-concept and between reading and one’s ability to function successfully in society as a whole (Rider and Colmar, 2000).

In light of these and a myriad of other observations regarding the importance of strong reading skills, BA commits to a fundamental focus on enhancing reading skills, beginning in Kindergarten. It is vital to give children a strong start in reading to circumvent them sliding down the slippery slope towards academic apathy and frustration.

There are two schools of thought with respect to teaching basic reading skills—phonetics and whole word training (<http://www.howitworks.net/how-phonics-works.html>). Beta Academy will stand apart in this area by capitalizing on the benefits of both approaches in teaching children strong reading literacy. We agree with the International Reading Association (IRA) that, “Teaching phonics is an important aspect of beginning reading instruction. However, effective phonics instruction is embedded in the context of a complete reading and language arts program.” (www.reading.org)

At BA, phonics instruction will begin with learning the alphabet and associating sounds with each letter, e.g., c = /k/. Following this, scholars will be introduced to more complex sounds and basic two and three letter words (e.g., “oo” and in “too”, etc.). Finally, when scholars are ready, they will learn to pronounce words based on the sounds they have learned to associate with the letters. “Sounding out” words is a basic technique used in phonics training, and is often under-utilized, especially when a school adopts a more holistic approach to reading (*HowItWorks.net*). Beta Academy scholars will continue to be taught phonetic skills all the way through high school in order to facilitate the acquisition of new vocabulary as encountered in every subject. When scholars have strong word attack skills, they are less apt to be discouraged by unfamiliar words in reading assignments and comprehension is less likely to be negatively affected.

Peculiarities in the English language, however, make a totally phonetic approach to teaching reading inadvisable. For example, phonetically, there is no difference between the sound of words like “maid” and “made,” “bear” and “bare,” or “to,” “too” and “two.” With homonyms such as these, and in the case of unusual spellings and instances in the English language where the rules of phonics do not apply, simple memorization (omitting the “sounding out” technique) works best. Tools such as the Dolch Sight Word list will be utilized to incorporate “sight word” recognition into our scholars reading vocabularies. Although this is especially important for younger scholars, middle and high school scholars benefit as well from a holistic, contextual approach. Proponents also advocate language immersion, rereading to enhance comprehension and emphasizing context rather than focusing on sounding out individual words (*HowItWorks.net*).

Additional Reading Tools: Beta Academy teachers will employ additional instructional tools at every grade level in order to support our scholars’ reading instruction and assist them in reading books on their independent level by using the Accelerated Reading program (AR). In a published study of reading achievement and vocabulary development, Dr. Roger A. Johnson illustrates that 755 students from a low socioeconomic urban area (grades third through fifth), who used the AR program with greater frequency had a higher achievement rate in their reading comprehension than students who used AR with less or much less frequency.

Dr. Roger's states:

The AR program was effective in improving the reading skills of urban, inner-city students. Students who read the most (High Participants) gained 2.24 years on the Gates-MacGinitie Reading Test. The Average Participants gained 1.52 years; and the Low Participants gained .73 of a year. The High AR Participants exceeded normal expectations for gains by an additional one year and two months. The Average Participants gained an extra one-half year, while the Low Participants only achieved three-quarters of an academic year's progress. Thus, as reading practice increased with AR usage, reading comprehension and reading vocabulary scores improved. The results indicate that the AR program can be quite effective if the participating students are willing to do supplemental reading.

(http://www.readingmatrix.com/articles/johnson_howard/article.pdf)

To attain the highest scores in reading comprehension, reading fluency, and vocabulary, BA will stand apart by instituting focused AR reading time throughout every scholar's school day. Our scholars will have time during English/Language Arts for independent reading and AR assessments. By incorporating AR into our everyday curriculum, each scholar will automatically be categorized as a "High Participant" and will be challenged to achieve maximum growth and success in reading.

Being intentional about strengthening the reading abilities of each BA scholar, which is a cornerstone of our academic growth plan, will require teacher commitment, administrative support, and parental involvement. To that end, BA will host events during and after school hours to assimilate each member of the BA family into the culture of reading. A partial list of events and activities to be hosted during the first five years includes, but is not limited to the following:

- **Book Fair**—Scholars review and purchase books displayed by book vendors.
- **Rainy Day Reading**—Scholars come to school on a day when rain is forecasted, wearing pajamas and bringing a pillow. They read books of their own choosing in a relaxed setting for an extended, specified time.
- **Beta Academy AR Night**—Parents and scholars participate in AR activities together at school.
- **Dr. Seuss's Birthday** – Scholars dress up as characters from Dr. Seuss books and brings their favorite book to share/read aloud to the class.
- **Macho Nacho Readers** – Scholars enter a competition to see which grade level can read the most books in a set amount of time.
- **Book It** – A reading incentive program sponsored by Pizza Hut.
- **Six Flags Reading to Succeed** – A reading incentive program in which scholars, upon completing six hours of recreational reading, are given a free ticket to Six Flags.
- **Reading Month** – One month of the school year is dedicated to encouraging scholars to reading more. During that month, classrooms will host guest readers, participate in Drop

Everything and Read (DEAR), hold a school wide “vote for your favorite book” election, produce a reader’s theater play, author focus day, share your favorite book day, and dress up as book characters, etc.

Scaffolded Silent Reading (ScSR): Beta Academy scholars will read deeply every day! Classes will be required to have time for ScSR daily (excluding field trip, assemblies, and early dismissal days). ScSR is a period of sustained reading in which students are given time for uninterrupted, student selected reading at their independent level. It differs from traditional Sustained Silent Reading (SSR) in that it intends “to provide students with necessary support, guidance, structure, appropriate text difficulty, accountability, and monitoring that will assist them in transferring their oral reading skills to successful and effective silent reading practice” (reading.org). By incorporating ScSR into our academic school day, we will build reading stamina in BA scholars which will prepare them not only for more rigorous texts and assessments such as the STAAR but future challenging reading tasks that they will encounter throughout their entire lives. Our “Quiet Reading Rooms,” “Computer Labs”, and “Interactive Oral Reading Rooms” dedicated to reading activities, will provide our scholars appropriate learning spaces to complete reading assignments.

Primary Instructional Strategies: Beta Academy will implement several primary instructional methods and strategies that are based on brain research. These strategies will be implemented school-wide for appropriate grade levels. Our teachers will be carefully trained and supported to ensure the methods and strategies are implemented effectively. The main instructional strategies include: Whole Brain Teaching, Hands on Instruction, and Interactive Student Notebooks. Each of these strategies/methods is based on teaching with the brain in mind and has relevant research to support them.

Whole Brain Teaching (WBT): The heartbeat of BA is driven by a passion to connect our scholars with powerful, engaging instruction and learning opportunities. Whole Brain Teaching is an interactive style of instruction in which the teacher presents new information in small parts using clear descriptors along with symbolic hand motions to remember new key terms/vocabulary. Scholars then re-teach the new information to a designated partner using their own words and the teacher-introduced hand motions. During this time the teacher circulates the classroom monitoring the scholars’ understanding and clarifying when necessary (wholebrainteaching.com). Research suggests that WBT has a powerful impact on standardized test scores for at-risk students.

“In poverty level schools in San Jacinto, California in a district that is 98% free and reduced lunch and 80% Hispanic, students' reading scores in WBT classrooms showed a 12% increase, in three months, over students in non-WBT settings. At San Jacinto Elementary, a team of fourth grade teachers achieved significant results using Whole Brain Teaching with over 120 students. As compared with the previous year, math scores on state tests advanced a remarkable 28%.” (wholebrainteaching.com)

Not only does WBT affect student learning and test scores, it also has a positive impact on reducing discipline problems. Three schools in Hemet, California who adopted WBT have seen decreases in office referrals and suspensions by as much as 50% in a two year period (wholebrainteaching.com).

Hands-on Instruction: Another important method of instruction is hands-on learning activities and instruction in order to engage all learners. Students that are at-risk, ESL, special needs, and GT can all benefit from performing real-life tasks, activities, and experiments. Hands-on learning activities are especially beneficial for ESL and special needs students who may struggle with understanding complex, abstract ideas. For example, when students perform hands-on learning activities in the content area of science, “it promotes inquiry- based learning, and most, if not all students, generally sustain a higher level of interest and enthusiasm for science. In addition, all students experience the most success when learning activities are tailored to their interests and abilities” (Hardman *et al.*, 1981). When students work together, and actively engage in a learning task, it fosters authentic conversation thereby providing wonderful opportunities for language development. Hands-on learning supports language development because students are no longer passively listening to instruction, but rather taking part in pursuing knowledge and understanding for themselves. Perhaps most importantly it encourages “maximum involvement of each student,” which will assist them in learning “important observation, problem-solving and communications skills” (<http://www.letstalkscience.ca/>). Hands-on learning is not only engaging and enjoyable; it can be a rigorous and powerful way to differentiate instruction for a variety of BA’s scholars.

Interactive Student Notebook (ISN): Interactive Student Notebooks are a brain-based, instructional tool in which students create written records of their daily learning. Beta Academy scholars will use their notebooks to take class notes, identify main points, and summarize the lesson. They will then creatively represent and record in their ISN the learned information in a new form such as: a drawing, chart, poem, jingle, acronym, or mnemonic. Using an ISN helps activate the right and left sides of the brain, which will in turn reach both our right and left-brain-dominant scholars. This instructional tool assists and encourages the learner to actively process classroom content, which promotes increased retention of new content. “The theory of active processing states that in order to learn and retain information in meaningful ways, learners must be actively involved in what they are learning” (Kaufeldt, 2010), (<http://tccl.rit.albany.edu>). This creative and innovative learning tool is a powerful way to differentiate instruction for BA scholars and provides both a valuable assessment of scholar learning and a resource for scholar study.

College Preparation: Beta Academy will prepare scholars to be successful in college by using the College Career Readiness Standards (CCRS) and the Advancement Via Individual Determination (AVID); a powerful college readiness program. A few of the components that make the AVID program highly effective include: rigorous curriculum, Cornell notes, time management, binder organization, tutoring, small group collaboration, oral presentation skills, individual determination, and positive classroom environment. Researchers have followed up with AVID program graduates in order to determine the effectiveness of the program and have

found that:

- AVID students were better prepared for college due to being exposed to rigorous curriculum.
- 79% percent were on track to graduate from college in six years, compared to 54% nationally.
- AVID students outperformed their peers on state mandated exams and grade point averages.
- Most notable, AVID student's attendance rates improved and surpassed the general population.

Key Findings of the 1998-99 Follow Forward Study of 100 AVID Graduates:

- AVID graduates complete the sequence of courses necessary for four-year college acceptance at an 84% rate; the California state average is 34%
- 95% of the 100 AVID graduates that were surveyed were enrolled in a college or university.
- Nearly 75% reported attending 4-year colleges – a rate almost three times that of the California state average.
- More than 80% of the seventy 1997-98 AVID graduates had been enrolled continuously in college since leaving high school.
- 85% of the AVID students expect to graduate from college in four to five years.

Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements. Watt, K.M., Huerta, J., & Alkan, E. (2011). *Journal of Hispanics in Higher Education*. http://avid.org/dl/res_research/research_review.pdf

Differentiation: Beta Academy teachers will differentiate instruction for all scholars, whether they are gifted and talented, ESL, at-risk or special education. Since we anticipate a large population of ESL scholars, we will use intensive language instruction with a variety of strategies that benefit our second language learners. Teachers will utilize a variety of realia, maps, photographs/images, graphic organizers, and manipulatives to communicate content through powerful, non-linguistic visuals. Every class will have explicit vocabulary instruction; research based reading strategies designed specifically for English language learners, and dynamic daily writing instruction/practice. Teachers will incorporate multiple modes of learning using music, art, drama/role play, and learning games. Chants and poetry will be used to develop oral language and build confidence in using English in an academic environment. All of these strategies will greatly contribute to the learning of our at-risk ESL scholars.

Beta Academy teachers will also differentiate instruction for our Gifted and Talented scholars. Because we are dedicated to implementing a rigorous curriculum, our GT scholars will be sufficiently challenged. To provide appropriate and stimulating educational experiences for gifted scholars, differentiation may include: acceleration of instruction, in-depth study, a high degree of complexity, and advanced and varied content (<http://www.nagc.org/>). One method a classroom teacher will use to differentiate instruction for GT scholars is through text selection. While the class is learning a specific reading strategy, such as how to find the main idea, GT scholars will be given leveled texts or reading selections that will appropriately challenge them.

The AR program will also assist with differentiation. Teachers can easily monitor if their scholars are reading books at their independent level rather than books that are far too easy for them. Another innovative approach BA will take is providing tutoring for all our learners. Individual tutoring will address scholars' weaknesses and challenge them to excel in their strengths. This approach will meet the scholars at their individual level and allow them to continually progress at an optimum rate.

The classroom teacher and the special education teacher will collaborate on ways to differentiate for our special education scholars. Decisions will be based on how to provide the best possible education in the least restrictive environment. Depending on the needs of the individual scholar, BA teachers will differentiate for each scholar using appropriately leveled texts, accommodations, and research based strategies such as: mnemonic strategies, spatial organizers, note-taking strategies, study skills instruction, hands-on learning, and explicit instruction (<http://nichcy.org/disability>). Special education scholars will also be given the opportunity to participate in after school tutoring.

In conclusion, the curriculum and instructional design at Beta Academy will be research-based, innovative and rigorous. Each method, strategy and approach has been carefully selected and analyzed by the proposed school board and superintendent. Our vision is to build a world-class school for students that perhaps need an exceptional education the most. We believe that Beta Academy will be a school that makes it possible for students to achieve success as life-long learners and readers. That will be a dream come true for us.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school's promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, in addition to TEKS.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance and Standards

The objective throughout the Reading TEKS is the mastery of grade level words and sounds. TEKS (§110.12) has set a goal for 1st grade readers to identify and read at least 100 high

frequency words from a commonly used list and monitor accuracy of decoding. Beta Academy will incorporate this goal into everyday classroom learning, by having a Velcro word wall with high frequency words from the Dolch Sight Word List. These words will be reviewed daily as part of the class routine. The wall will serve as a spelling resource for all scholars. The words may be removed at any time during the day to help scholars in writing or spelling. Additionally, scholars will engage in daily word games that help them master words in a fun and interactive way. One such game is Word Ball in which students bounce a large ball with sight words written on it. Upon catching the ball, the scholar must read the word closest to their right hand thumb and quickly bounce it to another player. A different game will be played each day of the week and help reinforce the Reading TEKS goal of producing excellent, excited readers.

The Dolch Sight Word list will be stapled inside each scholar's take home folder with 10 words highlighted the first week for flashcard memorization. At the end of the first week scholars will be given a test by flashcards to assess their knowledge of the new words. In week two, 10 additional words will be highlighted from the list in their folder for memorization. At the end of week two the scholars will be tested cumulatively on all 20 words. This ensures scholars will not learn and then dump the information later. This will continue until week five. At the end of week five the scholars will be tested by flashcard on the first fifty words from the Dolch Sight Word list. After week five, the first five words from the list will be removed and five new words will be added. Each week first grade scholars will be assessed on 50 words by flashcard from the Dolch Sight Word List. These words will be located on the word wall in a visible and easily assessable area. The teacher will assess progress weekly and send assessments home for parental review. This approach will guide student mastery of over 100 high frequency words.

Another example of how the TEKS will be incorporated into classroom instruction and assessed is from the fifth grade Social Studies TEKS. The objective throughout the Social Studies TEKS is the mastery of the states, their capitals, landforms, maps and use of map keys. TEKS (§113.162) has set a goal for fifth graders to translate this data into a variety of formats such as raw data to graphs and maps. Beta Academy will accomplish this by assigning each student a 3-D Map Project. The scholars will work on these projects as part of their classroom instructional time. Completing this project within the instructional time will ensure scholars are learning the necessary skills for the mastery of the TEKS.

Scholars will be instructed to choose a state for their 3-D map. They will be required to look at several maps of their state to learn where their states' landforms are located. The scholars will identify rivers, mountain ranges, bays, coastlines, valleys, lakes, deltas, volcanoes, and peninsulas on their 3-D map. They will be required to have main products, animals, crops, natural resources, and manufactured goods identified on their maps. The maps will further include their state bird, flag and capital. Each map will be required to have a compass rose and map key. In addition to creating the 3-D map the scholars will submit a report with the full name of the state, date admitted to the union (and rank), population, land area, capital, flag, postal abbreviation, state nickname, motto, state symbols such as: flower, tree, bird, stone, animal, colors, fish, song, or other symbols. Scholars will include information about the agriculture industry of their state and at least two historic events associated with their state.

Beta Academy scholars will not only be assessed by the completion of their project but will be required to give an oral presentation to their class peers. The scholars will be required to take notes during each presentation for a written assessment on their peer's states from the information reviewed in class.

TEKS is also incorporated in classroom instruction and assessed is from the High School Physics TEKS (§112.32, §112.38, and §112.39). This covers the science concepts of buoyancy and displacement. A project based approach could be utilized to teach these concepts by incorporating a cardboard boat building project. While there are a variety of approaches, one would be to make the boats entirely out of corrugated cardboard. It may be no longer than 8 feet and no wider than 4 feet. Joints and seams may be taped, caulked, and/or glued. The scholar would then be required to successfully row the boat across the shallow end of a swimming pool. The project would be assessed by requiring each student to show all calculations relating to the application of Archimedes' principle of buoyancy (the buoyant force on an object is going to be equal to the weight of the fluid displaced by the object). Their body weight, the weight of the boat, the weight and volume of the water displaced would all need to be shown in the formulas and discussed during the course of the project.

2. We choose to pursue the state-adopted curriculum that is aligned with the TEKS, therefore adoption or development of any other curriculum or standard is unnecessary. The TEKS are detailed and thoroughly provide the guidelines that BA feels will cultivate exceptional minds.
3. To ensure the success of all BA scholars we will align our policies and criteria for promoting scholars from one grade level to the next with TEC, §28.021(sub-b). In all grade levels, the following four areas will be considered for student promotion:
 - The scholar has displayed proficiency in both curriculum and state-mandated assessments within all taught subject areas.
 - The scholar's academic grades shown during the four reporting periods.
 - Teacher endorsement based on scholar performance.
 - All applicable academic materials throughout the progression of the year that would further interpret the scholar's performance/skill level.

For non-STAAR grade levels, BA will require that scholars show proficiency in the grade level TEKS provided for foundational and enrichment curricular subjects by the state-adopted curriculum. The advancement qualifications will be defined to every parent or guardian at the beginning of the school year during orientation and parent interest meetings, as well as a copy given to each parent or guardian in the student handbook. Early notification to parents or guardians will be given at first detection of scholars who are at risk of not being promoted to the next grade level.

For STAAR grade levels, BA will require proficiency in all above mentioned areas with the addition of passing the STAAR. We will also adhere to the state mandated policies on promoting

STAAR grade level scholars. In the event that a scholar is unable to perform proficiently on the STAAR, we will provide a content-focused plan of instruction to strengthen the area of concern. However, in the event that the scholar does not perform satisfactory on the STAAR, a grade placement committee will be formed to assign the student to a more intensive program to target the area of concern.

In reference to mid-year placements, we will strive to place scholars accordingly and appropriately at the beginning of the year; therefore, we will not supply mid-year advancement opportunities.

Student Performance Assessment

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Performance Assessment

Scholars in Kindergarten through second grade will be assessed in Reading and Mathematics through benchmark assessments that measure active learning. The learning growth scale will be measured three times in the year, beginning and middle of the year. Texas Primary Reading Inventory (TPRI) will provide teachers with accurate depictions of student reading readiness through one-on-one assessments. Math oral assessments and performance tasks will be provided by TEKS centered curriculum and will be given throughout the school year being left at teacher's discretion to incorporate we needed. However, benchmark testing will only be administered two times a year, once at the beginning and once in the middle. State mandated testing will serve as the final benchmark for scholars.

Scholars in third grade and up will be assessed in appropriate state mandated assessment subject areas. For example, third grader scholars are tested in Reading and Mathematics on the state mandated STAAR. Beta Academy will be using Northwest Evaluation Association (NWEA) and Istation to ensure proper growth and TEKS alignment to prepare scholars for proficiency not only on a state level, but on a national level. As the curriculum development team accrues and develops curriculum, they will also develop benchmarks and ensure assessments/ benchmarks are aligned with the TEKS per grade level. Benchmark testing will be administered at the beginning and middle of each school year.

The growth of BA scholars will be periodically documented between benchmark assessments and through primary interim assessments in both formal and informal formats. Formal

assessments will be projects, oral test, content based test and written assessments. Informal assessments will be teacher observations and documentation, in class and at-home assignments, class discussion and work samples. All assessments are based on the content of the school's curriculum which will be aligned with the TEKS. We will have an accurate depiction of scholars' performance to ensure alignment with school expectations.

Beta Academy has a plan to evaluate and measure academic progress through several resources. Test/assessments done will match each scholar's individual needs by providing the teachers with information regarding their academic achievement. Scholar cohort progress will be tracked in extended day tutorials and small group in-class meetings where like-minded individuals can share in an academic experience and will be challenged to grow from their current standing. The benchmark assessments administered two times a year will provide a detailed analysis on campus academic growth. This information will be collected and analyzed by the principal and school board to strengthen instruction as well as curriculum and provide data to the school community. The collected data will be archived for the term of the charter contract to be referenced annually to ensure quality education. This data will also be used in the evaluation of the instructional programs.

Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Pre K Transition

Not Applicable. Beta Academy will not be offering Prekindergarten.

High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students attending BA shall complete a minimum of 22 units of credit and master all sections of state mandated examinations to receive a high school diploma. Along with combining rigorous academic program methodologies such as AVID, BA will align with recent legislation of the House Bill 5 Foundation High School Program. Students will earn credit hours by showing mastery in all levels of subject matter. Our educators will work tirelessly to see that each student is successful through quality instruction.

The Texas College and Career Readiness Standards confirm, "Generally, the more standards a

student can demonstrate successfully, the more likely it is that he or she will be college and career ready.” By implementing the CCRS along with rigorous instructional programs, BA scholars will exemplify mastery in achievement across content curricula using effective strategies of success.

Upon opening Beta Academy High School, students and their parents will be counseled on the following required requirements the student must complete in order to graduate.

English Language Arts (Four Credits)

English I

English II

English III

Advanced English Courses

Mathematics (Three Credits)

Algebra I

Geometry

Advanced Mathematics Course

Science (Three Credits)

Biology

Integrated Physics Chemistry or Advanced Science Course

Advanced Science Course

Social Studies (Three Credits)

U.S. History

U.S. Government

Economics

World Geography or World History or Combined World History/World Geography

Electives (Five Credits)

During the opening year of Beta Academy High School, students will be surveyed to gain knowledge of current student interest. Depending on teacher availability and interest, the Beta Academy Board and Administration will determine what elective courses will be offered.

To make certain that students are well-rounded learners the following elective courses will be offered:

Band/Orchestra

Choir

Drama/Theatre

Dance

Art/Sculptures

Foreign Language: Spanish & Chinese

Business

- Marketing
- Financial Management
- Entrepreneurial Skills

Computer Technology

- Keyboarding/Word Processing
- Web/Graphic Design

Old Testament/New Testament Survey

Debate/Speech

US World Politics

Communications

- Journalism
- Creative Writing
- Speech

In the event that a course is offered and BA does not have the facilities needed, we will seek to partner with local school ISD campuses and colleges to ensure the needs of the students are met. In addition to elective courses, BA will offer dual credit courses through a partnership with San Jacinto Community College to promote scholarly development in a higher education setting.

GPA Calculation

Beta Academy student GPA will be calculated by standard GPA compliances on a traditional 4.0 Scale.

The proposed graduation requirements are mandated by the Texas State Board of Education (SBOE). Beta Academy will ensure student readiness for college or other post-secondary opportunities by implementing the CCRS in each required course. According to the TEA, Division of Curriculum, College and Career Readiness Program, "The CCRS are designed to represent a full-range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. According to research, over 80% of 21st century jobs require some post-secondary education. By implementing these standards, secondary school and post-secondary faculty in all academic disciplines will advance the mission of Texas: college and career ready students."

Our aspiration is that all BA scholars desiring to attend college will be well prepared to thrive in the university/college of their choice. This will give them a strong start towards becoming a leader in today's global business marketplace. Whether pursuing higher levels of education, a trade or technical school, or entering military service, we want all scholars to have the opportunity to learn and become successful in their chosen field of study or technical trade.

Matriculation Exit Exam

"According to Bottoms, over 15 million high school students have graduated from high school

reading below the basic level for the past 15 years.”

(http://www.betterhighschools.org/expert/ask_lit.asp) Many United States schools have neglected to truly prepare their students for college. Beta Academy will ensure college readiness by requiring that all graduates demonstrate proficiency using a matriculation exam. This exam will be determined prior to the opening of Beta Academy High School. Instituting this exam will provide a clear goal for our graduates to work towards. It will inspire much needed focus, drive, and motivation for our scholars because the results will have a significant effect on the students’ lives. “The countries with the best education outcomes all had these (matriculation) tests at the end of high school. It was one of the most obvious differences between them and the United States – which had a surplus of tests, few of which had meaningful effects on kids’ lives.” (Ripley, p. 155) After receiving a truly rigorous, world-class education at BA, our scholars will be able to demonstrate mastery of higher order thinking skills, creative problem solving, and advanced literacy skills in a wide variety of content including standards addressed by the TEKS. We purport that our matriculation exam will determine whether or not BA scholars are truly prepared to enter the world of higher education and therein find success.

Systems for Supporting At-Risk Students

Beta Academy is committed to providing the following support for our students that are at-risk for dropping out of school.

Graduation Coaches/Advisors: Endeavoring to support our scholars each step of their academic journey, BA will provide a graduation coach for its graduates. One advantage of a small charter school is there will be a lower counselor to student ratio than regular ISD’s. Therefore, BA school counselor will act as graduation coach/advisor and will work with the faculty to forge productive relationships with the scholars and determine additional support for their individual needs. The graduation coach will not only assist each BA scholar in planning for graduation, but will also help the student manage dual credit courses, offer guidance through the college selection and application process, and keep the parents abreast of all credit issues. The graduation coach will participate in all areas of planning and scheduling courses, identify and help with problem areas, and act as a strong support for the scholar.

Additional Dropout Prevention Strategies: Beta Academy High School will include nine selected strategies from the following report on “15 Effective Strategies for Dropout Prevention” developed by the National Dropout Prevention Center (NDPC) in association with Franklin P. Schargel. They have been recognized by the U.S. Department of Education and the National Education Goals Panel as “the most effective strategies to help prevent school dropouts.” Although appearing to be independent, these strategies frequently overlap and are synergistic and can be implemented as stand-alone programs (i.e. mentoring or family involvement projects). These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers.

Nine Selected Effective Strategies for Dropout Prevention:

1. **Mentoring/Tutoring:** Beta Academy will provide mentoring as a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective way to address specific needs such as reading, writing, or math competencies.
2. **Service Learning:** Service learning connects meaningful community service experiences with academic learning. Beta Academy will utilize this teaching/learning method to promote personal and social growth, career development, and civic responsibility.
3. **After School Opportunities:** BA will provide after-school programs that inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure.
4. **Family Engagement:** Research consistently finds that family involvement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school. This is why BA will offer effective PTO and parent oriented opportunities to ensure family engagement.
5. **Active Learning:** Beta Academy educators will show students that there are different ways to learn, which enables students to find new and creative ways to solve problems, achieve success, and become lifelong learners.
6. **Educational Technology:** Technology is highly motivating and offers many opportunities for delivering instruction that engages students in authentic learning, addresses multiple intelligences, and adapts to a variety of student learning styles. Beta Academy is committed to using technology in the educational environment.
7. **Individualized Instruction:** Beta Academy will provide a customized individual learning program for each at-risk student that shows potential for dropping out of school. This will allow teacher flexibility with the instructional program and extracurricular activities to meet the unique needs of below grade level students.
8. **School-Community Collaboration:** When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring environment where youth can thrive and achieve. This is seen in BA's pre-charter interface with community resources and groups.
9. **Career and Technical Education:** Beta Academy will provide a quality guidance program, which is essential for all students. School-to-work programs recognize that youth need specific skills to prepare them for the larger demands of today's workplace.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

NOTE: Open-Enrollment Charter Schools may not charge “blanket” activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Supplemental Programming

Beta Academy will not offer summer school at this time. However, Beta Academy will offer the following extra/co-curricular activities:

Tutoring: Tutoring will be offered after school two or three times per week depending on individual student needs. Beta Academy teachers will be providing the instruction and compensation will be included in their salary. No additional funding needed.

Mentoring: Through our community contacts, BA has established connections with volunteers from the community who will come to the school bi-weekly to mentor scholars that need encouragement and additional motivation. No additional funding needed.

Saturday School: The lowest performing students will be able to attend school on Saturday from 9 a.m.-12 p.m. to receive additional instruction/remediation. Saturday school will be offered on twelve Saturdays during the school year. Beta Academy teachers will provide the instruction and compensation will be included in their salary. No additional funding needed.

Parent Education Classes: Beta Academy will offer a monthly evening class on topics such as: parenting, health/diet, and finance. Professional volunteers will provide instruction from the community. No additional funding needed.

Aviation: John Red a pilot from Hobby airport is committed to starting and running the Beta Academy Aviation Club. This club will be run on a volunteer basis. No additional funding needed. We will start (or initiate) The National Association of High School Aviation Clubs dedicated to:

1. Helping high-school students, their parents, their teachers and school administrators to establish aviation clubs in their high schools.
2. Establishing and maintaining a national network of high-school-aviation clubs.
3. Providing an aviation-information hub for high-school students.
4. Opening a portal to the aviation community for high school students.
5. Educating high-school students about opportunities in aviation-and-aerospace education and employment.

Scrabble Club: A retired PISD Special Education teacher has committed to establish a junior league scrabble club for BA scholars. Her own unique way of learning the phonetics of words for proper spelling will be an added benefit to our scholar’s vocabulary and language arts learning. She motivates scholars to love words through the fun of playing Scrabble. She will assist us with equipment from the National Scrabble Association program and oversee the monthly club events. No additional funding needed.

Future Business Leaders of America (FBLA): The largest business career student organization in

the world. Their mission is to bring business and education together in a positive working relationship.

FBLA GOALS: Develop competent, aggressive business leadership. Strengthen the confidence of students in themselves and their work. Create more interest in and understanding of American business enterprise. Encourage members in the development of individual projects that contribute to the improvement of home, business, and community. Develop character, prepare for useful citizenship, and foster patriotism. Encourage and practice efficient money management. Encourage scholarship and promote school loyalty. Assist students in the establishment of occupational goals. Facilitate the transition from school to work. A BA teacher will supervise this club; therefore, no additional funds needed.

Invisible Children: Dedicated to raising awareness of and money for the children affected by the violence between the Lord's Resistance Army (LRA) and Ugandan government in Northern Uganda. The BA Invisible Children's club will raise money through various entrepreneurial ideas they plan and organize to support the Invisible Children Schools for Schools program, a branch of the overall organization, which is dedicated to raising money for the re-building of 11 secondary schools in Northern Uganda. Invisible Children itself is a non-profit organization and one of its primary goals is to provide quality education to the children of Northern Uganda through the re-building of secondary schools in that region. A BA teacher will supervise the Invisible Children's club; therefore, no additional funds are needed.

Student Government: Student government serves to engage students in learning about democracy and leadership. The student government will help share students' ideas, interests, and concerns with teachers, administrators and the community. They will help raise funds for school-wide activities, including social events. They will participate in community projects and promote school reform. Student Government members will also be a voice in school decisions when appropriate, building leadership capacity in them as they help tackle and solve campus issues. A BA teacher will supervise the student government; therefore, no additional funds are needed.

Honor Society: Selection for the honor society is based on five criteria: citizenship, service, leadership, scholarship and character. Members must maintain a high grade point average (the national minimum is a 3.5) and become good citizens (by participating in service projects). Participation requirements include the scholar participate/lead a school service to the community, school or other organization(s). The projects help students meet the required service hour monthly total. A BA teacher will supervise the Honor Society; therefore, no additional funds are needed.

One of Beta Academy's most important ventures will be to meet not only the mental development of every BA scholar, but also the emotional, social and health development. We believe that a great school should aim to develop both a student's heart and mind with curriculum that builds and instills the virtues of prudence, justice, temperance, and fortitude. Character building curriculum will be adopted and embedded into the school's culture.

Embedding character education as a foundational component at BA enables us to create a school culture that can potentially transform students, staff, home, and community.

A group of economists and sociologists in the 1970's conducted research that suggested that, "cognitive abilities only went so far." They discovered that character habits such as persistence, motivation, empathy and self-control mattered even more than IQ. Perhaps even more exciting was the discovery that "character was malleable, more malleable in fact than IQ. Character could change dramatically and relatively quickly – for better and for worse—from place to place and time to time." (Ripley, 120)

Therefore, Beta Academy will focus on cultivating the character of our scholars.

Our teachers will provide a caring and nurturing environment while reinforcing the importance of students' responsibility for their education and accountability for their actions. The classic Bobo Doll experiment performed in 1961, by Albert Bandura showed that children have a tendency to model the behavior of trusted adults. When aggressive behavior was modeled, the children imitated the aggression. When exposed to a non-aggressive model, the children showed very little aggressive behavior (<http://www.experiment-resources.com/bobo-doll-experiment.html>). Therefore, BA faculty and staff will model, instruct, challenge and lead students in the development of a lifestyle consistent with a culture of love and respect, with an emphasis on academic success. Learning from an environment that fosters moral character development, love and respect for self, peers and teachers, students will bring these traits into adulthood by having positive examples role-modeled from early childhood through high school.

Student Focused Activities: Beta Academy will not incorporate any additional student-focused activities and programs at this time.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

- c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the IEP;
 - d. Plans for promoting graduation for students with special education needs (high schools only); and
 - e. Plans to have qualified staffing adequate for the anticipated special needs population.
3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
 - a. Methods for identifying these students (and avoiding misidentification);
 - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
 - d. Means for providing qualified staffing for these students.
 4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
 5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.

NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner’s Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Special Populations and At-Risk Students:

Beta Academy sees all children as unique individuals. We know that every scholar has his or her own strengths, weaknesses, and talents, not to mention personal obstacles to overcome. Scholars that are at-risk, special needs, ESL and Gifted and Talented all have different styles of learning. When we look at each child, we know that they all see the world in a different way; their perspectives are shaped by their individual backgrounds, experiences, family dynamics, educational foundation, etc. We understand that celebrating our differences, rather than discouraging them, is the only way to truly see and appreciate each other for our unique skills and strengths. Beta Academy will be a school that embraces learners with myriad approaches to learning.

In the 77075 zip code, which is the area of the proposed charter school site, 48.03% of the population speaks Spanish in the home (USA.com). Another statistic that will influence BA’s preparation for serving special populations indicates that approximately 5% of Pasadena ISD scholars will be identified as Gifted & Talented with numbers varying from campus to campus

(pasadenaisd.org). Additionally, it is noteworthy that 78% of scholars in PISD are economically disadvantaged, 56% of the population is at-risk academically, and 28.8% of scholars are Limited English proficient (LEP) (texastribune.org). Based on these statistics, BA will service high numbers of scholars who are ethnically, linguistically, and academically diverse.

All scholars at BA will be held to high standards and expectations. However, this does not exclude anyone because BA values every type of learner. Our teachers will be trained to individualize instruction based on the unique needs of each scholar. In the top performing country of Korea, which had “epidemic poverty and illiteracy” until they enacted dramatic reforms in their education system, people believe that “performance was mostly a product of hard work—not God-given talent” (Ripley, p. 64). Also, in Finland, “teachers considered most special ed scholars to have temporary learning difficulties, rather than permanent disabilities” (Ripley, p. 164). We agree with the Finns that ALL scholars can improve when they are in an environment that infuses their minds and souls with hope through high expectations, rigor, excellent instruction, and the brightest and best teachers. If other countries are providing an excellent education to their economically and ethnically diverse scholars, than we believe that the United States and the great state of Texas can, too!

Countries that believe that school is serious understand that school must be serious for EVERYONE. They also know that “if rigor was a prerequisite for success in life, then it had to be applied evenly. Equity – a core value of fairness, backed up by money and institutionalized by delayed tracking – was a telltale sign of rigor” (Ripley, p. 140). Beta Academy will treat our special populations with equity. Believing that all scholars can perform on a high level, our goal is to close the achievement gap between our diverse scholars.

International research says that “keeping children of different abilities and backgrounds together in the same classroom tends to lift the performance of everyone, everywhere in the world” (Ripley, p.285). Beta Academy will hire the most highly trained resource staff to support the variety of special populations included in BA. We will employ an inclusion model for our special ed, ESL, Gifted and Talented, and our at-risk scholars. Teachers will not be left to fend for themselves, but rather, they will be connected to other staff members in a culture of unity and family at BA in order to reach all scholars and meet their diverse needs.

The course scope and sequence, daily schedule, staffing plans, support strategies, and resources will be adjusted for the diverse needs of our unique BA scholars. For example, when the scope and sequence is moving too quickly or too slowly for any of our special population or at-risk scholars, it will be adjusted for them. When a student is given adequate time to truly master the material before moving on, they will no longer struggle through those areas in the subsequent lessons. Also, the daily schedule will be rearranged when necessary to accommodate scholars that are receiving additional services out of the classroom. The entire school will work together to make sure that our scholars are receiving the best instruction to meet their needs. A strong focus on creating a team-oriented school culture, with regular collaborative meetings, will help the faculty and staff remains on the same page with respect to our diverse population of learners.

Beta Academy will identify special education scholars using the guide to the Admission Review and Dismissal (ARD) process found on the Texas Education Agency website: “Special education services shall be provided to eligible scholars in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA)” 19 TAC §89.1001(a) (<http://framework.esc18.net>). We will carefully follow all state and federal mandates for assessment, development of individualized education plans and providing free and appropriate educational services in the least restrictive environment possible for each student qualifying for special services.

Identifying scholars suspected of disabilities affecting their ability to access general education curriculum will begin in the classroom, as teachers observe and assess the academic, behavioral and socio-emotional functioning of each student. When a pattern of school failure is apparent, the teacher will immediately initiate the Response to Intervention (RtI) process. As defined by the policy written by the school board, the instructional specialist or learning coach appointed by the principal, after meeting with the referral committee, will plan and assist the classroom teacher in implementing intervention strategies for improving performance in the general classroom setting. Scholars who are meeting minimal passing requirements in general education but who may be experiencing frustration beyond what might be considered to be age and grade appropriate may also be referred for RtI. Scholars suspected of having intellectual disabilities should also be immediately referred for a full and individual evaluation to a school psychologist or diagnostician. Response to Intervention efforts for scholars suspected of having moderate intellectual disabilities will necessarily be short term, and those demonstrating potentially severe disability may proceed directly to the assessment phase of identification of need.

During the assessment phase, evaluators will conduct structured observations across settings, interviews with teachers and care givers, and informal and standardized assessment tools appropriate for the referral concern. Following Individuals with Disabilities Education Act (IDEA) and TEA guidelines, BA will contract the services of a multi-disciplinary team of evaluators, which could include an educational diagnostician, a school psychologist, a speech pathologist, an audiologist, an occupational or physical therapist, among others, again depending upon the referral concern. When the evaluation results have been compiled and analyzed by the team of specialists, the principal or their designee will arrange an ARD meeting to include the parent, classroom teacher, special education teacher and a member of the school’s administration, along with any relevant service providers.

The ARD committee will review and discuss the evaluation results and any disabilities indicated by the assessment report. During the ARD, the evaluator establishes a disability condition and the ARD committee determines eligibility for specially designed instruction. Based upon these results and the identified disability, the multi-disciplinary team, together with the parent, will define measurable goals to improve student performance in the specified areas of need. These standards based (TEKS) goals and objectives will collectively make up the Individualized

Education Plan (IEP). The principal will appoint a special education coordinator for each campus, who will track and monitor IEP implementation and student progress to ensure that the student is improving at the rate defined by the IEP for each goal.

Assessing disabilities that may not be addressed by IDEA, but which negatively impact basic life activities, is governed in part by Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The RtI process includes strategies for addressing these types of impairments as well, and although assessment tools will vary, the determination of a specific disability, implementation of the ARD process and development of IEPs will be strenuously employed for scholars suspected of these types of disabilities. The ARD process will identify scholars who qualify for specific modifications in order to access general education in the least restrictive environment possible.

Beta Academy will provide and implement, as required by the IEPs of its special education scholars, a continuum of services designed to ensure scholars' access to the general education curriculum, including, but not limited to, multi-sensory instruction, peer tutoring, "push in" paraprofessional support for individual scholars within the general education classroom, and co-teaching effected by a general education and a specialized teacher functioning in the same classroom. The next layer of service provision would include "pull out" instruction by resource teachers, designed to target specific skills deficits. Finally, self-contained, specialized classrooms that could offer life skills training, positive behavioral supports, among others, will be offered as determined by the ARD committee. Monitoring and evaluating the progress and success of special education scholars will be conducted at each grading period, or more often as specified by the IEP, by a special education coordinator appointed by the principal.

3. Students Requiring ESL Services – Beta Academy expects to service a large population of ESL scholars. Knowing the needs of our community, we are prepared to provide a strong literacy program in order to develop the diverse linguistic needs of our specific population.

Some methods for recommending scholars for ESL services are as follows: home language surveys, teacher recommendation, parent request, student request, and administrator recommendation. In order to identify ESL scholars, BA will have a Language Proficiency Assessment Committee (LPAC) which will utilize a variety of assessment tool(s) such as: teacher observations, anecdotal records, student writing samples, and the Woodcock-Munoz Language Survey (Score: Below Level 4). The LPAC will consist of the following: classroom teacher, parent(s)/guardian, one administrator, and the ESL teacher. Having a variety of assessments, documented teacher observations, as well as student work samples will assist the LPAC in identifying ESL scholars accurately in order to avoid misidentification.

Beta Academy will implement English as a Second Language program that uses a mixed model of inclusion and pull-out/small group instruction for our ESL scholars. Scholars that are identified as newcomers (non-English speakers) will receive pull-out instruction (only as needed) from a certified ESL teacher/specialist in order to provide intensive language instruction to build a foundation in Basic Interpersonal Communication Skills (BICS). Scholars

that are not newcomers/beginners, but are still identified as limited English proficient, will receive support in developing Cognitive Academic Language Proficiency (CALP) via the inclusion model. A certified ESL teacher will offer support and additional instruction in the regular classroom. This will prevent our at-risk ESL scholars from falling farther behind due to missing vital classroom instruction. Beta Academy believes that all children learn better when they are included in the regular classroom and receive highly effective, differentiated instruction.

Along with intensive language instruction, BA teachers will use a variety of instructional strategies that benefit second language learners. Teachers will utilize a variety of regalia, maps, photographs/images, graphic organizers, and manipulatives to communicate content through powerful, non-linguistic visuals. Every class will have explicit vocabulary instruction, research-based reading strategies designed specifically for English language learners, and dynamic daily writing instruction/practice. Teachers will incorporate multiple modes of learning using music, art, drama/role play, and learning games. Chants and poetry will be used to develop oral language and build confidence in using English in an academic environment. All of these strategies will greatly contribute to the learning of our diverse ESL scholars.

The ESL teacher/specialist will be responsible for monitoring and evaluating the progress of the ESL scholars quarterly using a rubric. ESL scholars will be pre and post tested using the Woodcock-Munoz Language Survey-Revised assessment in order to determine their yearly progress. They will also take the Comprehensive English Language Learning Assessment (CELLA) every spring. Scholars will exit the ESL program when they have met two or more of the following exit criteria: they demonstrate the ability to meet grade level expectations, teacher recommendation with anecdotal evidence, passing results on the STAAR test (when applicable), and an exit score based on the CELLA (Score: English Proficient) and/or Woodcock-Munoz Language Survey-Revised assessment (Score: Level 4 or Above).

In order to meet the needs of ESL scholars, BA will hire certified ESL teacher(s) to service both the pull-out groups and inclusion scholars. Beta Academy believes that the most effective ESL program is one that asserts: all children learn best when they have high performing teachers, intensive explicit language instruction is essential to becoming proficient in English, ESL scholars can meet high expectations with appropriate support, and children need to be included in the regular classroom as often as possible. Such a program will greatly accelerate the learning and progress of ALL scholars, especially our ESL scholars.

4. Low Performing/At-risk Students - In order to identify and meet the learning needs of scholars who are performing below grade level and monitor their progress, BA will focus efforts on both the teachers' effectiveness as well as student indicators. Research points to the quality of a teacher as the most important predictor of student success (Darling-Hammond, L. (1998). *Investing in quality teaching: State-level strategies, 1999*. Denver: Education Commission of the States). In addition, it is also discovered that low-achieving scholars increased their achievement level by as much as 53% when taught by a highly effective teacher (Haycock, K. (1998) *Good teaching matters*. Washington, DC: Education Trust).

Among the factors that provide an early indicator is the student's ability to master reading in the early years. When the State of Arizona projects how many prison beds it will need, it factors in the number of kids who read well in the fourth grade (Arizona Republic (9-15-2004) www.sheahomes.com). This reinforces BA's fervent desire to be a reading mastery center of excellence and provide a foundational strategy that enables scholars to meet graduation requirements.

In addition, BA will also include specific strategies from the following report on "15 Effective Strategies for Dropout Prevention" developed by the National Dropout Prevention Center in association with Franklin P. Schargel. They have been recognized by the U.S. Department of Education and the National Education Goals Panel as "the most effective strategies to help prevent school dropouts." These strategies although appearing to be independent, frequently overlap and are synergistic and they can be implemented as stand-alone programs (i.e. mentoring or family involvement projects). These strategies have been successful in all school levels from K-12 and in rural, suburban, or urban centers.

The 15 Effective Strategies

1. **Mentoring/Tutoring** - Beta Academy will provide mentoring as a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective way to address specific needs such as reading, writing, or math competencies.
2. **Service Learning** - Service learning connects meaningful community service experiences with academic learning. Beta Academy will utilize this teaching/learning method to promote personal and social growth, career development, and civic responsibility.
3. **Alternative Schooling** - Beta Academy will be an alternative schooling option that provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the scholars' individual social needs and the academic requirements for a high school diploma.
4. **After School Opportunities** - Beta Academy will provide after-school programs that inspire interest in a variety of areas. Such experiences are especially important for scholars at risk of school failure.
5. **Early Childhood Education** - Birth-to-three interventions demonstrate that providing a child educational enrichment can modify IQ. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience, which BA will endeavor to provide.
6. **Family Engagement** - Research consistently finds that family involvement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school. This is why BA will offer effective PTO and parent oriented opportunities to ensure family engagement.

7. Early Literacy Development - Beta Academy will provide early interventions to help low-achieving scholars recognize that focusing on reading and writing skills is the foundation for effective learning in all subjects.

8. Professional Development - Teachers at BA will be required to complete 30 hours of professional development yearly, so they can continue to develop skills, techniques, and learn about innovative strategies.

9. Active Learning - Beta Academy educators will show scholars that there are different ways to learn, which enables scholars to find new and creative ways to solve problems, achieve success, and become lifelong learners.

10. Educational Technology - Technology is highly motivating and offers many opportunities for delivering instruction that engages scholars in authentic learning, addresses multiple intelligences, and adapts to a variety of student learning styles. Beta Academy is committed to using technology in the educational environment.

11. Individualized Instruction - Beta Academy will provide a customized individual learning program for each at-risk student that shows potential for dropping out of school. This will allow teacher flexibility with the instructional program and extracurricular activities to meet the unique needs of below grade level scholars.

12. Systemic Renewal - Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners. Beta Academy will establish a culture of evaluation and reassessment.

13. School-Community Collaboration - When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring environment where youth can thrive and achieve. This is seen in BA's pre-charter interface with community resources and groups.

14. Career and Technical Education - Beta Academy will provide a quality guidance program, which is essential for all scholars. School-to-work programs recognize that youth need specific skills to prepare them for the larger demands of today's workplace.

15. Safe Schools - Beta Academy will provide and nurture a safe, loving environment for scholars. We will establish a comprehensive violence prevention plan, including conflict resolution, which will deal with potential violence as well as crisis management. Violence prevention means providing daily experiences at all grade levels that enhance positive social attitudes and effective interpersonal skills in all scholars.

5. Gifted and Talented Students – In regards to Gifted and Talented (GT) scholars, Beta Academy will comply with TEC §12.059. According to demographic research, BA does not

anticipate a high population of Gifted and Talented scholars, 5% or fewer. Our highest concentration of special population scholars is projected to be our ESL (28%) and at-risk scholars (78%). Due to the large ESL and at-risk population, BA will focus on meeting their unique needs.

However, BA will differentiate instruction for our Gifted and Talented scholars. We are dedicated to implementing a rigorous curriculum; therefore our GT scholars will be sufficiently challenged. To provide appropriate and stimulating educational experiences for gifted scholars, differentiation may include: acceleration of instruction, in-depth study, a high degree of complexity, and advanced and varied content (<http://www.nagc.org/>). One way that the classroom teacher can differentiate instruction for the GT scholars is through text selection. While the class is learning a specific reading strategy such as how to find the main idea, all scholars will be given leveled texts or reading selections that will appropriately challenge them. A program that will assist with differentiation is the AR reading program. Teachers will easily be able to monitor if scholars are reading books that are at their independent level, rather than books that are far too easy for them. Another innovative approach that BA will take is providing tutoring for not only our struggling learners, but also our GT scholars. They will be tutored according to their areas of weakness, and challenged in their strengths so they will continually progress at an optimum rate.

Beta Academy values and appreciates all types of learners and will embrace each and every one of our special populations, including ESL, special ed, at-risk, and Gifted and Talented scholars.

Educational Staff Capacity

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment. Describe the group's ties to and/or knowledge of the target community.
2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

OR

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Educational Staff Capacity

Educational Leadership Team: Foundational to the mission of Beta Academy is our belief that the best way to provide innovative, rigorous instruction is to hire teachers of the highest caliber. The board of directors leading Beta Academy collaborates effectively as a team of former teachers, school administrators, volunteers and successful business entrepreneurs in community and international domains. Comprised of members representing diversity in age, gender, ethnicity, professional expertise, and personal experience, Beta Academy's team of school leaders is uniquely poised to support the proposed school superintendent and to facilitate the realization of the school's vision.

Helen Abernathy holds a Master of Education in Teaching English to Speakers of Other Languages (TESOL) with a Reading Specialist endorsement. Prior to serving as an ESL teacher for Virginia Beach City Public Schools, Helen worked for a year in Gaborone, Botswana, Africa, as a first grade teacher of a linguistically diverse population. A former adjunct professor at Regent University in Virginia Beach, Virginia, Helen currently serves as a writer and editor of classic literature curriculum for Chrysalis International, an organization whose mission is to raise the literacy rate among children in poverty stricken countries. In addition to her professional service, she has been a volunteer tutor for at risk students in her community throughout her career. Helen's international and ESL classroom experience and her genuine, on-going commitment to the underserved in her community are invaluable to the process of planning for the population of at-risk and limited English proficient scholars anticipated to enroll in Beta Academy.

