

Application Coversheet (Please type)

TLC Academy
Name of Proposed Charter School

TLC Academy
Name of Sponsoring Entity

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: Walt Landers

CEO of Sponsoring Entity: To be determined

CEO/Superintendent of Proposed Charter School: To be determined

Representative Who Attended an Applicant Conference: Ernie Hensel Date of Conference: 12/03/2007

Applicant Mailing Address: 5687 Melrose, San Angelo, Texas 76901

Physical Address of Proposed Administrative Offices (if different from above):
5687 Melrose, San Angelo, Texas 76901

* Number of Campuses Being Requested : 1

Physical Address of Each Proposed Campus:
5687 Melrose, San Angelo, Texas 76901

Contact Name: Daniel Calhoun Contact E-mail Address: pastordaniel@tlcfamily.com

Contact Phone #: 325.224.2900 Contact Fax #: 325.942.6795

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1:

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
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 Maximum Enrollment: 250

Year 2:

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
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 Maximum Enrollment: 350

Year 3:

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
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 Maximum Enrollment: 500

Year 4:

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
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 Maximum Enrollment: 750

Year 5:

Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
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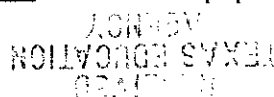
 Maximum Enrollment: 1000

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor 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.

Walt Landers 2/27/08 Walt Landers (Chairperson)
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity Date Printed Name

Carol Thorne 2/27/08 Carol Thorne
(BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? Essential Support Services, Inc. Was preparer paid? Yes No



Division of Charter School Administration

Number of Sites	The site at 5687 Melrose, San Angelo Texas will serve only 300 students. An overflow facility located at 126 South Jackson has been utilized by the private school in prior years and will be utilized by the charter school. This facility will serve 200 students. The mailing address will remain the same.
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Applicant Checklist

TLC Academy

TLC Academy

Proposed Fourteenth Generation Charter School Name

Sponsoring Entity Name

This checklist MUST be completed and submitted as part of the application to ensure that the applicant has provided all of the information required by the RFA.

Application

- Attended Applicant Conference: 12/3/07: Board Member Who Attended Emie Hensel
- Application Coversheet
- Table of Contents
- Applicant Checklist (*this document*)


Application Sections (*All questions in each section must be answered completely.*)

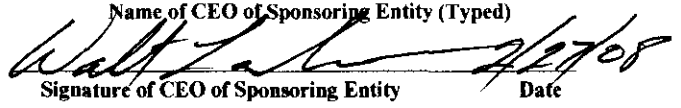
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|---|--|
| <input checked="" type="checkbox"/> 1 Statement of Need | <input checked="" type="checkbox"/> 6 Governance |
| <input checked="" type="checkbox"/> 2 Vision of the School | <input checked="" type="checkbox"/> 7 Community Support |
| <input checked="" type="checkbox"/> 3 Educational Plan | <input checked="" type="checkbox"/> 8 Geographic Boundary |
| <input checked="" type="checkbox"/> 4 Student Goals | <input checked="" type="checkbox"/> 9 Admissions Policy |
| <input checked="" type="checkbox"/> 5 Human Resources Information | <input checked="" type="checkbox"/> 10 Special Needs Students and Programs |
| | <input checked="" type="checkbox"/> 11 Business Plan |