A professional educator for over thirty years, Teresa Sones holds a Master of Arts in Behavioral Sciences, specializing in School Psychology. A former junior high and high school teacher, Teresa served as the principal of a private school in Houston from 1990 through 2008. Currently the vice president of Gateway Supply Inc., an international procurement and logistics company she helped to establish, Teresa is also a freelance technical, speech and narrative writer and editor. An active member of her southeast Houston community, Teresa has served as a volunteer in

many capacities, including acting as a translator for Spanish speaking clients and the English speaking doctors and health service providers at Eastwood Health Clinic, an intake clerk for The Bridge Over Troubled Waters (a women's shelter in Pasadena), a teacher for Spanish speakers wanting to learn English at Life Church in Houston, and a tutor for residents of Kidz Harbor.

During his second year of teaching in the Garland Independent School District, Justin James was recognized as the "2014 Teacher of the Year" at Hudson Middle School as well as Sachse Chamber of Commerce "2014 Teacher of the Year." As Secretary for The Beta Foundation (governing board of Beta Academy), Justin's AVID Path training will help drive Beta Academy's school-wide commitment to this innovative and effective college preparatory program. Justin is a detailed oriented project coordinator and a caring volunteer mentor to his students. He has provided tutoring to disadvantaged and at-risk students in his community for seven years and his current pursuit to complete his master's degree in educational leadership provides a relevant role model of excellence for the scholars of Beta Academy.

Timothy Wayne King, an entrepreneur in the oil fitting business since 1981, established Tubular Resources in Sugar Land, Texas, after attending St. Mary's University in San Antonio, Texas. As the president of his own company for over 30 years, Tim has mastered the fiduciary challenges associated with a start-up operation, as well as those encountered during the natural growth and constriction of business opportunities through the years. Tim's experience with the financial details of business makes him an ideal treasurer for the board of directors. He will exercise oversight of annual budget preparation and general financial operations as well as the development of sound financial strategies for continuous growth and expansion. As large as his body of business acumen is Tim's heart for the underserved and at-risk populations at home and abroad. He is a board member of Ima's Home for Children, an orphanage in the Philippines, and a long-time financial supporter of local 4H Clubs and the Pasadena Rodeo. Reach Out America, an international emergency relief organization, is another of Tim's philanthropic interests. For over twenty-five years, however, Tim's compassionate financial support for community events in southeast Houston, where Beta Academy has proposed to open its first campus, demonstrates an equally sincere commitment to the underserved close to home. The school leaders' broad range of collective expertise and experiences represents a unique blend of professionalism, commitment to excellence and compassionate service. Each member of the leadership team possesses the mindset that an exceptional education should be accessible to all, without respect to socio-economic status, ethnicity or geography. At the heart of every effort is the desire to acquire and keep only those teachers with the high levels of education and expertise necessary to effectively maintain innovation in instruction, appropriate classroom management, and caring responsiveness to the needs of the whole student. As such, the board of directors has identified Latisha Andrews, CEO of The Beta Foundation, as the superintendent candidate for Beta Academy.

Latisha Andrews, CEO of The Beta Foundation, the proposed leader, possess a stellar academic and leadership record. Latisha will act as the Principal for the first year of operation. She graduated Summa Cum Laude with a 4.0 in Master of Business Administration and currently serves as the Director of a charter school in Pasadena, Texas. Prior to working for Responsive

Ed, Latisha was a first grade teacher for five years at Life Christian Academy in Houston, where she subsequently served as the elementary school principal until the school ceased operations in 2010. At that time, a group of parents petitioned Latisha to open her own school, which she did the following fall after leasing a building, securing a staff, and raising money to defray start up costs. Adhering to a strict budget while providing only the best teachers (one of whom agreed to work one year for no pay), and offering reduced tuition rates to students whose parents could not afford the full cost of private school enrollment. A consummate leader, Latisha has operated the private academy debt free for three years, often foregoing personal salary to pay qualified teachers and to provide scholarships for students who could not afford the low-tuition rates.

As Director for Responsive Ed, Latisha focuses on maintaining the best in classroom instruction, a balanced budget, and a learning environment that fosters excellence in academics, personal integrity and conduct, and social responsibility. Excellence in every endeavor is standard operating procedure for Latisha. Providing a rigorous education in an exciting, challenging, nurturing environment is her specialty. She has a heart for children and their families and actively demonstrates the passionate belief that receiving an excellent education will make a difference in their lives. The students of Beta Academy will be foremost in her mind as she works to ensure their access to the best possible preparation for college and their eventual careers, opening the doors to success in their future endeavors. Her supporting curriculum vitae and professional biography are submitted as attachment E.3.

There are no organizations, agencies, or consultants involved in the planning or establishing of Beta Academy.

Provided in attachment E.4 are proposed HR forms stating required education, qualifications and job descriptions for leadership/management positions not yet filled.

Proposed CEO/Superintendent/Year 1 Principal: Latisha Andrews
Timeline for employment is August 2014 - May 2015: 25% time; June 2015: Full-time
Qualifications provided above.

HR Manager: TBD

Timeline for employment is June 2015: Full-Time

The HR Manager will play a vital leadership role beyond the producing employment manuals and discussing employee benefits. The HR manager will also be responsible for tracking employee's certifications, licensing, qualification, professional development requirements and completions. The competitive candidate will have minimal 3 years' experience and demonstrate the ability to research and stay current on TEA requirements and instructional certifications. Recruiting efforts will commence immediately upon notification of charter award and include Texas Workforce, local community advertisements, school property signs, and school website/social media. The selection process will include both an interview and a background check.

CFO/Business Manager: TBD

Timeline for employment is July 2015: Full-Time

The CFO/Business Manager will provide analysis of the financial health of the organization with an understanding of budget constraints and discretion. The competitive candidate will have a MBA and be able to demonstrate the ability to provide full financial tracking in accordance with TEA account codes. This individual will also have to demonstrate the attention to detail required providing monthly cash flow to budget reconciliation, risk analysis, monthly audit ready expenditure reporting, and GAAP adherence. Recruiting efforts will commence immediately upon notification of charter award and include Texas Workforce, local community advertisements, school property signs, and school website/social media. The selection process will include both an interview and a background check.

These positions, time period, and salaries are also reflected in the startup timeline and startup budget attachments. We will staff remaining positions in July and Aug 2015. These salaries and other cost associated with startup will be covered through the \$203,999 in current pledges, ongoing pledges, and a line of credit loan if required.

Upon joining the Beta Academy family a teacher's qualifications, experience, and certifications will be sent in an email announcement to the parent's email account. The information will also be posted in the school's website.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Two - Operations Plan

School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section Two-Operations Plan

School Calendar and Schedule

Beta Academy's academic year will have 180 instructional days excluding weekends with the exceptions of tutorial Saturday's, staff development days (scholars do not attend those days), benchmark testing days, and school breaks. The academic calendar notes four tri-semester grading periods to reflect scholar growth in both core and enrichment curriculum. Elementary scholars will receive a total of 6 hours and 10 minutes of instructional time within each standard academic day. Intermediate and high school level scholars will receive a total of 6 hours of instructional time during a standard academic day. A proposed school calendar is provided in attachment O.1

Elementary: A routine school day for an elementary scholar will begin at 7:50 a.m. and end with dismissal at 3:10 p.m. for a total school day of 7 hours and 25 minutes. Extended day tutorial services will be provided until 4:00 p.m. to target and encourage optimal growth for the entire student body. Tutorials are targeted for scholars who are above grade level, on grade level and below grade level. The academic day is structured to incorporate core foundational subject areas during all instructional times. Daily, scholars will receive a minimum of 5 hours and 25 minutes in core subjects in each elementary grade level. Weekly, scholars will receive instructional time in foundational subjects for 26 hours and 25 minutes. The TEKS will be met adequately through daily/weekly instructional time in TEKS-based curriculum for every core subject.

Elementary enrichment curriculum will be divided among three subject areas to enhance the learning experience for 45 minutes each day; 3 hours and 45 minutes of weekly enrichment. Art, Music, and Physical Education will be rotated weekly with the advantageous benefits of creativity, sportsmanship/social skills and critical thinking skills. A sample elementary daily/weekly schedule is provided in attachment O.1.

Intermediate and High School Day: The time and hours for intermediate and high school grade levels will stay the same as the elementary level grades. However, there will be structural differences due to block scheduling. For these grade levels, the academic day is structured to

incorporate instructional times in core foundational subject areas daily for 3 hours with a weekly total of 15 hours dedicated to core subjects. The enrichment curriculum is also block scheduling and will be incorporated into the A/B day block scheduling. These subjects have been divided among four life skill subject areas to enhance the learning experience for 3 hours each day, with a total of 15 hours each week. There will be 30 minutes each day for scholar advisory which will allow scholars to reflect on daily activities and review content and further enrich their studies. This will be a total of 2 hours and 30 minutes of weekly advisory. The TEKS will be adequately met through daily/weekly instructional block schedule time in TEKS-based curriculum for every core subject. A sample intermediate and high school daily/weekly schedule is provided in attachment O.1.

Teacher Planning: Elementary level teachers will receive 45 minutes daily for teacher planning and collaboration. Intermediate and High school level teachers will receive 90 minutes per day of teacher planning and collaboration.

School Culture

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

School Culture

Beta Academy's school culture is a positive, safe, and nurturing environment that instills hope, stimulates rigorous scholarly learning, supports personal fulfillment through achievement, and develops personal character.

Beta Academy's visible and invisible school culture will reflect the contribution of its entire learning community to include its scholars, teachers, administrators, and parents. Through collaboration, the administration, teachers, and parents will serve as coaches who encourage scholars to become leaders; prepared and willing to contribute to their academic future and the future of their personal and professional communities at large.

Beginning with the first day of school, BA leaders, teachers and staff will work diligently to establish an environment of joyful academic rigor by: maintaining high expectations of every scholar, creating a spirit of personal accountability, modeling and instilling the importance of hard work, and providing many opportunities to engage in and develop higher-order thinking skills. By aligning with the education superpowers, dedicated to pursuing a rigorous education that produces high performing scholars, we will instill in BA scholars the belief that, at school,

nothing matters more than education. "People in these countries (Korea and Finland) agreed on the purpose of school: school existed to help students' master complex academic material. Other things mattered too, but nothing mattered as much (Ripley, p. 117)." Our positive school culture will create a passion for learning and discovery which promotes inquiry and reasoning that reinforces intellectual thought. Teachers, administration, and parents will work together to help scholars understand that while school is rewarding it is diligence and hard work that produce positive results.

The positive social and character development of every BA scholar is important. Thus, all adult members of BA will be role models and exhibit positive character traits. "Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs (American Psychological Association, n.d., para. 2)." Social development also includes the social interaction scholars experience with their peers and others. Beta Academy scholars will be taught, and held responsible, to demonstrate: responsibility, patience, confidence, cooperation, generosity, dependability, diligence, kindness, and honesty. In addition, scholars will learn conflict resolution through mediated peer-to-peer collaboration.

Beta Academy's caring environment strives to incorporate thinking and feeling along with personal behavior in the character development of its scholars. The BA "Golden Rules" plan of action is a proactive, collaborative, and effective comprehensive approach that encourages scholar intervention to conflict resolution.

The Beta Academy Peer-to-Peer Plan of Action:

Golden Rule: Be respectful at all times, in all places, to all people

1. Be respectful in:
 - a. Words
 - b. Attitude
 - c. Purposeful Action
 - d. Observing the personal space of others (6-inch Rule)

Intervention: Intervene

1. When poor behavior arises:
 - a. Use your words:
 - "I believe you might want to reconsider your actions."
2. No one deserves bullying:
 - a. Use your words:
 - "I do not like the way you are treating me."
 - "Please stop."
 - "That is wrong."
 - "You shouldn't do that."
3. Get an Adult:
 - a. If your words are not enough to stop bullying or poor behavior that is happening, get an adult immediately!

Address it: Peers (modeling kindness with wisdom) with teacher facilitator

Addressing issues requires:

1. Work through self-reflection: “We ask you to
 - a. Look inside to determine why you _____. (fill in with behavior)
 - b. Take personal responsibility through apologizing specifically for what you did or said.
 - c. State what you will do to correct your behavior now and in the future.”
2. 2nd Opportunity:
 - a. Everyone deserves an extra moment to reconsider self-reflection. Offer the student a moment to re-address the need to re-consider this opportunity.
3. Consequence (apply either 1 or 2):
 - a. “If you cannot take personal responsibility, a more severe consequence will be required.”
 - b. “Thank you for your sincere apology. The teacher will determine whether additional consequences or action is required.”

Beta Academy will cast its vision for school culture before school officially commences by casting it to all teachers and supporting staff members. This will occur through meaningful communication and shared values to ensure that quality teaching/coaching is the expectation of all those who collaborate with BA and its scholars. Second, parents and scholars will receive thorough, written communication that includes a detailed description of BA’s inclusive school community, its cultural climate, its expected attitudes toward learning, and expectations within the learning environment.

The focus of school orientation is to inspire BA families to embrace a new culture of rigorous academics with excitement, and to encourage our scholars to passionately pursue learning in order to secure their own futures. From the beginning, BA desires its scholars to take personal responsibility for their own education and its parents to understand the key role they play as coaches who fully support the core values, teachings, and the joy for learning that is the of BA.

Scholars that enter mid-year will experience a smooth transition as they enter a defined school culture exemplified by the BA student body and entire staff. In addition, each new scholar will be assigned a peer to assist in coaching and modeling BA’s vision.

Beta Academy holds firm to the belief that ALL children can learn. Our scholars with special needs will receive the support and instruction they need in order to thrive in a rigorous learning environment. While some learning disabilities require permanent additional support and assistance, some can be overcome by learning strategies to compensate without continual support by the special ed., ESL or any other remedial program. We feel the same way about our low income, at-risk scholars. “In one study of U.S. eighth graders, for example, the best predictor of academic performance was not the children’s IQ scores – but their self-discipline (Ripley, p.120).” BA’s gifted and talented scholars will be challenged at their specific skill level through enhanced daily activities as well as extended day tutorials.

A typical school day of a BA scholar in first grade begins in the gymnasium. The scholars sit in orderly rows with their class, separated by grade level. Cheerful music is playing and the children are encouraged to sing along. At 7:45 the principal warmly greets the student body, "Good morning, Beta scholars!" They chorus in reply, "Good morning!" The principal calls the scholars who are celebrating a birthday to come to the front. The birthday scholars can choose a birthday pencil and have the honor of leading the school pledges. The principal directs the student body to rise. The birthday scholars lead their peers in reciting the pledges to the American flag and the Texas flag. Next, they declare a pledge to excellence, the BA Creed:

"I am a scholar of excellence. I am dedicated to a life of learning, integrity, high academics, physical fitness, and a life of quality without compromise. I will not lie, cheat, slander or steal, or tolerate those who do. I will serve as an example to my friends and community, fulfilling excellence in all areas of my life today."

The teachers and/or principal will recognize scholars for modeling a character trait or for an academic achievement. The principal will inscribe their name(s) on a golden leaf, publically praise the scholar(s), and display the scholar's achievement in honoring BA's culture of excellence in all things. The leaf will hang on the 'Tree of Character' in the main assembly room to inspire leadership within others. It will serve as a visual reminder to the entire school community that hard work and positive personal character is recognized as well as rewarded. Notable character traits are highly valued in every scholar, and are both coached and modeled by the staff of BA through active engagement in the academic hours and social times within each school day.

Scholars will derive a sense of personal pride and wellbeing, respect for the school, and pride in their fellow peers through personal recognition. The daily atmosphere the scholar will experience supports high standards built upon a safe and nurturing foundation regularly reinforced through positive communication. The 'Golden Leaf' reward program is designed to offer scholars both internal and external gratification. Through the external praise, visual display, and shared celebration with peers and staff, a scholar experiences internal gratification for a job well done. Scholars will hold not only themselves accountable, but also care for the success of their classmates as well. Scholars will learn to rejoice in their success and the success of others through student-centered activities and by positive reinforcement of BA faculty and staff. After the daily morning assembly, the teachers lead their scholars to the classroom to begin learning.

When the first grade scholars reach their classroom, they immediately put their things away and prepare for the day. They join their class for a morning meeting on the classroom carpet. They listen attentively as the teacher begins English/Language arts instruction. After the whole class lesson, the scholars participate in learning centers such as: independent reading, phonics practice, sight word study, journal writing, sequence a story, vocabulary study, sentence construction, and listening center, etc. While the scholars work diligently in their centers, the teacher instructs small guided-reading groups.

The class transitions to an exciting social studies lesson. Because literacy is so highly valued at BA, the scholars learn content through rich, engaging literature. The teacher begins by reading a short picture book about Abraham Lincoln. Next, the teacher uses the whole brain teaching method to introduce the important facts the scholars need to know about President Lincoln. She instructs the scholars to turn and teach the information to their designated partner. During this time the teacher listens in and monitors to ensure the scholars are staying on task and discussing the topic of the lesson.

Next, the scholars take out their social studies interactive student notebooks. They take the teacher provided notes about Abraham Lincoln and glue them onto the right-hand side of the correct page number. The teacher models the appropriate steps using her own notebook and a document camera. The teacher asks the scholars to turn and discuss with a partner the three key facts they have learned about Abraham Lincoln. At the bottom of their class notes, the scholars write one sentence that explains the main idea of the lesson. On the left hand side of their ISN, the scholars glue a small character web organizer with a picture of Abraham Lincoln at the center.

In order to assist their brains in storing the new information in their long-term memories, the scholars draw symbols, pictures, or words to represent the three facts they have learned about Abraham Lincoln. Presenting the information in a new and creative way activates the right side of their brains. The scholars place their interactive notebooks in the designated bin to be graded at a later time. The teacher wraps up and briefly reviews the lesson with the scholars. Then the scholars walk in an orderly manner to the lunchroom to eat, afterwards they go outside for rigorous play (recess).

After rigorous play the scholars return to their classroom ready for mathematics. The teacher invites the scholars to the meeting area on the carpet. The class actively engages in the following activities: calendar study, weather graph, counting, number pattern, and clock.

The teacher does a daily mental math activity. She holds up a brown paper bag and says, "I put one quarter, one nickel and two pennies in our mystery bag. How much money do we have?" Scholars solve the mental math and answer.

The teacher introduces the lesson about fractions. She uses manipulatives (pattern blocks) to demonstrate how to identify one-half, one-third, and one-sixth. Then the scholars use their own pattern blocks to recreate the fractions they just learned. After sufficient practice, the scholars will practice math facts using games. Finally, they will finish with their written math practice.

Next, the scholars go to physical education. Afterwards, they'll finish their school day with a hands-on science lesson. The teacher introduces the lesson and objectives. After activating prior knowledge and introducing key vocabulary, the teacher displays the new vocabulary where all scholars can see it. The scholars watch an educational video, "All About Plants", and then engage in a class discussion about what was learned in the video.

The teacher gives each cluster of scholar desks a small potted plant. The scholars take turns observing and carefully holding the plant. Then they use the plant as a model, draw it on a piece of plain construction paper, and label the parts of the plant. The scholars return their completed assignments to the designated area and the teacher wraps up the lesson. The scholars pack up for dismissal and go to the appropriate classroom for the extended day tutorials.

A typical day for a BA teacher begins earlier than the first morning bell with preparations in the classroom for the academic day. The teacher will begin the academic day by joining her scholars to state the BA Creed, which serves as a reminder that each day should be conducted in excellence for not only the scholars but also for the teacher, as well.

Next, the teacher rejoices with the scholars who are praised for notable character traits and academic achievement on the 'Tree of Character'. The teacher's daily focus is scholar-centered with an intentional effort to integrate the joyful engagement of academics to stimulate a passion for learning. The BA teacher classroom management centers on academic achievement through engagement and development of personal character within a positive learning environment. The teacher coaches character development through mediation and models it through daily interactions with the entire school community including scholars, parents and staff. The morning and afternoon center on mastering academic subjects and include an appropriate lunch period and preparation time. The teacher will, on alternate days, help to monitor scholars during morning duty, during lunch, and dismissal duty as well as conduct tutorial sessions.

Throughout the day, the teacher works diligently to foster an atmosphere of excellence as she inspires scholars academically and personally through public recognition and personal encouragement. The faculty is the heartbeat of the cultural foundation of the school. The teachers model it, teach it, and inspire it to every scholar, every day.

References

Kaufman, S. PhD, UVA. (n.d.). Improving students' relationships with teachers to provide essential supports for learning: Positive relationships can also help a student develop socially. In American Psychological Association. Retrieved March 12, 2014, from <https://www.apa.org/education/k12/relationships.aspx>

Student Admissions and Enrollment

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:

- a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
 - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which 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 (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.))
 - c. The approximate date on which a lottery will be conducted if required;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
 - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
 - f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in TEC §12.111(a)(5)(A); and
 - g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.*

NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Admissions and Enrollment

Beta Academy will be located within the Pasadena Independent School District (PISD). PISD has an enrollment of 51,000 students, 77.2% of whom are Hispanic, and as an economic indicator, 75% of these Hispanic students qualify for free or reduced price meals (International Center for Leadership in Education 2010). These students are serviced by 5 high schools, 10 intermediate schools, 9 middle schools, 36 elementary schools. 7 of these schools are on the 2014 TEA PEG list. As noted earlier, many students living within five to seven miles of the site proposed for the initial BA campus are zoned to schools ranking among the worst in the Pasadena Independent School District and in the State of Texas as a whole. Jackson Intermediate, for example, ranks below 80.2% of middle schools in Texas and last among ten ranked middle schools in PISD. Similarly, Gardens Elementary School ranked below 89.5% elementary schools in the state and last among 35 elementary schools in PISD (SchoolDigger.com). The closest school to the proposed BA site is Jessup Elementary which ranks 686 out of 775 elementary schools in the greater Houston area (HoustonISD.org, 2014). It is ranked 34th among 35 elementary schools in PISD with average math scores of 57.5 and reading scores of 64.5 last school year. Instead of being frustrated, we are hopeful and see great opportunity to make a huge impact in the lives of students and parents in this area.

Beta Academy will implore a variety of methods to recruit and retain students from our local community. Along with mailers, brochures, and flyers, we will utilize our connections in the neighborhood to offer clear information about the school to the residents. The nearby Walmart store, a hub of local activity and located less than half a mile from the proposed school, will

allow us to set up information booths at their store to connect with families on site. The Southbelt Leader, a local south Houston newspaper, is also very interested in a future BA and will run free notifications of charter information meetings as a service to the community. Multiple apartment managers located across the street and behind the proposed school are excited about the possibility of a school of choice conveniently located for their thousands of tenants and have given us permission to go door-to-door with the exciting charter information. By communicating locally and with a personal touch, BA is confident that young local students will soon be attending a world-class school right in their own backyard.

Not only will BA successfully recruit local students, but through passionate, innovative teaching and parental involvement, we will retain them long-term. Our inspiring teachers will appeal to young minds by engaging them through interactive Whole Brain Teaching, the AVID program, and project-based learning (PBL) strategies. Scholars and parents can find the extra help they need in our extended school days that offer tutoring for every scholar. Additionally, we will be offering Saturday schools throughout the year to ensure every scholar is reaching their potential. Critical parental involvement will be achieved through once-a-month parent community nights where local organizations and leaders will speak to families about health and fitness issues, successful financial strategies, and job/career guidance workshops. Parents will also be encouraged to volunteer at the school, join the PTO/PTA, and stay connected to their child's teacher and classroom. The focus of BA is to build a dynamic school and community network to ensure productive and lasting relationships.

Since education can, and does change a child's future, the founding board selected a location within the Pasadena Independent School District that has limited school choice options and a high population of students at risk for school failure and high school dropout. In fact, 37% of residents in the 77075 zip code where the school will be located never graduated from high school (2010 Census Database). This area is in desperate need of a positive change.

Beyond the numbers, percentages, and statistics, BA sees children that deserve an incredible education regardless of where they live, what their race, or how affluent their families. We will ensure equal access to every interested family through open enrollment and offer hope to all of our community without prejudice. As stated earlier, our plan for outreach to families struggling with poverty, disabilities, or at-risk scholars is to communicate locally. The marketing materials as well as the charter information meetings will be bilingual. The face-to-face meetings at local businesses and apartment complexes will help reach families who may be unable to attend an information meeting. The once-a-month parent community nights will give families access to important help and information from local organizations. Beta Academy will be centrally located within walking distance from the thousands of surrounding apartments and accessible from the numerous city bus stops located just steps from the school.

We can help our community raise world class leaders by offering families a school of choice that will foster an environment of academic rigor, character development, love, and respect. We have a passion to uncover the hidden potential in every child and throw the door open to hope, opportunity, and a life-changing educational experience.

Beta Academy will not be specializing in performing arts.

Student Discipline

Describe the school's approach to student discipline summarizing the school's proposed Discipline Policy. Provide as **Attachment O.3** the school's proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the school; *TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.*
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Student Discipline

Notable character traits are highly valued in every scholar, and are both coached and modeled by the staff of BA through active engagement in the academic hours and social times within each school day.

The discipline is used as a tool to help support the school culture. The BA school culture is a positive, safe, and nurturing environment that instills hope, stimulates scholarly learning, supports personal fulfillment through achievement, and develops personal character. First and foremost we will focus on positive scholarly behavior and encourage desired behavior through classroom incentives and rewards. The school-wide focus will be encouraging examples of desired character traits, such as: respect, honor, obedience, responsibility, truthfulness, self-control, dependability, generosity etc. through the merit system.

Beta Academy makes this a focus and priority every morning during assembly by recognizing students in front of their peers for merits earned the previous day. The BA principal will inscribe the students name(s) on a golden leaf, publically praise the scholar(s), and display the scholar's achievement in honoring Beta's culture of excellence in all things. The leaf will hang on the 'Tree of Character' in the main assembly room to encourage an atmosphere of positive behavior within the student body. The 'Tree of Character' will serve as a visual reminder to the entire school community that positive personal character is recognized as well as rewarded.

When infractions occur involving one or more student BA teachers will refer to the peer-to-peer plan of action previously discussed in our school culture.

GOLDEN RULES

Beta Academy Peer-to-Peer Plan of Action

Golden Rule: Be respectful at all times, in all places, to all people

1. Be respectful in:

- A. Words
- B. Attitude
- C. Purposeful Action
- D. Observing the personal space of others (6-inch Rule)

Intervention: Intervene

1. When poor behavior arises:

- A. Use your words:
 - "I believe you might want to reconsider your actions."

2. No one deserves bullying:

- A. Use your words:
 - "I do not like the way you are treating me."
 - "Please stop."
 - "That is wrong."
 - "You shouldn't do that."

3. Get an Adult:

- A. If your words are not enough to stop bullying or poor behavior that is happening, get an adult immediately!

Address it: Peers (modeling kindness with wisdom) with teacher facilitator

Addressing issues requires:

1. Work through self-reflection: "We ask you to:

- A. Look inside to determine why you _____. (fill in with behavior)
- B. Take personal responsibility through apologizing specifically for what you did or said.
- C. State what you will do to correct your behavior now and in the future.

2. 2nd Opportunity:

- A. Everyone deserves an extra moment to reconsider self-reflection.
- B. Offer the student a moment to re-address the need to re-consider this opportunity.

3. Consequence (apply either 1 or 2):

- A. "If you cannot take personal responsibility, a more severe consequence will be required."
- B. "Thank you for your sincere apology. The teacher will determine whether additional consequences or action is required."

Demerits will be used as a tool to communicate with the parents. A “demerit” is a mark denoting a rules violation and may be issued the FIRST time a student is in noncompliance with a rule. A “demerit” slip will be issued to students for parent signature. The name of the staff member originating the demerit will be on the demerit slip for contact in case of questions.

Parents and students will be aware of the discipline policies and procedures as they will be listed in our ‘Parent/Scholar Handbook’ and every student will be given a copy before enrollment is complete. As part of the enrollment guidelines BA will collect a signed Acknowledgement Form located in the back of every Parent/Scholar Handbook stating that their signature indicates they have received and agree to abide by the Student Discipline Policies and Procedures.

Students Rights and Responsibilities

As citizens and members of the school community, students have a right to an education and basic security. Students have the right to choose how to behave and to know the consequences that will follow.

Due Process

Students have a right to due process before their rights are restricted. The school mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any disciplinary action, suspension or expulsion. Due process shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits the instructional process.

If a student is determined to have violated the rules and regulations of the school to the extent a suspension or expulsion is deemed necessary the student will receive alternate instruction during the time of suspension equivalent to that provided to their peers.

Due Process for Students with Disabilities

If discipline which would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with an exceptionality shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR 300.504; and (2) immediately, if possible, but in no case later than nine school days after the date on which such decision is made, the ARD committee of the school and other qualified personnel shall meet and review the relationship between the child’s disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child’s behavior was not a manifestation of his or her disability, except as provided in 34 CFR 300.121 (d), which relates to the provision of services to students with exceptionalities during periods of removal. Upon notice to the parents or guardians and up to the date of review and determination of whether the behavior was a

manifestation of his or her exceptionality, the child will receive alternative instruction equivalent to the instruction provided to his or her peers.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

Appeal

The student or parent may appeal the decision of the director by following the school grievance policy.

Leadership Pipeline

1. Describe the sponsoring entity's current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Leadership Pipeline

Human Resourcing is key to all performance and we understand our strength is built upon the quality of the leaders, teachers and staff. Sourcing will be accomplished by screening potential school leaders to verify technical and certification qualifications. Second, we will ensure they have a mindset and attitude compatible with the culture and goals of BA. Third, we will observe their competency in utilizing both technical ability and attitude to ensure potential leaders personify the pedagogy and method of instruction required by our school design and culture. Training will be accomplished through courseware, face to face, professional development and over the shoulder mentoring to ensure BA's culture and processes are learned through demonstration. The key performance attributes will be included on leadership job descriptions and performance evaluations. The performance evaluations will be a method of ensuring cultural attributes are met, challenges are discussed, and follow on training is administered as required.

Beta Academy's academic focus on leadership extends to culture and staffing as well. The plan to establish a pipeline of potential leaders begins with the vision and pedagogy of the school. This vision is supported with goals and the goals are supported by actionable steps. This is the heart of establishing a leadership pipeline culture because it ensures everyone in the organization can understand the guiding principles behind organizational activities.

With the anticipated growth and expansion to three campuses, BA will intentionally and deliberately establish culture and expectations to ensure a steady stream of internal leadership

candidates with the ability to expand our culture to additional campus sites. We will promote internal leadership in several ways. One by establishing the best candidate teachers as grade level leads for potential training and promotion to assistant principals' position. Another way we will cultivate our leaders so to provide mentorship and over the shoulder training for the assistant principal to assume the role of Principal and thus, perpetuate the BA culture at other campus sites. This provides a greater number of individuals with expanded responsibility and most importantly, expanded opportunity.

Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
 - a. Year one positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Beta Academy					
Staff	Year 1	Year 2	Year 3	Year 4	Year 5
CAMPUS ONE	K-6	K-7	K-8	K-9	K-10
CEO /Superintendent	1.0	1.0	1.0	1.0	1.0
CFO /Business Manager	1.0	1.0	1.0	1.0	1.0
HR Manager	1.0	1.0	1.0	1.0	1.0
PEIMS Coordinator	1.0	1.0	1.0	1.0	1.0
Testing Coordinator	1.0	1.0	1.0	1.0	1.0
C1 Elementary/Middle School Principal	0.0	1.0	1.0	1.0	1.0
C1 Elementary Assistant Principal	1.0	1.0	1.0	1.0	1.0
C1 Middle School Assistant Principal	0.0	1.0	1.0	1.0	1.0
C1 Elementary Core Subject Teacher	18.0	22.0	24.0	26.0	28.0
C1 Elementary Specials Teacher	3.0	4.0	4.0	4.0	5.0
C1 Middle Core Subject Teacher	2.0	2.0	4.0	6.0	8.0
C1 Middle Specials Teacher	0.0	0.0	0.0	1.0	2.0
C1 High School Core Subject Teacher	0.0	0.0	0.0	2.0	4.0
C1 Substitute Teacher	1.0	1.0	2.0	2.0	2.0
C1 Special Education Teacher	1.0	2.0	2.0	2.0	2.0
C1 Nurse	0.5	1.0	1.0	1.0	1.0
C1 Middle School Counselor	0.0	0.5	1.0	1.0	1.0
C1 ESL Certified Teacher	2.0	3.0	3.0	4.0	4.0
C1 Elementary Teacher Aides/Assistants	3.0	6.0	6.0	7.0	7.0
C1 Middle Teacher Aides/Assistants	0.0	0.0	1.0	2.0	2.0
C1 High Teacher Aides/Assistants	0.0	0.0	0.0	0.0	1.0
C1 Office Assistant/Clerk/Admin	1.0	1.0	1.0	1.0	1.0

C1 Technology/Media Specialist	0.5	1.0	1.0	1.0	1.0
C1 Registrar	1.0	1.0	1.0	1.0	1.0
C1 Facility Manager/Security Guard	0.5	1.0	1.0	1.0	1.0
Total FTEs at Campus One	39.5	53.5	60.0	70.0	79.0
CAMPUS TWO					
	N/A	K-4	K-5	K-6	K-7
C2 Elementary/Middle School Principal	0.0	1.0	1.0	1.0	1.0
C2 Elementary Assistant Principal	0.0	0.0	1.0	1.0	1.0
C2 Middle School Assistant Principal	0.0	0.0	1.0	1.0	1.0
C2 Elementary Core Subject Teacher	0.0	16.0	20.0	24.0	26.0
C2 Elementary Specials Teacher	0.0	3.0	3.0	4.0	5.0
C2 Middle Core Subject Teacher	0.0	0.0	0.0	0.0	2.0
C2 Substitute Teacher	0.0	1.0	1.0	1.0	1.0
C2 Special Education Teacher	0.0	1.0	2.0	2.0	2.0
C2 Nurse	0.0	1.0	1.0	1.0	1.0
C2 Middle School Counselor	0.0	0.0	0.0	0.0	1.0
C2 ESL Certified Teacher	0.0	1.0	2.0	3.0	4.0
C2 Elementary Teacher Aides/Assistants	0.0	4.0	5.0	6.0	7.0
C2 Office Assistant/Clerk/Admin	0.0	1.0	1.0	1.0	1.0
C2 Technology/Media Specialist	0.0	1.0	1.0	1.0	1.0
C2 Registrar	0.0	1.0	1.0	1.0	1.0
C2 Facility Manager/Security Guard	0.0	2.0	2.0	3.0	3.0
Total FTEs at Campus Two	0.0	33.0	42.0	50.0	58.0
CAMPUS THREE					
	N/A	N/A	N/A	K-4	K-5
C3 Elementary/Middle School Principal	0.0	0.0	0.0	1.0	1.0
C3 Elementary Assistant Principal	0.0	0.0	0.0	0.0	1.0
C3 Elementary Core Subject Teacher	0.0	0.0	0.0	16.0	20.0
C3 Elementary Specials Teacher	0.0	0.0	0.0	3.0	3.0
C3 Substitute Teacher	0.0	0.0	0.0	1.0	1.0
C3 Special Education Teacher	0.0	0.0	0.0	1.0	2.0
C3 Nurse	0.0	0.0	0.0	1.0	1.0
C3 ESL Certified Teacher	0.0	0.0	0.0	1.0	2.0
C3 Elementary Teacher Aides/Assistants	0.0	0.0	0.0	4.0	5.0
C3 Office Assistant/Clerk/Admin	0.0	0.0	0.0	1.0	1.0
C3 Technology/Media Specialist	0.0	0.0	0.0	1.0	1.0
C3 Registrar	0.0	0.0	0.0	1.0	1.0
C3 Facility Manager/Security Guard	0.0	0.0	0.0	1.0	1.0
Total FTEs at Campus Three	0.0	0.0	0.0	32.0	40.0

Total FTEs at Campus One	39.5	53.5	60.0	70.0	79.0
Total FTEs at Campus Two	0.0	33.0	42.0	50.0	58.0
Total FTEs at Campus Three	0.0	0.0	0.0	32.0	40.0
Total Organizational FTEs	39.5	86.5	102.0	152.0	177.0

2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

The senior administrators will be comprised of the CEO/Superintendent, CFO/Business Manager, and Human Resource Manager working from a primary office which is to be located at a campus site. The PEIMS Coordinator will also be a part of this team.

These individuals will work across all campuses to remain visible and accessible to school staff. Oversight will include but not be limited to, identifying professional development opportunities, seeking opportunities to recognize staff and teachers for outstanding performance, verify school schedules are running smoothly, validate attendance tracking and record keeping, maintenance is managed properly, spot check security processes, encourage participation in the leadership pipeline, and perpetuate the school culture of leadership and reward.

The student to teacher ratio is 1 to 20-25 and the adult to student ratio is 1 to 10-13.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and

at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and job duties would earn. See 19 TAC §100.1022(c)(2)(B)(i).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Staffing Plans, Hiring, Management, and Evaluation

Beta Academy employees will be “at-will” employees with no employment contract.

The proposed BA salary ranges will be competitive with the Pasadena ISD’s average teacher’s salary of \$43,000 annually. In addition, the compensation strategies under consideration to retain high performing teachers include one or more of the following incentives and rewards. (Note: The first item listed below is already placed in the financial plan budget as a place holder until legal/HR/ financial impact consultation on these can be reviewed and a final determination has been reached):

- Extending insurance benefits as established by TRS-ActiveCare Plan to cover the monthly \$325.00 employee premium cost (included in financial plan worksheet)
- Annual cost of living raises directly related to ADA revenue percent increases
- Bi-annual bonus opportunity to core teachers of \$1,000 based on performance to Teacher Evaluation Rubric (not included in financial plan worksheet)
- We are also analyzing a reward structure for student baseline improvement on benchmark and standardized testing (not included in financial plan worksheet)
- Employee contractual options that would enable BA to invest in the education and certification of our staff while ensuring an employment obligation to receive a return on investment (not included in financial plan worksheet)

In addition to an aggressive salary and incentive structure that rewards performance; BA will alleviate the pressure of extra paperwork and menial tasks which are typically anxiety-producing for teachers. A study by the Educational Research Service showed that 47.4% of the 1,346 teachers surveyed consider too much required paperwork as a major stressor and detraction from their ability to do the best possible job of teaching. At BA, our teachers will spend the majority of their day putting energy into their passion for educating and focusing on students’ academic needs. Beta Academy faculty will thrive in an environment that utilizes technology to complete record keeping accurately and quickly, provides training in order to maximize efficiency and promotes collaboration to facilitate support and reduce duplication of effort. Ultimately, by enabling teachers to spend the majority of their time focused on students and instructional material, we will create an enjoyable work place and enhance learning results in the classroom.

Beta Academy will also be the hallmark for creating an environment where teachers are focused on education and innovative learning so our students receive the best possible instruction from highly qualified teachers. Beta Academy will support our teachers by adopting zero tolerance on disruptive student behavior, granting professional freedom in classroom decision making and offering on-going, frequent and relevant professional development opportunities. Kathleen Fulton, director for reinventing schools in the 21st century for the National Commission on Teaching and America's Future (NCTAF) states, "One of the real problems with schools today is that they're the schools we had yesterday." A major complaint among public educators is the amount of burdensome paperwork that interferes with the ability to teach.

Recruiting efforts will commence immediately upon notification of charter award and include Texas Workforce, local community advertisements, school property signs, and school website/social media. Key leadership will be identified by end of June 2015 with teaching positions identified by end of July 2015 to facilitate training and classroom prep. All teachers considered for employment at BA will be Highly Qualified in accordance with TEA eligibility.

Upon resume/application screening and reference validation, the most competitive candidate's will be contacted for an interview with the Principal and Assistant Principal. The most competitive candidate's will then have a peer interview and teaching demonstration. Final candidates will meet with the CEO/Superintendent for direct overview of performance expectations, incentive rubric, BA culture, and job description requirements. In accordance with the State Board for Educator Certification (SBEC), all potential employees will undergo a national criminal history background check performed by the Federal Bureau of Investigation (FBI) through the national fingerprint data base.

Teachers/staff will be continually assessed during the school year utilizing daily walk through observation, classroom and student performance. Annual teacher assessments will also be performed utilizing the PDAS and other rubrics found in attachment 0.6. Teachers/staff not performing to standards and exhibiting traits aligned with performance expectations will be placed on a performance improvement plan with date driven milestones. If performance improvement standards are not achieved, the individual will be dismissed.

The CEO/Superintendent will be supported by a sponsoring entity with zeal to make a difference in the scholars of this community. They will be supportive through guidance, advice, providing benchmark testing analysis and collaborating on academic approach to improvement. The entity will also provide support by developing advocates in the community, and partnering with local businesses. Professional development and training will also be provided to maintain proficiencies in educational instruction, financial oversight, and TEA reporting requirements. Evaluation will be based on job description duties, financial oversight, teacher performance, and school TEA report card. A performance rubric will be created from job description and other duties required by Sponsoring Entity.

The teachers will be supported by CEO/Superintendent, Principal and Assistant Principal being present, visible, and assessable. Beta Academy will ensure instructional materials and tools are available, and a safe and nurturing environment is provided. We will support our teachers by adopting zero tolerance on disruptive student behavior, granting professional freedom in classroom decision making and offering on-going, frequent and relevant professional development opportunities. Teachers will be continually assessed during the school year by utilizing daily walk through observations and classroom and student performance. Annual teacher assessments will also be performed utilizing the PDAS.

Leadership and teachers not performing to standards and not exhibiting traits aligned with performance expectations will be placed on a performance improvement plan with date driven

milestones. If performance improvement standards are not achieved, the teacher will be dismissed. The leadership pipeline concept will be established not only for campus expansion but also to help handle leadership/teacher turnover. In addition, Beta Academy will continually maintain resumes and utilize promising candidates as substitute teachers to reduce the transition impact.

Attachment 0.4: We have not developed personnel policies at this time.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Professional Development

The sponsoring entity is responsible for establishing the professional development for the CEO/Superintendent.

The CEO/Superintendent is responsible for establishing the professional development for the teachers, staff and ensuring the HR Manager is tracking individual requirements and completions.

The core components of professional development at BA are: Whole Brain Teaching, AVID training, the culture and language of BA, Interactive Student Notebooks, hands-on learning, training on joyful rigor, curriculum training, and staff schedules and responsibilities. Training for these instructional methods and strategies is a vital part of the educational program because they support BA's vision and mission. Beta Academy teachers are expected to implement these methods daily and will be held accountable by their direct administrator. As we value highly educated and performing teachers, we will take advantage of external training opportunities when applicable. However, internal training that is specific to the unique vision and mission of BA will be required.

Beta Academy believes that the majority of professional development should be individualized so that improvement opportunities are addressed based on each teacher's specific need(s) for growth. In BA's start-up year, most if not all of our professional development will be uniform. In subsequent years, only newly hired staff will be required to take the mandatory training listed

above. Returning staff will have more autonomy in their professional development choices, as approved by the principal, to ensure areas needing improvement are being addressed. During faculty in-service week, before the school year commences, professional development will be from 8 a.m.-12 p.m., Monday-Friday. Teachers will be given the afternoon to work independently in their classrooms. The following topics will be covered:

1. The Culture and Language of Beta Academy
2. Staff Schedules & Responsibilities
3. What is Joyful Rigor?
4. Curriculum Training
5. Overview of Whole Brain Teaching (this will be ongoing throughout the year)
6. American Red Cross training in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED)

Beta Academy staff will be well prepared to overcome unforeseen challenges regarding curriculum and instructional methods as they will receive both administrative and entity board support. The key leadership team will remain present and accessible to ensure that a collaborative professional development environment is created. When an environment of trust and support is present, the staff will be comfortable bringing any unique challenges to their colleagues and leaders for assistance.

Beta Academy will require 30 hours of professional development per teacher each school year. Twenty of those mandatory training hours will be provided during the in-service week before the school year commences. There will be two additional faculty in-services days when the teachers will attend four additional training hours each of those days. The remaining two hours of professional development will be completed at the teachers' discretion throughout the school year.

Teachers that teach the same grade level will have common planning time. Elementary school teachers, grades K-5, will have 50 minutes of planning time every day. Two to three times a week they will meet during their planning to work collaboratively. Middle/High School teachers, grades 6-12, will have 90 minutes of planning every other day due to block scheduling. They will collaborate as a grade level, grouped by content area, for a portion of every planning time. Common planning times will be used to share ideas and strategies, prepare for grade level special events/activities, plan joyfully rigorous lessons that align with the TEKS, and collaboratively problem solve.

During independent planning time, teachers will be given autonomy to complete numerous tasks and responsibilities such as: preparing manipulatives, experiments, and learning activities, making copies, organizing their classrooms, filing paperwork, connecting with parents, communicating with faculty/staff, etc.

Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Beta Academy will not be utilizing school-specific academic or organizational goals in addition to the TEA performance standards. While we will be utilizing the instructional methods and measurements discussed in the Program Overview section, we will not be requesting evaluation outside of the established rigorous TEA criteria.

Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Parent and Community Involvement

Efforts to assess demand within BA's target demographic included community surveys and public hearings which reveal a significant interest from the surrounding community for a school of choice within the public education system. Volunteer surveyors obtained parent signatures affirming parental intent to enroll their scholars in BA. The surveys represent over 1,000 eligible

children eager to attend BA. Our public hearing event, advertised in the Southbelt-Ellington Leader, had over 600 parents and community leaders asking for a school culture that expects high scholastic standards and a character building learning environment.

As defined in the school culture, BA's visible and invisible school culture will reflect the contribution of its entire learning community including its scholars, teachers, administrators, and parents. Through collaboration, the administration, teachers, and parents will serve as coaches who encourage scholars to become leaders. Beta Academy has an army of volunteers, parents and community leaders as reflected by the public hearing meeting in which over 600 people attended and are waiting for the news of a charter award. To date, parents, and community volunteers have been engaged in different aspects of bringing BA to their community; from helping with surveys, public hearings, donations, pledges, building a playground on the proposed first campus site, calling local government officials to set up meetings for a board member to meet with them, soliciting support from local organizations and businesses, etc.

The proposed Superintendent, Latisha Andrews worked with realtor Jan Saunders from Remax Southwest (community supporter, previously serving on the sponsoring entity board) and located a beautiful building that is perfectly suitable for a school. The facility has a large gym and educational classrooms available with little to no modification needed. BA board members contacted the owners and found they also have a heart for the PISD community and have embraced the concept of opening a charter school at this location. The facility owners have moved forward with the city and are completing the E-rated certificate of occupancy requirements for a school. Beta Academy has obtained a Memorandum of Understanding (MOU) pending charter approval. All this has been accomplished at no cost by networking with likeminded supporters and community philanthropist desiring to address the needs of the underserved scholars in our community.

In addition to the location selection, parents and volunteers have built a playground on the proposed location in preparation for a charter school. Pledges of \$204,000 have been made to BA, play equipment and over 800 library books have also been donated. All this has been accomplished by parent and community volunteers at \$0.0 cost to Beta Academy.

Upon award of the charter, our Start-up Timeline in attachment O.9 details the start-up plans and identifies board members and supporters who will be immediately engaging the community supporters and financial backers. We will mobilize our volunteers and begin promoting BA in the community to begin preparation tasks for the first day of school and beyond. Volunteers will be help in the distribution of mailers, brochures, and door-to-door flyers. The neighborhood Walmart, a hub of local activity less than half a mile from the proposed school campus, will allow us to staff information booths to connect with families that BA will serve. The Southbelt Leader, a local south Houston newspaper, has also expressed their excitement of a future BA and will work with us to obtain free notifications in the community announcement section of charter information meetings and open-enrollment events. Multiple apartment managers located across the street and behind the proposed campus are excited

about the possibility of a school of choice conveniently located for their thousands of tenants and have given our volunteers permission to go door-to-door with the exciting charter information.

From the beginning, BA scholars will take personal responsibility for their own education and parents will be encouraged to take an active role in their scholar's daily academics. This involvement will foster an understanding of the key role they play as coaches who fully support the values, teachings, and the joy for learning. Beta Academy will encourage parental involvement in all areas and events of the school: Parent Teacher Organization (PTO), AR Events, Graduation coaches, classroom parent, cross-guard, seasonal events, field trips, and Dads of Great Student's (D.O.Gs): a national program that engages Fathers, grandfathers, step-fathers, uncles, and other father figures to volunteer and serve at a variety of school activities and provide security through presence, portray a positive male role model, inspire children, reduce bullying, and enhance the educational environment.).

Beta Academy understands that accessing zero/reduced cost services within our community will enhance the academic experience of BA scholars. Volunteers seeking to establish a charter school of choice have contacted government and city program leaders and business owners, with like-minded goals of helping students succeed. Martha Smith and Hope King have led the efforts to contact community resource programs and business leaders with a heart for the children of this community to partner with them. Through their efforts Beta Academy has a wealth of resources available to us such as:

HOUSTON DEPARTMENT OF HEALTH AND HUMAN SERVICES (HDHHS)

Programs we will join with HDHHS to provide resources and services to our students and the community are:

- **Project Saving Smiles:** Targets 2nd graders enrolled in the free or reduced lunch program. Oral health problems, such as tooth decay and gingivitis, are common in children from low income families. By partnering with HDHHS, BA can sponsor events where free dental screenings, sealants, fluoride varnishes and oral health education is offered to our scholars, their families, and the community by hosting annual/bi-annual events.
- **Vision Partnership:** A child's emotional, neurological and physical development can be affected by his or her poor vision. Beta Academy will partner with HDHHS to bring services to children 6-18 who fail their prescreen vision test or have been identified by a school representative. Students will receive tests for eye diseases, color blindness, depth perception and eye muscle balance. Eyewear will be given to those identified as having a vision problem.
- **See to Succeed:** Beta Academy will join HDHHS in their initiative to bring vision-related health and education services to all underserved children in our community by holding an annual *See to Succeed* event at our campus.
- **HIP HOP for HIV:** Beta Academy will partner with HDHHS to bring HIV screening and AID/HIV awareness education to the students and youth of our community through awareness events/campaigns annually.

- **Come Grow With Us:** Beta Academy will promote, encourage and provide opportunity for our students and families to join the community garden program so they can learn the process of growing their own nutritious foods, windowsill gardening and the importance of organic foods and herbs. Ongoing information will be available to the families of BA.

PASADENA AND HOUSTON PUBLIC LIBRARY

Pasadena Public Library: 1201 Jeff Ginn Memorial Dr., Pasadena, TX 77506

Pasadena Public Library: 4330 Fairmont Pkwy, Pasadena, TX 77504

Bracewell Neighborhood Library: 9002 Kingspoint Drive, Houston, TX 77089

Beta Academy has contacted these three libraries and received verbal support for a charter school in the area. All three librarians agreed they would love to work with our teachers to organize events that will enhance the learning process of our scholars. The librarians will work with our teachers to ensure AR reading books are available for BA scholars use. Library Reading Day field trips and educational days may/can be organized for BA scholars as well. Upon charter award our community liaison will contact them to establish a calendar of events, etc. that will be held for our scholars.

Beta Academy teachers will promote and utilize all available children and adult resource/services provided by the Houston and Pasadena Public Libraries. Scholars/families will be encouraged to use the resources at home and during Library study events. Our teachers will be informed of these free services for the fullest utilization in bringing quality resources to our scholars. Resources BA will utilize are:

Online Children's Services:

- **Accelerated Reading (AR):** The most popular and successful reading product of all time. AR's advanced technology helps make essential reading practice more effective for every student, personalizes reading practice to each student's current level and helps manage all reading activities including read to, read with, and read independently to build a lifelong love of reading and learning. Additionally, the program incorporates four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- **Tutor.Com:** Online homework help and tutoring service via the Internet to connect students to tutors at anytime from anywhere.
- **K-12 Tutor.com Learning Suite:** This one-to-one learning solutions for students features *Live Homework Help*, *ProofPoint* (writing and proofreading service), and *Skills Center Resource Library* (library of worksheets, videos and sample problems to further a student's subject comprehension).
- **Training Robotics:** Engages youth to take an interest in Science, Technology, Engineering and Mechanics through the manipulation and construction of Lego Robots.
- **Britannica Online for Kids:** A search engine for information in encyclopedias, educational magazines, videos, and Web sites.
- **Encarta for Kids:** Educational videos, games and other interactive research and learning tools for a complete reference resource for students and families.

- **Facts on File Science Online:** Information on experiments, definitions, diagrams, and timelines.
- **HPL Mobile Express:** Beta Academy is super excited to partner with HPL in bringing this amazing resource to our campus. Upon charter award we will establish a calendar schedule with them in order to bring this mobile computer-training lab to our scholars, families and community. The Mobile Express will not only bring the above noted children's library resources, it will also bring technology and computer access to our high-need neighborhood; providing literacy programs, workforce development training workshops and many other needed media type resources for all such as:
 - **WeCAN (Wireless Empowered Community Access Network) - digitalinclusion@cityofhouston.net.** A digital literacy program which focuses on drop-out prevention/GED recovery and job/workforce readiness. *WeCan* provides high-need neighborhoods with affordable Internet access, local content, and opportunities to receive training and equipment to ensure those at risk families benefit from the use of technology.
 - **College Education Assistance and The C.O.R.E. (Careers, Opportunities, Resources and Education):** Workshops and educational opportunities for scholars and their families in resume writing, applications and interview techniques.

HOUSTON POLICE DEPARTMENT

Beta Academy has established a partnership with the departments Administrative Lieutenant and Community Liaison who, upon charter award will help us plan and schedule on an as need on-going and annual basis safety and education events for our scholars, parents and community. Proposed educational events include: Sexual Assault, drug abuse, bullying and other juvenile related programs such as "Stranger Danger." Beta Academy will also plan with HPD education events for our parents on ID theft and Cyber Safety, Robbery and Crime Prevention and many issues that can jeopardize the overall safety and well-being of our scholars and community.

HOUSTON FIRE DEPT., STATION 18

In a letter of support from Capt. Hawthorne he states, *"Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence."* Beta Academy is happy to have the support of our local Fire department and will work with Captain Hawthorne and other area Fire Stations to bring fire safety awareness to our scholars, families, and community.

HOUSTON CHILD PROTECTIVE SERVICES (CPS)

This Resource External Relation Specialist has offered her expertise to BA and stated her services can be *"utilized by provision of written educational materials as well as facilitating awareness programs for students, families, and faculty."*

The valuable educational services that Beta Academy will provide are readily embraced by

many within the community who are eager to collaborate and synergize efforts to bring a higher level of education to the families of PISD. These groups have been extremely supportive and partnership plans/resource networking has been established with:

CARING FOR CHILDREN FOUNDATION OF TEXAS

Caring for Children Foundation of Texas has submitted to the Beta Academy board their letter of support which states, *"Their commitment to building strong relationships between students, parents, and community and school faculty ensures an environment of healthy, educated students."*

By partnering with this great organization, Beta Academy can bring free childhood immunization services to our students and the underserved areas of PISD and Harris County communities. Email correspondence, stated, *"I hope our letter of support helps you to move forward with your wonderful plan to open new charter schools. Good luck and my blessings to you. Let me know when you are ready for our Care Van services."*

NINOS CON DESABILIDADES! - KIDS WITH DISABILITIES FIRST!

Letters of support have been obtained and in conversations with Ms. Perez she has stated, *"We look forward to assisting you in educating parents in understanding their student's disability."* This great organization has offered to host two educational seminars a year for our parents and teachers.

BAY AREA TUTORING & FAMILY COUNSELING

Dr. Callender is our resource for students with learning disabilities and needs across all academic subjects, designs programs to meet the individual child's unique learning needs. On her website Dr. Callender states, *"Turning Students Around' is a psychoeducation-motivation program, developed as a positive treatment approach aimed at improving attitude, building self-esteem and increasing motivation in academics and behavior."* Her programs assist students with improved comprehension, structural analysis, phonetics, writing, and mathematics.

In numerous conversations with Dr. Callender, she has continually reiterated the need for higher education standards and school of choice options for the Houston Metropolitan area. She has enthusiastically embraced Beta Academy's vision and states, *"she will assist us in any way she can to bring a charter school to PISD."*

Beta Academy is thrilled to have the backing of Dr. Callender. Her expertise in the following areas will be of great benefit to the scholars, families, and faculty of Beta Academy:

- Dyslexia: Testing, Alpha Phonics, Multimodality Teaching, Orton/Gillingham techniques & materials
- Vision Perception Therapy: Training to remediate visual perception weaknesses in: Body image, concept, and schema, visual-motor coordination, figure ground perception, perceptual constancy and position in space
- Auditory Perception Therapy: Listening skills, sustaining attention, learning to concentrate,

improving memory

- Diagnostic Testing: Professional diagnosis of visual/auditory weaknesses with professionally designed programs for the individual student
- SAT Test Preparation
- Professional Testing-Other: Comprehensive Educational Assessment, Intellectual Testing, WAIS, WISC IV, Slosson, WIPPSI, Gifted/Talented Testing, ADHD Testing

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC)

LULAC Council 4967 Mission Statement

To advance the economic condition, educational attainment, political influence, housing, health and civil rights of the Hispanic population of the Greater Houston Area

Beta Academy's vision and mission is shared by LULAC through our common educational goal. We both desire higher standards of education for the PISD community across all ethnicities and backgrounds. By partnering with organizations like LULAC, "at risk" scholars who receive a BA education will have those doors of opportunity opened to them for better economic conditions and better health and housing, with equal opportunities. In a telephone conversation with LULAC, they expressed deep concern for the high numbers of dropouts among the Hispanic youth; stating, *"We have to do more to reach this at risk population."* Beta Academy board members strongly agree! Something MUST be done!

After sharing with LULAC BA's commitment to offer an educational choice to a high risk demographic area, which currently experiences above average dropout rates, they expressed a willingness to forge a partnership so together we can reach a higher number of "at risk" students/families. Future meetings with LULAC's educational committee and BA board members will be set upon charter award to begin planning, coordinating and working toward our common goal of bringing a higher educational choice to PISD.

WELLS FARGO

Wells Fargo shares our vision to teach students how to become financially savvy. They have expressed their support for establishing a charter school in the PISD community and their letter of support states, *"They have the right vision, the right heart, and the right team to be successful."* Beta Academy is excited to partner with them in offering our students the following:

- Financial Banking Curriculum <http://handsonbanking.org/en/>
- Hands on Banking program which provides the essentials of financial education, real-world skills, and knowledge every student can use, including how to:
 - Identify "needs" vs. "wants"
 - Plan early for the future
 - Earn more money by learning more skills
 - Build their own budget to control their money
 - Become an entrepreneur by starting their own business venture
 - Control spending with a spending plan

- Build credit wisely and avoid debt
- Invest in higher education and find the money to pay for it
- Kids Savings Day: They will cater this program to meet Beta Academy scholar's needs.

SCOUTING

Boy Scouts of America and the Girl Scout programs are premier leadership organizations for all boys and girls in K-12 grades. Their programs give participants exposure to science and technology, business and economic literacy, visual arts, and outdoor and environmental awareness. Scouting teaches self-reliance, strength of purpose and conviction of character. The scouting environment encourages youth to connect with others and take action to make the world a better place. Beta Academy has received enthusiastic support from both organizations and will partner with them to bring a vibrant scouting experience to our students and community.

SCRABBLE CLUB #511

A retired PISD Special Education teacher has offered to establish a junior league scrabble club for Beta Academy scholars. Her own unique way of learning the phonetics of words for proper spelling will be an added benefit to our scholars' vocabulary and language arts learning. She will motivate our students to love words through the fun of playing scrabble. She has provided us with the information to acquire the necessary equipment for the *National Scrabble Association* program and stated in her email, *"I look forward to working with you and the students in establishing a successful scrabble club for Beta Academy."*

HOUSTON HOBBY AIRPORT LIONS CLUB (HHALC)

With the support of HHALC scholarships, BA students with physical disabilities and/or diabetes will be afforded the opportunity to attend Texas Lions Summer Camp programs. Latisha Andrews, CEO has spoken at their monthly club meetings on two occasions and shared the vision for Beta Academy. She has received over-whelming support for a charter school.

SAN JACINTO COMMUNITY COLLEGE

Central Campus: Billy Smith, Administrator

South Campus: Quiana Brown, Director – Dual Enrollment

We have spoken with Ms. Smith and a *Memorandum of Understanding* with SJCC South Campus and Beta Academy will be initiated upon charter award. As a dual credit campus, Beta Academy will offer our scholars the option to earn college credits in many of their courses.

LETTERS OF SUPPORT RECEIVED: - Attachment 0.8

Start-Up & Ongoing Operations

1. Provide, as **Attachment 0.9**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.

2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Start-Up & On Going Operations

Attachment O.9: Details our start-up plan for BA and specifies tasking, timelines, and individuals responsible. It is in alignment with our Financial Plan

Transportation

Beta Academy's proposed site is located at the center of our targeted demographic which is surrounded by apartments and low income housing. Our growth plan does not depend on the transportation of students to achieve capacity. However, we fully embrace our obligations to provide transportation as mandated and will contract for services as required. Our transportation budget for IEPs, field trips, and athletic events is included in the start-up and annual budget plans.

Safety and Security

Beta Academy will be diligent in providing safety and security for our scholars, teachers, staff, visitors, equipment and personal records/information through a variety of methods and resources such as:

- The school's Facility Manager will provide on-site security with particular interest in ensuring building access points are properly secured and verifying the validity of any unescorted visitors on or in the campus facility
- School offices **will not** be shared by other entities and school records will remain in a secure office space
- All computers will be password protected
- Hall Pass School Management System: We will use this system to validate a visitor's ID against the national database of sex offender registries for every state and the District of Columbia. When a known sex offender is detected, Hall Pass sends an instantaneous alert which enables the school to prevent access pass the front lock
- WATCH D.O.G.S. (Dads of Great Students): National program which engages Fathers, grandfathers, step-fathers, uncles, and other father figures to volunteer and serve at least one day a year in a variety of school activities and provide security through presence, portray a positive male role model, inspire children, reduce bullying, and enhance the educational environment
- Cross Guards: School staff and volunteers will perform cross guard duty to provide a safe environment for those scholars walking to and from school

Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations, and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - a. Staffing;
 - b. Parent and community engagement;
 - c. Professional development;
 - d. Performance management;
 - e. PEIMS management; and
 - f. General operations.
2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment O.10**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Operational Staff Capacity

Leadership Team's Individual Qualifications

The Beta Foundation President: Teresa Sones

- Entrepreneur, Co-founder, and President of Gateway Supply, an international supply company with annual revenue over \$4 Million
- Master in Behavioral Science (Concentration in School Psychology)
- 37 year educator with expertise in Middle and High School education
- Received multiple educational achievement recognitions
- Public and private school administration
- Over 30 years volunteer tutoring to disadvantaged and at risk children in community

The Beta Foundation Vice President and Treasurer: Timothy Wayne King

- Entrepreneur, Co-founder, and President of Tubular Resource Inc., an international company with annual revenue over \$1.3 Million
- Selected for a Honorary Doctorate in medicine for his efforts in cancer research
- Philanthropist with both time and financial support of multiple efforts which include:
 - Board Member for Reach Out America: International emergency relief organization
 - Board Member for Ima's Home Orphanage Philippines
 - Financial Supporter of 4 H Pasadena Rodeo
- Over 30 years providing support and volunteer time in community

The Beta Foundation Board Member: Helen Abernathy

- Master's in Education: Teaching English To Speakers of Other Languages (TESOL) with

Reading Specialist endorsement

- Adjunct Professor at Regence University
- ESL specialist for Virginia Beach City Public Schools for 8 years
- Provided volunteer assistance in Gabaroni, Botswana Africa as a 1st grade teacher with a linguistically diverse population and an extremely diverse student demographic.
- Currently serves as a writer and editor of classic literature curriculum for Chrysalis International to raise literacy level of children in poverty stricken countries.
- Over 10 years providing volunteer tutoring to disadvantaged and at risk children in community

Proposed CEO Superintendent: Latisha Andrews

- Masters in Business Administration with secondary in Marketing
- Graduated with Highest Honors—Summa Cum Laude (4.0 GPA)
- English Language teacher, Aomori Prefecture, Japan
- Over 10 years educational leadership in both private and charter schools
- Successfully launched (2010) and currently staffs, leads, and financially manages a private low cost tuition school to respond to the Pasadena community's educational needs.
- Partnered/employed by Responsive Education Solutions. As site Director, successfully launched (2013) a charter school in adjacent community to further respond to the extended community's educational needs.
- Over 14 years providing volunteer services and tutoring to disadvantaged and at risk children in community

CFO/Business Manager:TBD

HR Manager: TBD

Operational leadership team's collective qualifications:

The leadership team exhibits a powerful blend of Educators and Business with a strong and proven record of positively impact in the community. The Beta Foundation President, Teresa Sones and Vice President/Treasurer, Tim King are successful entrepreneurs in business standup. The proposed Superintendent, Latisha Andrews, CEO of The Beta Foundation, has launched, staffed, and managed her own private school and a charter school for Responsive Educations.

This leadership team has a strong international awareness yet has collectively poured 84 years and countless hours into community service, after school programs, tutoring, and direct engagement of both parents and at-risk students in an effort to disrupt the poverty cycle and promote opportunity. This high performance team has provided leadership, business acumen, academic success, sound financial judgment, and performance based management in all aspects of their professions.

Helen Abernathy brings an in-depth knowledge and firsthand experience with Hispanic ESL learners and the importance of classical literature in a child's development. Teresa Sones is an

accomplished educator with hands-on experience in working with at risk scholars and a depth of knowledge in public and private school administration. Together, this team brings a vast knowledge of school operations to include PEIMS management and the professional development required to staff, manage, operate, and lead a charter school intentionally designed to reach the at risk community in the proposed geographical area.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Three - Governance Plan

Legal Status and Governing Documents

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section Three – Governance Plan

Legal Status and Governing Documents

The Beta Foundation, founded August 5, 2011, has been granted by the Internal Revenue Service the following status:

501 (c) (3) public charity status 170 (b) (1) (A) (ii)

Effective August 15, 2011

Attachment G.1: We have not developed board policies at this time.

Organization Charts

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should 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 organization charts should also document clear lines of authority and reporting within the school.

Governing Board

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
 - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
 - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
 - c. the board will evaluate the success of the school and school leader; and
 - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
 - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
 - b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
- 6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
- 7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- 8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
- 9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
- 10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
- 11. Discuss any litigation in which the sponsoring entity has been involved.
- 12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

NOTE: Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter holder or charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054 (a)(1).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Governing Board

The Beta Foundation's fundamental purpose is to establish a world class school designed to intentionally interrupt the at-risk cycle with opportunity. To accomplish this, the board will be present and available with a hands-on approach to ensure the culture of learning and success are perpetuated. The board members and CEO/Superintendent will provide curriculum oversight, budgetary analysis, and personally provide portions of the teacher/staff professional development and leadership training to ensure a leadership pipeline for further growth. In addition, board will provide clear and auditable fiduciary oversight compliant with GAAP.

The CEO/Superintendent will work with the principals to establish financially prudent budgets, manage capital expenditures, and ensure staffing is performed in accordance with ADA ratios and revenue. The CFO/Business Manager will report to CEO/Superintendent and will exercise the due diligence and attention to detail to provide full financial tracking with emphasis on monthly cash flow to budget reconciliation, risk analysis, monthly audit ready expenditure reporting, and GAAP adherence. Monthly reports will be submitted to both the CEO/Superintendent and the governing board directly to ensure full disclosure.

Principals will control campus budgets that will include items such as office supplies, copies, field trips, purchasing incentive awards, STAAR testing materials, and limited discretionary fund for campus needs. They will interact directly with the board during professional development training, the boards on site visits, and during the board's guest reading appearances for school wide reading month and/or Dr. Seuss day.

The Beta Foundation is currently comprised of four board members. As Beta Academy grows, the governing entity will actively seek to augment board composition to include an Attorney, CPA, and Health Care Professional. In addition to establishing policy, procedures, and oversight, the board's current areas of expertise and duties are as follows:

Teresa Sones, President

A 37 year educator, with both classroom and public/private school administration experience, she has additional expertise in entrepreneurship business startup. Teresa serves as President of Gateway Supply, (an international supply company with annual revenue over \$4 Million). With a Master in Behavioral Science (Concentration in School Psychology), Teresa will be directly involved with curriculum selection, classroom methods, special education, and establishing Beta Academy culture.

Timothy Wayne King, Vice-President/Treasurer

Tim provides networking opportunities with both international and community resources, local business/political contacts, and strong expertise in fiduciary management. Tim will be directly involved in networking with community resources and ensuring sound, prudent financial practices.

Justin James, Secretary

Currently completing his Masters in Educational Leadership, Justin has a passion for academic rigor. In his first year of teaching Justin was awarded the "2013 Rookie of the Year" for Hudson Middle School. In his second year of teaching Justin was awarded "2014 Teacher of the Year" for Hudson Middle School and also "2014 Teacher of the Year" for Sachse Chamber of Commerce. In his third year of teaching, Justin is the AVID Lead, responsible for implementing the program into Hudson Middle School, Garland ISD. A top performing teacher, he is just as impressive with efforts to make a difference outside of the classroom with a lengthy array of community volunteer efforts. This likeminded individual was drawn to Beta Academy's educational philosophy and vision and will be involved with implementing AVID, curriculum selection, and establishing Beta Academy culture.

Helen Abernathy, Director

Helen brings an educational background and hands-on experience in ESL instructional methods. Her expertise in ESL is complimented by both her teaching experience in Botswana, Africa and her background in writing/editing international literature curriculum. Helen brings a high level of ESL proficiency to an educational need that will impact the majority of Beta Academy's targeted demographic. She will also be directly engaged in curriculum selection, classroom methods, special education, and establishing Beta Academy culture.

The school will be an educational success by:

- Establishing professional development and academic goals that support the mission and vision of Beta Academy
- Monitoring the academic performance and achievement of the scholars
- Evaluating and analyzing the results of benchmark testing, STAAR and other assessment tools
- Providing corrective action as required by addressing academic deficiencies discovered in the testing analysis
- Performing quality checks by visiting and observing BA classrooms and the school environment

One of The Beta Foundation's guiding principles is parental partnerships. Therefore, scholar performance feedback is vital to both the culture and success of BA's academic program. Reporting scholar performance will be an ongoing dialog throughout the school year. The governing board will ensure annual school and scholar performance is reported to scholars, parents, and the community through a variety of methods including:

- Nine week comprehensive grade reports to parents on the scholar's academic progress
- Parent/guardian can monitor, via on-line access software, scholars' academic progress
- Under our guiding principle of strong parental partnerships, teachers will communicate frequently with parents, either in person or by phone, to share information personally about the progress of their scholar
- The general public will be informed of school and scholar performance through school open house venues, school website, annual TEA required reports, and the TEA website

The governing board will ensure Beta Academy is an operational success through a high standard of compliance with required reporting:

- Attendance/PEIMS: The PEIMS Coordinator will be required to attend professional workshops, training, and seminars for attendance tracking, grade reporting, transcripts, and admission procedures. The governing board will utilize professional development training programs, seminars, conferences, and on-line training from Region 4 Education Service Center and TEA for PEIMS Coordinator and school attendance staff training.
- Governance: The Beta Foundation Secretary will ensure all required State, Federal and TEA governance forms and reports are complete, accurate, and submitted in accordance with applicable governance guidelines on or before the required due date.
- Grant Reporting: In alignment with TEA reporting requirements all grants received will be spent with an unprecedented level of transparency and accountability. The Vice-Chair/Treasurer will take responsibility for quarterly grant reporting. The grant funds will be accounted for separately from the school's revenue.

The governing structure is designed so that the key stakeholders are actively involved in all vital decision-making. Because the key stakeholders are locally based and community minded they will be a visible presence at Beta Academy. They will have an active role in visiting, observing and analyzing the governing aspects of the school such as: curriculum selection and

development, financial and academic accountability, and professional development of academic and leadership staff. School leadership will be evaluated based on job descriptions (provided in the HR forms). Additional leadership evaluation tools will be created, after the charter is awarded, to aid in evaluating the success of the school leader. The Beta Foundation board carries the heartbeat and pulse of Beta Academy and will be an integral force in propelling the school towards accomplishing the mission and vision.

The current applicant team is the initial governing board; there will be no need for a transition between boards.

The sole responsibility of The Beta Foundation Board of Directors is the oversight of the Beta Academy charter school.

The Beta Foundation board of directors was originally formed through mutual like-minded concern and desire to bring a school of choice to the PISD area. Founding members of the board had worked together in various community based programs targeting low socio-economic families in past years. In the summer of 2010, Latisha Andrews was approached by families, seeking a better education for their children, to start a private school. In 2011, Latisha by then desperate to bring a no cost high performing school to the community formed a task force and recruited other board members to join her. The Beta Foundation was formed in August 2011. In August 2012 Latisha Andrews resigned as an acting board member and was appointed as CEO of The Beta Foundation.

The board has met annually since August 2011 with our main goal and purpose to establish Beta Academy as an open-enrollment charter school. According to our current bylaws we are required to and have met annually in August of each year since 2011.

On January 27, 2014 a special board of directors meeting was held to discuss Generation 19 application and to elect board members Justin James and Helen Abernathy. Both had been recruited by Latisha Andrews, CEO as she had been in communication with Helen regarding school culture and curriculum and Justin regarding the AVID program and middle school curriculum. They both expressed an interest in joining the team as board members and presented their curriculum vitae for board review. After confirming there would be no conflict of interest with them serving, they were given a seat on the board by quorum vote. They have already proven to be an invaluable asset.

We would like to broaden and strengthen our current board members by adding legal, health, and CPA professionals. Anyone wishing to serve as a board member can submit their curriculum vitae for board review/vote. The applicant may or may not be offered a position on the board depending on whether conflict of interest and/or ethical concerns are/are not found.

Upon charter award, we will ensure our bylaws, Conflict of Interest policies; nomination forms, financial disclosures, etc. are again reviewed by a legal team and make any amendments that may be required to be in compliance with TEA and state govt. rules for managing a charter

school.

We will comply with all Texas Open Meeting Acts (TOMA) in regards to board meeting frequency, notices, announcements, minutes, member selections/recruitment, etc. At this time there are no plans for committee's but as Beta Academy grows we will assess the need for them and how best to structure them to the fullest benefit to the board and BA. In accordance with our bylaws, Sect. 5.01, the Chairman of the board or the board can establish designated committees to further board objectives.

Board members have a duty to disclose any conflict of interest or other ethical issues that would jeopardize The Beta Foundation's entity or the BA charter school. Either the board member themselves, another member of the board or even a concerned employee of Beta Academy or community member may bring it to the attention of the governing board by presenting it at a meeting of the board. The governing board will address the concern; determining if there is or is not one with appropriate action taken to dismiss the concern or removal of the board member in question. Our Conflict of Interest Policy is attached in G.3 along with a proposed Code of Conduct for board members.

The board will be diligent in their screening of potential board candidates to ensure there are no conflicts of interest and it will be the responsibility of each board member to be careful in entering into any business relationship that could be a conflict of interest. The Beta Foundation takes this very serious! At this time we feel confident that there are no conflicts of interest regarding our current board of directors and their relationship with Beta Academy open-enrollment charter school.

The governing board will be expanded as Beta Academy grows and board oversight/responsibilities increase. The Beta Foundation Board of Directors continually networks and seeks potential board members. Election of additional board members will be done in concert with the campus growth plan established and discussed in section 2 of the charter application. Vacancies will be filled in accordance with The Beta Foundation By Law 3.05; the Chairman of the Board will appoint Directors to fill vacancies. It is the board's intention to expand the Board of Directors to include an Attorney, CPA, and Health Care professional. Although it is unpredictable how and when a board member will encounter like-minded people that align with the vision and mission of Beta Academy, we are confident there are philanthropic citizens looking for an opportunity to invest in their community and the future of our youngest citizens and thus, be willing to become an active leader on the Board of Directors.

The governing board will be diligent in board member training. Compliance with Section 12.123 of the Texas Education Code (TAC) and Texas Charter Schools Association (TCSA) training requirements will be maintained. All board members will complete the applicable required twelve (12) training hours within their first year of board service and the required six (6) training hours in their second and subsequent years, as outlined in part (d) of 19 TAC §100.1102 through 100-1105. A calendar schedule of training for the governing board will be developed upon charter award and TEA published training dates. All training will be with a TEA registered

trainer. The board Secretary will keep full documented training records on each board member to ensure compliance. These records will be disclosed during the annual audit.

Board members will complete applicable training from the following seven modules outlined on the Texas Charter Schools website (www.txcharterschools.org) in their first year of charter award.

- School Law – 150
- School Finance – 60
- Health and Safety – 30
- Accountability (Public Funds) – 120
- Accountability (Other) – 60
- Open Meetings – 60
- Public Records – 60

Plus 180 minutes of expanded or additional training in modules (1-7)

Total: 12 hours or 720 minutes <http://www.txcharterschools.org/members/member-services/training/training-requirements.php>

The sponsoring entity, The Beta Foundation, is not an out-of-state organization.

In accordance with 19 TAC § 100.1151, each member of the governing body meets the requirements of a qualified voter because none have been convicted of: a misdemeanor involving moral turpitude, a felony, or any offense listed in TEC § 37.007(a) (i.e., offenses for which an ISD student must be expelled), or any offense listed in the Code of Criminal Procedure art. 62.01(5)(i.e., primarily sex crimes).

The Beta Foundation has not been involved in any litigation.

The Beta Foundation has not been sanctioned by any state regulatory agency.

Advisory Bodies

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. Beta Academy does not plan to form any Advisory Bodies at this time.

Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Grievance Policy

Beta Academy's Grievance Policies and Procedures will be published in both the Teacher and Scholar/Parent Handbook. The policies and procedures will facilitate communication and

resolution for all individual(s) and will be overseen by the HR Manager to ensure all steps are clearly followed and protocol is adhered to.

Should scholars and/or parents have a concern/grievance they may seek resolution by following the below stated procedural resolution steps set forth in the Scholar/Parent Handbook.

Resolution Steps:

Step 1-Teacher: Scholar/parent may present concern/grievance to classroom teacher. Should the issue not be resolved after meeting with the teacher they may take the next appropriate action (Step 2).

NOTE: The parent should inform the teacher the matter is being taken to the Assistant Principal and scholars must have written permission from parents to take the matter further.

Step 2 –Assistant Principal: Bring the concern/grievance to the Assistant Principal. If no resolution is reached they may take the next appropriate action (Step 3).

Step 3- Principal: Bring the concern/grievance may to the Principal. If no resolution is reached they may take the next appropriate action (Step 4).

Step 4- Superintendent: If resolution is not reached with the Superintendent, a formal hearing with The Beta Foundation board may be requested. The Superintendent must pass the request to the Board of Directors.

For a concern/grievance regarding the general operation of Beta Academy (outside the operation of the classroom), the concerned party should follow Steps 2-5 above.

For a concern/grievance regarding school policies or decisions among the Beta Academy Staff, the concerned party should follow Steps 2-5 above.

The goal of Beta Academy’s Grievance Policies/Procedures is to arrive at an equitable and timely resolution for concerns/grievances as overseen by the HR manager. The above procedures are intended to be used only when matters cannot be resolved informally. Any party with a grievance should exhaust all informal means of resolution before taking the matter further.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Four - Financial and Business Plan

Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)? Yes **YES, see below** No
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):

Specific/Desired Location:

9701 Almeda Genoa Rd, Pasadena TX, 77075

Current Usage: Christian World Temple Church Educational Building

NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Section 4 Financial Business Plan

Facilities

The proposed superintendent and board members have ties to the target community. The area is predominately low income, with a multitude of apartment complexes, and substandard housing which made identifying the facility an arduous process. The proposed CEO/Superintendent, Latisha Andrews worked with realtor Jan Saunders from Remax Southwest (community supporter, previously serving on the sponsoring entity board) and Teresa Sones, President to find a suitable location/facility. Looking at multiple locations they found all required major renovation to obtain a certificate of occupancy. However, they located in the heart of this area, surrounded by low income based apartments, a beautiful building perfectly suitable for a charter school with adequate educational classrooms, a large

gymnasium, kitchen facilities, and securable administrative office spaces.

Latisha Andrews contacted the owners and found they too are community minded and embraced the concept of opening a charter school at their location. The facility owners have already moved forward with the city to obtain E rated certificate of occupancy in accordance with school requirements. Beta Academy has obtained a Memorandum of Understanding (MOU) – Facilities Use Agreement pending charter approval. All this has been accomplished at no cost by networking with likeminded supporters and community philanthropist desiring to address the needs of the underserved scholars in the PISD community.

Location: 9701 Almeda Genoa Rd, Pasadena TX, 77075 is the identified location for campus one. The locations for the additional two campuses are TBD.

Size: 30,000 square feet currently available with more room for expansion in the primary structure. There are also twenty classrooms that can be made available with plenty of property and appropriate city zoning to add modular classrooms as required for future growth.

Common areas and amenities: Cafeteria, gym, fenced baseball diamond, large shaded grounds suitable for play equipment, security entrance in primary structure, handicapped restroom facilities, showers, and circle drive with covered awning for scholar pickup/drop off.

Anticipated number of classrooms: 20 classrooms at capacity

Approx. square footage per classroom: 500 to 713 sq. ft.

Anticipated Specialty Classroom Needs

- 2 Computer labs accommodating 25 scholars. Amenities are computers, internet, and supporting IT hardware.
- 1 Art room accommodating 25 scholars. Amenities are art tables, deep sink, and running water for cleanup.
- 1 Special Ed room accommodating 3 to 5 scholars. Amenities include specialized instructional material only.
- 1 Speech room accommodating 3 to 5 scholars. Amenities include specialized instructional material only.

Anticipated Administrative/Support Space Needs

- Main Office Area: Registrar, Office admin (1ea)
- PEIMS and Testing Coordinator Office (1ea)
- CEO/Superintendent Office (Also serving as Principal year one) (1ea)
- CFO/ Business Mgr Office (1ea)
- Human Resource Mgr (1ea)
- Assistant Principal Office (1ea)
- Copy room (1 ea)
- Teacher workroom/ Supply room (1ea)
- Small supply room for IT and facility management (1ea)

Currently Available

- Gymnasium large enough to accommodate 60 to 70 scholars. Amenities include four basketball hoops, two volley ball courts, performance stage, and space for a myriad of physical education activities. Also includes restroom and showers.
- Grounds include fenced softball field. Grounds large enough to accommodate a multipurpose sports field for flag football, soccer, baseball, track, etc.
- Elementary age appropriate playground (materials and equip donated, volunteers built in anticipation of charter award)

Facility has large shaded grounds which will accommodate required playground. The gym will provide the common space required for school and parent assemblies.

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Financial Plan

Financial planning is based on the Average Daily Attendance (ADA) of the school's scholars. Beta Academy will begin aggressively soliciting for students in Dec 2014 to get a solid attendance estimate before hiring teachers in Jun/Jul 2015. This will also enable us to appropriately scale our startup costs such as computer labs, classroom space, furniture, etc. on realistic cash flow expectations.

The annual budget(s) will be prepared by the CEO/Superintendent in conjunction with the principal of each campus detailing all sources of revenue and expenses. The Beta Foundation board will approve the operating budget and have full fiscal responsibility for ensuring adherence. The CEO/Superintendent is responsible for all capital expenditures and staffing levels consistent with ADA ratios and revenue. Principals will control campus budgets that will include items such as office supplies, copies, field trips, purchasing incentive awards, STAAR testing materials, and limited discretionary fund for campus needs. The CFO/Business Manager will disseminate annual budgets, perform full financial tracking with emphasis on monthly cash flow to budget reconciliation, risk analysis, and provide monthly audit ready expenditure reporting. The Beta Foundation will utilize a payroll and PEIMS compliant service for back office support. The governing board has full responsibility of ensuring compliance with GAAP.

The role of the governing board is to provide auditable fiduciary oversight compliant with GAAP.

The role of the CEO/Superintendent is to establish financially prudent budgets, manage capital expenditures, and ensure staffing is performed in accordance with ADA ratios and revenue.

The role of the CFO/Business Manager is to exercise the due diligence and attention to detail to provide full financial tracking with emphasis on monthly cash flow to budget reconciliation, risk analysis, monthly audit ready expenditure reporting, and GAAP adherence.

The fiscal year of Beta Academy is Sep 1 to Aug 31. Utilizing the services of a certified audit firm, we will submit an electronic PDF copy of the audit within 150 days (Jan 28) through a TEASE Audit account in accordance with FASRG §7.3.6.1 - Data Collection & Reporting module and Nonprofit Charter School Supplement.

Financial transparency will be maintained establishing concise and transparent lines of accounting in keeping with the TEA Financial Accountability System Resource Guide (*FASRG*) and ensure all expenditures are clearly traceable to appropriate TEA account codes. Beta Academy will also electronically submit the annual audit report to the TEA and posting on the schools website. Beta Academy will be compliant with TEC §39.084, which requires charter schools to post on the school's Internet website a copy of the budget adopted by the board of trustees. The website is required to prominently display an electronic link to the adopted budget. The statute requires the adopted budget to remain on the website until the third anniversary of the date the budget was adopted.

CPA Auditing Service: Beta Academy will retain the services of a certified auditing firm with specialization in Texas Charter School audits and submission requirements. Estimated cost in Financial Plan Worksheet year one is \$10,000.

Financial accounting: Beta Academy will use an integrated application service/software program which covers all aspects of financial PEIMS reporting, data management, and provide back shop payroll services. Estimated cost in Financial Plan Worksheet year one is \$136,000.

Payroll service: Estimated cost in Financial Plan Worksheet year one is \$13,000.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:

- a. **For organizations in existence for one or more years:** a copy of the most recent unqualified audit report.

--OR--

For organizations less than one year old: If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).

- b. A credit report of the sponsoring entity.
- c. The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.

Beta Academy

7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
 - a. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
 - b. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Business Management Capacity

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:
 - a. Financial management;
 - b. Fundraising and development; and
 - c. Accounting and internal controls.
2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Business Management Capacity

Operational Leadership Team's Individual Qualifications

The Beta Foundation President: Teresa Sones

- Entrepreneur, Co-founder, and President of Gateway Supply, an international supply company with annual revenue over \$4 Million
- Public and private school administration

The Beta Foundation Vice President and Treasurer: Timothy Wayne King

- Entrepreneur, Co-founder, and President of Tubular Resource Inc., an international company with annual revenue over \$1.3 Million
- Philanthropist with both time and financial support of multiple efforts which include:

- Board Member for Reach Out America: International emergency relief organization
- Board Member for Ima's Home Orphanage Philippines
- Board Member for Life Church
- Financial Supporter of 4 H Pasadena Rodeo
- Over 30 years providing support and volunteer time in community

Proposed Superintendent: Latisha Andrews, CEO

- Successfully launched (2010) and currently staffs, leads, and financially manages a private low cost tuition school to respond to the Pasadena community's educational needs
- Partnered/employed by Responsive Education Solutions. As site Director, successfully launched (2013) a charter school to further respond to the extended community's educational needs.

CFO/Business Mgr: TBD

Operational Leadership Team's Collective Qualifications

The business leadership team possesses in-depth experience in business administration, financial management, accounting and internal controls. The Beta Foundation President, Teresa Sones and Vice President/Treasurer, Tim King has entrepreneurial experience with successful business startups which have grown into the international market. CEO/Proposed Superintendent, Latisha Andrews has launched, staffed, and managed two schools startups which are currently in operation. Latisha and Teresa's experience in school startup and administration have given them firsthand experience with the fundraising efforts required to launch and maintain a successful school venture. This business team is solid in the understanding and execution of financial management, accounting, and internal controls.

This team has significant experience in the acquisition of facilities, certificate of occupancy, and renovation. Both Teresa Sones and Tim King have acquired, built out, and managed facilities that house and run their successful businesses. Latisha Andrews has directly led the acquisition and owner renovations of two facilities requiring a certificate of occupancy rated E. Both projects were completed within budget and on time for school opening. This team has begun partnership relations with the facility owners at the school's proposed location, completed required renovations, and is in the process of securing a certificate of occupancy rated E for a public school. Beta Academy has obtained a Memorandum of Understanding (MOU) pending charter approval. All of this has been accomplished at no cost to the entity by networking with like-minded supporters and community philanthropists desiring to address the needs of the underserved scholars in our community.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Five - Applications Involving Charter Management Organizations

This section is required for any applicant that proposes to partner with a charter management organization (CMO).

DELETE SECTION 5 IF YOUR APPLICATION DOES NOT INCLUDE A CMO PARTNER.

NOTE: A CMO is any third-party entity, whether nonprofit or for-profit, that provides comprehensive education management services to a school via contract with the school's governing board.

NOTE: If an applicant is unsure as to whether or not a particular section is required, it is the applicant's responsibility to contact the TEA for clarification.

Answer each item below as applicable to the CMO and sponsoring entity's relationship. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Overview

1. **CMO Vision and Mission.** Provide the vision and mission of the management company.
2. **Student Populations and Educational Need.** Describe the portfolio in terms of the student populations and educational needs of the schools currently serviced by the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

CMO Selection

1. Explain the decision to contract with a CMO rather than operate the school directly.
2. Explain how and why this CMO was selected, including when and how the applicant learned of the CMO, which other CMOs were considered, why the CMO was selected over other CMOs, and what due diligence was conducted.

NOTE: If at some point, the charter holder plans to enter into an agreement with the management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, §100.1155.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

CMO Track Record

1. Explain the CMO's success in serving student populations similar to the target population of the school/campuses proposed in this application. Describe the CMO's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Summarize information from reference checks conducted regarding the CMO, identifying each reference.
2. List and explain any contractual obligations that the proposed CMO failed to meet in the past five years.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Legal Relationships

1. Provide evidence that the board is independent from the CMO and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, the CMO, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the CMO, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the CMO (if any), including which school employees the CMO will supervise, how the CMO will supervise these employees, and how the governing board will oversee the CMO's supervisory responsibilities. Additionally, explain how these employees will be reported in PEIMS.
6. If the school's governing board intends to enter into a lease with the CMO or any of its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. 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.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the CMO.
2. Describe the scope of services and costs of all resources to be provided by the CMO.
3. Describe the oversight and evaluation methods that the governing board will use to oversee the CMO. What are the school-wide and student achievement results that the CMO must achieve? How often, and in what ways, will the board review and evaluate the CMO's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the CMO's performance? What are the conditions, standards, and procedures for board intervention, if performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the CMO.
5. Describe the respective financial responsibilities of the governing board and the CMO. Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the CMO submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the CMO and the school must satisfy for the management agreement to be renewed. On what grounds may

the CMO or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.

7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as **Attachment MO.1** a term sheet and draft of the proposed management agreement with the CMO.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Expansion Management

1. Explain any shared or centralized support services the organization will provide to the school/campuses in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? Using the table below, summarize CMO-level and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	CMO-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

2. Provide, in **Attachment MO.2**, the following CMO organization charts, clearly indicating how they interface with the charter school organization charts:
 - a. Year 1 organization as a whole

- b. Year 3 organization as a whole
- c. Year 5 organization as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and the CMO.

3. Explain how the relationship between the governing board, CMO, and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Leadership Pipeline

1. Describe the CMO’s current or planned process for sourcing and training potential school leaders for schools opening in subsequent years, regardless of location, if applicable.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Campus Staff Structure

1. Explain how the relationship between the school leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” campus.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Performance Management

1. Describe the CMO’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the CMO’s process for monitoring performance of the portfolio as a whole. What actions will you take if the organization in Texas, or as a whole, fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Performance Evaluation Information

1. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school in which services were provided by the CMO in the last five years, and explain how such deficiencies or violations were resolved.

2. Identify any current or past litigation, including arbitration proceedings, per campus, that has involved the CMO or any school it operates. If applicable, provide in **Attachment MO.3:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The CMO must provide all of the requested information for all of its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and multiple years of independent financial audit reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Business Plan

1. **Nonprofit Charter Management Organizations.** Provide, for the organization as a whole and any related business entities, as **Attachment MO.4:**
 - a. The last three years of independent financial audit reports and management letters; and
 - b. The most recent internal financial statements, including balance sheets and income statements. *Be sure that the CMO level and the overall operations are distinctly represented.*

Discuss any material audit findings for your organization or any campus that you operate.

--OR--

For-profit Charter Management Organizations. Provide, as **Attachment MO.4:**

- a. The last three years' financial statements to be reviewed confidentially; and
- b. The most recent internal financial statements, including balance sheets and income statements. *Be sure that the CMO level and the overall operations are distinctly represented.*

Discuss any material audit findings for your organization or any school that you operate.

NOTE: For operators with multiple campuses, TEA requires individual charter and organization-level financial budgeting, reporting, and annual audits. Each charter operator's finances must thus be transparent and distinct from the CMO level.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section Six - Applications from Out of State Operators

This section is required for any sponsoring entity that has an out of state governing board currently operating charter school(s) (either directly managed or schools/campuses managed under a contract with an independent governing body) in states other than Texas.

DELETE SECTION 6 IF YOUR APPLICATION DOES NOT INCLUDE AN OUT OF STATE OPERATOR.

NOTE: Out of state applicants must have a local (Texas) governing board.

Answer each item below as applicable to your out of state board. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state and explain why the applicant believes the particular question does not apply. If an applicant believes that a particular question is fully addressed elsewhere in the application, the applicant should so state and explain why, referencing that response and including a page reference.

Organization Mission

1. Provide the mission of the out of state organization, and explain how expansion into Texas fits within this mission.
2. Provide an overview of the organization’s strategic vision, desired impact, five-year growth plan, and rationale for developing a charter school in Texas and if applicable, in any other states. Include the following information, regardless of school location: proposed year(s) of opening; number and types of schools (grade configurations); pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Expansion Management

1. Identify the organization’s leadership team and their specific roles and responsibilities.
2. Explain any shared or centralized support services the organization will provide to the school in Texas. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specify service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided as **Attachment MO.1** above.)
3. Using the table below, summarize organization-level decision-making and school-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Organization-level Decision-Making	School-level Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management/ Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance,		

and Accounting		
Student Recruitment		
Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

4. Explain how the relationship between the governing board and school administration will be managed. Clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board(s), staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools.

NOTE: The governing body of an open-enrollment charter school accepts and may not delegate ultimate responsibility for the school, including the school's academic performance and financial and operational viability, and is responsible for overseeing any management company providing management services for the school and for holding the management company accountable for the school's performance. TEC §12.121, TAC §100.1033(c)(7)(C)(i-vi)

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Performance Evaluation Information

1. Provide data summary sheets for student academic accountability performance for each school the organization operates. As **Attachment OS.1** submit a PDF of the charter's state performance data from all applicable states for all charter schools currently in operation. Using the portfolio summary template (Excel) submit relevant accountability data.
2. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention, including shortened or conditional renewals, with any school operated by the organization in the last five years, and explain how such deficiencies or violations were resolved. List any schools that were previously approved by any authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.

3. Identify any current or past litigation, including arbitration proceedings, per school, that has involved the organization or any schools it operates. If applicable, provide in **Attachment OS.2:** (a) the demand; (b) any response to the demand; and (c) the results of the arbitration or litigation.

NOTE: The TEA will use the information in this section, along with the information provided in the Portfolio Summary, to assess the academic, organizational, and financial performance record of the organization and its schools. The TEA reserves the right to select a subset of schools for which the applicant will be required to provide additional performance information, including academic proficiency and growth data, recent renewal evaluations and site visit reports, and independent financial audits reports.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

Business Plan

1. Provide, as **Attachment OS.3**, the organization's annual reports for the last two years and any current business plan for the organization.
2. In addition to the information provided in the Financial and Business Plan, provide, for the organization as a whole and any related business entities, as **Attachment OS.4:**
 - a. The last three years of independent financial audit reports and management letters; and
 - b. The most recent internal financial statements, including balance sheets and income statements. Be sure that the school level, CMO level (if applicable), and the overall operations are distinctly represented. Discuss any material audit findings for the organization.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

Not Applicable. We did not use a charter management organization.

WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment A: Geographic Boundaries

Beta Academy Geographical Boundary

The proposed location for the first Beta Academy campus is within the Pasadena Independent School District (PISD), with future sites to fall within the geographic boundary defined by a sixty-mile radius of downtown Houston. The founding board selected this geographical area because of limited school choice options and the high population of students at risk for school failure and high school dropout.