Attachments A-P

- A Notarized Biographical Affidavits for members of the governing body of the sponsoring entity or of the charter school (if any) and any identified officers of the charter school
- B Organizational Chart reflecting all of its operations, including the proposed charter school
- C 501(c)(3) Determination Letter from IRS or statement that it is not required if sponsoring entity is an institution of higher education or a governmental entity
- D Articles of Incorporation filed with Texas Secretary of State or a comparable document if the sponsoring entity is an out-of-state nonprofit corporation or a statement that this not required if the sponsoring entity is an institution of higher education or a governmental entity. (If the sponsoring entity has amended its Articles of Incorporation, it must submit both the original Articles of Incorporation and the documents reflecting amendments to the original Articles of Incorporation. The failure to submit all of these documents will render this attachment incomplete.)
- E Corporate Bylaws or statement that it is not required if sponsoring entity is an institution of higher education or a governmental entity
- F Published Notice of Public Hearing showing name of the newspaper and date of publication and stating the proposed school name, sponsoring entity name, date, time, and place of meeting, and names of sponsoring entity board members
- G Synopsis of Public Hearing
- H Signed Certified Mail Receipt Cards showing that relevant school districts and charter schools received statement of impact forms (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.)
- I Audit Report or one of the following: (1) unaudited financial statements (consisting of an unaudited statement of financial position; an unaudited statement of activities; and an unaudited statement of cash flows including a notarized acknowledgement signed by the chief executive officer and chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided) **or** (2) a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2005 and has less than \$5,000 in receipts and total assets.
- J Credit Report or a statement that no report is provided because the sponsoring entity was incorporated after January 1, 2005 and has less than \$5,000 in receipts and total assets.
- K IRS 990 Filing or a statement explaining why it is not available.
- L Documentation Verifying All Sources of Funding or a statement explaining that there are no sources of funds (General letters of support should NOT be included).
- M Start-Up Budget
- N Budget for Year One of Operation (Budgets for Years Two and Three are required in some cases where escalating enrollment is planned.)
- O Negotiated Service Agreement(s) or a statement explaining why no agreements are being provided.
- P Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s) or a statement explaining why no documents are being provided

Items are checked to indicate their inclusion in proper order in all copies submitted to TEA as verified by the following:

Carol Thorne
 Name of Application Preparer (Typed)

 Signature of Application Preparer 2/24/08
 Date

Walt Landers, Chairperson
 Name of CEO of Sponsoring Entity (Typed)

 Signature of CEO of Sponsoring Entity 2/27/08
 Date

1. Statement of Need *(Scored by External Review Panel)*

a) Discuss why members of the sponsoring entity believe that the proposed school is needed and why they believe that sufficient demand exists to make the school viable.

Throughout the history of our country, one of the finest educational systems available in the world has been developed. Unfortunately, as the years progress, the decay in this system has been noted in the teaching and learning process as well as the accountability of the system to deliver results for all children.

Public schools are being held "accountable", but often do not hold themselves "responsible." Accountability conjures up an "outside in" process and responsibility is more likely an "inside out" process. Like knowledge, when responsibility is generated from within, from the learners and the community, it is collective and it attends to real learning and real evidence rather than fleeting numbers.

The implementation of the proposed design would ensure that honor and respect is afforded each stakeholder, and that each would hold themselves responsible for high standards and increased academic performance. The learning model proposed would create a model emerging from the foundations of research-based and successful practices that have been collected and merged into a learning community that actively supports the value of education. The business of educating our children is vital to our future and the future of our nation. The strategies and methodologies described within this plan can provide the platform from which to launch the success of future generations. The future is in our hands.

A review of the AEIS 2007 reports was conducted by the proposed charter school stakeholders. There are 11 school districts within TLC Academy's defined geographic boundaries. Of the 11 school districts, 25 are elementary campuses, 7 are middle school campuses, and 13 are high school campuses. Nine (36%) of the elementary schools are academically acceptable. Of the 7 middle schools four (57%) are academically acceptable. Eight (62%) of the thirteen high schools are rated academically acceptable. A pattern emerges when the data is reviewed. As students move through the traditional public school system, it is unlikely that students will be attending a Recognized or Exemplary campus if they continue within the traditional school system of our geographic boundaries. Among the 11 school districts there was only one Exemplary campus at the middle school level and no Exemplary campuses at the high school level. The number of Recognized campuses decreased dramatically as well (20% of the middle and high schools received a Recognized rating). There is a need for competition in the educational services areas to increase academic achievement in the middle and high school grades.

Further examination of the school districts' PBMAS data reveal 4 major concerns. They are as follows:

1. Poor academic performance of identified LEP students
2. High special education identification rates
3. High representation of minority groups and identified LEP students in special education
4. An exceptionally high rate of special education students placed in ISS

Currently, students who opt for choice have two choices: traditional public schools or private schools. Private schools in the area range from \$300 per month per child to \$500 per month. There is only one affordable private school in the San Angelo region that houses a middle and high school and that is the one that is currently operated by the TLC Academy. This indicates a desperate need for a quality choice for all grade levels that is located in Tom Green County that does not charge tuition.