Traditional Districts:

Aldine ISD	Alief ISD
Alvin ISD	Anahuac ISD
Angleton ISD	Barbers Hill ISD
Brazosport ISD	Channelview ISD
Clear Creek ISD	Cleveland ISD
Columbia-Brazoria ISD	Crosby ISD
Cypress-Fairbanks ISD	Damon ISD
Danbury ISD	Dayton ISD
Deer Park ISD	Devers ISD
Dickinson ISD	East Chambers ISD
Fort Ben ISD	Friendswood ISD
Galena Park ISD	Galveston ISD
Goose Creek CISD	Hardin ISD
Harris County Dept of Ed	Hempstead ISD
Hitchcock ISD	Houston ISD
Huffman ISD	Humble ISD
Katy ISD	Klein ISD
La Marque ISD	La Porte ISD
Lamar CISD	Liberty ISD
Needville ISD	New Caney ISD
Pasadena ISD	Pearland ISD
Royal ISD	Santa Fe ISD
Sheldon ISD	Spring Branch ISD
Spring ISD	Stafford MSD
Sweeny ISD	Tarkington ISD
Texas City ISD	Tomball ISD
Waller ISD	

Charter Districts:

Academy of Accelerated Learning Inc	Accelerated Intermediate Academy
Alief Montessori Community School	Alphonso Crutch's-Life Support Center
Ambassadors Preparatory Academy	Aristoi Classical Academy
Amigos Por Vida-Friends for Life Pub Charter School	

Arrow Academy
Beatrice Mayes Institute Charter School
Calvin Nelms Charter Schools
Children First Academy – Houston
Ed White Memorial High School
Excel Academy
George I Sanchez Charter
Global Learning Village
Harmony School of Science – Houston
Houston Alternative Preparatory Charter
Houston Heights High School
Ischool High at Univ Park
Joshua's Learning Land
Kipp Inc Charter
Koinonia Community Learning Academy
Mainland Preparatory Academy
Meyer Park Elementary
Odyssey Academy Inc
Promise Community School
Responsive Education Solutions
Richard Milburn Academy (Suburban Houston)
Stepping Stones Charter Elem
Texas Serenity Academy
The Rhodes School
Two Dimensions Preparatory Academy
Victory Prep
Yes Prep Public Schools Inc

Bay Area Charter Inc
C O R E Academy
Comquest Academy
Draw Academy
Evolution Academy
Fallbrook College Preparatory Academy
Girls & Boys Preparatory Academy
Harmony School of Excellence
Harmony Science Academy
Houston Gateway Academy Inc
Houston Heights Learning Academy Inc
Jamie's House Charter School
Juan B Galaviz Charter School
Kipp Southeast Houston
La Amistad Love & Learning Academy
Medical Center Charter School
Northwest Preparatory
Premier Learning Academy
Raul Yzaguirre School for Success
Ser-Ninos Charter School
Southwest School
Texans Can Academies
The Pro-Vision Academy
The Varnett Public School
University of Houston Charter School
Walipp-Tsu Preparatory Academy
Zoe Learning Academy

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment B: Mail Receipts

7012 0470 0000 6641 7155

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RICHARDSON TX 75081

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
Evolution Academy
Street, Apt. No.; or PO Box No. 1101 S Sherman St
City, State, ZIP+4 Richardson TX 75081-4852

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7131

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DALLAS TX 75208

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
Texans Can Academies
Street, Apt. No.; or PO Box No. 325 W 12th St Ste 200
City, State, ZIP+4 Dallas TX 75208

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 8975

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HOUSTON TX 77099

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
La Amistad Love & Learning Academy
Street, Apt. No.; or PO Box No. 10860 Rockley Rd
City, State, ZIP+4 Houston, TX 77099

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7012 0470 0000 6641 7148

U.S. Postal Service™
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HOUSTON TX 77053

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
Houston Alternative Preparatory Charter
Street, Apt. No.; or PO Box No. 12525 Fondren Rd Ste M
City, State, ZIP+4 Houston TX 77053

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7012 0470 0000 6637 8968

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HOUSTON TX 77004

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Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
Komonika Community Learning Academy
Street, Apt. No.; or PO Box No. 3229-A Hadley
City, State, ZIP+4 Houston, TX 77004

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7012 0470 0000 6637 8982

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LA MARQUE TX 77568

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Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
Mainland Preparatory Academy
Street, Apt. No.; or PO Box No. 319 Newman Rd
City, State, ZIP+4 La Marque, TX 77568

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7012 0470 0000 6641 7087
 7012 0470 0000 6641 7100
 7012 0470 0000 6641 7124

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HOUSTON TX 77204

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Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 University Of Houston Charter School
 3855 Holman St Melcher Gym 100
 Houston, TX 77204-6019

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HOUSTON TX 7702

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Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Walipp-Tsu Preparatory Academy
 5760 Cullen Blvd
 Houston, TX 77021

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HOUSTON TX 77021

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Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Zoe Learning Academy
 6701 Cullen Blvd
 Houston, TX 77021

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HOUSTON TX 77026

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Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Victory Prep
 2903 Jensen Dr
 Houston, TX 77026

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HOUSTON TX 77036

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Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Yes Prep Public Schools Inc
 6201 Bonhomme Rd, Ste 168-N
 Houston, TX 77036

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WEST COLUMBIA TX 77486

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Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Columbia-Brazoria ISD
 Po Box 158 West
 Columbia TX 77486-0158

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7012 0470 0000 6641 7094
 7012 0470 0000 6641 7117
 7012 0470 0000 6641 7162

7012 0470 0000 6640 2618

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DAYTON TX 77535

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Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Dayton ISD
 P.O. Box 248
 City, State, ZIP+4 Dayton, TX 77535-0248

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7012 0470 0000 6637 8937

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HOUSTON TX 77093

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Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Juan B. Galaviz Charter School
 1507 Little York
 City, State, ZIP+4 Houston, TX 77093-5187

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7012 0470 0000 6637 8951

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HOUSTON TX 77099

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Kipp Southeast Houston
 10711 Kipp Way
 City, State, ZIP+4 Houston, TX 77099

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2625

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DEER PARK TX 77536

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Deer Park ISD
 2800 Texas Ave
 City, State, ZIP+4 Deer Park, TX 77536

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7012 0470 0000 6637 8944

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HOUSTON TX 77099

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Kipp Inc Charter
 10711 Kipp Way
 City, State, ZIP+4 Houston, TX 77099

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7012 0470 0000 6637 8999

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HOUSTON TX 77030

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Medical Center Charter School
 1920 N Braeswood
 City, State, ZIP+4 Houston, TX 77030-3711

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2564

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CLEVELAND TX 77327

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Cleveland ISD
 316 E Dallas St
 City, State, ZIP+4 Cleveland, TX 77327

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2571

U.S. Postal Service™
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CROSBY TX 77532

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Crosby ISD
 P.O. Box 2009
 City, State, ZIP+4 Crosby, TX 77532-8009

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2595

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DAMON TX 77430

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Damon ISD
 P.O. Box 429
 City, State, ZIP+4 Damon, TX 77430-0429

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2632

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DEVERS TX 77538

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Devers ISD
 P.O. Box 488
 City, State, ZIP+4 Devers, TX 77538-0488

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2588

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HOUSTON TX 77269

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Cypress-Fairbanks ISD
 P.O. Box 692003
 City, State, ZIP+4 Houston, TX 77269-2003

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2601

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DANBURY TX 77534

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To
 Street, Apt. No., or PO Box No. Superintendent of:
 Danbury ISD
 P.O. Box 378
 City, State, ZIP+4 Danbury, TX 77534-0378

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9071

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HOUSTON TX 77099

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
Stepping-Stones Charter Elem
11250 S Wilcrest
Houston, TX 77099

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9064

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HOUSTON TX 77037

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
Texas Serenity Academy
8500 Sweetwater
Houston, TX 77037

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9040

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HOUSTON TX 77051

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
The Pro-Vision Academy
4590 Wilmington St
Houston, TX 77051

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7056

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HOUSTON TX 77044

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
The Rhodes School
12822 Robert E Lee Rd
Houston, TX 77044

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7063

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

HOUSTON TX 77251

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
The Varnett Public School
P O Box 1457
Houston, TX 77251-1457

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7070

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HOUSTON TX 77067

Postage	\$ 0.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 6.49



Sent To *Superintendent of:*
Two Dimensions Preparatory Academy
12121 Veterans Memorial Dr #9
Houston, TX 77067

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9033

U.S. Postal Service™
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LA MARQUE TX 77568

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Premier Learning Academy
4916 FM 1765 Building C
La Marque, TX 77568

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7032

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HOUSTON TX 77017

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Raul Yzaguirre School for Success
2950 Broadway
Houston, TX 77017

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7001

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HOUSTON TX 77081

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Ser-Ninos Charter School
5815 Alder Dr
Houston, TX 77081

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7049

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BELLAIRE TX 77401

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Promise Community School
4500 Bissonnet, Ste 200
Bellaire, TX 77401-3113

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7018

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MC QUEENEY TX 8123

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Richard Milburn Academy (Suburban Houston)
1263 Terminal Loop
McQueeney, TX 78123

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 6998

U.S. Postal Service™
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HOUSTON TX 77057

Postage	\$ 0.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
Southwest School
3333 Bering Dr, Ste 200
Houston, TX 77057

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7434
7012 0470 0000 6638 7458
7012 0470 0000 6638 7410

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For delivery information visit our website at www.usps.com.
HOUSTON TX 77099

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
Harmony School of Excellence
Street, Apt. No., or PO Box No. 9321 W Sam Houston Pkwy S
City, State, ZIP+4 Houston, TX 77099
PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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HOUSTON TX 77099

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
Harmony Science Academy
Street, Apt. No., or PO Box No. 9321 W Sam Houston Pkwy
City, State, ZIP+4 Houston, TX 77099
PS Form 3800, August 2006 See Reverse for Instructions

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HOUSTON TX 77074

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
Girls & Boys Preparatory Academy
Street, Apt. No., or PO Box No. 8282 Bissonnet St Ste 125
City, State, ZIP+4 Houston, TX 77074
PS Form 3800, August 2006 See Reverse for Instructions

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For delivery information visit our website at www.usps.com.
HOUSTON TX 77099

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
Harmony School of Science - Houston
Street, Apt. No., or PO Box No. 9321 W Sam Houston Pkwy S
City, State, ZIP+4 Houston, TX 77099
PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.
HOUSTON TX 77004

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
Global Learning Village
Street, Apt. No., or PO Box No. 3015 N Macgregor Way
City, State, ZIP+4 Houston, TX 77004
PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
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For delivery information visit our website at www.usps.com.
HOUSTON TX 77023

Postage	\$ 00.49	
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	

Sent To *Superintendent of:*
George I Sanchez Charter
Street, Apt. No., or PO Box No. 6001 Gulf Fwy Bldg B3
City, State, ZIP+4 Houston, TX 77023-5423
PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7397

U.S. Postal Service™
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HOUSTON TX 77014

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Fallbrook College Preparatory Academy*
12512 Walters Rd
 City, State, ZIP+4 *Houston, TX 77014*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7250

U.S. Postal Service™
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HOUSTON TX 77072

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Alief Montessori Community School*
4215 H St
 City, State, ZIP+4 *Houston, TX 77072-5380*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7274

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GALVESTON TX 77551

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Ambassadors Preparatory Academy*
5001 Ave U
 City, State, ZIP+4 *Galveston, TX 77551-1866*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7380

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HOUSTON TX 77002

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Excel Academy*
1200 Congress Ste 6500
 City, State, ZIP+4 *Houston, TX 77002-2021*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7243

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

HOUSTON TX 77225

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Accelerated Intermediate Academy*
P O BX 20589
 City, State, ZIP+4 *Houston, TX 77225*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6636 7267

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

HOUSTON TX 77036

Postage	\$ 00.49
Certified Fee	\$ 03.30
Return Receipt Fee (Endorsement Required)	\$ 02.70
Restricted Delivery Fee (Endorsement Required)	\$ 00.00
Total Postage & Fees	\$ 06.49



Sent To *Superintendent of:*
 Street, Apt. No. or PO Box No. *Alphonso Crutch's-Life Support Center*
7115 Clarewood
 City, State, ZIP+4 *Houston, TX 77036*

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7281

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HOUSTON TX 77081

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Amigos Por Vida-Friends for Life Pub Charter School
Street, Apt. No., or PO Box No.: 5500 El Camino Del Rey
City, State, ZIP+4: Houston, TX 77081

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7311

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LEAGUE CITY TX 77574

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Bay Area Charter Inc
Street, Apt. No., or PO Box No.: P.O. BOX 2126
City, State, ZIP+4: League City, TX 77574

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7236

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HOUSTON TX 77081

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Academy Of Accelerated Learning Inc.
Street, Apt. No., or PO Box No.: 8025 Chimney Rock
City, State, ZIP+4: Houston, TX 77081

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7298

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

KATY TX 77493

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Aristoi Classical Academy
Street, Apt. No., or PO Box No.: 5618 11th St
City, State, ZIP+4: Katy, TX 77493-1971

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7304

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COLLEGE STATION TX 77842

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Arrow Academy
Street, Apt. No., or PO Box No.: P.O. BOX 12207
City, State, ZIP+4: College Station, TX 77842

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7326

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

HOUSTON TX 77021

Postage	\$ 0.49
Certified Fee	\$ 3.30
Return Receipt Fee (Endorsement Required)	\$ 2.70
Restricted Delivery Fee (Endorsement Required)	\$ 0.00
Total Postage & Fees	\$ 6.49



Sent To: *Superintendent of*
Beatrice Mayes Institute Charter School
Street, Apt. No., or PO Box No.: 5807 Calhoun
City, State, ZIP+4: Houston, TX 77021

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2397

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

HOUSTON TX 77090

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Spring ISD
 16717 Ella Blvd
 City, State, ZIP+4: Houston, TX 77090-4299

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2373

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

HOUSTON TX 77064

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Sheldon ISD
 11411 C E King Pkwy
 City, State, ZIP+4: Houston TX 77044-2002

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7322

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

PEARLAND TX 77581

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Pearland ISD
 P O Box 7
 City, State, ZIP+4: Pearland, TX 77581-4209

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2380

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

HOUSTON TX 77024

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Spring Branch ISD
 955 Campbell Rd
 City, State, ZIP+4: Houston, TX 77024-2803

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7346

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

SANTA FE TX 77510

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Santa Fe ISD
 P O Box 370
 City, State, ZIP+4: Santa Fe, TX 77510-0370

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7315

U.S. Postal Service™
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(Domestic Mail Only; No Insurance Coverage Provided)

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

PASADENA TX 77502

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: *Superintendent of!*
 Street, Apt. No., or PO Box No.: Pasadena ISD
 1515 Cherrybrook
 City, State, ZIP+4: Pasadena, TX 77502-4099

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7186
7012 0470 0000 6641 7209
7012 0470 0000 6641 7339
7012 0470 0000 6641 7339
7012 0470 0000 6641 2656
7012 0470 0000 6640 2649

U.S. Postal Service™
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HEMPSTEAD TX 77445 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of:*
Street, Apt. No., or PO Box No. Hempstead ISD
City, State, ZIP+4 P.O. Box 1007
Hempstead TX 77445-1007

PS Form 3800, August 2006 See Reverse for Instructions

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

HOUSTON TX 77092 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of*
Street, Apt. No., or PO Box No. Houston ISD
City, State, ZIP+4 4400 W. 18th St
Houston, TX 77092-8501

PS Form 3800, August 2006 See Reverse for Instructions

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

WINNIE TX 77665 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of*
Street, Apt. No., or PO Box No. East Chambers ISD
City, State, ZIP+4 1955 State Hwy 124
Winnie, TX 77665

PS Form 3800, August 2006 See Reverse for Instructions

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

HITCHCOCK TX 77563 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of:*
Street, Apt. No., or PO Box No. Hitchcock ISD
City, State, ZIP+4 7801 Neville Avenue Bldg B
Hitchcock, TX 77563-1796

PS Form 3800, August 2006 See Reverse for Instructions

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

PATTISON TX 77466 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of*
Street, Apt. No., or PO Box No. Royal ISD
City, State, ZIP+4 P O Box 489
Pattison, TX 77466-0489

PS Form 3800, August 2006 See Reverse for Instructions

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

DICKINSON TX 77539 OFFICIAL USE

Postage	\$	\$0.49	
Certified Fee		\$3.30	
Return Receipt Fee (Endorsement Required)		\$2.70	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$6.49	

Sent To *Superintendent of*
Street, Apt. No., or PO Box No. Dickinson ISD
City, State, ZIP+4 P.O. Drawer Z
Dickinson, TX 77539-2026

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2663
7012 0470 0000 6640 2403
7012 0470 0000 6640 2427
7012 0470 0000 6640 2441

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

SUGAR LAND TX 77479

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: Superintendent of
Fort Bend ISD
16431 Lexington Blvd
Sugar Land, TX 77479-2308

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

STAFFORD TX 77477

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: Superintendent of
Stafford MSD
1625 Staffordshire Rd
Stafford TX 77477-6326

PS Form 3800, August 2006 See Reverse for Instructions

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

CLEVELAND TX 77327

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: Superintendent of
Tarkington ISD
2770 FM 163
Cleveland, TX 77327

PS Form 3800, August 2006 See Reverse for Instructions

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

FRIENDSWOOD TX 77546

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: Superintendent of
Friendswood ISD
302 Laurel Dr
Friendswood, TX 77546-3923

PS Form 3800, August 2006 See Reverse for Instructions

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

SWEENEY TX 77480

Postage	\$	\$0.70
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.70



Sent To: Superintendent of
Sweeny ISD
1310 N Elm St
Sweeny, TX 77480-1399

PS Form 3800, August 2006 See Reverse for Instructions

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

TOMBALL TX 77375

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To: Superintendent of
Tomball ISD
310 S Cherry St
Tomball, TX 77375-6668

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2434
7012 0470 0000 6641 7216
7012 0470 0000 6641 7230

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

TEXAS CITY TX 77592

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Texas City ISD
P.O. Box 1150
Texas City, TX 77592-1150

PS Form 3800, August 2006 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

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

HUFFMAN TX 77336

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Huffman ISD
P.O. Box 2390
Huffman, TX 77336-2390

PS Form 3800, August 2006 See Reverse for Instructions

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

KATY TX 77492

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Katy ISD
P.O. Box 159
Katy, TX 77492-0159

PS Form 3800, August 2006 See Reverse for Instructions

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

WALLER TX 77484

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Waller ISD
2214 Waller St.
Waller, TX 77484

PS Form 3800, August 2006 See Reverse for Instructions

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

HUMBLE TX 77338

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Humble ISD
20200 Eastway Village Dr
Humble, TX 77338

PS Form 3800, August 2006 See Reverse for Instructions

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

SPRING TX 77379

Postage	\$ 00.49	0070
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/06/2014



Sent To *Superintendent of*
Klein ISD
7200 Spring-Cypress Rd
Klein, TX 77379-3299

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2458
7012 0470 0000 6641 7223
7012 0470 0000 6641 7247

7012 0470 0000 6641 7254

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

LA MARQUE TX 77568

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. La Marque ISD
 P.O. Box 7
 City, State, ZIP+4 La Marque TX 77568-0007

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7308

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

DAYTON TX 77535

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. New Caney ISD
 21580 Loop 49A
 City, State, ZIP+4 New Caney, TX 77535

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7285

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

LIBERTY TX 77575

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Liberty ISD
 1600 Grand Ave
 City, State, ZIP+4 Liberty TX 77575-4725

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7261

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

LA PORTE TX 77571

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. La Porte ISD
 1002 San Jacinto St
 City, State, ZIP+4 La Porte, TX 77571-6496

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7278

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

ROSENBERG TX 77471

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Lamar CISD
 3911 Ave I
 City, State, ZIP+4 Rosenberg, TX 77471-3901

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7292

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

NEEDVILLE TX 77461

Postage	\$	\$0.49
Certified Fee		\$3.30
Return Receipt Fee (Endorsement Required)		\$2.70
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$6.49



Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Needville ISD
 P O Box 412
 City, State, ZIP+4 Needville, TX 77461-0412

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 664J 7025
7012 0470 0000 6640 2687
7012 0470 0000 6640 2700
7012 0470 0000 6640 2472

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

LEWISVILLE TX 75057

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of:*
Responsive Education Solutions
1301 Waters Ridge Dr
Lewisville, TX 75057

PS Form 3800, August 2006 See Reverse for Instructions

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

GALENA PARK TX 77547

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Galena Park ISD
P.O. Box 565
Galena Park, TX 77547

PS Form 3800, August 2006 See Reverse for Instructions

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

BAYTOWN TX 77522

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of:*
Goose Creek CISD
P.O. Box 30
Baytown, TX 77522-0030

PS Form 3800, August 2006 See Reverse for Instructions

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

HOUSTON TX 77016

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
The Children First Academy-Houston
7803 E Little York
Houston, TX 77016

PS Form 3800, August 2006 See Reverse for Instructions

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

HOUSTON TX 77553

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Galveston ISD
P.O. Box 660
Galveston, TX 77553-0660

PS Form 3800, August 2006 See Reverse for Instructions

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

ALIEF TX 77411

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Alief ISD
P.O. Box 68
Alief, TX 77411-0068

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2731

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

HOUSTON TX 77016

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Children First Academy, Houston
Street, Apt. No., or PO Box No. 7803 E Little York
City, State, ZIP+4 Houston TX 77016

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2465

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

HOUSTON TX 77032

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Aldine ISD
Street, Apt. No., or PO Box No. 14910 Aldine Westfield Rd
City, State, ZIP+4 Houston, TX 77032-3099

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2717

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

HARDIN TX 77561

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Hardin ISD
Street, Apt. No., or PO Box No. P.O. Box 330
City, State, ZIP+4 Hardin, TX 77561-0330

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2724

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

HOUSTON TX 77022

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/06/2014

Sent To *Superintendent of*
Harris County Dept of Ed
Street, Apt. No., or PO Box No. 6300 Irvington Blvd
City, State, ZIP+4 Houston, TX 77022-5618

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6002

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

TYLER TX 75702

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To
Street, Apt. No., or PO Box No. THE HONORABLE MATT SCHAEFER
200 E FERGUSON ST SUITE 506
City, State, ZIP+4 TYLER TX 75702

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6033

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

CONROE TX 77301

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To
Street, Apt. No., or PO Box THE HONORABLE BRANDON CREIGHTON
326 1/2 MAIN ST
City, State, ZIP+4 CONROE TX 77301

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7342

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.

KATY TX 77449

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of:*
 Street, Apt. No., or PO Box No. Calvin Neims Charter Schools
 20625 Clay Rd
 City, State, ZIP+4 Katy, TX 77449
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7366

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com.

HOUSTON TX 77063

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Draw Academy
 3920 Stoney Brook Dr
 City, State, ZIP+4 Houston, TX 77063
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7335

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

HOUSTON TX 77056

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. CORE Academy
 12707 Cullen Blvd
 City, State, ZIP+4 Houston, TX 77056
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7373

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

LEAGUE CITY TX 77573

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Ed White Memorial High School
 218 E Main St
 City, State, ZIP+4 League City, TX 77573
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7359

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

TOMBALL TX 77375

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Comquest Academy
 207 N Peach St
 City, State, ZIP+4 Tomball, TX 77375
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 8920

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

HOUSTON TX 77071

Postage	\$ 0.49	0070 08 Postmark Here MAR-6 2014
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
 Street, Apt. No., or PO Box No. Joshua's Learning Land
 8320 W Airport
 City, State, ZIP+4 Houston, TX 77071
 PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7502

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

HOUSTON TX 77271

Postage	\$ 0.49	0070 08 Postmark Here 03/06/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
Jamie's House Charter School
Street, Apt. No. or PO Box No. P O BOX 711222
City, State, ZIP+4 Houston, TX 77271

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7489

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

HOUSTON TX 77007

Postage	\$ 0.49	0070 08 Postmark Here 03/06/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
Houston Heights Learning Academy Inc
Street, Apt. No. or PO Box No. 902 W 8th St
City, State, ZIP+4 Houston, TX 77007

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7465

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

HOUSTON TX 77087

Postage	\$ 0.49	0070 08 Postmark Here 03/06/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
Houston Gateway Academy Inc
Street, Apt. No. or PO Box No. 3400 Evergreen
City, State, ZIP+4 Houston, TX 77087

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7496

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

HOUSTON TX 77070

Postage	\$ 0.49	0070 08 Postmark Here 03/06/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
School High at Univ Park
Street, Apt. No. or PO Box No. 20515 Tomball Pkwy
City, State, ZIP+4 Houston, TX 77070

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6638 7472

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

HOUSTON TX 77008

Postage	\$ 0.49	0070 08 Postmark Here 03/06/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To *Superintendent of*
Houston Heights High School
Street, Apt. No. or PO Box No. 1125 Lawrence Dr
City, State, ZIP+4 Houston, TX 77008

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6040

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

AUSTIN TX 78768

Postage	\$ 0.49	0070 09 Postmark Here 03/21/2014
Certified Fee	\$ 3.30	
Return Receipt Fee (Endorsement Required)	\$ 2.70	
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	

Sent To THE HONORABLE TIM KLEINSCHMIDT
Street, Apt. No. or PO Box No. PO BOX 2910
City, State, ZIP+4 AUSTIN TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6095

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

LEAGUE CITY TX 77573

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE GREG BONNEN
 174 CALDER RD STE 116
 LEAGUE CITY TX 77573

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6101

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

ANGLETON TX 77515

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE DENNIS BONNEN
 122 EAST MYRTLE
 ANGLETON TX 77515

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6071

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

NEDERLAND TX 76227

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE ALLAN B RITTER
 PO BOX 1265
 NEDERLAND TX 76227

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6088

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

TEXAS CITY TX 77591

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE CRAIG EILAND
 9702 E F LOWRY EXPRESSWAY
 TEXAS CITY TX 77591

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6057

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

DAYTON TX 77535

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE JOHN C OTTO
 PO BOX 965
 DAYTON TX 77535

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6064

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

WOODVILLE TX 75979

Postage	\$ 00.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 06.49	03/21/2014

Sent To THE HONORABLE JAMES WHITE
 PO BOX 395
 WOODVILLE TX 75979

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6231

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

SPRING TX 77379 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE PATRICIA HARLESS
 6630 CYPRESSWOOD DR #275
 SPRING TX 77379
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6248

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

KINGWOOD TX 77345 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE DAN HUBERTY
 4501 MAGNOLIA COVE DR #201
 KINGWOOD TX 77345
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6125

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SIMONTON TX 77076 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE JOHN ZERWAS
 PO BOX 434
 SIMONTON TX 77476
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6132

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

PEARLAND TX 77581 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE ED THOMPSON
 2337 GALVESTON AVE
 PEARLAND TX 77581
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6217

U.S. Postal Service™
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SEGUIN TX 78155 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE JOHN KUEMPEL
 523 E DONEGAN
 SEGUIN TX 78155
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6224

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ROSENBERG TX 7471 OFFICIAL USE

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE PHIL STEPHENSON
 834 THIRD ST
 ROSENBERG TX 77471
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6385

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HOUSTON TX 77029

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE HAROLD V DUTTON
 8799 N LOOP EAST SUITE 305
 HOUSTON TX 77029

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6392

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HOUSTON TX 77029

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE ANA HERNANDEZ
 1233 MERCURY DRIVE
 HOUSTON TX 77029

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6361

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

HOUSTON TX 77076

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE ARMANDO WALLE
 150 W PARKER RD STE 700
 HOUSTON TX 77076

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6378

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

HOUSTON TX 77016

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE SENFRONIA PAIGE THOMPSON
 10527 HOMESTEAD ROAD
 HOUSTON TX 77016

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6347

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

HOUSTON TX 77080

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE DWAYNE BOHAC
 2600 GESSNER SUITE 212
 HOUSTON TX 77080

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6354

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

HOUSTON TX 77091

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To: THE HONORABLE SLYVESTER TURNER
 6915 ANTOINE STREET SUITE E
 HOUSTON TX 77091

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6330

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

HOUSTON TX 77074

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE GENE WU
6500 ROOKIN BLDG C OFFICE 2 & 3
HOUSTON TX 77074

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6323

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

HOUSTON TX 77065

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE GARY ELKINS
9601 JONES ROAD SUITE 215
HOUSTON TX 77065

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6309

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

AUSTIN TX 78768

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE JIM MURPHY
PO BOX 2910
AUSTIN TX 78768

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6316

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

AUSTIN TX 78701

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE SARAH DAVIS
3100 RICHMOND SUITE 316
AUSTIN TX 78701

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6255

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

BAYTOWN TX 77720

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE WAYNE SMITH
909 DECKER DR SUITE 104
BAYTOWN TX 77520

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6262

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

HOUSTON TX 77008

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE JONIE DAVIS
1350 NASA PARKWAY SUITE 212
HOUSTON TX 77058

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6491

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

HOUSTON TX 77023

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE SYLVIA GARCIA
5425 POLK STREET SUITE 125
HOUSTON TX 77023

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6514

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

PEARLAND TX 77581

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE LARRY TAYLOR
6117 BROADWAY SUITE 122
PEARLAND TX 77581

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6477

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

JACKSONVILLE TX 75766

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE ROBERT NICHOLS
329 NECHES STREET
JACKSONVILLE TX 75766

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6484

U.S. Postal Service™
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AUSTIN TX 78711

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To DISTRICT 4 SENATE REPRESENTATIVE
PO BOX 12068 CAPITAL STATION
AUSTIN TX 78711

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6446

U.S. Postal Service™
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HOUSTON TX 77249

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE JESSICA CRISTINA FARRAR
PO BOX 30099
HOUSTON TX 77249

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6460

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

SPRING TX 77379

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE DEBBIE RIDDLE
17207 KUYKENDAHL
SPRING TX 77379

Street, Apt. No., or PO Box No.
City, State, ZIP+4

PS Form 3800, August 2006

See Reverse for Instructions

7013 2250 0000 7962 6439

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OFFICIAL USE

KATY TX 77492

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE GLENN HEGAR
 PO BOX 1008
 KATY TX 77492

Street, Apt. No., or PO Box No.
 KATY TX 77492

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6439

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

OFFICIAL USE

HOUSTON TX 77288

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE GARNET F COLEMAN
 PO BOX 88140
 HOUSTON TX 77288

Street, Apt. No., or PO Box No.
 HOUSTON TX 77288

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6286

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

OFFICIAL USE

HOUSTON TX 77096

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE ALMA A ALLEN
 10101 FONDREN RD SUITE 500
 HOUSTON TX 77096

Street, Apt. No. or PO Box No.
 HOUSTON TX 77096

City, State, ZIP

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6583

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SAN ANTONIO TX 78216

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE DONNA CAMPBELL
 9601 MCALLISTER FRWY STE 150
 SAN ANTONIO TX 78216

Street, Apt. No., or PO Box No.
 SAN ANTONIO TX 78216

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6590

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OFFICIAL USE

EL PASO TX 79901

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE JOSE RODRIGUEZ
 100 N OCHOA SUITE A
 EL PASO TX 79901

Street, Apt. No., or PO Box No.
 EL PASO TX 79901

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6606

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OFFICIAL USE

AUSTIN TX 78768

Postage	\$ 0.49	0070
Certified Fee	\$3.30	09
Return Receipt Fee (Endorsement Required)	\$2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE RON REYNOLDS
 PO BOX 2910
 AUSTIN TX 78768

Street, Apt. No., or PO Box No.
 AUSTIN TX 78768

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6293

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
AUSTIN TX 78768

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE WILLIAM A CALLEGARI
PO BOX 2910
AUSTIN TX 78768

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6279

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
AUSTIN TX 78742

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE ALLEN FLETCHER
25222 RONALD REAGAN MEMORIAL HWY (NW FWY)
BLDG 9 STE 199
CYPRESS TX 77429

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6521

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
HOUSTON TX 77002

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE RODNEY ELLIS
440 LOUISIANA SUITE 575
HOUSTON TX 77002

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6552

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
HOUSTON TX 77007

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE JOHN WHITMIRE
803 YALE STREET
HOUSTON TX 77007

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6507

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
HOUSTON TX 77079

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE DAN PATRICK
11451 KATY FWY SUITE 209
HOUSTON TX 77079

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6545

U.S. Postal Service™
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For delivery information visit our website at www.usps.com
AUSTIN TX 78711

Postage	\$ 0.49	0070
Certified Fee	\$ 3.30	09
Return Receipt Fee (Endorsement Required)	\$ 2.70	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 0.00	
Total Postage & Fees	\$ 6.49	03/21/2014

Sent To THE HONORABLE MINK WATSON
PO BOX 12068 CAPITAL STATION
AUSTIN TX 78711

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2489

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

ANGLETON TX 77515

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Angleton ISD
1900 N Downing Rd
City, State, ZIP+4 Angleton, TX 77515-3799

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2540

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

CHANNELVIEW TX 77530

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Channelview ISD
828 Sheldon Rd
City, State, ZIP+4 Channelview, TX 77530

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2557

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

LEAGUE CITY TX 77574

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Clear Creek ISD
P.O. Box 799
City, State, ZIP+4 League City, TX 77574-0799

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2502

U.S. Postal Service™
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ANAHUAC TX 77514

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Anahuac ISD
P.O. Box 389
City, State, ZIP+4 Anahuac, TX 77514-0369

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2533

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

FREESPORT TX 77541

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Brazosport ISD
P.O. Drawer Z
City, State, ZIP+4 Freeport, TX 77541-1926

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2526

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

MONT BELVIEU TX 77580

Postage	\$ 00.49
Certified Fee	\$3.30
Return Receipt Fee (Endorsement Required)	\$2.70
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 06.49



Sent To

Street, Apt. No., or PO Box No. Barbers Hill ISD
P.O. Box 1108 Mont
City, State, ZIP+4 Belvieu, TX 77580-1108

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6118

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

OFFICIAL USE
SUGARLAND TX 77478

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE RICK MILLER
 130 INDUSTRIAL BLVD STE 126
 SUGARLAND TX 77478

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6026

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

OFFICIAL USE
SPRING TX 77382

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE STEVE TOTH
 8105 KUYKENDAHL RD SUITE 200
 WOODLANDS TX 77382

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6415

U.S. Postal Service™
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OFFICIAL USE
HOUSTON TX 77087

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE CAROL ALVARADO
 2900 WOODRIDGE DR SUITE 305
 HOUSTON TX 77087

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 5999

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OFFICIAL USE
MAGNOLIA TX 77355

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE CECIL BELL
 18935 FM 1488
 MAGNOLIA TX 77355

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6422

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OFFICIAL USE
HOUSTON TX 77054

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE BORRIS L MILES
 2656 S LOOP WEST SUITE 265
 HOUSTON TX 77054

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6408

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OFFICIAL USE
PASADENA TX 77506

Postage	\$ 0.49	0070	Postmark Here
Certified Fee	\$3.30	09	
Return Receipt Fee (Endorsement Required)	\$2.70		
Restricted Delivery Fee (Endorsement Required)	\$0.00		
Total Postage & Fees	\$ 6.49	03/21/2014	

Sent To THE HONORABLE MARY ANN PEREZ
 101 S RICHEY SUITE F
 PASADENA TX 77506

*Street, Apt. No.,
or PO Box No.*

City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9026

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

OFFICIAL USE
GALVESTON TX 77551

Postage	\$ 0.49	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To

Street, Apt. No., or PO Box No. **Odyssey Academy Inc**
 2412 61st St
 City, State, ZIP+4 **Galveston, TX 77551**

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6641 7179

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

OFFICIAL USE
HOUSTON TX 77092

Postage	\$ 0.49	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To

Street, Apt. No., or PO Box No. **Northwest Preparatory**
 11500 NW Fwy Ste 190
 City, State, ZIP+4 **Houston TX 77092**

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6640 2496

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

OFFICIAL USE
ALVIN TX 77511

Postage	\$ 0.49	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To

Street, Apt. No., or PO Box No. **Alvin ISD**
 301 E House St
 City, State, ZIP+4 **Alvin, TX 77511-3581**

PS Form 3800, August 2006 See Reverse for Instructions

7012 0470 0000 6637 9002

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

OFFICIAL USE
HOUSTON TX 77235

Postage	\$ 0.49	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To

Street, Apt. No., or PO Box No. **Meyer Park Elementary**
 P.O. Box 35616
 City, State, ZIP+4 **Houston, TX 77235-5616**

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6569

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

OFFICIAL USE
HOUSTON TX 77005

Postage	\$ 0.49	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.49	

Sent To

Street, Apt. No., or PO Box No. **THE HONORABLE JOAN HUFFMAN**
 6217 EDLOE
 HOUSTON TX 77005
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6453

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

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

OFFICIAL USE
HOUSTON TX 77072

Postage	\$ 0.70	0070 09 Postmark Here MAR 21 2014 MINNER
Certified Fee	\$3.30	
Return Receipt Fee (Endorsement Required)	\$2.70	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 6.70	

Sent To

Street, Apt. No., or PO Box No. **THE HONORABLE HUBERT VO**
 7474 SOUTH KIRKWOOD SUITE 106
 HOUSTON TX 77072
 City, State, ZIP+4

PS Form 3800, August 2006 See Reverse for Instructions

7013 2250 0000 7962 6019

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

BRENHAM TX 77834

OFFICIAL USE

Postage	\$ 00.49	0070	
Certified Fee	\$ 03.30	09	
Return Receipt Fee (Endorsement Required)	\$ 02.70		Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$ 00.00		
Total Postage & Fees	\$ 06.49		03/21/2014

Sent To

Street, Apt. No.,
or PO Box No. THE HONORABLE LOIS KOLKHORST

PO BOX 1867

City, State, ZIP+4 BRENHAM TX 77834

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment C: Board Affidavits

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve The Beta Foundation-sponsoring entity; Beta Academy-proposed charter school
2. Full name Teresa Elizabeth Callender Sones
Home Address 2823 Timber Briar Circle, Houston, TX 77059
Business Name and Address Gateway Supply Inc.
1044 Hercules Ave., Houston, TX 77058
Phone Number 713.598.1041
E-mail address [REDACTED]
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes

Not for Profit Corporation: Ima's Home for Children

4. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board began with a shared vision with Latisha Andrews, the proposed charter schools' superintendent—a vision of excellence and equity in education for every child, without regard to background or ability. Having retired from education to help start a small, privately held business, the opportunity to support a high quality school of choice challenged me to draw on the educational and corporate experiences I had acquired to serve on the board of the charter school Latisha initially proposed. Knowing her to be a passionate teacher, an exemplary leader and an individual dedicated to excellence and motivated by the conviction that a quality education should be available to every child, I believed then (and still do) that if anyone could direct a charter school that could positively influence its community, Latisha Andrews could. Further motivating me to commit to service on the board of this proposed charter school was the fact that the site she proposed for the first campus is located in the neighborhood in which I had served as an educator for over thirty years.

5. What is your understanding of the appropriate role of a public charter school board member?

As the charter holder, the school board is accountable for governance and fiscal oversight; thus, the role of the board and the responsibility of each board member would be to ensure that the school functions within the bounds of and according to the promises set forth in the charter. A board member, then, is responsible for ensuring that there are clearly defined financial, organizational, risk management and reporting policies in place to guide the processes instituted and maintained by the school's superintendent/principal.

-
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have previously served as a board member for an orphanage for street children in the Philippines (Ima's Home for Children) during its first year of incorporation. Besides being involved as a board member of Ima's Home for Children, I partnered with two individuals in founding and operating an international procurement and logistics company just before I retired from school administration at Life Christian Academy, where I served as a teacher's aide while attending college, as a classroom teacher after I completed my undergraduate degrees, and as the school principal and director after earning a master's degree. Each of these experiences required either participating on a board or working with a board to achieve the organization's goals in a professional and fiscally responsible manner.

-
7. Describe the specific knowledge and experience that you would bring to the board.

As a former teacher and school principal, I understand the value of, and have experience maintaining, trust-based relationships among board members, teachers and school administrators, parents, students and community members. I am experienced in the processes of vetting, hiring, conducting performance reviews, coaching, consulting with, and appropriately dismissing personnel. I have practical experience developing and implementing business plans and budgets. Mentoring, developing leaders and resolving conflict are skills I have studied, practiced and taught. I have participated in marketing activities for a private school as well as for a new business. I bring a long- demonstrated love for children and young people and a passion for their academic success and ultimate preparation to be respected, contributing citizens of their communities and our world, both of which have guided my personal and professional efforts for most of my life.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to prepare young people for a successful college experience and for effective and rewarding participation in the workplace. We believe every student can learn and can achieve appropriately designed goals that will allow them to compete successfully in a global marketplace. Instilling and supporting character qualities such as personal responsibility, perseverance to complement a strong work ethic and integrity will facilitate the development of world class leaders. An environment of rigor and teachers who will challenge each scholar to become a lifelong learner are pivotal elements that will facilitate our students' progress on their personal journeys to academic and career success.

2. What is your understanding of the school's proposed educational program?

The proposed educational plan is designed around the expectation that all students will achieve at high levels that can be linked to local, state and national standards. Teacher-directed learning activities that challenge students to think critically and creatively while mastering the essential skills as defined by TEKS will include whole class instruction, small group instruction, independent study (to include hands on learning) and one-on-one tutoring. Whole brain teaching strategies and the practice of strategies defined by AVID (Advancement Via Individualized Determination) will help to engage all students and to create a culture of college readiness in all grade levels. The progress of each scholar will be measured throughout the year using benchmark tools, and the proposed charter school will rigorously adhere to the standardized testing schedule set forth by TEA for each grade level.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school has a high academic standard for each scholar and provides support for those whose academic achievement falls short of expectations. Successful schools ensure that academic basics are mastered and that learning gaps are closed, in addition to demonstrating a commitment to facilitating the development of creative problem solving and critical thinking skills. Students in successful schools demonstrate "buy in" with respect to the idea that a rigorous academic and behavioral culture is valuable and desirable. A successful school routinely gathers data regarding student achievement and behavior, teacher perception and retention, and parent and community involvement, using that data to improve academic outcomes, teaching effectiveness and school expansion efforts. Benchmark testing and other state mandated performance indicators are cornerstones of the data gathering process in a successful school. On-going professional development is expected and documented, as teachers model the concept of being the lifelong learner they want each student to become. Trust-based relationships and enthusiasm for learning are common among the school staff, the parents and the students. Graduates of a successful school are well-prepared for college, technical school or the workplace and welcome the opportunity to take an active, responsible role as citizens of their communities and the world.

4. How will you know that the school is succeeding (or not) in its mission?

The data gathering process described above will evidence trends of academic growth in each grade level and with respect to each individual scholar. There will exist an environment characterized by high expectations academically and behaviorally and open communication regarding any shortcomings with respect to school and/or individual scholar goals. Plans to remedy the deficits will result in measurable improvement. The eventual high school graduation rate will be 100% ("eventual" because it will be several years before the first high school level scholars are enrolled), and college entrance exam scores will demonstrate measurable improvement.

Governance

1. Describe the role that the board will play in the school's operation.

The board will define, communicate, evaluate and periodically refine the policies that set the course for the school to realize its mission and stated goals. The board will review legal, financial and business matters associated with the charter school. The board will hire a school manager (superintendent/principal) who will develop and implement the processes necessary for accomplishing the school's goals and will allocate school resources toward that end. The board will approve annual budgets, review financial reporting and exercise due diligence in ensuring that internal controls with respect to financial matters are in place. The board will review the products of data gathering efforts in order to ensure that the school is being managed according to the stipulations of the school's charter.

2. How will you know if the school is successful at the end of the first year of operation?

The target increment of academic improvement for each grade level will be realized, based upon appropriate and state-recognized achievement measures. School leadership will be recognizably strong and supportive, and the school environment will be characterized by order and respect for self and others. Staff retention rate will be higher than the retention rate for other area public schools, as will expressed parental satisfaction with the school, based upon data obtained by survey. End of the year financial reports will demonstrate a balanced budget. Finally, a recognizable school climate of excitement about the future will prevail.

3. How will you know at the end of four years of the school is successful?

Again, measuring success will be both qualitative and quantitative in approach. Each year, previously determined standards for academic improvement will be demonstrated across all grade levels. A high standard of excellence in academics, behavior and personal responsibility will continue to challenge each scholar. A waiting list for enrollment will be evidence of growing parental and community support for the charter school. Increased enrollment will increase the budget to allow for expansion, additional staff development and training, and higher salaries in order to continue to attract the top quality teachers who are essential to the successful implementation of the school's educational plan. Student morale will be high, with behavioral problems trending downward across the four years. School leadership, faculty and staff will report high levels of satisfaction with the overall school operation. Collaborative efforts between members of the community and the school will be on the rise, as will parental involvement in school activities and in the process of their child's education in general.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board must not only develop and adopt policies for focusing the activities of the school, but it must also meet at regular intervals to review school progress with respect to achieving educational outcomes as set forth in the charter. The school board members should participate in annual training in order to review board member responsibilities and to improve the effectiveness of the board. The school board must develop a trust-based, supportive and collaborative relationship with the school's director, understanding that the creation and implementation of the processes that will facilitate the achievement of the school's goals are the director's responsibility. Evaluating results of internal and external measures of progress fairly and openly with the director is also important.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

A potential breach of ethics or other action not deemed to be in the best interests of the school would need to be brought to the attention of the board according to the written policy created by the board. If I believed one or more members of the school's board were acting unethically or not in the best interests of the school, I would offer a written summary of the situation to the full board with the expectation of a board-initiated investigation, to include discussion of the situation with the board member or members involved. I would expect at least three members of the board to return with a determination and a recommendation for disciplinary action if required.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

With respect to the board of the governing entity (The Beta Foundation), which is also to be the governing board of the proposed charter school (Beta Academy), I am recently acquainted with two members, Helen Abernathy and Justin James. Timothy King and I have been friends for thirty-five years. Our families have been socially active together, and Tim and I have had the privilege of serving together on the board of Ima's Home for Children. With respect to additional prospective board members for the proposed school, there are none under review at this time.

-
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

Teresa Elizabeth Callender Sones

I have known Latisha Andrews, the prospective superintendent/principal of the proposed charter school, for eleven years. I hired her first as a substitute teacher in 2003, and then as a full time first grade teacher at the private school where I was the school principal. I then recommended her for the position of elementary school principal, a recommendation which was approved by the governing body.

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None. I am currently not a partner of, nor do I have a majority interest in a business or organization.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

I have no prior experience with charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will receive no other compensation for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will receive no other compensation for service on the governing body of the sponsoring entity.

11. 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?

Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. 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?

Yes No If so, give details.

Certification

I, Teresa Sones, 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.

Teresa Sones 3.25.14
Signature Date

VERIFICATION

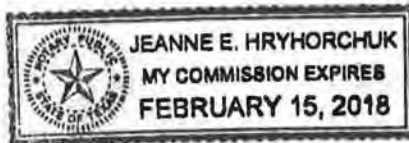
State of Texas
County of Harris

On this day, Teresa Elizabeth Callender Sones (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 me this 25th day of March, 2014.

(Notary Public) Jeanne E Hryhorchuk
My commission expires February 15 2018

(SEAL)



Curriculum Vita
February 2011

Teresa Elizabeth Sones
2823 Timber Briar Circle
Houston, Texas 77059

[REDACTED]
713-598-1041

Degrees Earned:

- Master of Arts, University of Houston-Clear Lake, Houston, TX, May 8, 1993
Major: Behavioral Sciences—Specialist in School Psychology
GPA: 3.966
- Bachelor of Science, University of Houston-Clear Lake, Houston, TX, May 9, 1981, Cum Laude
Major: Biological Sciences
GPA: 3.724
- Bachelor of Arts, University of Houston-Clear Lake, Houston, TX, May 9, 1981, Cum Laude
Major: Chemistry
GPA: 3.724

Work Experience:

- Vice President, March, 2005 to present, Gateway Supply Inc., Houston, TX
 - General Duties: Collaborating with company CEO and president to frame a new business enterprise—from obtaining certificate of incorporation to developing organizational structure, marketing tools, vendor relationships and operational processes; Implementing client base growth strategies and feedback processes; Developing and presenting project bids; Negotiating contracts with clients and vendors; Drafting solutions for client-specific logistics challenges
 - Daily Duties:
 - Accounting Department: Managing and reconciling company bank, savings and credit card accounts; Managing and performing all tasks related to accounts payable and receivable; Interfacing with contract payroll and human resources specialists and maintaining required employee tax and payroll documentation; Reconciling client and vendor accounts; Preparing and analyzing monthly financial reports
 - Logistics Department: Arranging ocean, land and air transfer of domestic and international cargo; Verifying cargo and resolving discrepancies; Coordinating freight consolidation; Preparing documentation required by forwarding agents, domestic and foreign customs agencies and transportation entities
 - Supervisor: Roger D. Crooks, CEO (roger@gatewaysupplyinc.com)
- Freelance Technical, Speech and Narrative Writer/Editor, 1995-present
 - Duties: Writing and editing text for corporate websites, brochures and multi-media presentations; Writing and editing speeches, magazine articles, business letters and other text as contracted
 - References: Provided upon request

School Principal, August, 1990 to July, 2008, Life Christian Academy, Houston, TX

Duties: Providing leadership and supervision in the maintenance of a stimulating learning environment; Building a qualified, diverse and dedicated faculty and staff; Screening potential students; Directing student activities and promoting excellence in academics and personal growth; Developing and implementing academic, athletic, fine arts and community service programs; Implementing parent volunteer program; Financial budgeting and reporting, Evaluating student and faculty member performance; Conducting faculty training seminars and workshops; Leading parent-teacher conferences, mediation and conflict resolution efforts; Interfacing with government agencies and public and private educational professionals on behalf of individual students as well as the school as an organization

Supervisor: Jim Kilgore, School President (713-910-1911)

Academic Tutor, June, 1977 to present (part time), Bay Area Tutoring and Reading Clinic, Houston, TX

Duties: Tutoring elementary students in math, reading, and science; Tutoring secondary and college students in algebra, geometry, trigonometry, biology, chemistry, statistics, written expression and Spanish

Supervisor: Norma Callender, Ph.D., LPC (281-488-4431)

Secondary School Teacher, August, 1981 to May, 2008, Life Christian Academy, Houston, TX

Duties: Planning, implementing, monitoring and evaluating self-paced and traditional academic programs for intermediate and high school students; Conducting mini classes and tutorials; Participating in career planning and educational guidance conferences with parents and students

Supervisors: Jim Kilgore, School President (713-910-1911); James Horton, Principal (713-818-8662); Daniel E. Calk, Administrator/Interim Principal; and James B. Hughes, Founding Principal

Contract Draftsperson, June, 1989 to August, 1990 (part time), Sandefer Oil and Gas, Inc., Houston, TX

Duties: Performing geological and land map drafting services for onshore and offshore oil exploration geologists

Supervisor: Mike Neely, Drafting Department Supervisor

Contract Draftsperson, January, 1987 to May, 1990 (part time), David Rogers Drafting, Houston, TX

Duties: Performing geological and land map drafting and airbrushing services

Supervisor: David Rogers

Teacher's Aide, August, 1976 to May, 1981 (part time), Life Christian Academy, Houston, TX

Duties: Assisting teacher with classroom decorating and paperwork duties; Monitoring student progress; Providing individual student tutorials

Supervisor: Donna Charlesworth (713-910-0808)

Accounts Payable Clerk, April to June, 1975, Texas Marine and Industrial Supply, Houston, TX
Duties: Coding invoices; Financial posting for accounts payable department

Mailroom Clerk, February to April, 1975, Texas Marine and Industrial Supply, Houston, TX
Duties: Checking invoices for accuracy; Operating postage machine; Folding and stuffing envelopes

Academic Honors and Awards:

Phi Kappa Phi Honor Society, December, 2001-present
Psi Chi National Honor Society in Psychology, April, 1991
Space Center Rotary Scholarship, Spring, 1980 and Fall, 1980
Dean's List, University of Houston-Clear Lake, Spring, 1978; Fall, 1978; and Spring, 1979
Honor Roll, San Jacinto College, Fall, 1975; Spring, 1976; and Fall, 1976

Other Awards:

Recognized by Congressional Youth Leadership Council as "Educational Leader and Mentor" and "Honorary Member of the 2008/2009 National Nominating Committee," August, 2008
Honored by Congressional Youth Leadership Council for "Outstanding Service as an Educational Advisor," May, 1999
Friends of Youth Award, Life Christian Academy, Houston, TX, May, 1989
Services to Young People Award, American Biographical Institute, 1987

Community Service:

Ima's Home for Children, Santa Fe, TX, May, 2009-present
Duties: Serving as member of Board of Directors for home for "street children" in Manila, Philippine Islands
Kidz Harbor, Liverpool, TX, September, 2009-present
Duties: Tutoring residents in all subject areas; Assisting with parties and holiday-related activities for residents
Life Church, Houston, TX, May-December, 1998
Duties: Teaching English as a second language to Spanish-speaking adults
The Bridge Over Troubled Waters, Pasadena, TX, January to May, 1990
Duties: Providing support to victims of sexual assault and family violence, assessing clients for intake eligibility, performing general clerical and cleaning duties, and providing referral information to crisis hotline callers.
Eastwood Health Clinic, Houston, TX, December, 1985 to March, 1987
Duties: Assisting medical personnel as a translator for Spanish-speaking patients and as an examining room assistant

Computer Skills:

Proficient in Microsoft Word, Excel, PowerPoint and Publisher
Proficient in QuickBooks, Outlook and Adobe software applications

Foreign Language Skills:

Spanish—Moderately proficient in reading, writing, speaking and understanding

Professional Bio
Teresa Elizabeth Callender Sones

A former educator and current vice president of Gateway Supply Inc., an international procurement and logistics company, Teresa Sones does her homework with respect to assessing client needs, developing innovative solutions and establishing long-term customer relationships based on personalized care and well-founded trust. A leader whose life has been defined by service to others, Teresa demonstrates sound business practices marked by a genuine concern for the interests of Gateway clients. Teresa's graduate studies focused on assessing students' academic, behavioral and social needs and fostered a genuine appreciation for the uniqueness of each individual and situation. Applied in the corporate setting, this mindset contributes to Gateway's reputation for effectively managing critical timelines and meeting client expectations with respect to quality, suitability and cost in the creation of solutions for the challenges multi-national supply chain efforts present. Her experience in school administration contributes to effective team building, and her love for teaching translates into her daily practice of encouraging professional growth in the members of the accounting and logistics departments she oversees. Maintaining high expectations for excellence in professionalism, integrity, courtesy and respect among the team members fosters employee loyalty as well as ultimate customer satisfaction—the end product of a successful business effort.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

- | | |
|---|---|
| 1. Name of charter school on whose Board of Directors you serve | The Beta Foundation-sponsoring entity; Beta Academy-proposed charter school |
| 2. Full name | Timothy Wayne King |
| Home Address | 1688 Creekside Drive, Sugar Land, TX 77478 |
| Business Name and Address | Tubular Resource, Inc
1108 Soldiers Field Court #800, Sugar Land, TX 77479 |
| Phone Number | 281-980-0057 |
| E-mail address | tking@tubularresource.com |

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
- Does not apply to me Yes
- The Beta Foundation, Vice-President/Treasurer
Ima's Home for Children, board member
Life Church, board member
Reach Out America, Chair

4. What was your motivation to serve on the board of the proposed charter school?

My desire to serve on the board began with Latisha Andrews presenting to me an opportunity to be a founding board member to bring a high quality school of choice to our community. We share a passion for excellence in education and want every child, without regard to background or ability, to have equal access/opportunity to a rigorous academic curriculum; taught by highly trained educators.

5. What is your understanding of the appropriate role of a public charter school board member?

As charter holder, the school board is accountable for governance and fiscal oversight; thus, the role of the board and the responsibility of each board member are to ensure Beta Academy functions within the bounds of and according to the promises set forth in the charter and to abide by all TEA rules and guidelines. As a board member, it is my responsibility to ensure that there are clear defined financial, organizational, risk management and reporting policies in place to guide the processes instituted and to give diligent oversight to the overall operations and finances and supervision to by the school's CEO/superintendent/principal.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Ima's Home for Children; board member for an orphanage for street children in the Philippines.
Life Church Board: Life Christian Academy private K-12 school.
Reach Out America: Chair

7. Describe the specific knowledge and experience that you would bring to the board.

I bring business experience in vetting, hiring, performance reviews, mentoring, consulting with, and personnel dismissal. I have practical business experience in developing, implementing and managing business plans and budgets. My experience in mentoring, developing leaders and conflict resolution will serve Beta Academy well. I have participated and led marketing activities for a new business startup and non-profit 501 (c)(3) management groups. I have a love and passion for children/young people and desire to see them successful in their academics and future endeavors.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to prepare children and youth to be lifelong learners and for success in college, technical school, military careers, business careers and life. Our vision and drive is to not only give children a high quality education but to instill character qualities such as personal responsibility and perseverance to complement a strong work ethic and integrity; ensuring future world class leaders in our community, our nation and on a global scale. Environments of rigor and teachers who will challenge each scholar to become a lifelong learner are pivotal elements that will facilitate our students' progress on their personal journeys to academic and career success.

2. What is your understanding of the school's proposed educational program?

The foundations educational plan is designed around academic rigor. We expect that all students will achieve at high levels on state and national standards. Teacher-directed learning activities that challenge students to think critically and creatively while mastering the essential skills as defined by TEKS will include whole class instruction, small group instruction, independent study, to include hands on learning, and one-on-one tutoring. Our Whole Brain Teaching strategies, Independent Student Notebooks, and Hands on Learning will engage all students and create a culture of college readiness across all grade levels. Student progress will be done via benchmark testing and MAP and an adherence to the standardized testing schedule set forth by TEA for each grade level.

3. What do you believe to be the characteristics of a successful school?

A successful school holds to a high academic standard for each scholar and provides support for those whose academic achievement falls short of expectations. Successful schools ensure their scholars master the basic academics and all learning gaps are closed. Our scholars will demonstrate a commitment creative problem solving and critical thinking skills as well as demonstrate good character.

4. How will you know that the school is succeeding (or not) in its mission?

The data gathering process described above will evidence trends of academic growth in each grade level and with respect to each individual scholar. When our scholars continually perform above state and national standards and excel on SAT college exams, we have succeeded in giving our students a rigorous education.