The members of the sponsoring entity feel with the above evidence in place, the proposed charter school is desperately needed to both support education in Tom Green County as well as provide families with a school of educational choice for families who could not financially afford the choice. In closing, the members firmly believe San Angelo, Texas is the best choice for a new charter school and believe this school can both thrive and bring new, innovative ideas to further the quality of Texas public education.

b) Explain why the charter school model is appropriate.

The charter school model is one of the most important advances in public education and we feel is absolutely the most appropriate model for this area of Texas, public education and the kids who will attend from the designated geographic boundaries. We feel charter schools improve public education by providing both competition as well as a new avenue to test new theories and find the best solutions for public schools. Charters generally hold children to a higher or more individualized standard of performance. They are often safer and better equipped than established public schools.

There are three basic fundamentals of charter schools which will create the environment we feel shows the appropriateness of the model: Accountability, Choice and Autonomy.

Accountability

Charter schools must live up to a higher standard than traditional public schools by setting specific academic goals for their students. If a school fails to meet its contractual goals the result is most likely revocation of the charter and subsequent closure of the school.

Charter schools are much like any business; you must create a quality product in order to stay in business. This system has three prongs of accountability—state, local and school. The state has accountability standards all schools must follow to maintain their public charter status. These standards are to make sure that each student has the necessary fundamentals to be successful after graduation.

The second prong, parent accountability, student numbers ultimately decide how much funding each school receives. If students transfer to another district or school, the money follows. It stands to reason; student enrollment is the key to financial stability of any school. With this said, when parents have choices as to where their child attends the money attached to that student becomes much more important. This competition for student numbers allows parents greater power to choose the best educational program for their child. When a school fails to deliver the educational product, parents should have the right to seek an alternative. In business terms, if you don't please the customer—you don't get the business. Consequently, if you don't get business, you don't stay open.

Lastly, the accountability of the staff toward the school is one of the most important areas typically not utilized in the traditional public school districts. Too many times, educators feel their voices are drowned out by the constant political battles raging in administrative offices. Charter schools can provide a great avenue where teachers can buy into the system and build the system as they see fit. This flexibility to be creative and innovative is exactly what is needed to reform our public education system.

Choice

Free of most state and district regulations, charters can provide more options for parents and children by allowing innovative teachers and educational leaders to design schools to meet the needs of today's students.

Providing parents with choice is a critical element to improving the quality of Texas children. Traditionally, school districts have not been held accountable for their failures and shortcomings. These failures have led to less than desirable test scores, lack of trust from parents toward public education, student attitudes toward learning, and lower graduation rates for post secondary degrees.

Because parents choose charter schools, many feel a sense of ownership that, in turn, results in increased involvement and higher achievement. Quality charter schools are seeking innovative ways to run a public school, giving parents public school choice and proving that "one size does not fit all."

Autonomy

In many ways, charter schools act as the “research and development” arm of public education. Since charters have greater flexibility, they tend to attract pioneering educators who are willing to try new educational approaches. When proven effective, new teaching methods can then be implemented, tested and modified to meet the needs of students in the traditional school district.

In addition, charter schools sponsored by non-profit organizations have a wonderful opportunity to tap into a new form of financial resources through the private sector. With non-profit status, as determined by the Internal Revenue Service, donors can both invest in the education of children while enjoying a tax deduction for their donations. This new approach to fundraising provides a great opportunity for charter schools to offer new programs that otherwise could not be explored in the traditional public schools due to the lack of discretionary funds.

By working with individuals willing to donate money, you are essentially getting a buy-in to the educational program. When they invest their money, they are investing in the future. This buy-in once again creates a new accountability standard otherwise not discussed above. Individuals who become investors want to see their money used appropriately; therefore the charter must show how they use the money and the benefits which result. As it stands, charter schools do not receive the same amount of funds as traditional public schools due to the lack of tax base, with this said, it is vital for charter schools to keep their investors satisfied; consequently, the existence of the additional prong of accountability is necessary.

The board feels charter schools provide a great avenue for teachers and administrators to do their jobs without the fear of political fallout. If one looks at any successful business, decisions are made by those who know the business and understand the inner workings of that business. The same concept should ring true in education. Administrators and teachers have completed studies in education as well as completed many hours of extra training to carry out their jobs effectively. Unfortunately, many people elected to serve on school boards do not have the same expertise and many times do not give administrators the freedom to do their jobs and ultimately places undue stress on the school administration of which can be felt in classrooms across every district. With this said, it is the belief of the board that charter schools can provide a great opportunity for administrators do their jobs to implement sound educational policy as well as teachers to teach with creativity and innovation without the fear of upsetting a political system.