Governance

1. Describe the role that the board will play in the school's operation.

The board will review legal, financial and business matters associated with the charter school. We will define, communicate, evaluate and periodically refine the policies that set the course for the school to realize its mission and stated goals. The board will hold meetings in accordance with TOMA and approve annual budgets, review financial reporting and exercise due diligence in ensuring that internal controls with respect to financial matters are in place.

2. How will you know if the school is successful at the end of the first year of operation?

The target increment of academic improvement for each grade level will be realized, based upon appropriate and state-recognized achievement measures and the school environment will be characterized by order and respect for self and others. Expressed parental satisfaction with Beta Academy will be done via parent surveys. End of the year financial reports will demonstrate a balanced budget.

-
3. How will you know at the end of four years of the school is successful?

A waiting list for enrollment will be one proof of growing parental and community support for the charter school. Qualitative and quantitative measures will be used each year to determine standards for academic improvement are demonstrated across all Beta Academy grade levels. Our scholars will have a continued standard of excellence in their academics, behavior and personal responsibility. An increased enrollment will allow for budgeted funds in expansion and add staff development/raining as well as higher salaries so we can attract high performing teachers. There will be high scholar morale with behavioral problems trending downward. School leadership, faculty and staff will have high levels of satisfaction across all academic and school operation. We will have a highly collaborative team of members from the community and the school as we as parental involvement in school activities.

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board must not only develop and adopt policies for focusing the activities of the school, but it must also meet at regular intervals to review school progress with respect to achieving educational outcomes as set forth in the charter. The school board will participate in annual training as required by TEA and review board member responsibilities to improve the effectiveness of the board. The school board will develop a supportive and collaborative relationship with the Beta Academy's director; evaluating results of internal and external measures of progress fairly and openly.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

A potential breach of ethics or other action not deemed to be in the best interests of the school should be brought to the attention of the board according to the written policy created by the

board. If I believed a member of the school board to be acting unethically or have a conflict of interest, I would give a written summary of the situation to the full board with the expectation of a board-initiated investigation, to include discussion of the situation with the board member or members involved. Members of the board, after deliberation/investigation would then return a determination and a recommendation for disciplinary action if required.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

With respect to the board of the governing entity (The Beta Foundation), which is also to be the governing board of the proposed charter school (Beta Academy), I am recently acquainted with two members, Helen Abernathy and Justin James. Teresa Sones and I have been friends for thirty-five years. Our families have been socially active together, and we have served together on the board of Ima's Home for Children. With respect to additional prospective board members, there are none under review at this time.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

I have known Latisha Andrews, CEO of The Beta Foundation and the prospective superintendent/principal of the proposed charter school, for 14 years. I first met Latisha through my son who attended college with her in 1998. Our family fell in love with her love and passion for others and has embraced her vision for a charter school in PISD.

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

Timothy Wayne King

-
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family Yes
-

7. List all business or organizations of which you are a partner or in which you have a majority interest. None. I am currently not a partner of, nor do I have a majority interest in a business or organization.
-

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

I have no prior experience with charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
- Yes No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will receive no compensation for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
- Yes No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will receive no compensation for service on the governing body of the sponsoring entity.

11. 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?
- Yes No If so, give details.
-

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
- Yes No If so, give details.
-

13. 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?
- Yes No If so, give details.
-

Certification

I, Timothy Wayne King, 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.

Timothy Wayne King
Signature

03/25/14
Date

VERIFICATION

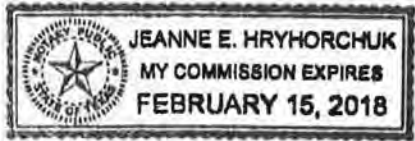
State of Texas
County of Harris

On this day, Timothy Wayne King (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 me this 25th day of March, 2014.

(Notary Public) *Jeanne E. Hryhorchuk*
My commission expires February 15, 2018

(SEAL)



Timothy Wayne King

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

EDUCATION

St. Mary's University 1972-1975
Bachelor of Science in Chemistry and Biology

University of Texas Health Science Center 1975-1978
Department of Oncology

AWARDS & ACCOMPLISHMENTS

- Magna Cum Laude: St. Mary's University
- Research Thesis was accepted and published in the Journal of the American Medical Association
- "Androgen Receptor in the Rat Brain- Assays and Properties" accepted May 25, 1973

WORK EXPERIENCE

Co-founder/Co-owner/President: Tubular Resource, Inc. 1983-Present

- Leadership and growth in the company operations
- Work with steel mills to develop new grades of steel for various well applications.
- Formulate corporate marketing strategies to develop new accounts resulting in annual sales of 35 million dollars
- Negotiate and receive major US and foreign mill distribution contracts
- Applied and received API license for manufacture and end finishing of Oil Company Tubular Goods
- Set up API 5CT Specifications to process pipe for specific industry applications

Vice President: International Materials and Service Company, Inc. 1978-1987

- Employed in the startup and development phase
- Developed and implemented a computerized inventory control system for managing a sixty million dollar inventory
- Assigned coordinated and managed the sales, service and administrative operations
- Special assignments included: market evaluation for new products, creating plans for their implementation, managed over 100 employees, provided leadership to coordinate the various corporate operations

Project Coordinator: University of Texas, Department of Oncology 1975-1977

- Project coordinator at the Health Science Center for federally funded research programs
- Development of new laboratory procedures and assays for extracting receptors from living cells for quantitative and qualitative analysis.
- Research thesis was accepted and published in the Journal of the American Medical Association.

Biography

Timothy Wayne King, an entrepreneur in the oil fitting business since 1981, established Tubular Resources in Sugar Land, Texas, after attending St. Mary's University in San Antonio, Texas. As the president of his own company for over 30 years, Tim has mastered the fiduciary challenges associated with a start-up operation, as well as those encountered during the natural growth and constriction of business opportunities through the years. Tim's experience with the financial details of business makes him an ideal treasurer for the board of directors. He will exercise oversight of annual budget preparation and general financial operations as well as the development of sound financial strategies for continuous growth and expansion. As large as his body of business acumen is Tim's heart for the underserved and at-risk populations at home and abroad. He is a board member of Ima's Home for Children, an orphanage in the Philippines, and a long-time financial supporter of local 4H Clubs and the Pasadena Rodeo. Reach Out America, an international emergency relief organization, is another of Tim's philanthropic interests. For over twenty-five years, however, Tim's compassionate financial support for community events in southeast Houston, where Beta Academy has proposed to open its first campus, demonstrates an equally sincere commitment to the underserved close to home.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve The Beta Foundation sponsoring entity for Beta Academy

2. Full name Justin D. James

Home Address 3301 Northstar Rd. Apt 121, Richardson, TX 75082

Business Name and Address _____

Phone Number 469-236-7788

E-mail address jjames@cwcdallas.com

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
My desire to see students achieve and function at high levels of success.

5. What is your understanding of the appropriate role of a public charter school board member?
To provide an innovative environment that is a competitive learning institution.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Experience in governing organizations, as well as, professional learning experience in the public school classroom.

7. Describe the specific knowledge and experience that you would bring to the board.
Public school teaching experience in grades 6-8; AVID Training; my pursuit of higher education in educational leadership will bring a wealth of knowledge to the governing board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I understand Beta Academy will provide a quality learning environment that produces students to be lifelong learners.

2. What is your understanding of the school's proposed educational program?

Beta Academy will excel in areas of student achievement through reading instruction and advanced fundamentals of learning

3. What do you believe to be the characteristics of a successful school?

High performing students and exemplary scores on student assessments

4. How will you know that the school is succeeding (or not) in its mission?

Campus Culture, Students' high performance on college entrance exams, continual high

performance of student assessments and standardized testing on state TEKS and STAAR exams

Governance

1. Describe the role that the board will play in the school's operation.

High visibility on campus, oversight in all areas of management; finances, curriculum, culture, discipline, HR, PEIMs, etc.

2. How will you know if the school is successful at the end of the first year of operation?

Students first of the year benchmark testing compared to end of year testing results will reveal if our curriculum, culture and staffing have made for a successful year.

3. How will you know at the end of four years of the school is successful?

Continual improvement of student STAAR and TEKS testing, showing higher levels of understanding and performance. Financial soundness, community support and involvement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Follow our timeline of implementation and adjust as required to needs of scholars and staff. Financial accountability; further professional recruitment of additional board members to ensure a strong governing board as outlined in our application;

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Address the concern in private with the individual(s) and seek a remedy to the situation. If disturbances of unethical behavior continued, I would take action at a higher level according to governing entity bylaws.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

At this time there are no "prospective" board members.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

Beta Academy has not yet staffed employees

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A – this does not apply

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

No previous experience with an open-enrollment charter school

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No compensation will be received

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No compensation will be received

11. 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?

Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No If so, give details.

13. 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?

Yes No If so, give details.

Certification

I, Justin James, 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 Justin James

Date 3/23/14

VERIFICATION

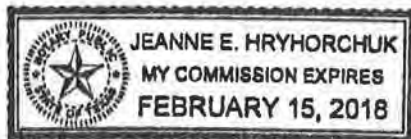
State of Texas
County of Harris

On this day, Justin James (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 me this 23 day of March, 2014.

(Notary Public) Jeanne E. Hryhorchuk
My commission expires Feb. 15, 2018

(SEAL)



Justin Deshun James

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The Beta Foundation: 832.656.5841

Objective

To pursue leadership opportunities where I can impact the education of students by opening doors of Hope and empower them to succeed.

Education

University of North Texas Masters in Educational Leadership	Currently Enrolled
Southwestern Assemblies of God University, Waxahachie, TX Bachelors of Art in Secondary Education, 4 th – 12 th	Dec 2011
North Garland High School High School Diploma	May 2007

Certifications

Pedagogy and Professional Responsibilities Ec-12	Passed 2011
English Language Arts/Reading 4 th – 8 th	Passed 2012

Awards

2014 Teacher of the Year - Hudson Middle School
2014 Teacher of the Year - Sachse Chamber of Commerce
2013 Rookie of the Year - Hudson Middle School

Experience

7th Grade English Teacher; Hudson Middle School, Garland ISD	Aug 2012 – Present
I worked in a professional learning community to compose general education lesson plans. This position has also allowed me to teach students grade level objectives that prepare them for future success.	
AVID Elective Teacher; Hudson Middle School, Garland ISD	Jan 2014 – Current
Responsible for implementing AVID program. Attended the AVID National Conference in 2013 as well as observed several existing AVID Elective Classes.	
Substitute Teacher; Garland ISD	Jan 2012 – June
2012 Substitute Teaching allowed me to serve in the place of a teacher and continue the educational day throughout the Spring Semester of 2012. I facilitated the lesson plans of the teacher and engaged students in viable learning.	

Justin Deshun James

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The Beta Foundation: 832.656.5841

Student Teacher, 8th grade; Red Oak Junior High, Red Oak, TX Sept 2011 - Dec 2011
Over 12 weeks, I observed a veteran teacher and her practices in education. The final 6 weeks week I taught her classes and gained a wealth of knowledge in classroom management and best practices of teaching.

Academic Services Service Specialist; Apr 2011 - Sept 2011
Southwestern Assemblies of God University, Waxahachie, TX
I worked closely with the Dean of Academic Services to provide quality facilities and experiences to the university. My responsibilities included: Coordinating Freshmen New Student Orientation and Campus Quality Improvement

Student Ministries Leader; Christian World Church, Richardson, TX Sept 2011 – Present
While serving students 7-12th grade, I oversee the functions and group relations of Momentum Student Ministries. Everything from summer camp experience to weekly events is communicated through my office and department.

Activities

The Beta Foundation, Houston, TX Feb 2014 – Current
Secretary, Board of Directors

Fellowship of Christian Athletes Aug 2014 – Current
Huddle Sponsor - Sponsored the annual See You At The Pole Event for Hudson Middle School. Oversee weekly meetings that are led by FCA Student leaders.

Southwestern Assemblies of God University, Waxahachie, TX
Student Congress President June 2009-June 2011
Student Congress Vice-President June 2008-June 2009
Professor's Assistant, Teacher Education Office Sept 2008-Dec 2012

Lead Student Leader of the university; facilitated student representation among all campus events and student relation issues.

Impact Waxahachie Coalition; June 2010-June 2011
Waxahachie Chamber of Commerce, Waxahachie, TX
As part of my duties as Student Congress President, I sat on the Board of the Impact Waxahachie Coalition. I participated in community awareness and served as a liaison for Southwestern Assemblies of God University.

Biography

During his second year of teaching in the Garland Independent School District, Justin James was recognized as the "2014 Teacher of the Year" at Hudson Middle School as well as Sachse Chamber of Commerce "2014 Teacher of the Year." As Secretary for The Beta Foundation (governing board of Beta Academy), Justin's AVID Path training will help drive Beta Academy's school-wide commitment to this innovative and effective college preparatory program. Justin is a detailed oriented project coordinator and a caring volunteer mentor to his students. He has provided tutoring to disadvantaged and at-risk students in his community for seven years and his current pursuit to complete his master's degree in educational leadership provides a relevant role model of excellence for the scholars of Beta Academy.

BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Background

1. Name of charter school on whose Board of Directors you serve **The Beta Foundation-sponsoring entity for Beta Academy**
2. Full name **Helen Abernathy**
Home Address **809 Old Bridge Ln. Chesapeake, Va. 23320**
Business Name and Address _____
Phone Number **(757) 831-4104**
E-mail address _____
- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
 Does not apply to me Yes

4. What was your motivation to serve on the board of the proposed charter school?
My main motivation for serving on the board for the proposed charter school is I believe in the dreams and goals of Beta Academy. I want to serve the community and people of Houston, Texas by providing outstanding education through Beta Academy. I am very passionate about seeing a metamorphosis in the heart of the American education system so that it will rise to take its place as a world leader by producing students that are creative, competent and capable of competing in today's world market.

5. What is your understanding of the appropriate role of a public charter school board member?
I understand that it is my responsibility as a public charter school board member to oversee and ensure that Beta Academy is fulfilling its goals and terms according to its charter, is thriving as a quality public school, and is using its funds in the most effective/efficient manner to create a school that meets the important needs of its community.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
One reason I am capable of being an effective board member is my own teaching experience in the Virginia Beach public school system as well as my experience teaching at an international school in Botswana, Africa. I hold a master's degree in TESOL (Teaching English to Speakers of Other Languages) with an endorsement as a Reading Specialist.

7. Describe the specific knowledge and experience that you would bring to the board.
I have specific knowledge in the fields of TESOL/ESL and Reading.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to bring positive, innovative change to the public school system through hiring highly educated teachers, using current education and brain research to reach today's diverse student population, and teaching both the heart and the mind of the student.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is focused on using brain research to inform teachers of the best teaching practices. It is aligned with the Texas Essential Knowledge and Skills, has a strong emphasis on literacy, and teaching reading across the curriculum as well as a powerful math and hands-on science program.

3. What do you believe to be the characteristics of a successful school?

A successful school has students and teachers that are passionate about learning, a strong and compassionate administration team, and a heart for fostering a love of learning in the whole community. A successful school has high standards of teaching and learning.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the charter school is succeeding in its mission by the individual progress of the students, the standardized test scores, as well as the climate of the school and staff (as measured by anonymous evaluation forms).

Governance

1. Describe the role that the board will play in the school's operation.

As a member of the charter school board I will act as both adviser and overseer of the charter school. I understand that it is my responsibility to ensure that the school is following the terms of the charter by visiting the premises of the school, reviewing the records, and attending board meetings to discuss the outcomes, test scores, and areas needing improvement.

2. How will you know if the school is successful at the end of the first year of operation?

I will know based on their passing rate, standardized test scores, and student/teacher turnover rate whether or not the school has had a successful first year of operation.

3. How will you know at the end of four years of the school is successful?

I will know based on the increase of the student standardized test scores from year to year, their 5th grade graduation rate, the increase in student population, and in the teacher satisfaction level.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board must play an active role in ensuring the success of the school by reviewing the student test scores, teacher evaluations, passing rate, financial status, and

its observable impact on the community (through parent outreach, community service, etc.). Then the school board must work together to make decisions about possible changes in order to encourage continuous improvement and refinement of the charter school(s).

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would seek advice or proper procedures from the Texas Education Agency in order to respond in the best manner.

Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals Yes

I do know some of the other board members. They are mere acquaintances.

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I / we or my family do not anticipate conducting any such business Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.
I do not have any partnerships with any other businesses or organizations at this time.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:
I have no experience with any previous charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?
 Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

11. 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?
 Yes No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?
 Yes No If so, give details.

13. 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?
 Yes No If so, give details.

Certification

I, Helen Abernathy 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.

Helen Abernathy
Signature _____ Date 3/24/14

VERIFICATION

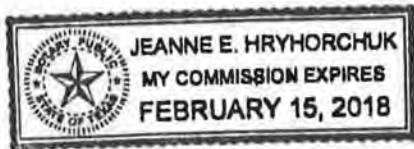
State of Texas
County of Harris

On this day, Helen Abernathy (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 24th day of March, 20 14.

(Notary Public) Jeanne E. Hryhorchuk
My commission expires February 15, 2018

(SEAL)



HELEN ABERNATHY

THE BETA FOUNDATION: 832.656.5841
*Personal contact information removed
for public domain*

EDUCATION

Regent University, Virginia Beach, VA M.A. in Education Major: TESOL (Teaching English to Speakers of Other Languages), with a Reading Specialist endorsement	2001-2003
Texas Bible College, Houston, TX. Christian Education Diploma Major: Christian Education, Early Childhood Education	1998-2001
Azalea Garden Christian School, Norfolk, VA. High School Diploma College Preparatory Degree	1994-1997

AWARDS

Who's Who Among Students in American Universities & Colleges	2000 - 2001
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TEACHING EXPERIENCE

Glenwood Elementary School, Virginia Beach, VA. ESL Specialist [Taught Grades K-8, Differentiated Instruction, Developed Lesson Plans, Parent Outreach Meetings, etc.]	2006-2013
Regent University, Virginia Beach, VA. Adjunct Professor - "Roles & Responsibilities of the ESL Specialist" [Developed syllabus and overall course structure, and administered all grades.]	2007 -2008
Lynnhaven Elementary School, Virginia Beach, VA. ESL Specialist [Taught Grades K-5, Differentiated Instruction, Developed Lesson Plans, Parent Outreach Meetings, etc.]	2005-2006

HELEN ABERNATHY

THE BETA FOUNDATION: 832.656.5841
*Personal contact information removed
for public domain*

**TEACHING
EXPERIENCE
CONTINUED**

Point of View Elementary School 2005
Reading Specialist
[Taught Grades 4-5, Intensive Reading and Writing Instruction, Small & Whole Group Instruction Collaborated with Teachers, etc.]

The Learning Centre School, Botswana, Africa 2004
First Grade Classroom Teacher
[International School Teacher, Managed a Class with Diverse Cultures, Languages and Ethnic Backgrounds, Wrote Weekly Student Evaluation, Administered Grades, Organized Educational Field Trips, Established Positive Relationships with Parents and Colleagues, etc.]

RELATED EXPERIENCE

Chrysalis International, Orlando, FL. 2003-
Present
Non-Profit Organization
Curriculum Writer & Editor
[Developed and wrote curriculum for the following classic literature: Pinocchio, Hans Brinker and The Silver Skates, Benjamin West & His Cat Grimalkin, and Little House in the Big Woods, Edited curriculum for the following classic literature: The Lion, the Witch & the Wardrobe]

REFERENCES

References available upon request

Biography

Helen Abernathy holds a Master of Education in Teaching English to Speakers of Other Languages (TESOL) with a Reading Specialist endorsement. Prior to serving as an ESL teacher for Virginia Beach City Public Schools, Helen worked for a year in Gaborone, Botswana, Africa, as a first grade teacher of a linguistically diverse population. A former adjunct professor at Regent University in Virginia Beach, Virginia, Helen currently serves as a writer and editor of classic literature curriculum for Chrysalis International, an organization whose mission is to raise the literacy rate among children in poverty stricken countries. In addition to her professional service, she has been a volunteer tutor for at risk students in her community throughout her career. Helen's international and ESL classroom experience and her genuine, on-going commitment to the underserved in her community are invaluable to the process of planning for the population of at-risk and limited English proficient scholars anticipated to enroll in Beta Academy.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment D: Assurances

Sponsoring Entity: The Beta Foundation

Proposed Charter School Name: Beta Academy

Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265 require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

Yes

No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

Yes

No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

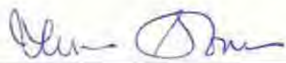
Yes

No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Teresa Sones

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

2.23.14

Date

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the U.S. Department of Education

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
The Beta Foundatoin				
Typed Title of Authorized Official of Charter Holder				
Teresa Sones, President	02/20/14	713-337-1049		
Address of Charter Holder	City	State		
9701 Almeda Genoa Rd.		Houston	TX	77075

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: The Beta Foundation

Proposed Charter School Name: Beta Academy

Nineteenth Generation Charter Application Special Assurances Document

The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:

JA **Open Meetings Requirements:**

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

JA Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

JA **Public Information Requirements:**

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

JA **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

JA **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

JA **Residential Facilities Monitoring (RFM) System:**

The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

JA **Special RF Training:**

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: The Beta Foundation

Proposed Charter School Name: Beta Academy

Admission and Enrollment

- TS The charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.
- TS The 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.
- TS The charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- TS The 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 State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.
- TS The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Withdrawal and Expulsion Issues

- TS The charter holder 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 district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
 - the district discovers that the student has falsified enrollment information;
 - proof of identification is not provided; or
 - immunization records are not provided.
- TS The 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.
- TS The charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

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 the previous page.

Teresa Sones

Printed Name of Sponsoring Entity Board Chair

TS - DS

Signature of Sponsoring Entity Board Chair

2.23.14

Date

Sponsoring Entity: The Beta Foundation

Proposed Charter School Name: Beta Academy

Nineteenth Generation Charter Application Special Education Assurances and Development of Policies and Procedures

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

Electronic Submission

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Teresa Sones

Printed Name of Sponsoring Entity Board Chair

[Signature]

Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

2.23.14

Date

CAMPAIGN CONTRIBUTION DISCLOSURE

Instructions: Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Latisha Andrews
(Please Print or Type Full Name)

Employer or Company Represented: The Beta Foundation
(Please Print or Type Full Name)

Position/Title: CEO/proposed Superintendent
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

Teresa Sones

Print or Type Name of Sponsoring Entity Board President

2.23.14

Date

[Signature]

Signature of Sponsoring Entity Board President

2.23.14

Date

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E: Eligibility Documents

GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST

A complete eligibility documentation submission must be assembled in this order:

- 1. Completed Eligibility Documentation Coversheet
- 2. 501(c)(3) determination letter from the IRS
- 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- 4. Current bylaws including any amendments
- 5. Attendance receipt from an applicant information session
- 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states:
 - a. The completed Out of State Portfolio Demonstration Form (*found on the next page of this document*)
 - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity

The Beta Foundation

Primary contact person: Latisha Andrews

Phone Number: 832-656-5841

Email: latishaandrews@gmx.com

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization

Teresa Sones

Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair

3.25.14

Date

Beta Academy

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

DEPARTMENT OF THE TREASURY

Date: FEB 28 2012

THE BETA FOUNDATION
9701 ALMEDA GENOA RD
HOUSTON, TX 77075

Employer Identification Number:
45-3019142
DLN:
17053243337001
Contact Person: GAYLE M ADAMS ID# 95073
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
August 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 15, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)



Office of the Secretary of State

February 14, 2013

Attn: Latisha Andrews
The Beta Foundation -
9701 Almeda Genoa Rd
Houston, TX 77075 USA

RE: The Beta Foundation
File Number: 801466854

It has been our pleasure to file the Certificate of Amendment for the referenced entity. Enclosed is the certificate evidencing filing. Payment of the filing fee is acknowledged by this letter.

If we may be of further service at any time, please let us know.

Sincerely,

Corporations Section
Business & Public Filings Division
(512) 463-5555

Enclosure



Office of the Secretary of State

CERTIFICATE OF FILING OF

The Beta Foundation
801466854

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

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

Dated: 02/13/2013

Effective: 02/13/2013



A handwritten signature in black ink, appearing to read "John Steen".

John Steen
Secretary of State

Form 424
(Revised 05/11)
Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: See instructions



This space reserved for office use.

FILED
In the Office of the
Secretary of State of Texas
FEB 13 2013
Corporations Section

Certificate of Amendment

Entity Information

The name of the filing entity is:

THE BETA FOUNDATION

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

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

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

The file number issued to the filing entity by the secretary of state is: 801466854

The date of formation of the entity is: 08/15/2011

Amendments

1. Amended Name

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

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

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

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

2. Amended Registered Agent/Registered Office

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

Registered Agent
(Complete either A or B, but not both. Also complete C.)

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

OR

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

First Name *M.I.* *Last Name* *Suffix*

The person executing this instrument affirms that the person designated as the new registered agent has consented to serve as registered agent.

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

Street Address (No P.O. Box) *City* *State* *Zip Code*

3. Other Added, Altered, or Deleted Provisions

Other changes or additions to the certificate of formation may be made in the space provided below. If the space provided is insufficient, incorporate the additional text by providing an attachment to this form. Please read the instructions to this form for further information on format.

Text Area (The attached addendum, if any, is incorporated herein by reference.)

Add each of the following provisions to the certificate of formation. The identification or reference of the added provision and the full text are as follows:

Alter each of the following provisions of the certificate of formation. The identification or reference of the altered provision and the full text of the provision as amended are as follows:

Delete each of the provisions identified below from the certificate of formation.

ARTICLE III - Please delete the following board of directors member:
LATISHA SMITH-ANDREWS, 9701 ALMEDA GENOA RD, HOUSTON, TX 77075

Statement of Approval

The amendments to the certificate of formation have been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

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

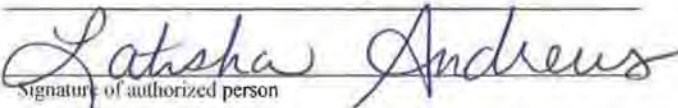
- A. This document becomes effective when the document is filed by the secretary of state.
- B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of signing. The delayed effective date is: _____
- C. This document takes effect upon the occurrence of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

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

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Date: Feb 13, 2013

By: _____

Signature of authorized person

Latisha Andrews, CEO/Superintendent
Printed or typed name of authorized person (see instructions)

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



Hope Andrade
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING OF

The Beta Foundation
File Number: 801466854

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: 08/15/2011

Effective: 08/15/2011



A handwritten signature in cursive script, appearing to read "Hope Andrade".

Hope Andrade
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

AUG 15 2011

Corporations Section

**CERTIFICATE OF FORMATION
OF
THE BETA FOUNDATION**

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

ARTICLE I

The name of the corporation is The Beta Foundation. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 9701 Almeda Genoa Rd., Houston, TX 77075 and the name of its registered agent at such address is Latisha Andrews.

ARTICLE III

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

1. Timothy Wayne King, 9701 Almeda Genoa Rd., Houston, TX 77075
2. Susan Nordin, 9701 Almeda Genoa Rd., Houston, TX 77075
3. Teresa Sones, 9701 Almeda Genoa Rd., Houston, TX 77075
4. Jan Saunders, 9701 Almeda Genoa Rd., Houston, TX 77075
5. Latisha Smith-Andrews, 9701 Almeda Genoa Rd., Houston, TX 77075

ARTICLE IV

The corporation shall have no members.

ARTICLE V

The corporation is organized exclusively for charitable and educational purposes, including for such purposes the making of distributions to organizations that qualify as tax exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986,

or the corresponding provision of any future federal tax code. In particular, the corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences. The corporation 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 such students with education opportunity and programs as it deems appropriate in furtherance of the purposes set forth in this Certificate Formation.

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

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

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

ARTICLE VI

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

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

ARTICLE VII

The name and street address of the organizer is Latisha Andrews, 9701 Almeda Genoa Rd., Houston, TX 77075.

ARTICLE VIII

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

ARTICLE IX

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

ARTICLE X

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

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

ARTICLE XI

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

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

ARTICLE XII

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

Dated Aug 5, 2011

THE BETA FOUNDATION

By: /s/ Latisha Andrews
Latisha Andrews , Organizer

AMENDED AND RESTATED
BYLAWS OF THE BETA FOUNDATION

WHEREAS, the initial Board of Directors of The Beta Foundation (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 submit an application with the State of Texas to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "The Beta Foundation."

1.02 OFFICE: The principal office of the Corporation will be located at 9701 Almeda Genoa Rd., Houston, TX 77075.

1.03 SEAL: The corporate seal of the Corporation will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with Article 2.04 herein. Meetings shall be held at a time and location selected by the Board and in accordance with state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings. The notice for a special meeting must be provided in accordance with Article 2.04 herein.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of August or as soon thereafter as practical, at a time and location selected 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.

2.04 MEETINGS: Upon approval of the Corporation's application for an Open-Enrollment Charter, meetings shall be conducted in accordance with provisions of the Texas Education 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.

(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 complaint against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be

by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, provided a quorum of the full board is present at one location, audio and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

2.05 MEETINGS NOTICE: Upon approval of the Corporation's application for an Open-Enrollment Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation or these Bylaws, 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 two hours before such meeting.

(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, 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 AGENDA: Upon approval of the Corporation's application for an Open-Enrollment Charter, 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.

2.07 RESOLUTIONS: 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 2.10 herein.

2.08 QUORUM: At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body.

2.09 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 law, will be decided by a vote of a majority of the Directors or committee members present at the meeting. If a quorum of the Board is present the affirmative vote of a majority of the Board of Directors present at a meeting will be the act of the body of corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any Director.

2.10 RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and as required by the Texas Public Information Act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the 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.

2.11 PROCEDURES: For all matters of parliamentary procedures, the School Board shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

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 and with state law governing qualifications and restrictions on service as a member of a governing body of a charter holder or charter school.

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.

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 VICE-CHAIRMAN: A Vice-Chairman will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Vice-Chairman will have other duties and powers as the Chairman of the Board of Directors may assign.

4.05 SECRETARY/TREASURER: The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary/Treasurer will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman. The Secretary 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 Secretary/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 Secretary/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.

4.07 CHIEF EXECUTIVE OFFICER/EXECUTIVE DIRECTOR OF THE CHARTER SCHOOL AND SCHOOL OPERATION: The Board of Directors shall hire a Chief Executive Officer for and to be employed by the Charter School. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if he/she is a member of the Board of Directors, he/she shall resign such position on the Board immediately upon hiring if required by state law. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be a Superintendent of the school as provided by the Texas Education Code.

The Chief Executive Officer shall be considered the "Executive Director" of the Corporation and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School, including employment "at will." The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law.

4.08 OTHER OFFICERS: The Board of Directors may create by resolution other offices, as it deems necessary to serve the Corporation and to operate the Charter School

and may appoint other individuals, 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: Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE 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.

6.04 CONTRACT AUTHORITY: The Chief Executive Officer is expressly authorized by the Board of Directors to enter into contracts or execute and deliver instruments on behalf of the Charter School.

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.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a

proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on July 31 of the next year.

10.02 ANNUAL REPORT: The Chief Executive Officer of the school 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 required by the Texas Education Code and interpretive regulations or 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 TEXAS PUBLIC INFORMATION ACT: Upon execution of a contract for an Open-Enrollment Charter with the State of Texas, the Corporation shall be subject to the requirements of the Texas Public Information Act and shall promptly produce public information for inspection, duplication, or both on application by any person in accordance with such act.

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 the Texas Education Code and interpretive regulations, pertinent local ordinances and the Certificate of Formation.

ADOPTED this 20th day of February.



/s/ Teresa Sones
CHAIRMAN OF THE BOARD

BY LAWS OF THE BETA FOUNDATION

WHEREAS, the initial Board of Directors of The Beta Foundation (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 submit an application with the State of Texas to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable and educational purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE

NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "The Beta Foundation."

1.02 OFFICE: The principal office of the Corporation will be located at 9701 Almeda Genoa Rd., Houston, TX 77075.

1.03 SEAL: The corporate seal of the Corporation will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with Article 2.04 herein. Meetings shall be held at a time and location selected by the Board and in accordance with state law. The primary purpose of the meetings will be to review the performance of the Corporation for the current fiscal year, to plan the program and activities of the Corporation for the next fiscal year, and to transact any other business as may properly come before the Board of Directors.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings. The notice for a special meeting must be provided in accordance with Article 2.04 herein.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of August or as soon thereafter as practical, at a time and location selected 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.

2.04 MEETINGS: Upon approval of the Corporation's application for an Open-Enrollment Charter, meetings shall be conducted in accordance with provisions of the Texas Education 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.

(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 complaint against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be

by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, provided a quorum of the full board is present at one location, audio and video is simultaneously available to the participants and the public, and other prerequisites and requirements of the Texas Open Meetings Act are met.

2.05 MEETINGS NOTICE: Upon approval of the Corporation's application for an Open-Enrollment Charter, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, the Certificate of Formation or these Bylaws, 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 two hours before such meeting.

(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, 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 AGENDA: Upon approval of the Corporation's application for an Open-Enrollment Charter, 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.

2.07 RESOLUTIONS: 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 2.10 herein.

2.08 QUORUM: At any meeting of the Board of Directors or at any designated committee of the Board, the appearance of a majority of the Directors or committee members duly appointed, serving, and qualified to vote, will be necessary to constitute a quorum to transact any business of the respective body.

2.09 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 law, will be decided by a vote of a majority of the Directors or committee members present at the meeting. If a quorum of the Board is present the affirmative vote of a majority of the Board of Directors present at a meeting will be the act of the body of corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Voting on all questions may be by voice vote. A roll call vote on any motion or resolution may be requested by any Director.

2.10 RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and as required by the Texas Public Information Act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the 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.

2.11 PROCEDURES: For all matters of parliamentary procedures, the School Board shall be guided by *Robert's Rules of Order Newly Revised*, 10th ed. (Cambridge, Mass.: Perseus Publishing, 2000).

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 and with state law governing qualifications and restrictions on service as a member of a governing body of a charter holder or charter school.

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.

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 VICE-CHAIRMAN: A Vice-Chairman will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Vice-Chairman will have other duties and powers as the Chairman of the Board of Directors may assign.

4.05 SECRETARY/TREASURER: The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary/Treasurer will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman. The Secretary 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 Secretary/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 Secretary/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.

4.07 CHIEF EXECUTIVE OFFICER/EXECUTIVE DIRECTOR OF THE CHARTER SCHOOL AND SCHOOL OPERATION: The Board of Directors shall hire a Chief Executive Officer for and to be employed by the Charter School. The Chief Executive Officer selected may be a member of the Board of Directors as may be permitted by state law, but if he/she is a member of the Board of Directors, he/she shall resign such position on the Board immediately upon hiring if required by state law. The Chief Executive Officer shall report to the Board of Directors of the Corporation. The Chief Executive Officer shall be deemed to be a Superintendent of the school as provided by the Texas Education Code.

The Chief Executive Officer shall be considered the "Executive Director" of the Corporation and shall serve under such terms and conditions as the Board determines to be in the best interest of the Corporation and the Charter School, including employment "at will." The Chief Executive Officer shall perform such duties as delegated and assigned by the Corporation's Board, or as required by state law.

4.08 OTHER OFFICERS: The Board of Directors may create by resolution other offices, as it deems necessary to serve the Corporation and to operate the Charter School

and may appoint other individuals, 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:** Written notice of the time, place and agenda of all committee meetings will be given by the committee chair in the same manner as notices given for regular Board meetings. Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

ARTICLE 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.

6.04 **CONTRACT AUTHORITY:** The Chief Executive Officer is expressly authorized by the Board of Directors to enter into contracts or execute and deliver instruments on behalf of the Charter School.

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.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a

proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on September 1 of each year and will end on July 31 of the next year.

10.02 ANNUAL REPORT: The Chief Executive Officer of the school 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 required by the Texas Education Code and interpretive regulations or 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 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.

10.04 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including the Texas Education Code and interpretive regulations, pertinent local ordinances and the Certificate of Formation.

ADOPTED this 8th day of August.


CHAIRMAN OF THE BOARD

CERTIFICATE OF AUTHENTICITY OF BUSINESS RECORDS

The undersigned, with the understanding this statement is subject to criminal penalty under State and Federal law for an intentionally false declaration, declare that the documents attached hereto are true and correct copies of the Bylaws of The Beta Foundation which were duly adopted by the Board of Directors on 8/5, 2011. The originals of these Bylaws are maintained in the Business office of The Beta Foundation at 9701 Almeda Genoa Rd., Houston, Texas.

S. Andrews
Director, The Beta Foundation

8/5/11
Date

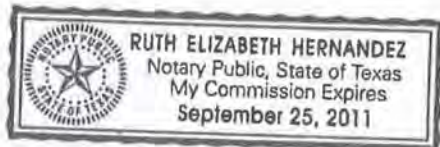
Susan Nordin
Director, The Beta Foundation

8-5-11
Date

State of Texas

County of Harris

Sworn to and subscribed before me this the 5 day of August, 2011.



Ruth Hernandez
Notary Public, State of Texas

Texas Education Agency
Division of Charter School Administration
Generation 19 Applicant Information Session
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

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

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Beta Academy

Sponsoring Entity Name: The Beta Foundation

Application Contact Name: Latisha Andrews

Latisha Andrews

Title/Role: Proposed Superintendent

Email: [REDACTED] Phone: 832-656-5841

Board Member Attending: Helen Abernathy

Helen E. Abernathy

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Board Member Attending: _____

Date of Session: Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

Email the completed form by clicking on the "Submit by Email" at the bottom of the page,
OR
fax it to the attention of Rick Salvo at 512-463-9732

If you have any questions about the sessions or registration, please contact Rick Salvo at
512-463-9789 or rick.salvo@tea.state.tx.us.

Submit by Email

REGULATIONS GOVERNING PUBLICATION

Cut the printed report from the newspaper and paste here.

PASTE SO THAT NO PART CAN BE TORN AWAY

Forward certificate as promptly as possible.

PUBLISHER'S CERTIFICATE

STATE OF TEXAS } SS:
COUNTY OF HARRIS }

Personally appeared before the undersigned a notary public within and for said county and State, David Flickinger, publisher of the South Belt-Ellington Leader, a newspaper published at 11555 Beamer, Houston, county of Harris, State of Texas, who, being duly sworn, states on oath that the notices of.....

THE BETA FOUNDATION

a true copy of which is hereto annexed, was published in said newspaper in its issue of the 6th day of MARCH, 2014.

Signature of David Flickinger, Publisher.

Acknowledgement of the publisher must be made before a notary public or other official authorized to administer oaths.

Sworn to and subscribed before me this

17 day of March, 2014

Signature of Notary Public

Notary Public.

My commission expires 1/19, 2016

(SEAL)



NOTICE OF PUBLIC HEARING:

The Beta Foundation will hold a public hearing for a proposed K-12 open enrollment Charter School.

Proposed school/campus name: Beta Academy; opening 2015; Harris County; Pasadena, TX school district.

Proposed location: 9701 Almeda Genoa Rd, Houston, TX 77075

When: Sat., March 8, 2014

Time: 10:00 a.m.

Location of Hearing: 9701 Almeda Genoa Rd. Houston, TX 77075

The Beta Foundation Board Members:

Teresa Sones, President

Timothy King, Vice President/Treasurer

Justin James, Secretary

Helen Abernathy, Board Member

For inquiries call:

832.656.5841

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Tel: 832

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.1. Scope and Sequence

Beta Academy Curriculum Development Plan

The Beta Foundation is aware that curriculum development is an ongoing process that may require revisions and modifications as scholars, educators, and programs mature and advance. It should be fashioned from a collaboration of scholar interests, their individual needs, and Beta Academy’s commitment to provide a rigorous, innovative education for all of its scholars.

The founding board members will be responsible for reviewing and adopting the curriculum and textbooks for the proposed charter school, Beta Academy. After the proposed charter is awarded, Terri Sones, board chair, Latisha Andrews, proposed superintendent, Helen Abernathy, board member, and Justin James secretary will begin ordering curriculum samples from the approved publishing list provided by TEA. The curriculum development timeline will be divided into four phases in which the committee will focus on specific grade clusters. The curriculum will be carefully and meticulously reviewed to ensure TEKS are met at each grade level and to identify any missing TEKS. The curriculum development team will create or add supplemental materials to cover any TEKS that are not addressed in the adopted textbooks and curriculum.

The fourth phase of the curriculum development process will begin during the opening school year. In February of 2016 the curriculum team will not only begin planning for its upcoming seventh grade but step back and review our program’s curriculum. Asking questions such as: *How effective was the curriculum? Did it meet the TEKS in the most efficient way? Did it meet the needs of our unique population of scholars? Were the teachers required to include an excessive amount of supplemental materials in order to cover the TEKS? How can we improve curriculum implementation in the coming school year?*

Curriculum Development Plan		
Phases	Dates	Grade Focus
Phase 1	Aug. 1, 2014 – Sept. 30, 2014	Kindergarten-2 nd Grade
Phase 2	Oct. 1, 2014 - Nov. 30, 2014	Third-Fifth Grade
Phase 3	Dec. 1, 2014 - Jan. 30, 2015	Sixth Grade
Phase 4	Beginning in Feb. of 2016	Seventh Grade

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.2. Exit Requirements

School Promotion Requirements

Scholars must maintain a C average or higher to be considered for promotion to the next grade level. All Beta Academy scholars will be held to the following grading scale:

GRADING SCALE

90-100 A

80-89 B

70-79 C

0-69 F

Additionally, Beta Academy will adhere to the state mandated policies on promoting STAAR grade level scholars according to TEC, §28.021(sub-b).

The following credits and courses are required for graduation from Beta Academy High School. Beta Academy High School scholars will also be held to the above grading scale:

- **English Language Arts** **Four Credits**
 - English I
 - English II
 - English III
 - Advanced English Courses

- **Mathematics** **Three Credits**
 - Algebra I
 - Geometry
 - Advanced Mathematics Course

- **Science** **Three Credits**
 - Biology
 - Integrated Physics Chemistry or Advanced Science Course
 - Advanced Science Course

- **Social Studies**

Three Credits

U.S. History
U.S. Government
Economics
World Geography or World History or Combined World History/World Geography

- **Elective Courses**

Five Credits

Band/Orchestra
Choir
Drama/Theatre
Dance
Art/Sculptures
Foreign Language: Spanish & Chinese
Business

- Marketing
- Financial Management
- Entrepreneurial Skills

Computer Technology

- Keyboarding/Word Processing
- Web/Graphic Design

Old Testament/New Testament Survey
Debate/Speech
US World Politics
Communications

- Journalism
- Creative Writing
- Speech

Matriculation Exam - Beta Academy graduates will be required to show proficiency on a matriculation exam before they are eligible to graduate. The matriculation exam will be selected prior to the opening of Beta Academy High School.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.3. Principal Documents

Note: CEO/Superintendent will act as Principal first year

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

A proven visionary leader, motivational speaker and marketing expert with extensive educational leadership experience in private, public and charter schools as a teacher, principal and director.

EDUCATION

Capella University Oct	2004 – May 2006
Master's in Business Association (Highest Honors 4.0 GPA) Concentration in Marketing	
University of Maryland College, Asian Division	Jun 2002 - Dec 2003
Bachelor's in Science: Psychology (High Honors) Minor: Women's Studies	
Texas Bible College, Houston	Sep 1998 - May 2001
Diploma of Theology (Highest Honors 4.0 GPA)	

AWARDS & ACCOMPLISHMENTS

Who's Who Among Professional Women in Education,	2009
Summa Cum Laude: Capella University	2006
Magna Cum Laude: University of Maryland	2003
Honors Society: San Jacinto	2002
Who's Who in American Colleges and Universities	2001

WORK EXPERIENCE

Director: Responsive Ed (Vista Academy), Houston, TX	April 2013-Present
<ul style="list-style-type: none">• Administrative and educational responsibility/oversight for 250 elementary students K-4 and 28 staff members (teachers, admin staff, support staff)• Develop/evaluate/coordinate educational program to ensure conformance to state and school board through meetings with staff, review of teachers' activities, and issuance of directives• Marketing campaigns to increase student enrollment and maintain ADA• Requisition and allocate supplies, equipment, and instructional material• Preparation of class schedules, cumulative records, and attendance reports• Community liaison• Oversee safety, security and building/grounds maintenance	
Chief Executive Officer: Beta Academy, Houston, TX	June 2010 - Present
<ul style="list-style-type: none">• Administrative and educational responsibility/oversight for students, teachers and support staff (K-8); student records/attendance reports• Fiduciary oversight of all business finances and fundraising campaigns• Curriculum development, research and purchase• Public relations, community liaison	

Note: CEO/Superintendent will act as Principal first year

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

Elementary Principal: Life Christian Academy, Houston, TX Aug 2006 - June 2010

- Administrative and educational responsibility/oversight for 130 elementary students K-8 and 12 staff members (teachers, admin staff, support staff)
- Developed/evaluated/coordinated educational programs and curriculum to ensure conformance to state and school board standards through meetings with staff, review of teachers' activities, and issuance of directives
- Plan/Led marketing campaigns to increase student enrollment
- Requisitioned/allocated supplies, equipment, and instructional material
- Developed academic schedules and calendars
- Maintained student cumulative records and attendance reports
- Community liaison

First Grade Teacher: Life Christian Academy, Houston, TX Oct 2004 - Aug 2006

- Educational instruction for 18-20 students
- Provided curriculum development instruction to academic staff
- Taught classroom management seminars for local elementary schools
- Developed K-5 and 11-12 Bible Course curriculum
- Facilitated weekly Chapel services for grades K-12
- Tutored students K-12

Accomplishment: Students consecutively surpassed grade level scores on Stanford Achievement Testing

Substitute Teacher (K-12): Department of Defense School System

Misawa Air Force Base, Misawa Japan

Oct 2003 - Sep 2004

English Teacher/Teacher Aide (K-1) – Summer Youth Program:

Japanese National Public School, Aomori Prefecture, Japan Summer 1991

- Assisted Japanese teachers with students classwork/activities
- Taught English

RELATED ACTIVITIES

Public Speaking

1999 - Current

Guest speaker for various children, youth and adult events/functions in Ohio, California, Indiana, Virginia, and Texas

Volunteer

1994 - Current

Extensive volunteer work since age 15 at retirement homes, hospitals, schools, orphanages, churches, homeless shelters, and youth mentoring/tutoring

Note: CEO/Superintendent will act as Principal first year

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

Biography

Latisha Andrews is a passionate leader focused on bringing exceptional education to her community. She is CEO of Beta Academy and the Beta Foundation and the Director of the Responsive Ed Vista Academy charter school in Houston, TX. Ms. Andrews successfully launched (2010) a private low-cost tuition school in a low-income area which she currently staffs, leads, and financially manages. Partnering with Responsive Education Solutions as site Director, she successfully launched (2013) a charter school in an adjacent community to meet the extended community's needs. On her quest to bring a tuition-free school to her neighborhood, she has consulted with Geoffrey Canada, CEO of Harlem Children's Zone, corresponded with multiple local and state legislators, and made connections with business and community leaders. For 14 years, she has provided volunteer services and tutoring to disadvantaged and at-risk children in nearby neighborhoods. Latisha brings 10 years of educational leadership experience and graduated Summa Cum Laude from Capella University with a Master of Business Administration degree. Once reprimanded for "dreaming too big", Andrews is on a mission to bring a world-class, tuition-free school to her own backyard.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment E.4. Leadership Team Documents

Job Title: CFO/Business Manager**Job Description:**

The CFO's duties and responsibilities, as assigned by the Board, include but are not limited to the following:

- Establish concise and transparent lines of accounting in keeping with the TEA Financial Accountability System Resource Guide (*FASRG*) and ensure all expenditures are clearly traceable to appropriate TEA account codes
- Establish and maintain accounting records in keeping with GAAP guidelines.
- Prepare budgetary strategies for CEO/Superintendent and governing board based on ADA attendance and growth projections. Strategies will include risk analysis, controls, and short and long-term financial goals.
- Exercise the fiduciary diligence required to provide monthly cash flow to budget reconciliations and monthly audit ready expenditure reporting.
- Set up systems for purchasing, storing, and distributing equipment and resources.
- Supervise financial receipts, disbursements, contributions, receivables, funding, and deposits.
- Ensure grants are managed separately from other revenue sources and provide clear and transparent lines of accounting.
- Administer payroll through back office support contract.
- Coordinate annual financial audits and comply with all state and federal surveys.
- Communicate clearly with staff, and local, state and federal governmental agencies.

Job Qualifications:

- Bachelor's Degree in Accounting, Finance, or Business. Master's Degree preferred. At least 3 years of successful experience in business or finance. Experience with a nonprofit organization preferred. School finance experience preferred. CPA or MBA.

Timeline:

- CFO will be hired August 1 of 2015.

Criteria:

- Candidates must meet job/experience qualifications and applicable TEA standards/certifications. Enthusiastic about vision and pedagogy of school.

Recruiting/Selection Process:

- Recruiting efforts will commence immediately upon notification of charter award and include Texas Workforce, LinkedIn, local community advertisements, school property signs, and school website/social media. Key leadership will be identified by end of June

with teaching positions identified by end of July to facilitate training and classroom prep. All teachers considered for employment at Beta Academy will be Highly Qualified in accordance with TEA determination forms.

- Upon resume/application screening and reference validation, the most competitive candidate's will be contacted for an interview with the Principle and Assistant Principle. The most competitive candidate's will then have a peer interview and teaching demonstration. Final candidates will meet with the CEO/Superintendent for direct overview of performance expectations, incentive rubric, Beta Academy culture, and job description requirements. In accordance with the State Board for Educator Certification (SBEC), all potential employees will undergo a national criminal history background check performed by the Federal Bureau of Investigation (FBI) through the national fingerprint data base.

Job Title: HR Manager**Job Description:**

The HR Manager's duties and responsibilities include but are not limited to the following:

- Manage the overall employment policy and practices to ensure compliance with federal and state hiring practices.
- Track professional training and teacher certification status. Ensure employee notices are sent for expiring qualifications.
- Collaborate with the Principle and CEO/Superintendent in developing employee personal improvement plans as required
- Provide staffing and training recommendations to maintain a healthy leadership pipeline
- Schedule group professional development training when requirements dictate.
- Oversee a wide variety of personnel policies. Design and implement workflow for employment processes and agreements.
- Develop and maintain Employee Benefit Handbook
- Consult with and offer advice to administrators regarding sensitive personnel issues.
- Monitor and record information in compliance with all state and federal regulatory requirements.
- Manage grievance process to ensure an equitable resolution to staff, student, or parent issues.
- Give policy and procedural recommendations to administration that will propagate the school's goals and objectives.

Job Qualifications:

- Bachelor's degree from accredited college. Master's degree preferred. 3 years of related experience preferred.

Timeline:

- HR Manager will be hired July 1 of 2015.

Criteria:

- Candidates must meet job/experience qualifications and applicable TEA standards/certifications. Enthusiastic about vision and pedagogy of school.

Recruiting/Selection Process:

- Recruiting efforts will commence immediately upon notification of charter award and include Texas Workforce, LinkedIn, local community advertisements, school property signs, and school website/social media. Key leadership will be identified by end of June with teaching positions identified by end of July to facilitate training and classroom

prep. All teachers considered for employment at Beta Academy will be Highly Qualified in accordance with TEA determination forms.