As noted above, the need for new ideas and new ways to educate are of the greatest importance to our educational system. It is the desire of this sponsoring entity and its board to have the opportunity to create an open-enrollment charter school which addresses each of the above issues as well as brings new ideas of innovation and creativity to the public school system.

The proposed charter school will utilize a model that is based upon the theoretical framework of Bruner which basically states that learning is an active process in which learners’ construction of new ideas or concepts is based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to “go beyond the information given”. A review of educational models utilized by charter schools across the state revealed that the constructivist theoretical framework as well as the 5E Learning Cycle is utilized by the University of Texas Charter School and the University of Houston Charter School. Individualizing the model to accommodate the needs of our students will provide innovation and in our area as well as provide an exceptional instructional environment that promotes high academic achievement standards.

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog (i.e., socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

Bruner (1966) states that a theory of instruction should address four major aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

Bruner's constructivist theory is a general framework for instruction based upon the study of cognition. Much of the theory is linked to child development research (especially Piaget).

Roger Bybee's 5E learning cycle is a particularly effective means of making classroom practices more in line with the National Science Education Standards (Colburn & Clough, 1997). This instructional method is based on an inquiry type of approach and can improve science literacy as advocated by AAAS and NRC (Bybee, 1997). This model provides instructors with all the elements of scientific inquiry in a simple blueprint that can be adapted to a number of investigations and promotes active student learning (NRC, 2000). The steps of the instructional strategy include the components of engage, explore, explain, elaborate and evaluate. The engage stage is an activity that catches the students' attention in a way that gets them thinking about the concept in question, engages prior knowledge and allows the teacher to recognize any misconceptions. In the explore and explain phases, students are encouraged to participate in the scientist-like activities of designing, completing and reporting experiments. Participation in the elaborate phase allows students to extend their understanding by applying their new knowledge in new ways. In the evaluate phase, the teacher formally assesses students on achievement through determining the students' ability to apply the new knowledge to new situations or to interpret information from the activity in a new way. The 5 E Model of Instruction was developed in 1989 by the Biological Science Curriculum Study Group. This method is based on interactive exploration. During the investigation, students use their prior knowledge as a framework for further learning. CSCOPE generalizes the 5E Model of Instruction throughout the curriculum.

Furthermore, throughout the 30 year history as a private school, TLC Academy has produced amazing changes in the lives of our students. The smaller classrooms and caring environment have positively impacted the lives of the children listed below:

- ◆ Nathan came to the Academy as a high school student not doing well in the public schools, so his grandmother enrolled him in Angelo Christian School, (now TLC Academy). Nathan was living with his alcoholic, dysfunctional grandfather who provided little help or direction in his life. Nathan had no responsible adult to sign his school slips or help with homework so teachers were frustrated. The principal decided that he and the teachers would mentor Nathan instead of expelling him. Nathan graduated from ACS, married, received his bachelors in theology and is now working part time in a Christian school and part time as a children's pastor.
- ◆ Ryan came to TLC Academy in high school. Learning disabilities ran in Ryan's family and although he was not diagnosed, teachers suspected he also had extra needs. Ryan was intelligent but was not able to function well in a normal structured environment and needed innovative types of education. Instead of expelling Ryan, the school designed a special program that resulted in Ryan's graduation. He was the first graduate in his family.
- ◆ Two years ago Chelsea started having issues in the local public school system. After two years at TLC Academy she had made such a remarkable improvement in school work, sports, and most importantly her attitude. Chelsea will graduate this year with many opportunities to move forward into college.

These are just a few of the success stories that TLC Academy could share. Becoming a charter school would realize a long term dream of the incorporators of the school as well as open the doors of opportunity to additional students. TLC Academy is ready to embrace the challenge.

2. Vision of the School *(Scored by External Review Panel)*

a) In succinct terms, describe the educational philosophy and pedagogy of the proposed school.