- Upon resume/application screening and reference validation, the most competitive candidate's will be contacted for an interview with the Principle and Assistant Principle. The most competitive candidate's will then have a peer interview and teaching demonstration. Final candidates will meet with the CEO/Superintendent for direct overview of performance expectations, incentive rubric, Beta Academy culture, and job description requirements. In accordance with the State Board for Educator Certification (SBEC), all potential employees will undergo a national criminal history background check performed by the Federal Bureau of Investigation (FBI) through the national fingerprint data base.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.1. Facility Information



9701 almeda genoa
houston, tx 77075
o: 713.944.4815
f: 713.944.4986
ctchurch.tv

Memorandum of Understanding
Facility Use Agreement

This agreement to lease is made and entered into March, 2014, between Beta Academy herein referred to as Leaser, and Christian Temple, herein referred to as Lessee.

This agreement is contingent upon Beta Academy's award for a charter school by the State Board of Education.

Christian Temple Church agrees to lease to Beta Academy the education facility located at 9701 Almeda Genoa Rd, Houston, TX 77075 approximate 30,000 square feet for the sole purpose of operating an Open Enrollment Public Charter School.

The intended lease is to commence August 1, 2015.

This agreement does not constitute a formal lease contract. Lease contract will be initiated upon approval of The Beta Foundation's open enrollment charter school application by the SBOE.

Lease Amount \$ TBD TBD/month

Latisha Andrews
Latisha Andrew, CEO, The Beta Foundation

03/25/14
Date

Don Nordin
Don Nordin, Lead Pastor, CT Church

3/25/14
Date

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.2. Financial Documentation

The Beta Foundation

Financial Statements

as of

August 31, 2013 and 2012

Together With

Independent Auditors' Report

GUINN, SMITH & CO.
A PROFESSIONAL CORPORATION
CERTIFIED PUBLIC ACCOUNTANTS
2408 TEXAS DRIVE
IRVING, TEXAS 75062
Phone: (972) 255-7120 Fax: (972) 570-3750
E-mail: email@guinnsmith.com

Independent Auditors' Report

To the Board of Directors
The Beta Foundation
Houston, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of The Beta Foundation (a Texas not-for-profit corporation), which comprise the statements of financial position as of August 31, 2013 and 2012, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Beta Foundation, as of August 31, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



Irving, Texas
March 19, 2014

The Beta Foundation

Statements of Financial Position
August 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
Assets:		
Current assets: Cash and cash equivalents.....	\$ <u>10,672</u>	\$ <u>-</u>
Total assets.....	\$ <u>10,672</u>	\$ <u>-</u>
Liabilities and net assets:		
Unrestricted net assets.....	\$ <u>10,672</u>	\$ <u>-</u>
Total liabilities and net assets.....	\$ <u>10,672</u>	\$ <u>-</u>

The accompanying notes are an integral part of these financial statements.

The Beta Foundation

Statements of Activities For the Years Ended August 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
Change in net assets:		
Revenue:		
Contributions.....	\$ 17,400	\$ 4,500
Total revenue.....	<u>17,400</u>	<u>4,500</u>
Operating expenses:		
Supporting activities:		
General and administrative.....	6,728	4,500
Total operating expenses.....	<u>6,728</u>	<u>4,500</u>
Excess of operating revenue over expenses.....	<u>10,672</u>	<u>-</u>
Change in net assets.....	10,672	-
Net assets, beginning of year.....	<u>-</u>	<u>-</u>
Net assets, end of year.....	<u>\$ 10,672</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

The Beta Foundation

Statements of Cash Flows For the Years Ended August 31, 2013 and 2012

	<u>2013</u>	<u>2012</u>
Change in cash and cash equivalents:		
Cash flows from operating activities:		
Cash received from donors and sales of religious materials.....	\$ 17,400	\$ -
Cash paid for operating expenses.....	<u>(6,728)</u>	<u>-</u>
Net cash provided by operating activities.....	<u>10,672</u>	<u>-</u>
Increase in cash and cash equivalents.....	10,672	-
Cash and cash equivalents, beginning of year.....	<u>-</u>	<u>-</u>
Cash and cash equivalents, end of year.....	<u>\$ 10,672</u>	<u>\$ -</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets.....	\$ <u>10,672</u>	\$ <u>-</u>
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Noncash contributions.....	-	(4,500)
Noncash expenses.....	<u>-</u>	<u>4,500</u>
Total adjustments.....	<u>-</u>	<u>-</u>
Net cash provided by operating activities.....	<u>\$ 10,672</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

The Beta Foundation

Notes to Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Beta Foundation (the Organization) is incorporated under the laws of the State of Texas as a nonprofit corporation. The Organization is exempt from federal income taxes under Internal Revenue Code Section 501(c)(3), as well as state income taxes. The Organization is organized to educate, train, and prepare individuals to function well in society and to provide education opportunities and experiences. The Organization shall seek to own and operate an Open-Enrollment Charter School as provided under the Texas Education Code for the benefit of students in Texas, providing such students with education opportunity and programs as it deems appropriate in furtherance of its tax exempt purpose.

As of August 31, 2013 and 2012, and for the years then ended, the activities of the Organization were restricted to those necessary for the formation of the Organization and the preparation of the Organization to pursue an Open Enrollment Charter pursuant to the Texas Education Code.

Basis of Accounting

The financial statements have been prepared on the accrual basis of accounting and follow the reporting guidance of Accounting Standards Codification (ASC) 958, Not-for-Profit Entities. Under ASC 958, the Organization is required to report information regarding its financial position and activities according to the following three classes of net assets:

Unrestricted Net Assets -- Net assets that are not subject to donor-imposed restrictions.

Temporarily Restricted Net Assets -- Net assets whose use by the Organization is subject to donor-imposed restrictions that either expire by passage of time or can be fulfilled and removed by actions of the Organization. The Organization did not have any temporarily restricted net assets at August 31, 2013 and 2012.

Permanently Restricted Net Assets -- Net assets whose use by the Organization is subject to donor-imposed restrictions that cannot be removed by the passage of time or actions of the Organization. The Organization did not have any permanently restricted net assets at August 31, 2013 or 2012.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the Organization considers highly liquid investments with a maturity of three months or less to be cash and cash equivalents. This classification is consistent with the purpose of the funds.

Contributions

The Organization reports gifts of cash and other assets as restricted support if they are received with donor stipulations limiting the use of the donated assets. A donor restriction expires when a stipulated time restriction ends or a purpose restriction is accomplished. At that time temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

The accompanying notes are an integral part of these financial statements.

The Beta Foundation

Notes to Financial Statements

Noncash Donations

Donated materials, fixed assets, and certain services are reflected as contributions at their estimated fair values on the date of donation. The gift is recorded in the appropriate asset or expense account and as an increase in unrestricted net assets. Services are recorded if they create or enhance nonfinancial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation.

Functional Allocation of Expenses

The costs of providing the Organization's various programs and supporting services have been summarized on a functional basis.

2. SUBSEQUENT EVENTS

Management has evaluated subsequent events through March 19, 2014, the date the financial statements were available to be issued.

3. CONTINGENCY

Should the Organization's application for an open-enrollment charter from the Texas Department of Education be denied, the Organization's ability to achieve its tax exempt purpose and continue operations would be severely impaired.



Report

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Search Inquiry: The Beta Foundation / Houston / TX / (My company)

BizVerifySM Report

as of: 03/11/14 02:44 ET

The Beta Foundation

Address:	9701 Alameda Genoa Rd Houston, TX 77075-2411 United States	Key Personnel:	CEO: Latisha Andrews Pres: Terasa E Sones Treasurer: Timothy W King
Experian BIN:	951965679	Experian File Established:	September 2011
		Experian Years on File:	3 Years
		Years in Business:	More than 3 Years

This location does not yet have an estimated Days Beyond Terms (DBT), or a Payment Trend Indicator. This is often the result of too few Payment Tradelines.

UCC Filings:	0
✓ Bankruptcies:	0
✓ Liens:	0
✓ Judgments Filed:	0
✓ Collections:	0

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Form **990-N**

Department of the Treasury
Internal Revenue Service

Electronic Notice (e-Postcard) for Tax-Exempt Organizations not Required To File Form 990 or 990-EZ

OMB No. 1545-
2085

2012

Open to Public
Inspection

A For the 2012 calendar year, or tax year beginning 9/1/2012, and ending 8/31/2013.

B Check if applicable

Terminated, Out of
Business

Gross receipts are normally
\$50,000 or less

C Name of organization: BETA FOUNDATION
d/b/a: Beta Academy

% Latisha Andrews CEO
9701 Almeda Genoa Road
Houston, TX, US, 77075

D Employer
Identification
Number
45-3019142

E Website:

F Name of Principal Officer: Teresa Sones President

2823 Timber Briar Circle
Houston, TX, US, 77079

Privacy Act and Paperwork Reduction Act Notice. We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in Code section 6104.

The time needed to complete and file this form and related schedules will vary depending on individual circumstances. The estimated average times is 15 minutes.

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Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.3. Financial Plan

Beta Academy Charter School

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Latisba Andrews
Contact Email:	latishaandrews@gmx.com
Contact Phone:	832.656.5841
Year One Fiscal Year End:	2015
School Days:	180

A	B	C	D	E
1	Beta Academy Charter School			
3	Estimate of State Aid Entitlement Input			
4		3/25/2014 15:36		
5		Total - Pec Grades - First Year		
6	Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-		
7	Kindergarten	80.00		
8	1st Grade	80.00		
9	2nd Grade	80.00		
10	3rd Grade	40.00		
11	4th Grade	40.00		
12	5th Grade	40.00		
13	6th Grade	40.00		
14	7th Grade	-		
15	8th Grade	-		
16	9th Grade	-		
17	10th Grade	-		
18	11th Grade	-		
19	12th Grade	-		
20		Total - All Grades		
21	Total Number of Students Enrolled	400.0		
22	Total Number of High School Students Enrolled	-		
23	Percentage Rate of Attendance	80%		
24	Special Education Data:		Extended Year Service	
25	Number Enrolled in Homebound	-	-	
26	Number Enrolled in Hospital Class	-	-	
27	Number Enrolled in Speech Therapy	14.00	-	
28	Number Enrolled in Resource Room	-	-	
29	Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	
30	Number Enrolled in Full-Time Early Childhood	-	-	
31	Number Enrolled in Off-Home Campus	-	-	
32	Number Enrolled in VAC	-	-	
33	Number Enrolled from State Schools	-	-	
34	Number Enrolled in Residential Care & Treatment	-	-	
35	Number Enrolled in Mainstream	10.00	-	
36	Career and Technology (C&T) Data:		Advanced C&T FTE	
37	Number Enrolled in One-hour Class	-	-	
38	Number Enrolled in Two-hour Class	-	-	
39	Number Enrolled in Three-hour Class	-	-	
40	Number Enrolled in Four-hour Class	-	-	
41	Number Enrolled in Five-hour Class	-	-	
42	Number Enrolled in Six-hour Class	-	-	
43	Gifted and Talented Enrolled			
44	Number of Pregnancy Related Students Enrolled			
45	Number Enrolled in Bilingual/ESL	94.00		
46	Special Education Error Check			
47	Career and Technology Error Check			
48	Available School Fund ADA	-		
49	Compensatory Education Enrollment	340.00		
50	Regular Program Transportation Allotment			
51	Special Education Program Transportation Allotment			
52	Career and Technology Program Transportation Allotment			
53	Transportation Total	\$	-	
54				

Beta Academy Charter School ENROLLMENT and STUDENT POPULATION

ENROLLMENT FISCAL YEAR END	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)	-	-	-	-	-
Kindergarten	80.00	160.00	160.00	240.00	240.00
1st Grade	80.00	160.00	160.00	240.00	240.00
2nd Grade	80.00	160.00	160.00	240.00	240.00
3rd Grade	40.00	120.00	160.00	200.00	240.00
4th Grade	40.00	80.00	120.00	200.00	200.00
5th Grade	40.00	40.00	80.00	120.00	200.00
6th Grade	40.00	40.00	40.00	80.00	120.00
7th Grade	-	40.00	40.00	40.00	80.00
8th Grade	-	-	40.00	40.00	40.00
9th Grade	-	-	-	40.00	40.00
10th Grade	-	-	-	-	40.00
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Number of High School Students Enrolled	-	-	-	40.00	80.00
Total Number of All Students Enrolled (Average Membership)	400.00	800.00	960.00	1,440.00	1,680.00
Average Daily Attendance (ADA)	320.00	640.00	768.00	1152.00	1344.00
Average Daily Attendance %	80%	80%	80%	80%	80%
Percent change YOY	100%	20%	50%	17%	

STUDENT POPULATION	Data for following fiscal years must be based on reasonable estimates and projections.									
	2015	EYS 2015	2016	EYS 2016	2017	EYS 2017	2018	EYS 2018	2019	EYS 2019
Special Education Data:										
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	14.00	-	32.00	-	39.00	-	58.00	-	68.00	-
Number Enrolled in Resource Room	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Self-Contained Mild/Mod/Sev	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Full-Time Early Childhood	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Off-Home Campus	-	-	-	-	-	-	-	-	-	-
Number Enrolled in VAC	-	-	-	-	-	-	-	-	-	-
Number Enrolled from State Schools	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Residential Care & Treatment	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Mainstream	10.00	-	23.00	-	28.00	-	41.00	-	48.00	-
Special Education Student Count (SPED)	24.00	-	55.00	-	67.00	-	99.00	-	116.00	-
Special Education Student Count %	6.00%	-	6.88%	-	6.98%	-	6.88%	-	6.90%	-
Percent change YOY			129%	0%	27%	0%	48%	0%	17%	0%
Career and Technology (C&T) Data:	2015	Advanced C&T FTE 2015	2016	Advanced C&T FTE 2016	2017	Advanced C&T FTE 2017	2018	Advanced C&T FTE 2018	2019	Advanced C&T FTE 2019
Number Enrolled in One-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Two-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Three-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Four-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Five-hour Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Six-hour Class	-	-	-	-	-	-	-	-	-	-
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students	-	-	-	-	-	-	-	-	-	-
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

	Data for following fiscal years must be based on reasonable estimates and projections.				
	2015	2016	2017	2018	2019
Number Gifted and Talented Students Enrolled	-	-	-	-	-
% of Gifted and Talented Students Enrolled	-	-	-	-	-
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled	-	-	-	-	-
Number of Students Enrolled in Bilingual/ESL	94.00	180.00	226.00	338.00	396.00
% of Students Enrolled in Bilingual/ESL	23.50%	23.63%	23.54%	23.54%	23.57%
Special Education Error Check	-	-	-	-	-
Career and Technology Error Check	-	-	-	-	-
Available School Fund ADA	-	-	-	-	-
Comensatory Education Enrollment	340.00	206.00	247.00	1,071.00	1,483.00

Transportation	2015	2016	2017	2018	2019
Regular Program Transportation Allotment	\$ -	\$ -	\$ 15	\$ -	\$ -
Special Education Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Career and Technology Program Transportation Allotment	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Total	\$ -	\$ -	\$ 15	\$ -	\$ -
Percent change YOY		0%	0%	0%	0%

Beta Academy Charter School Estimate of State Aid Entitlement Output Template Date 06/21/2013-Preliminary		1/26/2014 1596	Please note estimates of state aid calculated during the school year are based on projected charter school and school district attendance estimates, estimated school district maintenance and operations (M&O) tax rates, and estimated tax collections. Estimation of state aid earned can be significantly impacted by factors that will not be known in the State Funding Division until the final Summary of Finances (SOF) is calculated in April. It is strongly recommended that charter schools budget conservatively to accommodate these unexpected changes.
	TOTAL		
Refined ADA	320,000		
HS ADA	0,000		
ASF ADA	0,000		
SPECIAL EDUCATION RTE			Extended Year Services
Number Enrolled in Homebound	0,000		0,000
Hospital Class	0,000		0,000
Speech Therapy	0,467		0,000
Resource Room	0,000		0,000
Self-Contained Mild/Mod/Sev	0,000		0,000
Full-Time Early Childhood	0,000		0,000
Off-Home Campus	0,000		0,000
VAC	0,000		0,000
State Schools	0,000		0,000
Residential Care & Treatment	0,000		0,000
TOTAL SPECIAL EDUCATION RTE			0,467
TOTAL SPECIAL EDUCATION WEIGHTED RTE			0,000
Career & Technology FTEs	0,000		
Advanced Career & Technology FTES	0,000		
Regular Program ADA			319,533
Mainstream ADA	8,000		
Gifted & Talented Enrollment	0,000		
Compensatory Ed Enrollment	340,000		
Pregnancy-related FTEs	0,000		
Bilingual ADA	75,200		
Adjusted GYA	0,9731		
TOTAL WEIGHTED AVERAGE DAILY ATTENDANCE (WADA)			598,091
FUNDING DATA:			
State Average Basic Allotment	\$ 4,805		
State Average Adjusted Basic Allotment	\$ 5,078		
State Average Adjusted Allotment	\$ 6,152		
State Average DTR- Level II	0,06355		
State Average DTR- Level III	0,04688		
Available School Fund Rate	\$ -		
FUNDING BREAKDOWN BY PROGRAM			
Regular Program Block Grant	\$ 1,965,769		
Special Education Block Grant (Spend 52% of Amount as proposed)	\$ 14,355		
Mainstream Special Education (Spend 52% of Amount as proposed)	\$ 54,138		
Residential Care & Treatment (Spend 52% of Amount as proposed)	\$ -		
State Schools (Spend 52% of Amount as proposed)	\$ -		
Extended Year Services Special Education (EYS) Grant (Spend 100% of Amount as proposed)	\$ -		
TOTAL SPECIAL EDUCATION			\$ 68,493
Career & Technology Grant (Spend 50% of Amount as proposed)	\$ -		
Gifted & Talented Op Grant (Spend 50% of Amount as proposed)	\$ -		
Regular Compensatory Ed (Spend 52% of Amount as proposed)	\$ 418,336		
Pregnancy Related Services Allocation (Spend 52% of Amount as proposed)	\$ -		
Military Allotment	\$ -		
Bilingual Education Block Grant (Spend 52% of Amount as proposed)	\$ 48,263		
TRANSPORTATION			
Regular Program	\$ -		
Special Education	\$ -		
Career and Technology	\$ -		
TOTAL TRANSPORTATION			\$ -
High School Allotment	\$ -		
State Share of Tier I	\$ 2,498,860		
Tier II Level 1	\$ 162,512		
Tier II Level 2	\$ 75,768		
TOTAL TIER II			\$ 238,280
TOTAL FOUNDATION			\$ 2,737,140
OTHER PROGRAMS			
Staff Salary Allotment	\$ -		
Additional State Aid for Tax Reduction (ASATR)	\$ -		
TOTAL OTHER PROGRAMS			\$ -
TOTAL			\$ 2,737,140
TOTAL AVAILABLE SCHOOL FUND (ASF) (May be zero in first year)			\$ -
TOTAL FOUNDATION SCHOOL FUND (SF)			\$ 2,737,140

1	2009-2010 HB1 Revenue Per WADA *0.9263	\$	4,604,638
2	2009-2010 State Average HB1 Revenue Per WADA*0.9263	\$	4,604,637
3	2013-2014 WADA		506,091
4	2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line2 x Line 3)	\$	2,330,366
5	2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)	\$	56,255
6	2013-2014 Minimum Revenue (Line 4 + Line 5)	\$	2,386,621
7	Transportation Adjustment	\$	-
8	2013-2014 New Instructional Facility Allotment	\$	-
9	2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)	\$	-
10	2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)	\$	2,386,621
11	2013-2014 Tier I State Aid	\$	2,498,860
12	Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11)	\$	-
13	2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)	\$	2,498,860
14	2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line3)	\$	4,938

3/26/2014 15:36

Beta Academy Charter School

REVENUE AND EXPENSE ASSUMPTIONS

2015 2016 2017 2018 2019 NOTES

REVENUE

TOTAL STATE REVENUES	2,737,140.27
TOTAL FEDERAL REVENUES	--
TOTAL LOCAL & OTHER REVENUES	--
TOTAL REVENUE	2,737,140.27

Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab

0.00%	100.00%	20.00%	50.00%	17.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%



EXPENSES

PAYROLL TAXES AND BENEFITS

Social Security	
Medicare	
State Unemployment	
Worker's Compensation Insurance	
Health Insurance	
Dental Insurance	
Vision Insurance	
Life Insurance	
Retirement Contribution	
Performance Bonus/Teacher Evaluation Rubric	

TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

CONTRACTED SERVICES

Accounting / Audit	16,000
Legal	12,000
Management Company Fee	
Nurse Services	
Food Service / School Lunch	11,500
Payroll Services	13,800
Special Ed Services	18,900
Titelment Services (i.e. Title II)	
Website / Social Media	2,800
Back office software/service	135,000

TOTAL CONTRACTED SERVICES

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.

1.50%	4.50%	6.20%	8.20%	8.20%
0.45%	1.45%	1.45%	1.45%	1.45%
0.75%	0.75%	0.75%	0.75%	0.75%
1.00%	1.00%	1.00%	1.00%	1.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
9.10%	9.10%	9.10%	9.10%	9.10%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
2.05%	2.05%	2.05%	2.05%	2.05%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Enter the % increase below for which the amount entered in column F should increase each year.

0.00%	90.00%	20.00%	20.00%	17.00%
0.00%	2.00%	2.00%	2.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	100.00%	20.00%	50.00%	17.00%
0.00%	100.00%	20.00%	50.00%	17.00%
0.00%	300.00%	20.00%	50.00%	17.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	2.00%	2.00%	2.00%	2.00%
0.00%	40.00%	00.00%	15.00%	10.00%
0.00%	0.00%	0.00%	0.00%	0.00%

Covers full \$225.00 Monthly Medical

Anticipate 15% Increase (B01 1458)

Speech Pathologist

SCHOOL OPERATIONS

Board Expenses	5,000	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	50,000	0.00%	100.00%	20.00%	50.00%	17.00%
Special Ed Supplies & Materials	3,500	0.00%	100.00%	20.00%	50.00%	17.00%
Textbooks / Workbooks	1,000	0.00%	100.00%	20.00%	50.00%	17.00%
Supplies & Materials other	3,000	0.00%	100.00%	20.00%	50.00%	17.00%
Equipment / Furniture	44,400	0.00%	0.00%	0.00%	0.00%	0.00%
Telephone	1,000	0.00%	100.00%	2.00%	0.00%	2.00%
Technology	40,000	0.00%	0.00%	0.00%	0.00%	0.00%
Student Testing & Assessment	18,000	0.00%	0.00%	20.00%	50.00%	17.00%
Field Trips	5,000	0.00%	100.00%	20.00%	50.00%	17.00%
Transportation (student)	1,500	0.00%	100.00%	20.00%	50.00%	17.00%
Student Services - other	-	0.00%	0.00%	0.00%	0.00%	0.00%
Office Expense	6,000	0.00%	100.00%	20.00%	50.00%	17.00%
Staff Development	7,500	0.00%	100.00%	20.00%	50.00%	17.00%
Staff Recruitment	3,000	0.00%	2.00%	2.00%	2.00%	2.00%
Student Recruitment / Marketing	5,000	0.00%	2.00%	2.00%	2.00%	2.00%
School Meals / Lunch	-	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	9,000	0.00%	100.00%	20.00%	50.00%	17.00%
Fundraising	-	0.00%	0.00%	0.00%	0.00%	0.00%
AVID Program	1,385	0.00%	85.00%	15.00%	45.00%	15.00%
Start-up loan interest (if loan is required)	15,750	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL SCHOOL OPERATIONS		0.00%	0.00%	0.00%	0.00%	0.00%

\$125.00 per scholar

Covers new campus starts and replacement

Covers new campus starts and replacement.

7.0% X \$250,000 for 8 months = \$13,125
7.0% X \$350,000 for 9 months = \$2,625

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	40,000	0.00%	40.00%	20.00%	15.00%	10.00%
Janitorial Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	210,000	0.00%	85.00%	15.00%	45.00%	15.00%
Repairs & Maintenance	-	0.00%	0.00%	0.00%	0.00%	0.00%
Security Services	-	0.00%	0.00%	0.00%	0.00%	0.00%
Utilities	12,000	0.00%	85.00%	15.00%	45.00%	15.00%
Full Pass Security System	1,364	0.00%	25.00%	0.00%	30.00%	0.00%
TOTAL FACILITY OPERATION & MAINTENANCE		0.00%	0.00%	0.00%	0.00%	0.00%

Included in lease

Note:

RESERVES / CONTINGENCY

	-	0.00%	0.00%	0.00%	0.00%	0.00%
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TOTAL EXPENSES

NET OPERATING INCOME (before Depreciation)

	-	0.00%	0.00%	0.00%	0.00%	0.00%
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DEPRECIATION & AMORTIZATION

	-	0.00%	0.00%	0.00%	0.00%	0.00%
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NET OPERATING INCOME (including Depreciation)

**Beta Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY					
Total Revenue	2,737,140	5,474,281	6,569,137	9,853,705	11,528,835
Total Expenses	2,500,180	5,315,562	6,360,281	9,625,036	11,288,838
Net Operating Income (before Depreciation)	136,960	158,718	208,856	228,669	239,997
Revenue Per Pupil	6,843	6,843	6,843	6,843	6,862
Expenses Per Pupil	6,500	6,644	6,625	6,684	6,720
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2015	2016	2017	2018	2019

Description of Assumptions and Variances

REVENUE					
TOTAL STATE REVENUES	\$ 2,737,140	\$ 5,474,281	\$ 6,569,137	\$ 9,853,705	\$ 11,528,835
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 2,737,140	\$ 5,474,281	\$ 6,569,137	\$ 9,853,705	\$ 11,528,835



EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	75,000	76,500	78,030	79,591	81,182
Instructional Management	55,000	244,800	364,140	440,401	508,743
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	45,000	45,900	46,818	47,754	48,709
Administrative Staff	129,000	187,680	191,434	253,629	258,701
Other - Administrative	25,000	25,500	26,010	26,530	27,061
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 329,000	\$ 580,380	\$ 706,432	\$ 847,905	\$ 924,397

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	989,000	2,061,420	2,460,546	4,106,875	4,887,181
Teachers - SPED	45,000	137,700	187,272	238,772	340,966
Substitute Teachers	14,400	58,548	74,701	91,476	93,306
Teaching Assistants	54,000	183,600	224,726	401,137	448,127
Specialty Teachers	90,000	183,600	234,090	382,035	487,094
Aides	-	-	-	-	-
Therapists & Counselors	-	22,950	46,818	47,754	97,419
Other - Instructional	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 1,192,400	\$ 2,647,818	\$ 3,228,153	\$ 5,268,049	\$ 6,354,093

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	15,000	61,200	62,424	95,509	97,419
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	12,500	76,500	78,030	132,651	135,304
Other - Non-instructional	15,000	61,200	62,424	95,509	97,419
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 42,500	\$ 198,900	\$ 202,878	\$ 323,668	\$ 330,142

TOTAL PERSONNEL EXPENSES

	\$ 1,563,900	\$ 3,427,098	\$ 4,137,463	\$ 6,439,622	\$ 7,608,632
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PAYROLL TAXES AND BENEFITS

Social Security	96,962	212,480	256,523	399,257	471,735
Medicare	22,677	49,693	59,993	93,375	110,325
State Unemployment	11,729	25,703	31,031	48,297	57,065
Worker's Compensation Insurance	15,639	34,271	41,375	64,396	76,086
Health Insurance	142,315	311,866	376,509	586,006	692,386
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	32,060	70,256	84,818	132,012	155,977
Performance Bonus: Teacher Evaluation Rubric	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 321,381	\$ 704,269	\$ 850,249	\$ 1,323,342	\$ 1,563,574

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

	\$ 1,885,281	\$ 4,131,367	\$ 4,987,711	\$ 7,762,965	\$ 9,172,206
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CONTRACTED SERVICES

Accounting / Audit	10,000	19,000	22,800	27,360	32,011
Legal	12,000	12,240	12,485	12,734	12,989
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	31,500	63,000	75,600	113,400	132,678
Payroll Services	13,000	26,000	31,200	46,800	54,756
Special Ed Services	18,000	36,000	43,200	64,800	75,816
Titlement Services (i.e. Title I)	-	-	-	-	-
Website / Social Media	2,000	2,040	2,081	2,122	2,165
Back office software/Service	136,000	190,400	228,480	262,752	289,027
TOTAL CONTRACTED SERVICES	\$ 222,500	\$ 348,680	\$ 415,846	\$ 529,969	\$ 599,442

SCHOOL OPERATIONS

Board Expenses	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	50,000	100,000	120,000	180,000	210,600
Special Ed Supplies & Materials	2,500	5,000	6,000	9,000	10,530
Textbooks / Workbooks	8,000	16,000	19,200	28,800	33,696
Supplies & Materials other	2,000	4,000	4,800	7,200	8,424
Equipment / Furniture	44,400	44,400	44,400	44,400	44,400
Telephone	3,000	6,000	6,120	12,240	12,485
Technology	40,000	40,000	40,000	40,000	40,000
Student Testing & Assessment	18,000	36,000	43,200	64,800	75,816
Field Trips	5,000	10,000	12,000	18,000	21,060
Transportation (student)	1,500	3,000	3,600	5,400	6,318
Student Services - other	-	-	-	-	-
Office Expense	6,000	12,000	14,400	21,600	25,272
Staff Development	7,500	15,000	18,000	27,000	31,590
Staff Recruitment	3,000	3,060	3,121	3,184	3,247
Student Recruitment / Marketing	5,000	5,100	5,202	5,306	5,412
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	9,000	18,000	21,600	32,400	37,908
Fundraising	-	-	-	-	-
AVID Program	3,385	6,601	7,591	11,007	12,658
Start up loan interest (if loan is required)	15,750	15,750	15,750	15,750	15,750
TOTAL SCHOOL OPERATIONS	\$ 229,035	\$ 344,911	\$ 389,984	\$ 531,086	\$ 600,166

FACILITY OPERATION & MAINTENANCE

Insurance	40,000	56,000	67,200	77,280	85,008
Janitorial Services	-	-	-	-	-
Building and Land Rent / Lease	210,000	409,500	470,925	682,841	785,267
Repairs & Maintenance	-	-	-	-	-
Security Services	-	-	-	-	-
Utilities	12,000	23,400	26,910	39,020	44,872
Hall Pass Security System	1,364	1,705	1,705	1,876	1,876
-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 263,364	\$ 490,605	\$ 566,740	\$ 801,016	\$ 917,023

RESERVES / CONTINGENCY

	-	-	-	-	-
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TOTAL EXPENSES

	\$ 2,600,180	\$ 5,315,562	\$ 6,360,281	\$ 9,625,036	\$ 11,288,838
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NET OPERATING INCOME (before Depreciation)

	\$ 136,960	\$ 158,718	\$ 208,856	\$ 228,669	\$ 239,997
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DEPRECIATION & AMORTIZATION

	-	-	-	-	-
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NET OPERATING INCOME (Including Depreciation)

	\$ 136,960	\$ 158,718	\$ 208,856	\$ 228,669	\$ 239,997
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**Beta Academy Charter School
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	204,000
Total Expenses	453,907
Net Operating Income (before Depreciation)	(249,907)

Description of Assumptions and Variances

Start Up
Period

REVENUE	
TOTAL STATE REVENUES	
TOTAL FEDERAL REVENUES	
TOTAL LOCAL & OTHER REVENUES	\$ 204,000
TOTAL REVENUE	\$ 204,000

Pledges received to date \$204,000
Revenue does not assume future grants, cash gifts, and donations

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	34,375
Instructional Management	9,167
Deans, Directors & Coordinators	-
CFO / Director of Finance	7,500
Operation / Business Manager	-
Administrative Staff	12,500
Other - Administrative	10,000
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 73,542

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	82,417
Teachers - SPED	3,750
Substitute Teachers	1,200
Teaching Assistants	4,500
Specialty Teachers	18,750
Aides	-
Therapists & Counselors	-
Other - Instructional	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 110,617

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1,250
Librarian	-
Custodian	-
Security	1,042
Other - Non-Instructional	5,000
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 7,292

TOTAL PERSONNEL EXPENSES

\$ 191,451

PAYROLL TAXES AND BENEFITS

Social Security	15,203
Medicare	2,620
State Unemployment	3,355
Worker's Compensation Insurance	1,807
.	-
.	-
Health Insurance	15,444
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	994
Performance Bonus: Teacher Evaluation Rubric	-
.	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 34,423

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

\$ 225,874

CONTRACTED SERVICES

Accounting / Audit	-
Legal	5,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Website / Social Media	3,000
Back office software/Service	18,000
.	-
TOTAL CONTRACTED SERVICES	\$ 26,000

Total months from start up time line

August 2014 - May 2015 (10 Months X 0.25 Salary= \$15,625)
 June 2015 - August 2015 (3 Months X Salary = \$18,750) Total= \$34,375
 July 2015 - August 2015 (2 Months X Salary) = \$9,167
 (Assistant Principal)
 None
 July 2015 - August 2015 (2 Months X Salary) = \$7,500
 CEO Will be Business Mgr
 Feb 2015 - June 2015 (5 Mths X 0.5 Salary) = \$6,250
 July 2015 - August 2015 (2 Mths X Salary) = \$5,000
 Total = \$12,500
 July 2015 - August 2015 (2 Mths X Salary) = \$10,000

Aug 2015 (1 Month X 23 Teachers) = \$82,417 (20 Core + 3 Specials)
 August 2015 (1 Month X 1 Teacher) = \$3,750
 August 2015 (12 Days X \$100) = \$1,200
 August 2015 (1 Month X 3 Assistants) = \$4,500
 August 2015 (1 Month X 5 Teachers) = \$18,750
 None
 None
 None

August 2015 (1 Month X 0.5 Salary) = \$1,250
 None
 Included in Lease
 August 2015 (Facility/Security)
 (1 Month X 0.5 Salary) = \$1,042
 July 2015 - August 2015 (Technology/Media)
 (2 Months X Salary) = \$5,000

\$180,700 Personnel Expenses X .062 (6.2%)
 \$180,700 Personnel Expenses X .0145 (1.45%)
 \$180,700 Personnel Expenses X .0075 (0.75%)
 \$180,700 Personnel Expenses X .01 (1.0%)

\$180,700 Personnel Expenses X .091 (9.1%)
 No additional coverage
 No additional coverage
 No additional coverage
 \$180,700 Personnel Expenses X .0055 (0.55%)
 Under consideration in lieu of full medical premium coverage

Will ensure GAAP processes during back office set up
 Estimated contingency budget
 None
 Under consideration! Budget loaded as Nurse 0.5 Salary.
 Aug cost to be negotiated into Sept payment period
 Initial service included in back office set up. Aug cost to be negotiated
 into Sept payment period.
 None
 Not considered at this time
 October 2014: Develop website
 July 2018: Backoffice/PEIMS software installation and IT service

SCHOOL OPERATIONS

Board Expenses
 Classroom / Teaching Supplies & Materials
 Special Ed Supplies & Materials
 Textbooks / Workbooks
 Supplies & Materials other
 Equipment / Furniture
 Telephone

 Technology
 Student Testing & Assessment
 Field Trips
 Transportation (student)
 Student Services - other
 Office Expense

 Staff Development
 Staff Recruitment

 Student Recruitment / Marketing
 School Meals / Lunch
 Travel (Staff)
 Fundraising

 AVID Program
 Start up loan Interest (if loan is required)

3,000
10,000
500
20,000
2,000
44,400
2,750
40,000
5,000
-
500
-
2,500
5,000
2,400
4,000
-
-
-
-
2,333
-
\$ 144,383

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance
 Janitorial Services
 Building and Land Rent / Lease

 Repairs & Maintenance
 Security Services
 Utilities
 Hall Pass Security System

4,500
-
52,500
-
-
-
650
-
\$ 57,650

TOTAL FACILITY OPERATION & MAINTENANCE

RESERVES / CONTINGENCY

TOTAL EXPENSES
NET OPERATING INCOME (before Depreciation)
DEPRECIATION & AMORTIZATION
NET OPERATING INCOME (including Depreciation)

-
\$ 453,907
\$ (249,907)
-
\$ (249,907)

August 2014 - August 2015
 July 2015 - August 2015 (\$500 X 20 classrooms)
 July 2015 (\$500 X 1 classroom)
 July 2015 (\$50 X 400 scholars)
 August 2015 (\$100 X 20 classrooms)
 July 2015 (\$1,800 X 20 classrooms) + (\$1,200 X 7 Offices) = \$44,400
 August 2014 (Business phone \$250)
 June 2015 (Install facility phones \$2,500)
 July 2015 - August 2015 Computer labs, internet, CATS lines, etc
 June 2015 (NWEA MAP testing procurement)
 None
 August 2015 (\$500 estimated cost)
 None
 June 2015-August 2015
 (Printer paper, pens, cartridges, etc)
 August 2015 (School culture, methods, etc)
 January 2015-June 2015
 (Web, Workforce, Unkedin, etc)
 December 2014- July 2015
 Contracted Services
 Training to be held on site
 August 2014 \$0.0: Community fundraising engagement covered by CEO and Board Secretary
 None during start up
 \$150,000 interest at 7.0% a month = \$875
 \$250,000 interest at 7.0% a month = \$1,458
 Total = \$2,333

June 2015 - August 2015 (Estimated \$1,500 X 8 Months) = \$4,500
 \$0.0: Included in lease
 June 2015-August 2015
 (3 Months X \$18,000) = \$52,500
 \$0.0: Included in lease
 \$0.0: Magneto locks, security lights, already installed. Half Pass security
 Utilities/Janitorial Included in lease
 August 2015: Visitor verification/control

Total FSP from latest Summary of Finances (SOF)	\$	2,737,140	
Prior Year Settle-Up or Audit Adjustments from FSP Ledger	\$	-	
Current Year FSP Payments Year to Date from FSP Ledger	\$	-	
FSP Remaining Balance	\$	2,737,140	
Number of Remaining FSP Payments	\$	12	
Remaining Balance to be Paid this Month		8.3%	
Payment:	\$	227,183	

Payment Month	Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 227,183
October	11	9.1%	\$ 228,406
November	10	10.1%	\$ 230,437
December	9	11.1%	\$ 227,674
January	8	12.4%	\$ 226,107
February	7	14.4%	\$ 230,016
March	6	16.6%	\$ 226,975
April	5	19.9%	\$ 226,928
May	4	25.1%	\$ 229,267
June	3	33.2%	\$ 227,137
July	2	49.7%	\$ 227,134
August	1	100.0%	\$ 229,876
			\$ 2,737,140

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Beta Academy Charter School

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY

								CHECK vs. Budget (Must Be Zero)
Total Revenue	50,000	25,000	25,000	25,000	50,000	29,000	204,000	-
Total Expenses	31,298	4,747	4,747	41,797	164,091	207,738	453,907	-
Net Operating Income (before Depreciation)	18,702	20,253	20,253	(16,297)	(114,081)	(178,738)	(249,907)	-
CASH FLOW ADJUSTMENTS					190,000	100,000	250,000	
BEGINNING CASH BALANCE (cash and cash equivalents)	7,000	25,702	45,955	66,208	49,911	85,831		
ENDING CASH BALANCE (cash and cash equivalents)	25,702	45,955	66,208	49,911	85,831	7,000		
Enter the months period prior to opening day of school.	03/14/2015	04/2015	05/2015	06/2015	07/2015	08/2015	TOTAL	

REVENUE

TOTAL STATE REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FEDERAL REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL LOCAL & OTHER REVENUES	\$ 50,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 50,000	\$ 29,000	\$ 204,000	
TOTAL REVENUE	\$ 50,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 50,000	\$ 29,000	\$ 204,000	

Description of Assumptions and Variances

\$250,000 line of credit if required
\$7,000 cash in bank

Pledges received to date \$204,000
Revenue does not assume future grants, state gifts,
and donations

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	13,541	1,542	1,542	6,250	6,250	6,250	34,175
Instructional Management Deans, Directors & Coordinators				4,594	4,594	4,594	9,187
CFD / Director of Finance				6,750	6,750	6,750	7,500
Operation / Business Manager Administrative Staff	3,750	1,250	1,250	2,500	2,500	2,500	12,500
Other - Administrative	16,251	2,812	2,812	10,833	20,417	20,418	73,542
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS							

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular						82,417	82,417
Teachers - SPED						3,750	3,750
Substitute Teachers						1,200	1,200
Teaching Assistants						4,500	4,500
Specialty Teachers						18,750	18,750
Aides							
Therapists & Counselors							
Other - Instructional							
TOTAL INSTRUCTIONAL PERSONNEL COSTS							

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse						1,250	1,250
Librarian							
Custodian						1,042	1,042
Security						5,000	5,000
Other - Non-Instructional							
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS							

TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS

TOTAL PERSONNEL EXPENSES	16,251	2,812	2,812	10,833	20,417	138,327	191,451
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PAYROLL TAXES AND BENEFITS

Social Security	1,008	174	174	672	1,264	2,808	11,203
Medicare	236	41	41	157	296	1,848	2,620
State Unemployment	133	21	21	83	157	957	1,355
Worker's Compensation Insurance	143	28	28	108	204	1,076	1,807
Health Insurance	2,479	216	216	96	1,850	13,009	16,444
Dental Insurance							
Vision Insurance							
Life Insurance							
Retirement Contribution	89	15	15	60	113	703	994
Performance Bonus: Teacher Evaluation Rubric							
TOTAL PAYROLL TAXES AND BENEFITS	3,079	535	535	2,064	3,889	24,303	34,423

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	19,330	3,347	3,347	12,897	24,306	162,630	225,874
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CONTRACTED SERVICES

Accounting / Audit							
Legal							
Management Company Fee							
Nurse Services	5,000						5,000
Food Service / School Lunch							
Payroll Services							
Special Ed Services							
Titlement Services (i.e. Title I)							
Website / Social Media							
Back office software/Service					38,000		38,000
TOTAL CONTRACTED SERVICES	8,000				18,000		26,000

Aug 2014 - May 2015 (10 Months X 0.25) = \$5,000
 Jun 2015 - Aug 2015 (3 Month X Salary) = \$18,750
 Total = \$23,750
 None
 Jul 2015 - Aug 2015 (2 Months X Salary) = \$9,387
 Total = \$7,500
 CFO will be Business Mgr
 Feb 2015 - Jun 2015 (5 Month X 0.5 = \$4,250)
 Total = \$12,500
 Jun 2015 - Aug 2015 (3 Month X Salary)
 (3 Months X Salary) = \$18,750
 Aug 2015 (1 Month X 23 Teachers) = \$24,117
 (20 Core + 3 Special)
 Aug 2015 (1 Month X 17 Teacher) = \$4,750
 Aug 2015 (12 Days X \$100) = \$1,200
 Aug 2015 (1 Month X 3 Aides) = \$4,500
 Aug 2015 (1 Month X 5 Teachers) = \$18,750
 None
 None
 None
 August 2015 (1 Month X 0.5 Salary) = \$1,250
 None
 Included in lease
 August 2015 (Facility Maintenance/Security)
 (1 Month X 0.5 Salary) = \$1,042
 July 2015 - August 2015 (Technology/Media)
 (2 Months X Salary) = \$5,000
 \$180,700 Personnel Expense X .082
 \$180,700 Personnel Expense X .0145
 \$180,700 Personnel Expense X .0075
 \$180,700 Personnel Expense X .01
 \$180,700 Personnel Expense X .091
 No additional coverage
 No additional coverage
 No additional coverage
 \$180,700 Personnel Expense X .0553
 Under consideration in lieu of full medical premium coverage
 Will ensure GAMAP processes during back office set
 Estimated compliance budget
 None
 Under consideration
 Budget loaded as Nurse 0.5 Salary
 Aug cost to be negotiated into Sept payment period
 Initial services included in back office set up. Aug
 cost to be negotiated into Sept payment period
 None
 Not considered at this time
 October 2014/Develop updates
 July 2015: Backoffice/EDMS software Evaluation
 and IT service

SCHOOL OPERATIONS

Board Expenses	500	500	500	500	500	500	3,000
Classroom / Teaching Supplies & Materials					5,000	5,000	10,000
Special Ed Supplies & Materials					500	500	1,000
Textbooks / Workbooks					20,000	20,000	40,000
Supplies & Materials other					2,000	2,000	4,000
Equipment / Furniture					44,400	44,400	88,800
Telephone	150			2,500			2,650
Technology				5,000		14,000	19,000
Student Testing & Assessment							5,000
Field Trips					500	500	1,000
Transportation (student)							2,500
Student Services - other					500	1,000	1,500
Office Expense							5,000
Staff Development							2,400
Staff Recruitment	1,200	400	400			5,000	7,000
Student Recruitment / Marketing							4,000
School Meals / Lunch							
Travel (Staff)							
Fundraising							
AVID Program						875	875
Start up loan interest (if loan is required)							2,333
TOTAL SCHOOL OPERATIONS	\$ 3,950	\$ 1,400	\$ 1,400	\$ 9,400	\$ 102,775	\$ 25,658	\$ 144,383

FACILITY OPERATION & MAINTENANCE							
Insurance					1,500	1,500	4,500
Janitorial Services							
Building and Land Rent / Lease				17,500		17,500	52,500
Repairs & Maintenance							
Security Services							
Utilities						650	650
Hall Pass Security System							
TOTAL FACILITY OPERATION & MAINTENANCE	\$ -	\$ -	\$ -	\$ 19,000	\$ 19,000	\$ 19,650	\$ 57,650
RESERVES / CONTINGENCY							
TOTAL EXPENSES	\$ 31,298	\$ 4,747	\$ 4,747	\$ 164,081	\$ 207,738	\$ 207,738	\$ 453,907
NET OPERATING INCOME (before Depreciation)	\$ 18,702	\$ 20,253	\$ 20,253	\$ (16,297)	\$ (114,081)	\$ (128,738)	\$ (249,907)
DEPRECIATION & AMORTIZATION							
NET OPERATING INCOME (including Depreciation)	\$ 18,702	\$ 20,253	\$ 20,253	\$ (16,297)	\$ (114,081)	\$ (128,738)	\$ (249,907)

August 2014-August 2015 (budget level included pending building delay)

July 2015 - August 2015 (\$500 X 20 classrooms)

July 2015 (\$500 X 3 classroom)

July 2015 (\$350 X 400 scholars)

August 2015 (\$100 X 20 classrooms)

July 2015 (\$1,800 X 20) (\$1,200 X 2) = \$44,400

August 2014 (Business phone \$250)

June 2015 (lunch facility phones \$1,500)

July 2015 - August 2015 Computer files, internet, CATS fees, etc.

June 2015 (NYMEA RAMP labeling program=0)

None

August 2015 (\$500 Estimate)

None

June 2015-August 2015

Private safety pass, cartilage, etc)

August 2015 (social culture, methods, etc)

January 2015-June 2015

Web, Workforce, Lincada, and

December 2014 - July 2015

24 Months X \$500 = \$4,000

Contracted Services

Training to be held on site

August 2014 \$0.00 Community fundraising

engagement covered by CEO and Board job

None during start up

\$150,000 interest at 7.0% 1 month = \$475

\$270,000 interest at 7.0% 1 month = \$1,458

Total \$1,333

June 2015 - August 2015

3 Months X Est \$1,500 = \$4,500

SOLR included in lease

June 2015-August 2015

3 Months X \$18,333 = \$52,500

\$0.00 included in lease

\$0.00 Magnetic locks, security lights, already installed. Hall Pass security system listed as separate line item will provide visitor control (lunches/entrance) included in lobby

August 2015 - Visitor verification/control

Beta Academy Charter School
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

CHECK vs. Budget
(Must Be Zero)

227,183	228,406	230,437	227,674	226,107	230,016	226,975	226,928	229,267	227,137	227,134	229,876	2,737,140
233,752	209,967	207,967	210,967	220,167	209,967	207,967	207,967	210,092	200,679	229,929	250,758	2,600,180
(6,569)	18,439	22,470	16,707	5,940	20,049	19,008	18,961	19,175	26,458	(2,795)	(20,882)	136,960
									(100,000)			(100,000)
7,093	524	18,962	41,432	58,138	64,079	84,128	103,136	122,097	141,273	67,729	64,934	
524	18,962	41,432	58,138	64,079	84,128	103,136	122,097	141,273	67,729	64,934	44,053	
09/2015	10/2015	11/2015	12/2015	01/2016	02/2016	03/2016	04/2016	05/2016	06/2016	07/2016	08/2016	TOTAL
\$ 227,183	\$ 228,406	\$ 230,437	\$ 227,674	\$ 226,107	\$ 230,016	\$ 226,975	\$ 226,928	\$ 229,267	\$ 227,137	\$ 227,134	\$ 229,876	\$ 2,737,140
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 227,183	\$ 228,406	\$ 230,437	\$ 227,674	\$ 226,107	\$ 230,016	\$ 226,975	\$ 226,928	\$ 229,267	\$ 227,137	\$ 227,134	\$ 229,876	\$ 2,737,140

- (0) Description of Assumptions and Variances
- (0)
- (0) Paying Down Potential Line of Credit from \$250,000 to \$150,000
- (0) SOF Payment Formula Example within Financial Plan Workbook
- (0)

New Application Budget and Cash Flow Template Instructions

3/26/2014 15:36

General Instructions and Notes for New Application Budgets and Cash Flows

- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- Complete ALL EIGHT tabs in GREEN. BLUE tabs are informational only and do not require data entry.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged. All 'Descriptions of Assumptions' should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

Data Entry Tab

- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.

Enrollment Tab

- Enrollment Section; Enter the anticipated enrollment for the proposed school by grade by year. The anticipated enrollment for all five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- WARNING; Enter conservative & realistic enrollment amounts. The state funding for your 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 than 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 in gray cells only the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

SOF Tab

- Summary of Finances tab displays the estimate for the Total Available School Fund and the Total Foundation School Fund.
- No data entry exist on this tab.

ASTAR Tab

- ASTAR tab displays the estimate for WADA at the compressed tax rate.
- No data entry exist on this tab.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.
****PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.**
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 8 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Columns H-K; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
**** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.**

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

Payment Formula with Example Tab

- Use numbers here to enter in cash flows for state funding in Cash Flow 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.

Cash Flow Tab

- Columns D - I; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.
- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment F.4. Budget Narrative

Budget Narrative

The Beta Academy financial planning is based on the Average Daily Attendance (ADA) of the school's scholars. To ensure our staffing is in alignment with the ADA, Beta Academy will begin aggressively soliciting for students in Dec 2014 to get a solid attendance count before hiring teachers and staffing. This will also enable us to appropriately scale our startup costs such as computer labs, classroom space, furniture, etc. on realistic cash flow expectations. The initial staffing will include the proposed CEO/Superintendent Latisha Andrews from Sept 14 - May 15 at .25% salary. The proposed CEO and HR Manager will be hired as full time in Jun 15 with the remaining staff hiring in July and Aug based upon the student enrollment response. These positions, time period, and salaries are also reflected in the startup timeline and startup budget attachments. Our revenue planning assumes a daily attendance rate of 80% with an estimate of \$5,381 per student as set forth in Section 4, Finance Plan, question 7, and also in the Financial Plan Workbook Attachment F.3.

The startup revenue estimates and assumptions include pledges of \$203,999 and \$7,000 cash. The remaining funds will be from grants and ongoing pledges of support. As a contingency, if required, The Beta Foundation will secure a line of credit loan from Chase Bank in Houston where The Beta Foundation holds our account. While the board will aggressively pursue grants as an additional source of revenue, we chose to present a conservative budget based only on funds and pledges to date. We have discussed the line of credit loan with Chase Bank and received an extremely high level of confidence of approval although a formal letter could not be issued until the charter is awarded. The board also has access to additional community lenders, philanthropist, and personal funds if required. Our budget is not dependent upon the variable revenue of grants and fundraising activities such as candy sales as a way to meet requirements

Specific assumptions included in the budget are as follows:

Teacher salaries are based on the actual average Pasadena ISD salary

Staff salary estimates are based upon networking discussions with other charter schools

The lease assumptions are based off of our current MOU

The classroom set up of \$500 each is based upon pricing student desks and classroom furniture

Teaching materials, curriculum, office supplies, equipment, technology and telephone are based upon pricing

Hall pass security system is based on telephone quote

NWEA MAP testing is based upon telephone quote

School lunch service is based upon internet quote

AVID program is based upon internet quote

Legal service is based upon telephone estimate

Back office support is based upon a telephone estimate

The Beta Foundation

9701 Almeda Genoa Rd
Houston, TX 77075

Pledges of Support

<u>Names</u>	<u>Pledges</u>
[REDACTED]	\$6,000
[REDACTED]	\$12,000
[REDACTED]	\$9,000
[REDACTED]	\$600
[REDACTED]	\$300
[REDACTED]	\$3,000
[REDACTED]	\$6,000
[REDACTED]	\$3,000
[REDACTED]	\$30,000
[REDACTED]	\$6,000
[REDACTED]	\$5,000
[REDACTED]	\$3,000
[REDACTED]	\$6,000
[REDACTED]	\$1,000
[REDACTED]	\$1,500
[REDACTED]	\$6,000
[REDACTED]	\$4,500
[REDACTED]	\$3,000
[REDACTED]	\$4,500
[REDACTED]	\$9,000
[REDACTED]	\$30,000
[REDACTED]	\$4,500
<u>Total:</u>	\$153,900

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 100.00

Beginning Aug 1, 2014 and Ending July 1, 2019

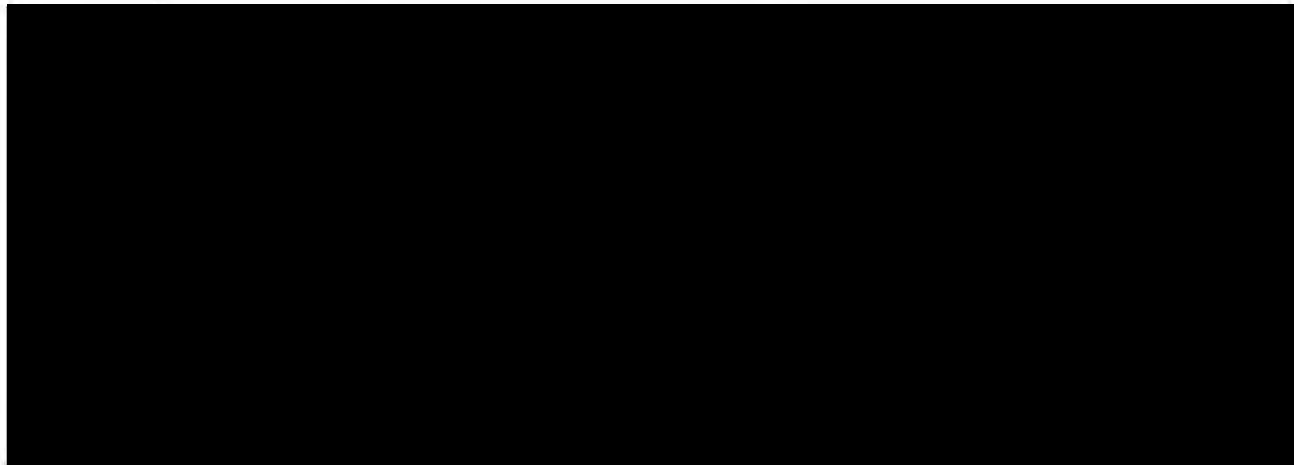
____ Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

____ One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 6,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 200.00

Beginning Aug 1, 2014 and Ending July 1, 2019

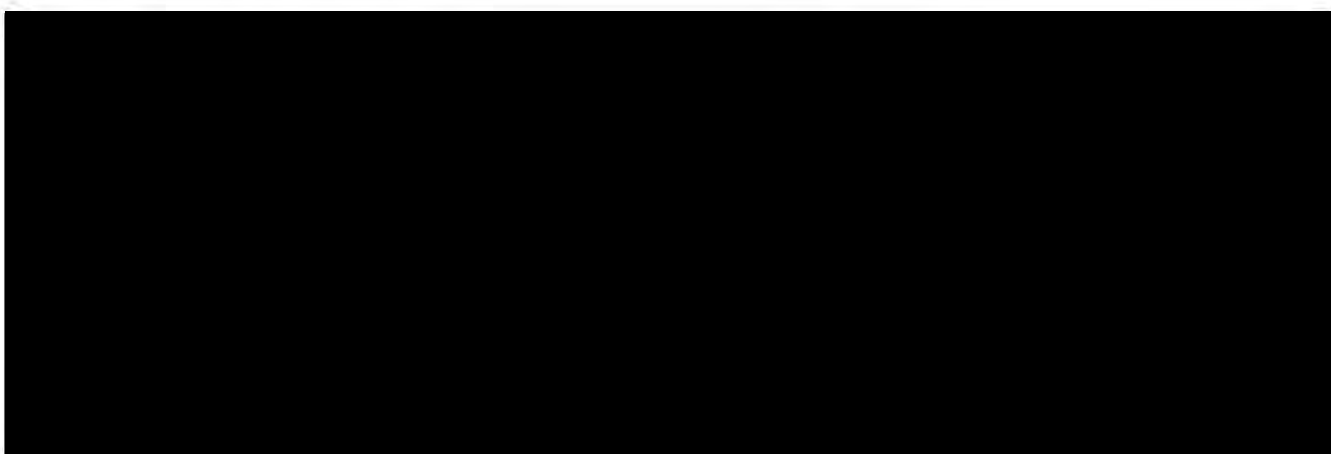
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 12,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 150.00

Beginning Aug 1, 2014 and Ending July 1, 2019

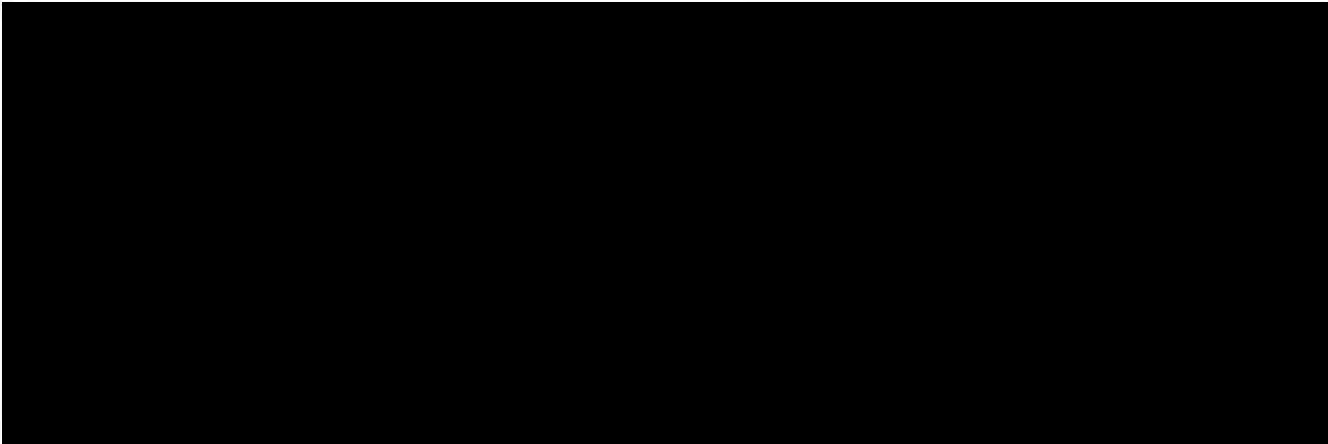
____ Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

____ One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 9,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 10.00

Beginning Aug. 1, 2014 and Ending July 1, 2019

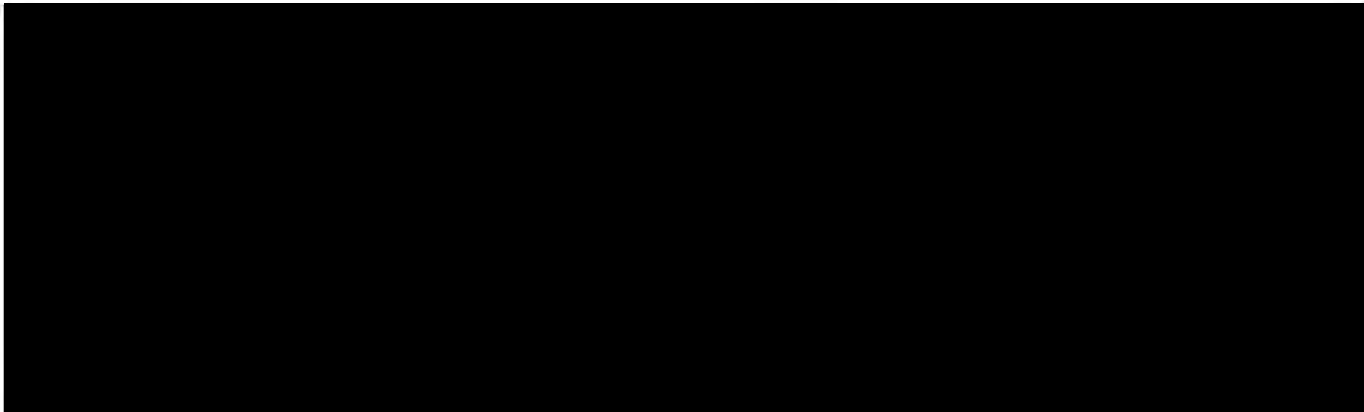
 Yearly Pledge: \$ (Total pledge: \$)

To be paid on or before August 31st of each year for the total of years.

Beginning: , 20 and Ending , 20

 One Time Contribution of \$

To be paid on or before: 20



Total: \$600.00

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 5.00

Beginning August 1, 2014 and Ending July 1, 2019

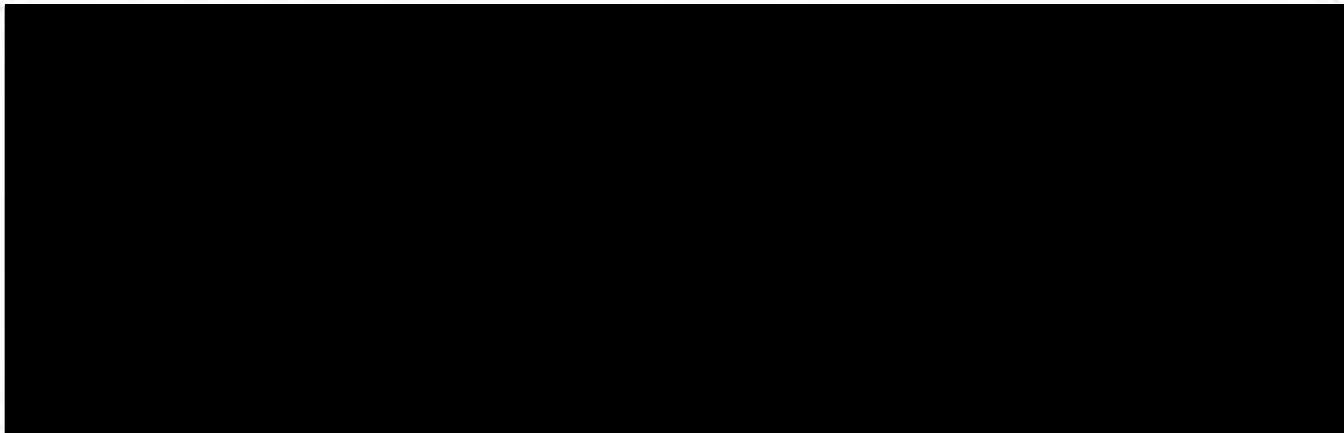
 Yearly Pledge: \$ (Total pledge: \$)

To be paid on or before August 31st of each year for the total of years.

Beginning: , 20 and Ending , 20

 One Time Contribution of \$

To be paid on or before: 20



Total \$ 300.00

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 50.00

Beginning Aug 1, 2014 and Ending July 1, 2019

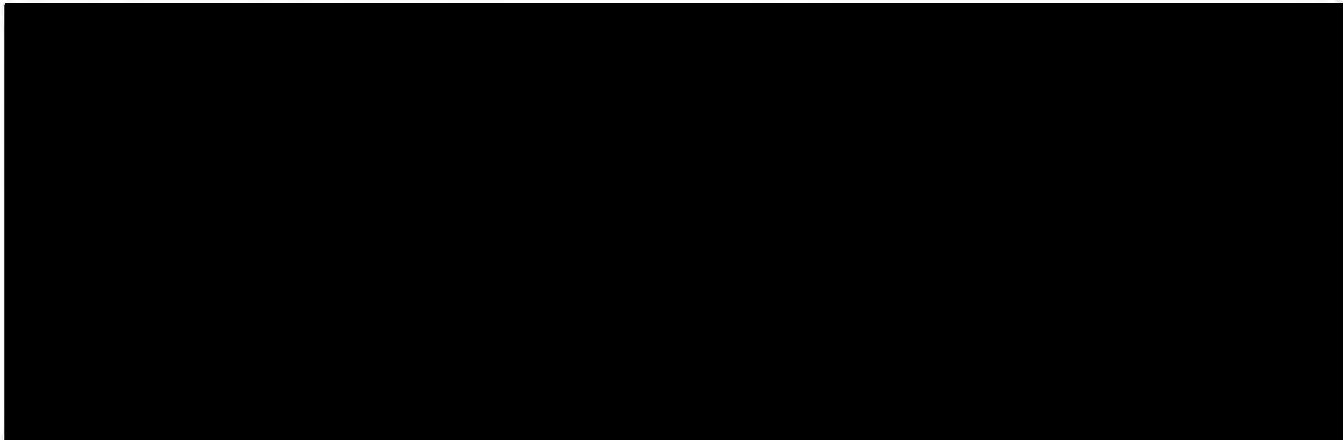
____ Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

____ One Time Contribution of \$ _____

To be paid on or before: _____ 20____



\$ 3,000.00

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 100

Beginning Aug 1, 2014 and Ending July, 2019

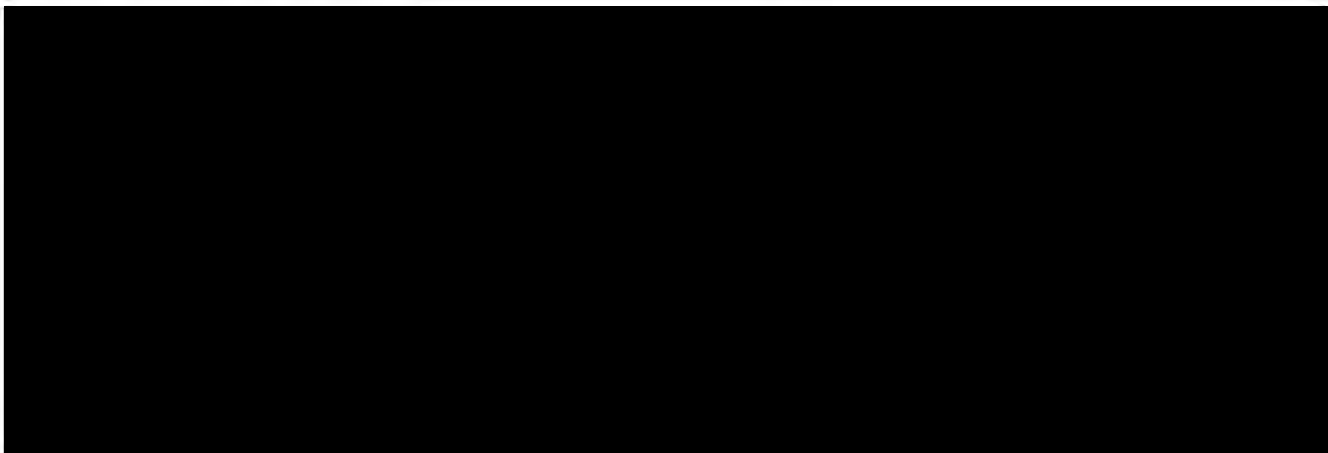
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 6,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 50.00
Beginning August 1, 2014 and Ending July 1, 2019

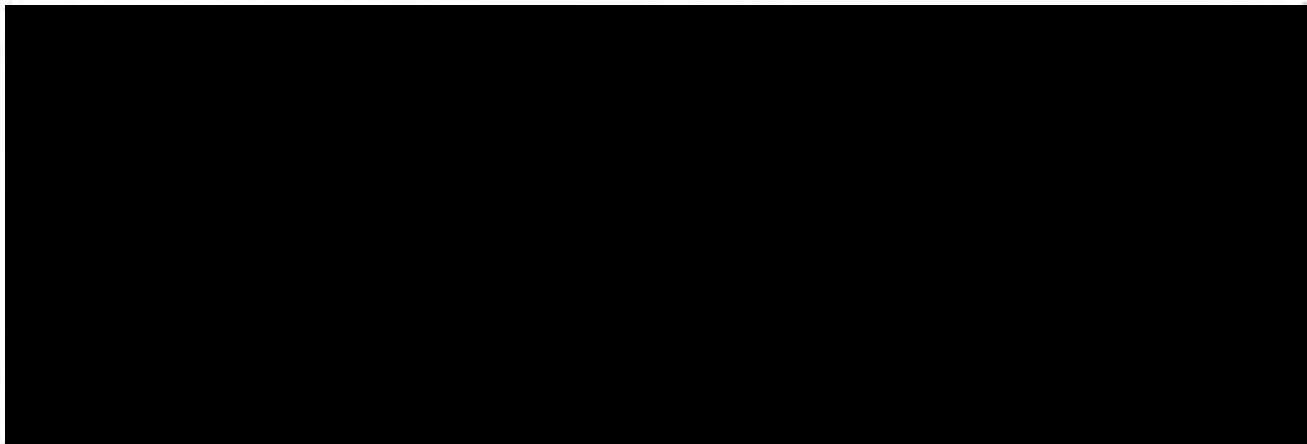
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 3,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 500.00

Beginning Aug 1, 2014 and Ending July 1, 2019

 Yearly Pledge: \$ (Total pledge: \$)

To be paid on or before August 31st of each year for the total of years.

Beginning: , 20 and Ending , 20

 One Time Contribution of \$

To be paid on or before: 20

Full Name: Wide Awake Ministries Corporation

Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

Telephone: [REDACTED] Telephone: [REDACTED]

Email: [REDACTED]

Total: 30,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 100.⁰⁰

Beginning Aug 1, 2014 and Ending July 1, 2019

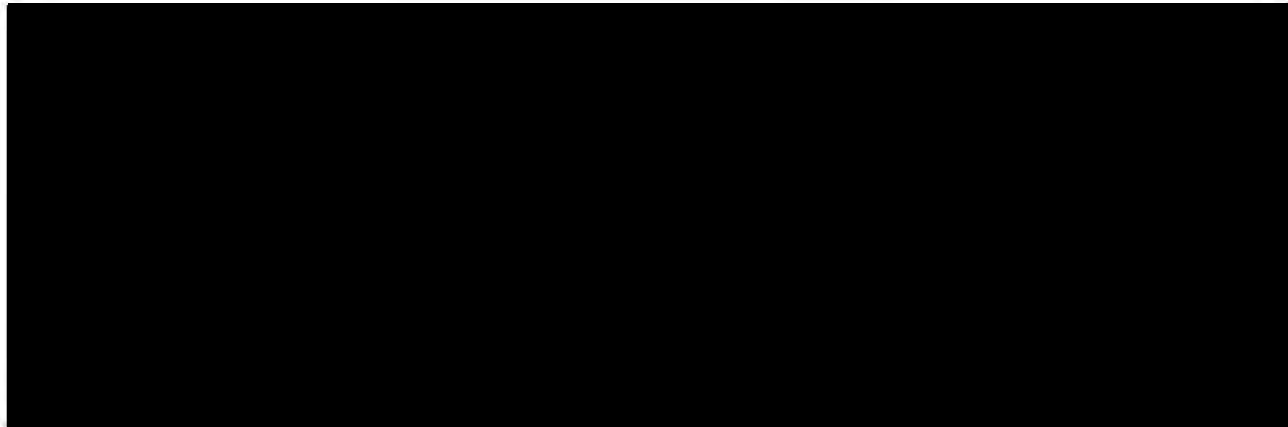
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 6,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

____ **Monthly Pledge of:** \$ _____

Beginning _____, 20____ and Ending _____, 20____

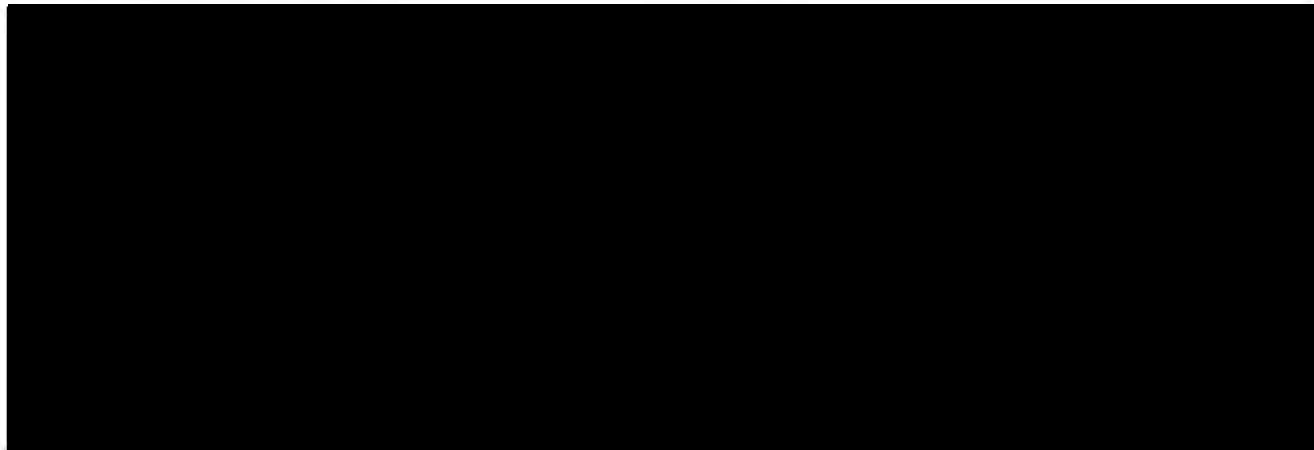
Yearly Pledge: \$ 1,000.⁰⁰ (Total pledge: \$ 5,000.⁰⁰)

To be paid on or before August 31st of each year for the total of 5 years.

Beginning: Aug 15, 2014 and Ending Aug 15, 2019

____ **One Time Contribution of** \$ _____

To be paid on or before: _____ 20____



Total: 5,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

1 Monthly Pledge of: \$ 50

Beginning August 1, 2014 and Ending July 1, 2019

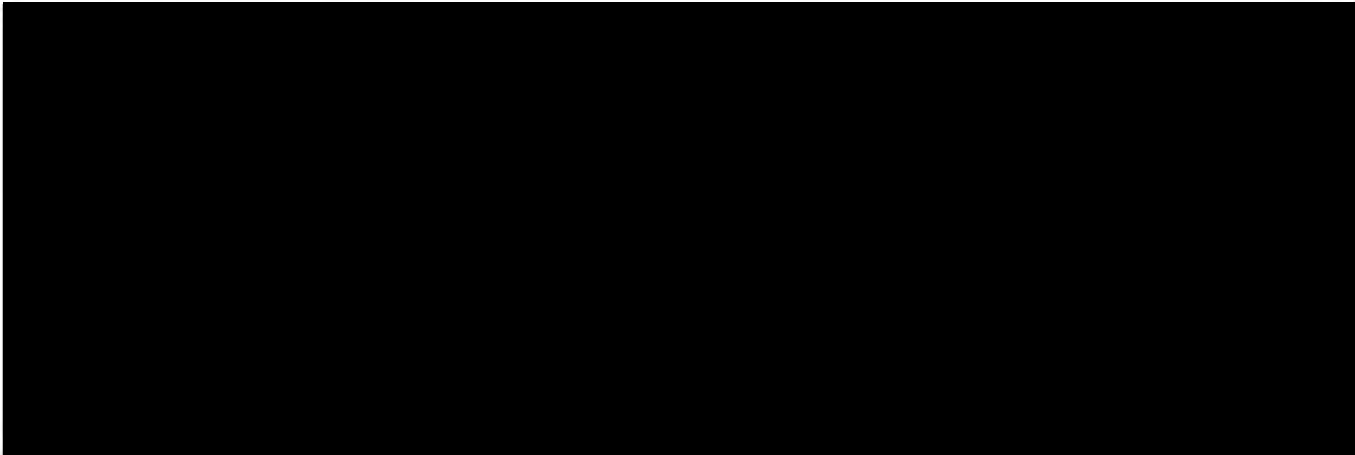
____ Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

____ One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 3,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 100

Beginning August 1, 2014 and Ending July 1, 2019

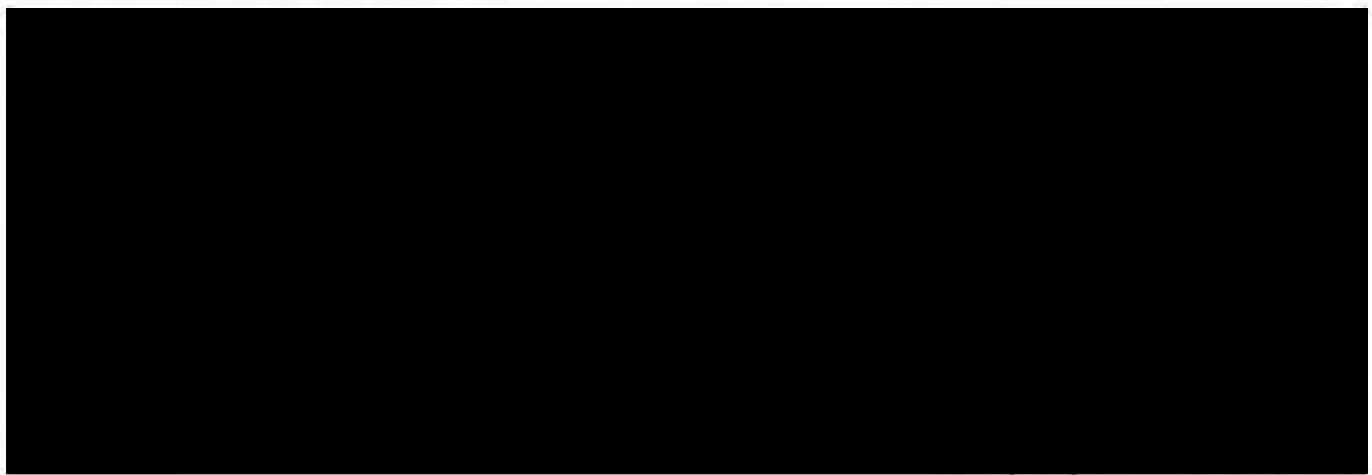
 Yearly Pledge: \$ (Total pledge: \$)

To be paid on or before August 31st of each year for the total of years.

Beginning: , 20 and Ending , 20

 One Time Contribution of \$

To be paid on or before: 20



Total: 6,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

___ **Monthly Pledge of:** \$ _____

Beginning _____, 20___ and Ending _____, 20___

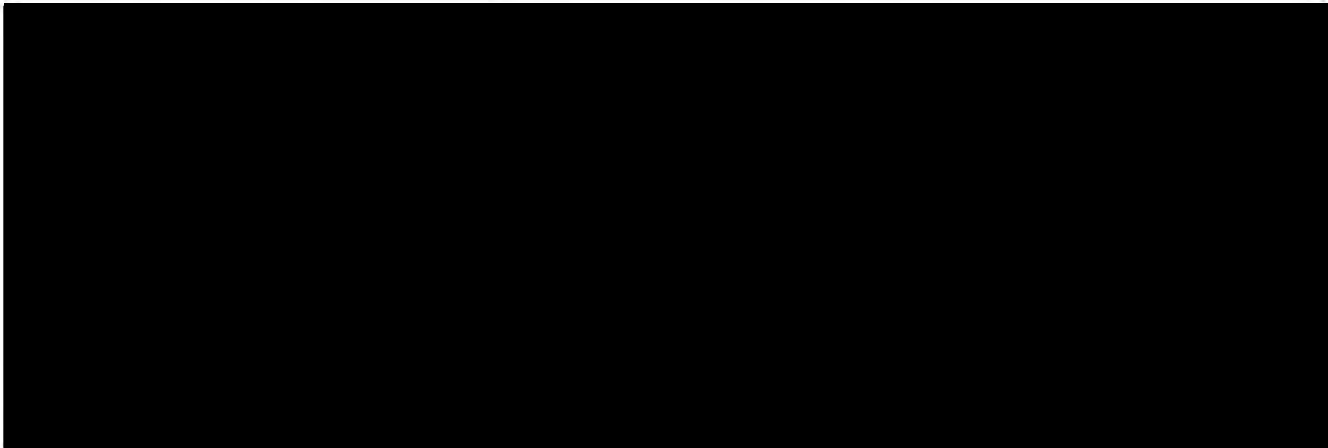
___ **Yearly Pledge:** \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20___ and Ending _____, 20___

One Time Contribution of \$ 1000.00

To be paid on or before: September 2014



Total \$ 1,000.00

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 25

Beginning August, 2014 and Ending July 1, 2019

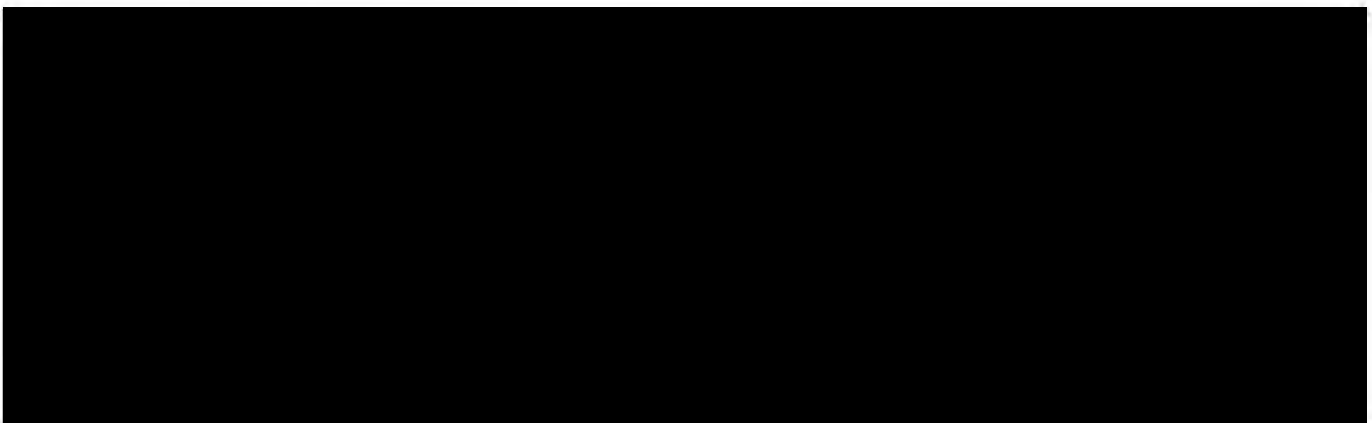
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 1,500

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 100

Beginning August 1, 2014 and Ending July 1, 2019

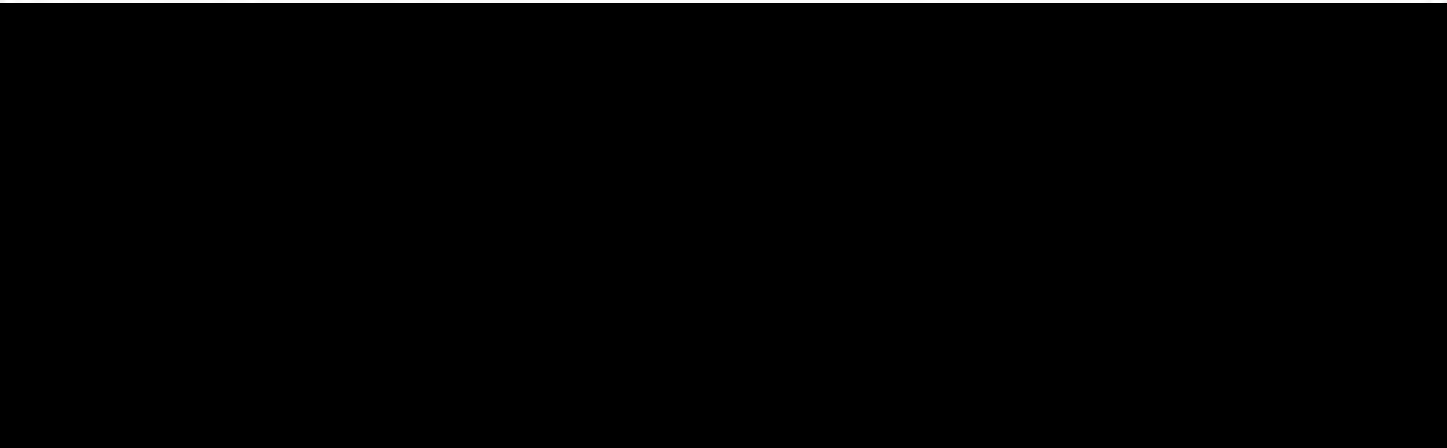
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total \$ 6,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 75

Beginning August 1, 2014 and Ending July 1, 2019

Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____

Total: 4,500

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 50

Beginning August 1, 2014 and Ending July, 2019

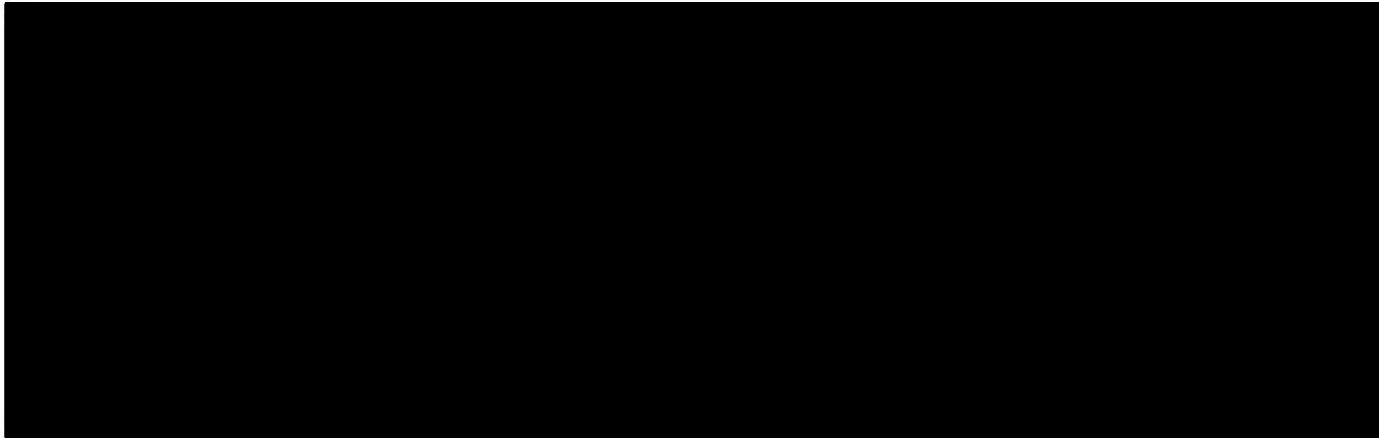
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 3,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 75.⁰⁰

Beginning August 1, 2014 and Ending July 1, 2019

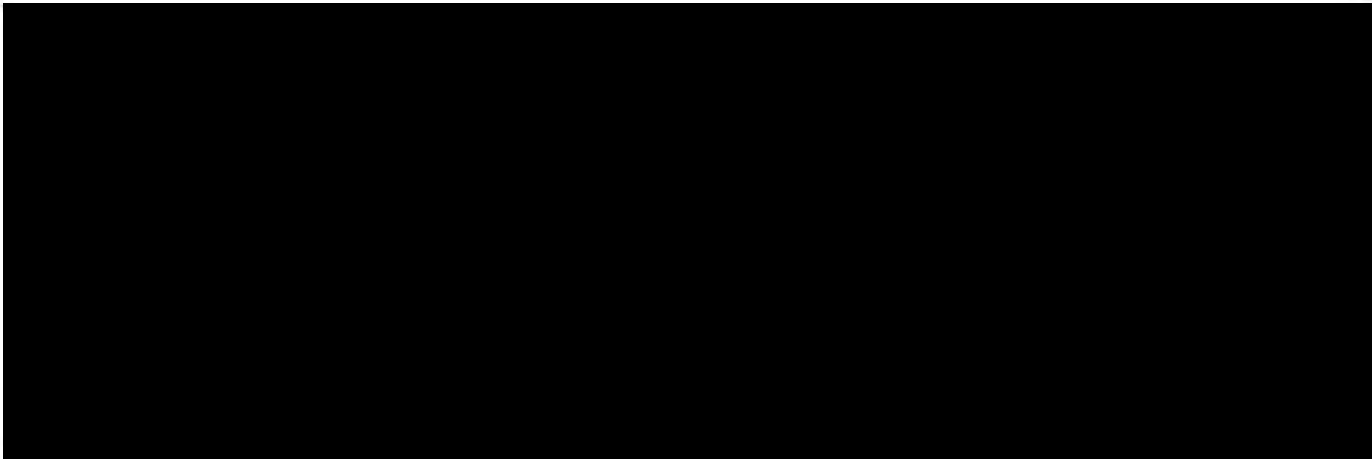
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 4,500

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 150.00

Beginning August 1, 2014 and Ending ~~August~~ July 1, 2019

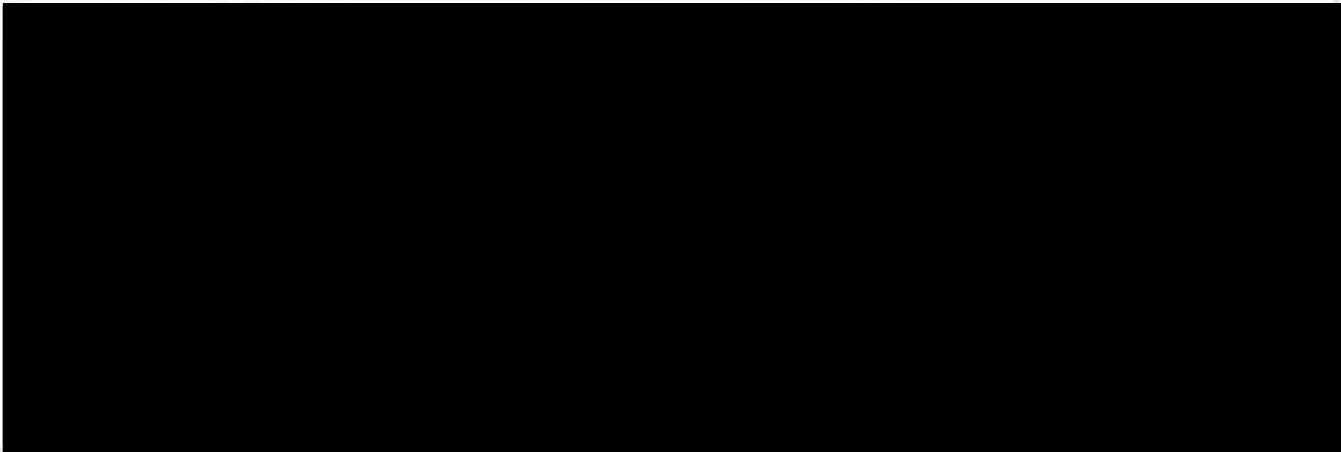
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 9,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

✓ Monthly Pledge of: \$ 500.00

Beginning Aug 1, 2014 and Ending July 1, 2019

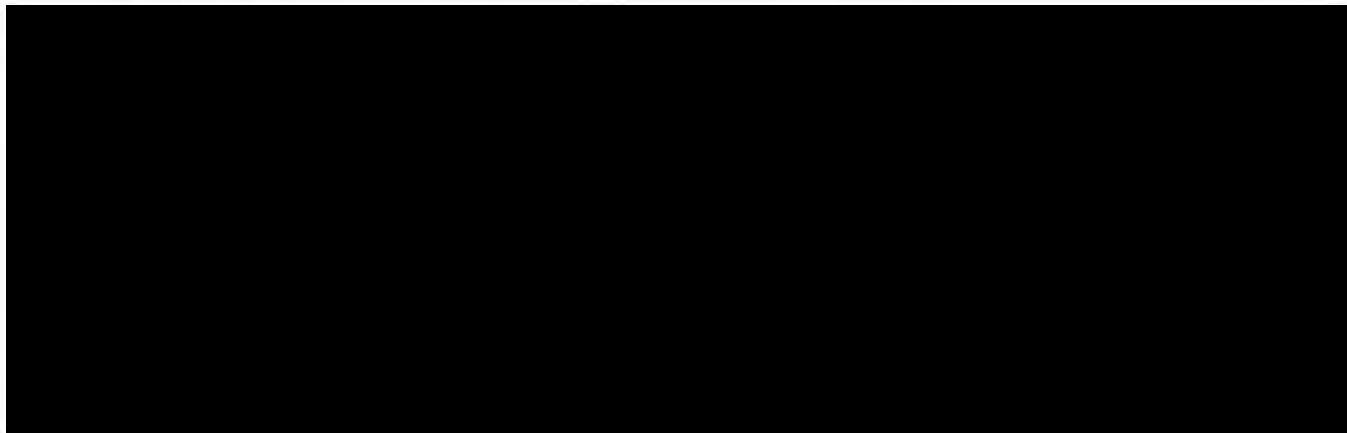
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: 30,000

THE BETA FOUNDATION

9701 Almeda Genoa Rd
Houston, TX 77075

LETTER OF SUPPORT/CONTRIBUTION

I pledge to support **The Beta Foundation** in its endeavor to establish and maintain **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD) with a:

Monthly Pledge of: \$ 75

Beginning August 1, 2014 and Ending July 1, 2019

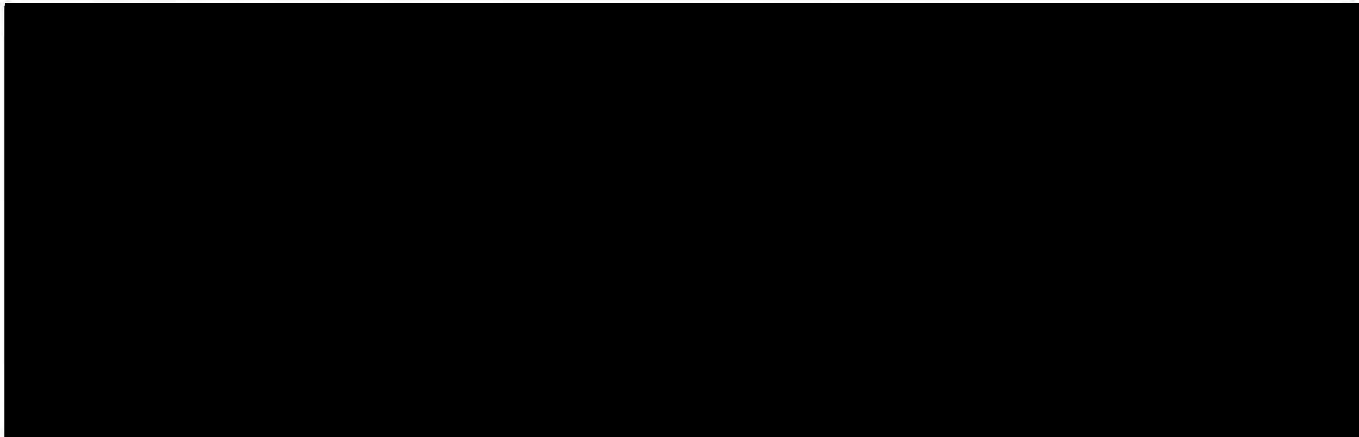
Yearly Pledge: \$ _____ (Total pledge: \$ _____)

To be paid on or before August 31st of each year for the total of _____ years.

Beginning: _____, 20____ and Ending _____, 20____

One Time Contribution of \$ _____

To be paid on or before: _____ 20____



Total: \$4,500

GENESIS ORGANIZATIONAL ALIGNMENT

2001 Covey Glen Rd
McKinney, TX 75070
psmith@genesisoa.com
469-734-6272

January 20, 2014

To Whom It May Concern:

Genesis Organizational Alignment pledges **\$50,000.00** to The Beta Foundation for startup funds to support their endeavor to establish **Beta Academy**, a Charter School, within the Pasadena Independent School District (PISD).

Genesis Organizational Alignment applauds The Beta Foundation for recognizing the need for families of PISD to have a *School of Choice* as there currently is no charter school for students K-12 within this school district.

Sincerely,

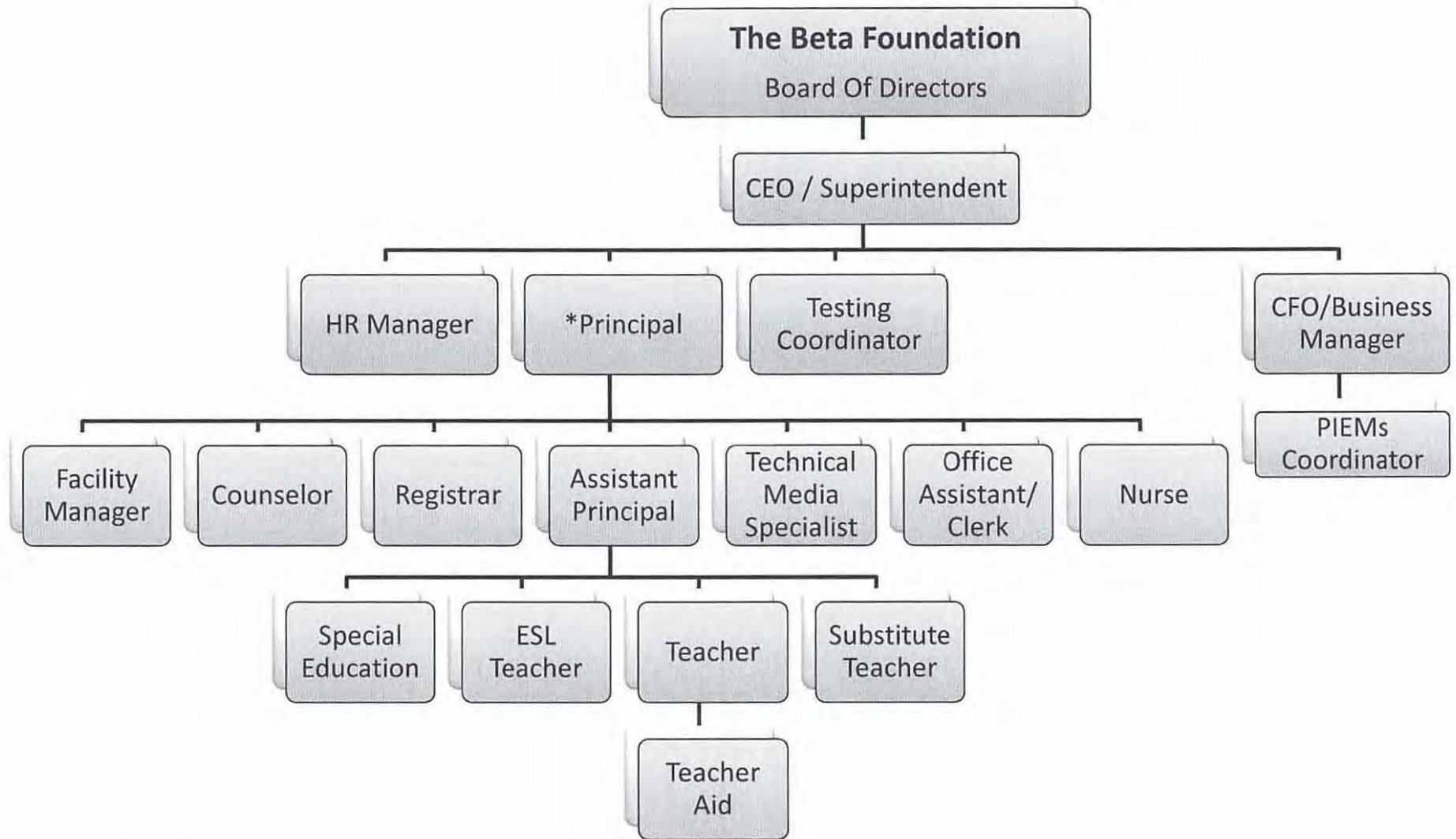
A handwritten signature in blue ink, appearing to read "P. E. Smith", with a long horizontal line extending to the right.

LCDR Philip E. Smith, USN Retired

Nineteenth Generation Open-Enrollment Charter School RFA

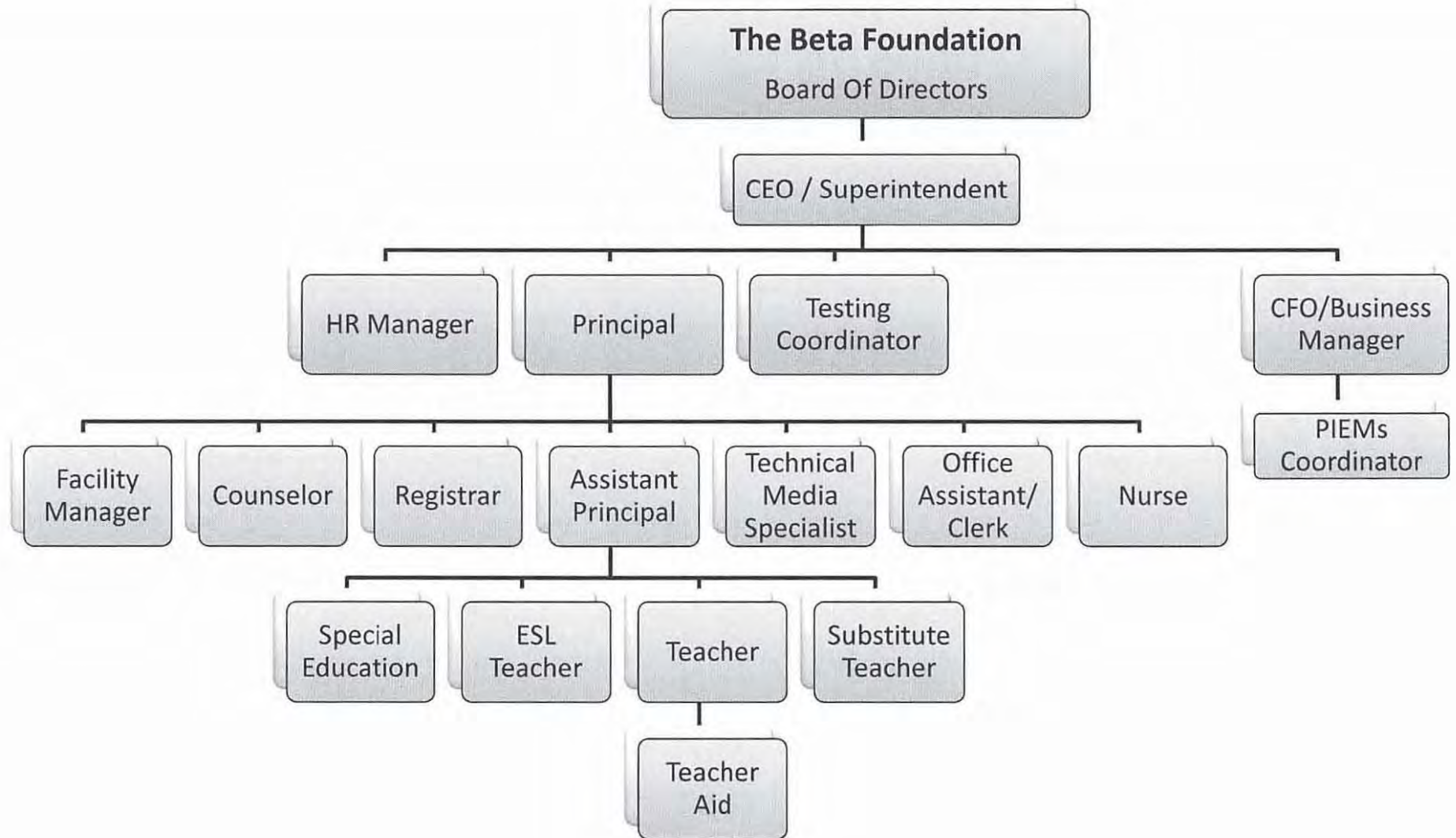
Attachment G.2. Organization Charts

Beta Academy Organizational Chart (year one)



* CEO/Superintendent will also serve as Principal year one.

Beta Academy Organizational Chart (at capacity)



Nineteenth Generation Open-Enrollment Charter School RFA

Attachment G.3. Ethics and COI Policies

The Beta Foundation's Proposed Code of Conduct/Ethics

The Beta Foundation will be in legal consultation upon charter award to ensure we institute/adopt a Code of Conduct/Ethics is appropriate and in compliance with managing a Texas Open-Enrollment Charter School. The following Code of Conduct is a modified version of a sample taken from the California Society of Association Executives Policy & Procedures Manual.

The Board expects of itself and its members ethical and business-like conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board members.

Board members must represent, with un-conflicted loyalty, the interests of the membership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs.

Board members must avoid any conflict of interest with respect to their fiduciary responsibility.

There must be no self-dealing or any conduct of private business or personal services between any Board members except as procedurally controlled to assure openness, competitive opportunity, and equal access to "inside" information.

Board members must not use their positions to obtain for themselves, family members, or close associates, employment within Beta Academy.

Should a Board member be considered for employment by Beta Academy, he or she must temporarily withdraw from Board deliberations, voting, and access to applicable Board information.

Board members and members at large may not attempt to exercise individual authority over Beta Academy staff except as explicitly set forth in Board policies.

CODE OF ETHICS

The Beta Foundation will adopt the following **Code of Ethics** from *Texas Association of School Boards'* as found on the [tasb.org](http://www.tasb.org) website:

http://www.tasb.org/services/lts/resources/new_members/code_of_ethics.aspx

Ethics for School Board Members

As a member of the Board I, _____, shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.

Board Member Signature

Date

**The Beta Foundation
Conflict of Interest Policy**

Article I

Purpose

The purpose of the conflict of interest policy is to protect The Beta Foundation's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:


- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ADOPTED this 5th day of August


CHAIRMAN OF THE BOARD

CERTIFICATE OF AUTHENTICITY OF BUSINESS RECORDS

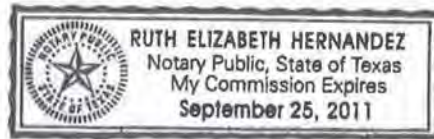
The undersigned, with the understanding this statement is subject to criminal penalty under State and Federal law for an intentionally false declaration, declare that the documents attached hereto are true and correct copies of the Bylaws of The Beta Foundation which were duly adopted by the Board of Directors on Aug 8, 2011. The originals of these Bylaws are maintained in the Business office of The Beta Foundation at 9701 Almeda Genoa Rd., Houston, Texas.

S. Andrews
Director, The Beta Foundation

8/22/11
Date

S. Andrews
Director, The Beta Foundation

8/22/11
Date



State of Texas

County of Harris

Sworn to and subscribed before me this the 22 day of August, 2011.

Ruth Hernandez
Notary Public, State of Texas

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.1. Calendar and Schedule



BETA ACADEMY

1st Grade

Sample Daily Schedule

Monday

7:30-7:50	Doors Open-Breakfast
7:50-10:20	ELAR – English, Language Arts and Reading
10:20-11:00	Social Studies
11:00-11:30	Lunch
11:30-12:00	Rigorous Play
12:00-1:30	Mathematics
1:30-2:20	Physical Education
2:20-3:10	Science
3:10	Dismissal
3:10-4:00pm	Extended Day Tutorials



BETA ACADEMY

Sample 1st Grade Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast
7:50-10:20	ELAR	ELAR -1 hour Technology Application (Computer Lab)	ELAR	ELAR	ELAR
10:20-11:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Rigorous Play	Rigorous Play	Rigorous Play	Rigorous Play	Rigorous Play
12:00-1:30	Mathematics	Mathematics	Mathematics	Mathematics -1 hour Technology Application (Computer Lab)	Mathematics
1:30-2:20	Physical Education	Music	Physical Education	Art	Physical Education
2:20-3:10	Science	Science	Science	Science	Science
3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:10-4:00	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials



BETA ACADEMY

7th Grade

Sample Daily Schedule

Monday

7:30-7:50	Doors Open-Breakfast
7:50-9:20 1st Period	English Language Arts
9:25-10:55 2nd Period	Mathematics
11:00-11:25	Advisory Class
11:30-12:00	Lunch
12:05-1:35 3rd Period	Physical Education
1:40-3:10	Texas History/Geography
3:10	Daily Dismissal
3:10-4:00	Extended Day Tutorials

*Block Scheduling (A/B days)



BETA ACADEMY

Sample 7th Grade Weekly Schedule

Time	Monday A-Day	Tuesday B-Day	Wednesday A-Day	Thursday B-Day	Friday A-Day
7:30-7:50	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast
7:50-9:20 1st Period	English Language Arts	Science I	English Language Arts	Science I	English Language Arts
9:25-10:55 2nd Period	Mathematics	Elective I	Mathematics	Elective I	Mathematics
11:00-11:25	Advisory Class	Advisory Class	Advisory Class	Advisory Class	Advisory Class
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:05-1:35 3rd Period	Elective II	Physical Education	Elective II	Texas History /Geography	Physical Education
1:40-3:10 4th Period	Texas History/ Geography	Reading	Texas History/ Geography	Reading	Texas History/ Geography
3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:10-4:00	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials

*Note: A/B Days rotate every other week. Example: Scholars that have A-Day on Friday will begin the following Monday with B-Day.



BETA ACADEMY

9th Grade

Sample Daily Schedule

Monday

7:30-7:50	Doors Open-Breakfast
7:50-9:20 1st Period	English 1
9:25-10:55 2nd Period	Algebra 1
11:00-12:30 3rd Period	Physical Education
12:35-1:05	Lunch
1:10-2:40 4th Period	Elective
2:40-3:10	Advisory Class
3:10-4:00	Extended Day Tutorials

*Block Scheduling (A/B days)



BETA ACADEMY

Sample 9th Grade Weekly Schedule

Time	Monday A-Day	Tuesday B-Day	Wednesday A-Day	Thursday B-Day	Friday A-Day
7:30-7:50	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast	Doors Open/ Breakfast
7:50-9:20 1st Period	English 1	Biology	English 1	Biology	English 1
9:25-10:55 2nd Period	Algebra 1	World Geography	Algebra 1	World Geography	Algebra 1
11:00-12:30 3rd Period	Physical Education	Elective I	Physical Education	Elective I	Physical Education
12:35-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-2:40 4th Period	Elective II	Foreign Language	Elective II	Foreign Language	Elective II
2:40-3:10	Advisory Class	Advisory Class	Advisory Class	Advisory Class	Advisory Class
3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:10-4:00	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials	Extended Day Tutorials

*Note: A/B Days rotate every other week. Example: Scholars that have A-Day on Friday will begin the following Monday with B-Day.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.2. Admission and Enrollment

Admissions and Enrollment

The application for admission to the school will be available in January and the deadline will be in February of that same year.

Beta Academy will hold a lottery in the event that a grade or class is oversubscribed. The governing board of BA acknowledges that we are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. All students with qualifying residency will be given equal consideration regardless of sex, national origin, race, color, ethnicity, religion, disability, academic, artistic, or athletic ability, pregnancy, marital status, or sexual orientation.

There are no tests or academic requirements for admission to Beta Academy as well as no tuition charges. A student is eligible for admission at BA if he/she resides within the boundaries of the school districts referenced in this application and will be entering the grade for which he/she is applying.

Lottery procedures

In the event that a grade or class is oversubscribed BA will hold a lottery. If a lottery is required, BA will conduct the lottery approximately one week after open-enrollment.

- Application deadline will be in February. If BA receives more applications during the open-enrollment than available spaces we will conduct a lottery.
- After BA's first year of operation, first preference will be given to returning students who have filled out a reenrollment form for the upcoming school year. These students will automatically be assigned a space within the school.
- Beta Academy will exempt from the lottery any siblings of returning students.
- Beta Academy will follow federal guidelines and exempt students of the founders (so long as the number of students allowed constitutes only a small percentage of the total enrollment).
- Beta Academy will print out the names (on labels) of all students eligible for the lottery and place them in a locked lottery box.
- The lottery will be held in a public setting, at a date, time and location set by the board and provided to all applicants eligible for the lottery. All applicant names will be pulled from the lottery and assigned a number (1, 2, 3...) until all applicant labels have been pulled and everyone placed on the waiting list according to the number assigned them for the grade level their student(s) is eligible for.
- Once the number of applications selected in the lottery equals the number of available spaces for a grade, a waiting list will be generated by continuing to assign numbers to the remaining applicants. This waiting list will be the only official, legal document identifying the names of eligible students who have applied to the school.
- If space comes available, BA will contact the parents by phone whose students are on the waiting list. Applicants have 24 hours to respond before the next student on

the list is contacted. Parents who fail to submit a signed letter of intent to enroll their student(s) by the selected date will forfeit opportunity to enroll.

Beta Academy will have a waiting list for the applicants who were not admitted through the lottery. If an opening is available after everyone on lottery list has been admitted or failed to enroll, the parents will be notified by phone and given 24 hours to accept. This process will repeat until all the slots have been filled. The waiting list will carry over through the entire school year. Failure to submit a signed letter of intent to enroll by the date given will result in forfeiting an available spot.

Applications that are submitted outside of the designated application period will not be processed until after the lottery is held. If there are no spaces available these students will be placed at the bottom of the waiting list in the order the applications are received. Beta Academy will include in its admission policy a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability, artistic ability or the district the child would normally attend.

Beta Academy reserves the right to exclude a student from admission if the student has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under TEA Subchapter A, Chapter 37.

A student application form must be filled out and submitted by an application due date in order to be admitted to BA or included in the lottery process if the school is oversubscribed. The information required on the application will include:

Student Information:

- Name
- Date of Birth
- Grade for upcoming year
- Home Address
- Telephone Number
- District of Residence

Parent or Guardian Information:

- Name
- Relationship to student
- Telephone Number
- Email Address
- Home Address

An enrolling student is not required to provide information in addition to the items enumerated in TEC, §25.002. As such, the enrolling student must provide:

- A birth certificate or another document suitable as proof of the child's identity
- A copy of the child's records from the school the child most recently attended or information regarding where this information may be obtained by the school
- A record showing that the child has immunizations as required by state law

Transfer

Parents may request a transfer for their student to another BA campus with a transfer request form. Transfer requests will be considered during the time of open enrollment. Upon receipt of the transfer request form the campus Principal may consider the amount of space available and discipline history of transferring student.

Withdraw

Beta Academy requests a 2 day prior notice of withdraws in order for forms and records to be prepared. A withdraw form must be signed and completed by parents or students 18 years or older in order for the withdrawal to be complete.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.3. Discipline Policy

BETA ACADEMY STUDENT BEHAVIOR AND DISCIPLINE POLICIES

The disciplinary code at Beta Academy (BA) is based upon respecting one's self, respecting school property, and respecting and honoring one another, including – but not limited to – one's parents, people in positions of authority, and those with whom our students work and play each day. Enrollment in BA affirms both student and parental support for the discipline code and decisions of BA staff regarding implementation of these guidelines.

For BA to function effectively and for students to receive the maximum benefit from education, the procedures, behaviors, and attitudes stated in this outline must be maintained.

Students may be dismissed from BA if, in the opinion of the school administration, the student and/or parents have demonstrated an unwillingness to comply with the *Standards of Behavior* outlined and set forth in this section of the discipline policies.

BA does not operate as a “reform school” and is not prepared to accept or continue the enrollment of students who have demonstrated unwillingness or inability to comply with our behavioral standards. Students currently ineligible to re-enroll at the school they last attended will not be considered for enrollment at BA. Students who have previously demonstrated behavior problems while attending BA may not be allowed to re-enroll. Students who may be “trying” to modify behavior, but whose behavior still falls short of BA's behavioral standards, may be dismissed by the administration at any point during the school year. Students who have previously had behavior-related problems, whether at BA, home, or another school, may be admitted on probation with the terms of the behavioral probation period outlined in an agreement signed by the student and parents.

Merits

A “merit” is recognition given to a student for performing random acts of kindness or distributing quality character traits. Merits are handed to students for their own personal record and taken home for parents praise. Merits are also recorded in the student's academic record as well as tabulated and recorded on report cards. The following morning students are recognized in front of the student body for their individual acts of kindness and/or displaying positive character traits. Students having the highest number of merits are recognized at the end-of-the-year Awards Ceremony.

Demerits

A “demerit” is a mark denoting a rules violation and may be issued the FIRST time a student is in noncompliance with a rule. A “demerit” slip will be issued to students for parent signature.

The name of the staff member originating the demerit will be on the demerit slip for contact in case of questions. **NOTE:** The homeroom teacher DOES NOT have the option to dismiss a demerit issued by another staff member.

Accumulation of numerous demerits will necessitate a conference with the principal and may affect eligibility for continued/re-enrollment at Beta Academy.

Parents and students should carefully review the policy and rules together. Students MUST be familiar with school standards of procedure, behavior, and attitude in order to avoid accumulating demerits.

Note: BA teachers apply in-school measures to encourage positive behavior (rewarding desirable behaviors, ignoring minor infractions (unless repeated occurrences)). Demerits are typically reserved for behaviors that are repeated and inordinately disrupting daily activities. It should be noted, however, that NEITHER verbal nor written “warnings” prior to the issuance of a demerit by a teacher or staff member is required, especially when the behavior is sufficiently serious or disruptive to merit parent notification.

The number of demerits earned by a student is tabulated and recorded on the student’s academic record and report cards.

Detentions

A detention is a disciplinary action requiring students to attend school outside of school hours, on break times/non-academic times or after school and is imposed for noncompliance with certain rules, repeat violations of rules, and for the accumulation of 3 demerits during one grading period.

DETENTIONS ARE TABULATED AS A MINIMUM OF TWO DEMERITS WHEN THEY ARE RECORDED ON THE STUDENT’S RECORD.

Detentions:

- Are served at the issuing teacher’s discretion.
- May not be rescheduled to accommodate school-related extra-curricular activities.
- Must be served before students are eligible to participate in any extracurricular activities, including field trips and class parties.

A “detention slip,” with the name of the issuing staff member so parents know who to contact if they have a question, will be sent home with the student or mailed. **NOTE:** the homeroom teacher WILL NOT dismiss a detention issued by another staff member.

Detention slips must be signed by the parents and returned to school by the following school day. Students who fail to serve their scheduled required detention time will not be admitted to class the next day without a conference with his/her parents and the principal. The required detention time will be doubled and rescheduled.

Conference with the Principal

Teachers may request that the principal have a conference with a student who is experiencing serious behavioral difficulties. A conference with the principal will be recorded as a **minimum** of

2 demerits, with the exact number of demerits imposed being determined by the principal. The principal will consider the disciplinary code guidelines regarding the type of behavior and the student's cumulative demerit record. A "disciplinary referral" form noting that the student has had a conference with the principal will be issued to the student by the principal and must be returned, signed by the parents, the following day.

Suspension of Student Privileges

Students' participation in clubs, field trips, school-sponsored parties, and other school activities, including "break-time," is a privilege at BA. "Suspension of Student Privileges" is a disciplinary action which prohibits the student from participating in the above activities, whether before, during, or after school hours for a period of at least one full school day and any weekend days and/or holidays that may fall between the school days during which privileges have been suspended.

A "disciplinary referral" form, noting privilege suspension, will be sent home to the parents by the principal. Suspension of privileges will be recorded on the student's record as a **minimum** of 3 demerits. The exact number of demerits imposed will be determined by the principal who will refer to the guidelines outlined in this section of the discipline policies as well as to the student's cumulative demerit record and the number of days involved in the privilege suspension. Notices of privilege suspension must be signed by the parents and returned to the principal the next school day.

School-to-home communication is vital to the success of the students in this program. Failure to return a signed notice will result in the student being issued a demerit AND being detained in the school office until the parent can be contacted. Parents who fail to ensure that these notices are signed and returned to school promptly often unintentionally communicate to their students that such disciplinary measures are insignificant.

Demerits, detentions, conferences with the principal, and suspension of privileges are very serious matters. In order for the student – with the help of his/her parents and teachers – to focus on developing more appropriate behavior patterns so more serious disciplinary action can be avoided, school-to-home communication is vital!

Suspension from School

Students may be suspended from school for behaviors as outlined later in this section of the discipline policies. Students who are suspended from school for any number of days are restricted from participating in and/or attending any school-related functions before, after, or during regular school hours for the designated period of suspension. Failure to cooperate with these restrictions will result in the student being dismissed from BA for the remainder of the school year.

Students who are suspended from school for any reason and for any number of days are not eligible for end-of-the-year Citizenship or Honor Roll awards.

Participation in school activities such as field trips, school-sponsored parties, and extracurricular activities may be restricted and/or terminated for the remainder of the year; pending a decision by a behavioral review committee composed of BA school board members and/or BA staff members. A “disciplinary referral” form advising parents of the student’s suspension from school will be sent home by the principal. Suspensions will be recorded on the student’s academic record as a **minimum of 6 demerits**. The exact number of demerits imposed will be determined by the principal who will refer to the guidelines outlined later in this section of the discipline policies as well as the student’s cumulative demerit record and the number of days for which the student has been suspended. Notices of suspension forms must be signed by the parents and returned to the principal.

A student will earn grades of **ZERO** on assignments, tests, and class participation for the days he/she is suspended from school. **Make-up work will not be offered**. The grades of zero will be averaged in the same manner as the grades for work completed. Students suspended from school will be counted unexcused absences.

Before the student may be readmitted to class after a school suspension, the student and his/her parents may be required to meet with a behavioral review committee composed of BA school board members and/or BA staff members. Conditions of the student’s return to school may include an In School Suspension (ISS) transitional day or days and/or a period of probation, the terms of which must be agreed to in writing by the student and his/her parents.

Expulsion from School

Students may be “expelled,” or administratively withdrawn, from BA for the remainder of the school year, for behaviors detailed later in this section of the discipline policies. In addition to the principal a behavioral review committee composed of BA school board members and/or BA staff members may also be involved in a decision regarding the expulsion of a student from Beta Academy. The committee will base the decision on the admissions, behavioral guidelines outlined in the discipline policies, as well as on the student’s behavioral and demerit records from BA.

Expelled students will not be readmitted the next school year. Honors and awards for which an expelled student is otherwise eligible will be forfeited.

Sexual Harassment

Definition: Offensive and unwelcome conduct of a sexual nature directed toward a student or other person or, offensive and unwelcome conduct aimed at another solely because of his or her gender.

If a student believes he/she has been sexually harassed, the student or the student’s parents should immediately report the incident(s) to the principal.

If a student's own conduct is offensive and unwelcome toward another student or a staff member, the campus administrator will determine how the conduct should be handled in accordance with BA's code of conduct.

Off Limit Areas

A student pass is required when in **OFF-LIMIT** areas. OFF-LIMIT areas are:

- Other students' desks
- Classrooms – without a staff member present
- Parked cars
- Gymnasium, without a teacher
- Teachers' desk/files/supplies/personal property
- Private offices/school file cabinets
- Restrooms (other than at regular break times)
- Cafeteria (other than at regular break times)
- Halls during class time

Parents Addressing Other Students

Parents are not to address a student personally about school related issues at any time. Only school personnel are to address BA students about behavioral concerns.

In the event a parent observes or encounters a problem concerning discipline at any time during the year, they should first call the teacher of the class in which the problem occurred. For any remaining unresolved problems, parents should contact the school principal.

DISCIPLINARY CHART

In addition to receiving a demerit, detention, or other disciplinary action, students may also be required to perform acts of restitution, such as cleaning up the area affected by his/her misbehavior, writing notes of apology, paying for damage, etc.

Demerits

Should any of the following or other unacceptable behaviors be a persistent problem, in the opinion of the teacher, the student will be referred for a conference with the principal. **A detention or a suspension of privileges may be used** should the behavior(s) in question continue to be exhibited after such a conference. A warning demerit is not required prior to issuing a demerit.

- Being in off limits areas
- Talking without permission
- Being out of seat without permission
- Failing to return school-to-home notes, homework slips, etc. signed by parents

- Throwing items, food, etc. in class, at lunch, at break-time, etc.
- Attending class unprepared
- Leaving trash on desks, tables, lunch tables, bleachers, floors, campus grounds, or in any other area
- Failing to observe the “six-inch rule” (hitting or inappropriately touching another student in any way will not be tolerated)
- Failing to follow fire and emergency exit drill procedures (talking, running, pushing, etc)
- Leaning back in chairs; sitting on tables or other furniture not intended for such
- Behaviors not specifically mentioned above, but which disrupt or interfere with maintaining a clean, quiet, safe and organized learning environment

Detentions

First Offense: Automatic detention

Second Offense: Subsequent offenses require a conference with the principal, with possible suspension of privileges

Number of demerits recorded for a **detention:** 2

Offenses (not inclusive list)

- Bringing an iPod, mp3 player, camera, radio, CD player, or other electronic device on campus at any time. Note: BA permits possession of cell phones, however, cell phones must remain turned off and in the student’s backpack during the school day
- Being “out of uniform” during school day. Note: “Out of uniform” students may be required to remain in the office all day or until appropriate uniform attire obtained
- Having and/or reading unapproved books, magazines, newspapers, or having and/or listening to unapproved CDs
- Pulling fire alarm
- “prank” call or calls to “911” as a prank
PARENTS OF THE OFFENDING STUDENT(S) WILL BE BILLED FOR ANY FINES IMPOSED BY THE CITY.
- Defacing (marking, drawing, writing, carving, or cutting on, or in any other way destroying) books, desks, walls, bulletin boards or any areas of BA campus, equipment machines, school property, etc.
Parents will be billed for any necessary repairs/ replacement (materials and labor with a minimum charge of \$20) resulting from their student’s actions.
- Being disrespectful in word or in deed to a teacher or another staff member
- Forging of signatures
- Eating in class or other areas outside the cafeteria

- Failing to comply with the request of a teacher or another staff member
- Using inappropriate language, gestures, racial comments, slander, cursing, swearing, name calling, gossiping about others, etc.
- Hazing, extortion, or harassment of others be it directly or through any social media
- Making fun of or intentionally humiliating another student for any reason directly or through any social media
- Horse playing, wrestling, “play-fighting,” “piggy-backing” or lifting other students in any manner, “trading punches” or playing any type of games which involve physically striking another student
- Hitting, pinching, slapping, biting, poking, pushing, pulling or in any other manner touching a student inappropriately

Suspension of Privileges

- **First Offense:** Suspension of privileges for a minimum of one full school day. (Number of days determined by the severity of the offense and the student’s behavioral record.)
- **Second Offense:** Suspension of Privileges for a longer period or suspension from school, as well as a probationary period, which may include a suspension of privileges, once regular class attendance has been re-established.
- **Third Offense:** Longer suspension from school or expulsion for the rest of the school year.

The number of demerits recorded for a **suspension of privileges is 3; for suspension from school, 6.**

Cheating (not inclusive list)

- Seeking, providing, or obtaining answers to homework, daily work, quizzes or tests (whether for one’s own use or for another student’s benefit)
- Examining, copying, or taking test keys, score keys or completed tests or assignments from the teacher’s desk or another student’s desk or files
- Copying from another student’s work or from an answer key
- Plagiarizing in any form
- Preparing, having in one’s possession, using or sharing “cheat sheets”
- Doing another student’s work for him/her
- Looking at another student’s test during a testing session
- Talking or asking about tests, test questions, or answers on a test with other students at any time
- Using a cell phone, calculator, or other technological device during class time without teacher’s knowledge and/or consent

Fighting (not inclusive list; whether the fight occurs or is to occur on or off campus)

- Planning or talking about a fight
- Encouraging another student to fight

Self Defense

The claim of “self-defense” is restricted when, but not limited to

- The student had opportunity and did not seek to inform staff of threatened encounter
- The student provoked the use of physical force
- The student continued physical force after the other party abandoned the encounter
- The student did not attempt to walk away from the encounter

Viewing Pornography (not inclusive list)

- Viewing inappropriate magazines, Internet websites, advertisements, etc., including materials that have been noted as “soft porn” during the school day
- Communicating via written notes, web pages or chat rooms in a sexually explicit or sexually suggestive manner, including posting on internet sites inappropriate pictures, symbols, lyrics, or other materials that could be construed as sexually suggestive during and/or outside of a school day. **BA students represent BA at all times and are expected to demonstrate high levels of integrity on or off campus.**

Harassment of Student, Teacher, Or Staff Member (not inclusive list)

- Making threatening, sexually suggestive or otherwise inappropriate verbal comments
- Making threatening, sexually suggestive or otherwise inappropriate gestures with hands or body
- Making racial or ethnic jokes and/or hurtful and/or slanderous comments

IF, IN THE OPINION OF THE ADMINISTRATION, THE DEGREE OF THE OFFENSES LISTED ABOVE IS SUFFICIENTLY SERIOUS, SUSPENSION FROM SCHOOL MAY BE REQUIRED.

Suspension from School (not inclusive list)

First Offense: Minimum of one full school day, with the number of days determined by the severity of the offense and the student’s behavioral record. Students who have been suspended from BA may be required to apply for readmission to the Behavioral Review Committee of the BA School Board. Readmission guidelines, probationary agreements and any other stipulations of the Review Committee will be strictly enforced. The BA School Board and/or administration reserve the right to expel a student on the first offense involving any of these behaviors.

Second Offense: Those students whose behavior warrants a second period of suspension during the course of the same school year may be suspended for a longer period of time for the

second offense or may be expelled for the rest of the school year at the discretion of the BA School Board and/or the BA administration.

- Bringing matches, lighters, alcohol, pornography, tobacco products, drugs, drug paraphernalia, inhalants of any kind, substances which resemble or are intended to look like drugs, knives (including pocket knives), guns, bullets, fireworks, sling shots, other weapons or toy replicas of any of these items to school or to any school functions, whether on or off campus
- Talking about, joking about, or engaging in gang-related activities, including writing in a manner which resembles gang graffiti or gang writing in any form, whether on or off campus or via the Internet
- Talking about, joking about, or using illegal drugs or drug paraphernalia of any kind, whether on or off campus or via the Internet
- Using permanent markers, temporary markers, liquid correction fluids, or any type of aerosol product in an inappropriate manner, whether on or off campus
- Talking about, joking about, or threatening to use violence against any student, staff member, Beta Academy, or any individual or organization, whether on or off campus, or via the Internet
- Harassing another student or staff member via inappropriate touching, sexually suggestive or offensive comments, whether on or off campus or via the Internet
- Bringing and/or talking about, joking about or viewing sexually explicit materials or related items, whether on or off campus or via the Internet
- **LYING**, which includes relating information that is not true, misleading school faculty or officials when questioned, misrepresenting the truth, refusing to “tell” when questioned about school related incidents, withholding knowledge of situations that could jeopardize the well-being of other students and/or the academic or behavioral standards of the school

Credit During Suspension

A student will receive credit for work missed during the time of suspension if the work is made up within the same number of days as the suspension.

Mandatory Suspension and Discretionary Expulsion

- Any offense listed in Section 37.006 (a) or 37.007 (b) of the Texas Education Code, no matter where or where the offense takes place.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.4. Personnel Policies

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.5. Leadership Evaluation

CHARTER SCHOOL CEO/EXECUTIVE DIRECTOR EVALUATION RUBRIC

By Charter School Tools

Beta Academy will use this rubric as our start-up evaluation tool. Adjustments will be made as needed.

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Academic Performance (40 points)	#1 or 2 school in market serving similar populations	Meets 100% of charter application or contract goals*	Meets 90% of charter application or contract goals*	Meets 50% of charter application or contract goals*	Fails to meet at least 50% of charter application or contract goals*
Financial Management (25 points)	Exceeds paid enrollment target by at least 3%; revenue above budget and expenses below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets paid enrollment target; revenue on or above budget and expenses on or below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets enrollment and attendance targets; net operating surplus; year 3 equity >5% of annual revenue (or 2%/year)	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; at least one instance of non-compliance identified by authorizer	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; material control weakness identified by independent auditor
Academic Program Fidelity** (20 points)	Academic program is recognized as exemplary by authorizer, state charter association, and donors/investors	Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum	Academic program meets the description in original charter application or in strategic plan adopted by the board; all stakeholders can articulate and identify key elements of the program	Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board	Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program
Parent/Teacher/	90% of parents,	80% of parents,	75% of parents,	50% of parents,	Less than 50% of

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Student Satisfaction (10 points)	students and teachers grade the school A or B on all surveyed measures; 90% attendance at parent conferences; 90% teacher retention and student re-enrollment	students and teachers grade the school A or B on all surveyed measures; 70% attendance at parent conferences; 80% teacher retention and student re-enrollment	students and teachers grade the school A or B on all surveyed measures; 50% attendance at parent conferences; 75% teacher retention and student re-enrollment	students and teachers grade the school A or B on all surveyed measures; 33% attendance at parent conferences; 65% teacher retention and student re-enrollment	parents, students and teachers grade the school A or B on all surveyed measures (or no surveys conducted); below 33% attendance at parent conferences; less than 65% teacher retention and student re-enrollment
Fundraising/Community Relations (5 points)	Organization has exceeded fundraising goals and increased number of donors and total raised every year; at least 15 positive new stories per year and at least 15 school tours or visits hosted per year	Organization has met fundraising goals and increased number of donors and total raised most years; at least 10 positive new stories per year and at least 10 school tours or visits hosted per year.	Organization has received significant cash and in-kind donations and has a documented fundraising plan with annual goals; school has many more positive news stories than negative and has hosted at least 5 school tours or visits	Organization has received insignificant cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has few or generally neutral news stories; organization web site is not updated regularly	Organization has received no cash and in-kind donations, does not have a documented fundraising plan with annual goals; school has significant number of negative news stories

* Charter application or contract goals include, for example, proficiency (AYP), decreasing in lowest performance band, increase in highest performance band, graduation rate, attendance, teacher retention, grade promotion.

** Academic program elements include curriculum (e.g., STEM), instructional approach (e.g., direct instruction, blended learning), assessment system, and extra-curricular or wrap-around services.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.6. Teacher Evaluation

Beta Academy will adopt/use the following observation rubrics for teacher evaluations

COPYRIGHT MATERIAL

13 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.state.tx.us to schedule an appointment.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.7. Supplemental HR Forms

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:

In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="87,550-298,296"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="183,544"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="70,498-140,996"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	66,980
Borden County ISD	017901	Gail	239	62,730
Santa Gertrudis ISD	137904	Kingsville	517	72,093

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="39,501"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="55,550"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="34,036"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="45,174"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="36,873"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="51,763"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Enter the name of the sponsoring entity:

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Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	29,801
Borden County ISD	017901	Gail	239	25,950
Santa Gertrudis ISD	137904	Kingsville	517	34,531

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="65,912"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="86,699"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="98,999"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

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Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Number of Students anticipated in year one: In year five:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="65,798"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="62,730"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="57,890"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="39,974"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="52,837"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="34,910"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
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Enter the name of the proposed charter school:

Position:

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Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beeville ISD	013901	Beeville	406	90/day
Borden County ISD	017901	Gail	239	80/day
Santa Gertrudis ISD	137904	Kingsville	517	80/day

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Name of District	CDN	Located in (City)	# of Students	
			Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="45,411"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="55,436"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="43,715"/>

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Enter the name of the sponsoring entity:

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Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
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Position: Reports to:

Salary Range:

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Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Beeville ISD	013901	Beeville	406	22,915
Borden County ISD	017901	Gail	239	56,793
Santa Gertrudis ISD	13	Kingsville	517	53,616

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

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Position:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="52,169"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="74,340"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="41,478"/>

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Supplemental Human Resources Information Form
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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="39,974"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="52,837"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="43,715"/>

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Supplemental Human Resources Information Form
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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Cross Plains ISD"/>	<input type="text" value="030901"/>	<input type="text" value="Cross Plains"/>	<input type="text" value="347"/>	<input type="text" value="19,791"/>
<input type="text" value="Borden County ISD"/>	<input type="text" value="017901"/>	<input type="text" value="Gail"/>	<input type="text" value="239"/>	<input type="text" value="17,760"/>
<input type="text" value="Santa Gertrudis ISD"/>	<input type="text" value="137904"/>	<input type="text" value="Kingsville"/>	<input type="text" value="517"/>	<input type="text" value="24,813"/>

**Nineteenth Generation Open-Enrollment Charter Application
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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	19,791
Borden County ISD	017901	Gail	239	26,967
Santa Gertrudis ISD	137904	Kingsville	517	24,813

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Supplemental Human Resources Information Form
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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	35,857
Borden County ISD	017901	Gail	239	54,626
Santa Gertrudis ISD	137904	Kingsville	517	65,219

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Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED.Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	39,501
Borden County ISD	017901	Gail	239	32,763
Santa Gertrudis ISD	137904	Kingsville	517	45,174

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Cross Plains ISD	030901	Cross Plains	347	21,161
Borden County ISD	017901	Gail	239	28,967
Santa Gertrudis ISD	137904	Kingsville	517	22,752

**Nineteenth Generation Open-Enrollment Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.8. Community Support

March 25, 2014

To whom it may concern,

I have had the distinct privilege to work with Latisha Andrews over the past year. In October of 2012 she was approached by our Responsive Educations marketing team to be the Director for a new campus we desired to open in the Houston area. In April 2013 Latisha joined our team. She then worked tirelessly and located an available property for which she oversaw over a million dollar renovation project; completed in less than 6 weeks. During this time Latisha also interviewed and staffed all positions, ran multiple marketing campaigns, ordered curriculum and furniture, held parent and community information/interest meetings, and after a summer of diligent work, with attention to detail, Latisha opened August 2013 with 250 students, K-4.

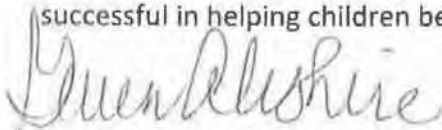
As a regional Director of Operations, I worked hand- in -hand with Latisha through the complete start-up phases of a new school opening. She was initially placed on several existing campuses to job shadow and observe. We began working together in early summer and Latisha has demonstrated excellence in every area of Operations.

Her experiences in private school administration and public charter have made her one of my strongest Directors in the Houston/East Texas Region. Her passion and life dream is to be a strong leader in the education field and exemplifies this passion every day. Her commitment to community and relationship and specifically how she communicates is her strongest asset.

Latisha Andrews has great organizational ability and can handle multiple projects at the same time. She was key to meeting all timelines asked of her and worked tirelessly as she took full ownership of each functional rollout of the new school opening. She was responsible for all Landlord communication to meet permit requirements, worked with the city to acquire all necessary documentation, oversaw construction and remodeling of the Pasadena campus, held weekly Marketing events and managed to hire a quality full academic staff. Outside of her ability to have influence in the community, Latisha was on the sidelines doing much needed reading and training on all other functions of Operations. She has successfully been executing Risk Management, Facilities, Finance, Marketing, Human Resources, PEIMS, Academics, Payroll and other administrative areas of responsibility.

I have worked in Operations for Responsive Ed for over 5 years where I continually open new campuses. I have not had any initial start-up issues at Latisha's campus. This is rare and I do believe that it is Latisha's proactive approach to knowing her business and being a strong business person that has headed off any true potential problems that may occur within the first year of a new Charter.

I strongly recommend that Latisha Andrews be granted the opportunity to live a dream of bringing a free public school choice to the community of at-risk children she has poured herself into for over 14 years. I will support her in any way that I can. She has an exceptional work ethic and will execute all that is necessary to be successful in helping children become lifelong learners.



Gwen Abshire/ Regional Director of Operations



SOUTHEAST HARRIS

COUNTY COMMUNITY COALITION



March 10, 2014

Beta Academy Board of Directors
9701 Almeda Genoa Road
Houston, Texas 77075

Beta Academy Board of Directors,

I enthusiastically support the expansion of Beta Academy charter school in the Pasadena School District. South East Houston is an area of Harris County that is plagued by poverty, substance abuse and high juvenile crime rates. The age of onset for addiction is getting younger and younger, as well as the age of incarcerations and rehabilitations. I believe that Beta Academy is making a difference in the youth of our community and could combat these imperative community issues.

It is well known that commitment to school and community is a protective factor against teen pregnancy, substance abuse and high school dropout rates. Commitment to school and graduate rates are suffering in the Pasadena School District, it is my belief that Beta Academy is a remedy to these issues. The expansion of Beta Academy could reduce these alarming statistics in our area.

It is a collective responsibility of our community to help our youth become productive citizens no matter what adversities they face. It is my hope that Beta Academy will continue to expand throughout the Pasadena School District as it truly takes a village to raise a child.

Sincerely,

Amber Buras, CPS

Coalition Coordinator
South East Harris County Community Coalition
281-914-3027

MISSION | To help individuals, families and communities stop alcohol/drug abuse and addiction.



**TOM REID
MAYOR**

February 28, 2012

BETA Academy Board of Directors
9701 Almeda Genoa Road
Houston, TX 77075

BETA Academy Board of Directors:

I support BETA Academy as a Charter School in the Pasadena Independent School District (PISD). There is a need to improve the quality of education in our schools and the BETA Academy model would make a difference for our public school students. The PISD extends into the city limits of Pearland and some of our young citizens attend BETA Academy.

The BETA Academy directors and staff will create a quality environment of excellence, leadership, and character development for our students. They are also committed to building strong relationships between students, parents, and school faculty.

I believe that the request by BETA Academy for Charter School status would benefit the youth of our area and I support the Charter School application.

Sincerely,


Tom Reid
Mayor



Pasadena Independent School District

"National Model School District 2008"

Moore Elementary School

8880 Southbluff ★ Houston, Texas 77089

Office: 713-740-0656 ★ Fax: 713-740-4140

Jill Lacamu, Principal ★ Dee Dee Pitts, Assistant Principal

2/08/2012

Beta Academy Board of Directors
9701 Almeda Genoa Rd.
Houston, TX 77075

Re: Support for Proposed Charter School

Beta Academy Board of Directors,

I enthusiastically support establishing Beta Academy as a charter school in the Texas Pasadena Independent School District (PISD). The need for improvement in our public schools is compelling and the Beta Academy model will make a difference for all of our public school students.

I believe Beta Academy directors and staff will create an academic environment of excellence, leadership, and character development. Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence. Beta Academy's proposed charter is a model for public education; purposefully designed to impact our communities positively. They have the right vision, the right heart, and the right team to be successful.

Please use my letter of support in your Beta Academy charter school application.

Sincerely,

Allen M. Gardner



February 14, 2012

Beta Academy Board of Directors
9701 Almeda Genoa Rd.
Houston, TX 77075

Re: Support for Proposed Charter School

Beta Academy Board of Directors,

I enthusiastically support establishing Beta Academy as a charter school in the Texas Pasadena Independent School District (PISD). The need for improvement in our public schools is compelling and the Beta Academy model will make a difference for all of our public school students.

I believe Beta Academy directors and staff will create an academic environment of excellence, leadership, and character development. Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence. Beta Academy's proposed charter is a model for public education; purposefully designed to impact our communities positively. They have the right vision, the right heart, and the right team to be successful.

Please use my letter of support in your Beta Academy charter school application.

Sincerely,

A handwritten signature in black ink, appearing to read "Judy L. Miller", with a long horizontal flourish extending to the right.

Judy L. Miller



2/9/12

Beta Academy Board of Directors
9701 Almeda Genoa Rd.
Houston, TX 77075

Re: Support for Proposed Charter School

Beta Academy Board of Directors,

I enthusiastically support establishing Beta Academy as a charter school in the Texas Pasadena Independent School District (PISD). The need for improvement in our public schools is compelling and the Beta Academy model will make a difference for all of our public school students.

I believe Beta Academy directors and staff will create an academic environment of excellence, leadership, and character development. Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence. Beta Academy's proposed charter is a model for public education; purposefully designed to impact our communities positively. They have the right vision, the right heart, and the right team to be successful.

Please use my letter of support in your Beta Academy charter school application.

Sincerely,

A handwritten signature in black ink that reads "Douglas Moore". The signature is written in a cursive, flowing style.

Douglas Moore
Chartered Organization Representative
Pack 1900

February 10, 2012

Beta Academy Board of Directors
9701 Almeda Genoa Rd.
Houston, TX 77075

Re: Support for Proposed Charter School

Beta Academy Board of Directors,

I enthusiastically support establishing Beta Academy as a charter school in the Texas Pasadena Independent School District (PISD). The need for improvement in our public schools is compelling and the Beta Academy model will make a difference for all of our public school students.

I believe Beta Academy directors and staff will create an academic environment of excellence, leadership, and character development. Their commitment to building strong relationships between students, parents, and school faculty ensures an environment of excellence. Beta Academy's proposed charter is a model for public education; purposefully designed to impact our communities positively. They have the right vision, the right heart, and the right team to be successful.

Please use my letter of support in your Beta Academy charter school application.

Sincerely,



Norma Callender, Ph.D., LPC

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.9. Startup Plan

Start-Up Timeline

<p>Completed and In Work</p>	<p>Completed: Location selected: Magnetic lock entrance security door and security lighting installed and wireless internet throughout Playground construction complete (community volunteers built) Acquired gymnasium play equipment, volleyball, basket balls, mats, etc. Procured Beta Academy frontage sign Developed logo and submitted trademark Initiated fundraising through pledges and gifts. Received \$204,000 in pledges to date Initiated school library with over 800 books donated to date Acquired over 20 computers compliant with on-line "Accelerated Reading" requirements Acquired over \$15,000 in classroom furniture and instructional aids Partnered with St Agnes Academy Houston for technology sharing/donations Working to satisfying occupancy code E requirements</p>
<p>08/2014</p>	<p>CEO Superintendent will begin working 25% salary Begin soliciting website designs/proposals Begin scheduling board training Sample curriculum ordered for kindergarten through sixth grade (Terri Sones, Helen Abernathy, Justin James, Latisha Andrews) Establish temp office/no charge (Latisha Andrews) Begin soliciting for back office support i.e. payroll and financial accounting (Latisha Andrews, Tim King) Begin soliciting grants (Terri Sones, Helen Abernathy, Tim King, Justin James, Latisha Andrews) Engage community supporters and financial backers (Latisha Andrews, Tim King, Martha Smith) For contingency funds, secure line of credit (Tim King, Latisha Andrews) Retain legal counsel for review of bylaws, Code of Ethics, Conflict of Interest, etc.</p>
<p>09/2014</p>	<p>Curriculum selected/written for kindergarten through second grade (Terri Sones, Helen Abernathy, Justin James, Latisha Andrews) Review back office support proposals (Latisha Andrews, Tim King, Philip Smith)</p>
<p>10/2014</p>	<p>Develop Website (Latisha Andrews) Develop Enrollment Packet/HR Forms/School Forms (Terri Sones, Helen Abernathy, Latisha Andrews) Post/advertise Office Admin position (Latisha Andrews) Contingency resolution deadline</p>
<p>11/2014</p>	<p>Curriculum selected/written for third through fifth grade (Terri Sones, Helen Abernathy, Justin James, Latisha Andrews) Begin advertising school opening on facility electronic reader board signage (Latisha Andrews)</p>

12/2014	Finalize back office support selection (Tim King, Latisha Andrews) Curriculum selected/written for sixth grade (Latisha Andrews, Terri Sones, Helen Abernathy, Justin James) Begin advertising for open enrollment Enrollment packet developed (Office Admin, Latisha Andrews)
01/2015	Enrollment Packet Available-Open Enrollment begins (Latisha Andrews) Continue Marketing Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy)
02/2015	Hire Office Administrator - part time (Latisha Andrews) Open Enrollment Closes (Latisha Andrews) Begin furniture bids and opening accounts at office Depot, etc. (Tim King, Latisha Andrews, Secretary) Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy) Hold lottery if needed (Tim King, Terri Sones, Latisha Andrews)
03/2015	Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy)
04/2015	Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy)
05/2015	Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy)
06/2015	Hire HR Manager (Latisha Andrews) CEO/Superintendent and Office Admin staff move to full-time pay (Latisha Andrews) Begin furniture orders based on current enrollment (Latisha Andrews) Advertise teaching positions (Latisha Andrews) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy) Begin ordering curriculum based on enrollment (Latisha Andrews) Purchase first aide materials (Latisha Andrews) Back office selected (Latisha Andrews, Tim King) Finalize contract with NWEA Map testing (Latisha Andrews, Tim King, Helen Abernathy)
07/2015	Hire CFO/Business Mgr. (Latisha Andrews, Tim King) Host Parent Interest meetings (Latisha Andrews, Terri Sones, Helen Abernathy) Administrative staff training on administration, school culture, new hire processes character dev., etc. (Latisha Andrews) Back office support startup (Latisha Andrews, HR Manger)

	<p>Develop HR/Employee Handbook (HR Manager, Latisha Andrews) Textbooks and workbooks ordered (Latisha Andrews, Tim King) Equipment and furniture purchased (Latisha Andrews, Tim King)</p>
08/2015	<p>Hire Assistant Principal (Latisha Andrews) Fill teaching positions (Latisha Andrews) Training/professional development for all staff (Latisha Andrews, Helen Abernathy) Classroom set up (teachers, Latisha Andrews, staff) Teaching/office materials and supplies ordered (Latisha Andrews) Parent Orientations 3 times a week during the evenings (Latisha Andrews) Build traffic flow chart and establish student drop off and pick up procedures Post directional/informational signage for parking, offices, drop off, pick up, etc. (Latisha Andrews)</p>

Nineteenth Generation Open-Enrollment Charter School RFA

Attachment O.10. Superintendent Documents

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

A proven visionary leader, motivational speaker and marketing expert with extensive educational leadership experience in private, public and charter schools as a teacher, principal and director.

EDUCATION

Capella University Oct	2004 – May 2006
Master's in Business Association (Highest Honors 4.0 GPA) Concentration in Marketing	
University of Maryland College, Asian Division	Jun 2002 - Dec 2003
Bachelor's in Science: Psychology (High Honors) Minor: Women's Studies	
Texas Bible College, Houston	Sep 1998 - May 2001
Diploma of Theology (Highest Honors 4.0 GPA)	

AWARDS & ACCOMPLISHMENTS

Who's Who Among Professional Women in Education,	2009
Summa Cum Laude: Capella University	2006
Magna Cum Laude: University of Maryland	2003
Honors Society: San Jacinto	2002
Who's Who in American Colleges and Universities	2001

WORK EXPERIENCE

- Director: Responsive Ed (Vista Academy), Houston, TX** **April 2013-Present**
- Administrative and educational responsibility/oversight for 250 elementary students K-4 and 28 staff members (teachers, admin staff, support staff)
 - Develop/evaluate/coordinate educational program to ensure conformance to state and school board through meetings with staff, review of teachers' activities, and issuance of directives
 - Marketing campaigns to increase student enrollment and maintain ADA
 - Requisition and allocate supplies, equipment, and instructional material
 - Preparation of class schedules, cumulative records, and attendance reports
 - Community liaison
 - Oversee safety, security and building/grounds maintenance
- Chief Executive Officer: Beta Academy, Houston, TX** **June 2010 - Present**
- Administrative and educational responsibility/oversight for students, teachers and support staff (K-8); student records/attendance reports
 - Fiduciary oversight of all business finances and fundraising campaigns
 - Curriculum development, research and purchase
 - Public relations, community liaison

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

Elementary Principal: Life Christian Academy, Houston, TX Aug 2006 - June 2010

- Administrative and educational responsibility/oversight for 130 elementary students K-8 and 12 staff members (teachers, admin staff, support staff)
- Developed/evaluated/coordinated educational programs and curriculum to ensure conformance to state and school board standards through meetings with staff, review of teachers' activities, and issuance of directives
- Plan/Led marketing campaigns to increase student enrollment
- Requisitioned/allocated supplies, equipment, and instructional material
- Developed academic schedules and calendars
- Maintained student cumulative records and attendance reports
- Community liaison

First Grade Teacher: Life Christian Academy, Houston, TX Oct 2004 - Aug 2006

- Educational instruction for 18-20 students
- Provided curriculum development instruction to academic staff
- Taught classroom management seminars for local elementary schools
- Developed K-5 and 11-12 Bible Course curriculum
- Facilitated weekly Chapel services for grades K-12
- Tutored students K-12

Accomplishment: Students consecutively surpassed grade level scores on Stanford Achievement Testing

Substitute Teacher (K-12): Department of Defense School System

Misawa Air Force Base, Misawa Japan

Oct 2003 - Sep 2004

English Teacher/Teacher Aide (K-1) – Summer Youth Program:

Japanese National Public School, Aomori Prefecture, Japan Summer 1991

- Assisted Japanese teachers with students classwork/activities
- Taught English

RELATED ACTIVITIES

Public Speaking

1999 - Current

Guest speaker for various children, youth and adult events/functions in Ohio, California, Indiana, Virginia, and Texas

Volunteer

1994 - Current

Extensive volunteer work since age 15 at retirement homes, hospitals, schools, orphanages, churches, homeless shelters, and youth mentoring/tutoring

Latisha Andrews

Personal contact information removed for posting to a public domain

The Beta Foundation: 832.656.5841

Biography

Latisha Andrews is a passionate leader focused on bringing exceptional education to her community. She is CEO of Beta Academy and the Beta Foundation and the Director of the Responsive Ed Vista Academy charter school in Houston, TX. Ms. Andrews successfully launched (2010) a private low-cost tuition school in a low-income area which she currently staffs, leads, and financially manages. Partnering with Responsive Education Solutions as site Director, she successfully launched (2013) a charter school in an adjacent community to meet the extended community's needs. On her quest to bring a tuition-free school to her neighborhood, she has consulted with Geoffrey Canada, CEO of Harlem Children's Zone, corresponded with multiple local and state legislators, and made connections with business and community leaders. For 14 years, she has provided volunteer services and tutoring to disadvantaged and at-risk children in nearby neighborhoods. Latisha brings 10 years of educational leadership experience and graduated Summa Cum Laude from Capella University with a Master of Business Administration degree. Once reprimanded for "dreaming too big", Andrews is on a mission to bring a world-class, tuition-free school to her own backyard.