The “Effective School Correlates” listed below will be the cornerstones of our vision:

- Clear School Mission
- High Expectations for Success
- Instructional Leadership
- Frequent Monitoring of Student Progress
- Opportunity to Learn and Student Time on Task
- Safe and Orderly Environment
- Home-School Relations

With these correlates in mind, the vision for TLC Academy will be three-fold:

Academic Excellence,
Building Leaders, and
Character Development

TLC Academy will be a place of success for children. For our student’s beginning their educational journey with us in Pre-Kindergarten, it will be an opportunity to establish a firm foundation in effective learning principles. For students joining us in the other grades, it will be an opportunity to gain ground in areas of curriculum in which they have not been successful before. We will offer students a variety of learning opportunities through one on one, small group and whole group instruction. Curriculum resources will be varied with paper pencil task, hands on task, group and individual projects. Oral communication as well as written skills will be an integral part of the learning process. Assessments will be often and authentic. Writing assignments, oral presentations, tiered lessons and cross-curricular lessons will be provided for our students. Our curriculum will be set to the Texas Essential Knowledge and skills (TEKS). All curriculum resources will support these standards. We will ensure curriculum alignment horizontally and vertically through the use of CSCOPE Curriculum Software developed by a consortium of Regional Service Centers. It will be our goal to provide students with the opportunity to achieve their highest potential. Providing adequate “time on task” will be a major focus of our instructional process with students. We will also help their parents and guardians understand their children’s capabilities. We will communicate our high expectations to both the child and the parent.

Every child whether they are regular education, special education or English as a Second Language will have an Academic Improvement Plan. We want to empower our students to reach their greatest potential and teach them to be life-long learners. Our curriculum, based on the TEKS, will provide an in depth rigorous learning process geared to multiple intelligences. Our goal of success for all will necessitate our teaching to the learning styles of each of our students. Children need to be given opportunities to express their learning in a variety of ways. In addition, children learn at different paces and levels. All of our children will be valued and nurtured and given opportunities to grow and succeed, regardless of their abilities or learning differences. Failure will not be an option.

We will embrace the culture and experiences of all our students. We will celebrate traditions while learning to appreciate the value of our differences. Leadership among our students will be a valued trait. Through the Capturing Kids Hearts curriculum or one that replicates the same results, we will teach our students how to make independent constructive choices to positively impact their lives, their families’ lives and the community at large. This added component will increase their level of expectation for themselves and enable them to have a wide variety of choices for entry into competitive universities across our nation and our world. Through this program we will develop leadership for our future community.

Strong instructional leadership will need to be in place for our vision to be realized. This leadership will be tasked with communicating the mission of our school to the staff, parents, students and community members. They will manage the instructional programs and help teachers and students make appropriate decisions based on the data collected. Our teachers will need to have quality staff development to help them learn how to reach, inspire and motivate at risk children. The leadership of the school will seek to provide quality opportunities for growth and improvement to our staff. They will diligently impart the vision for meeting the needs of students.

Faculty and staff will be allowed to work and share their talents and abilities in a risk free environment. They will work together to create shared values and expectations of our students and each other. All staff will have a deep understanding of being part of a team and an extended family of support for each other and the children under our care. Instructional leadership, teachers and staff will be tasked with utilizing the CSCOPE curriculum to challenge and accelerate. Data created throughout the year will be utilized to inform instruction using a continuous improvement model. Staff members will embrace the value of having our parents in partnership with the school and will work to include the home as a valuable asset to the success of the school. All of this will be done in a safe and orderly environment. High expectations for behavior will be communicated to the children, parents, faculty and staff. Children will be taught appropriate behavior for every setting. Learning cannot take place in an atmosphere of chaos.

b) Discuss the educational innovations that will distinguish this school from other schools. If it is proposed that each student have an educational plan, please use a term other than IEP since IEP refers to special education students.

The entire preface and vision of the proposed charter school is to offer students an education like no other. The sponsoring entity feels this is a great opportunity to diversify the open-enrollment charter school demographics to extend the charter school opportunities to an area that has no charter school as well as provide families and children a charter school in the San Angelo area that depends on innovation and creativity while ensuring the quality of education is both challenging and rewarding.

The proposed school will be founded on the premise all students deserve the right to a quality public education with emphasis on preparing students to meet the needs of our changing world. Students admitted to attend the charter school will first meet with school personnel to introduce the families to the educational system. Then students will undergo a baseline data test which will provide vital information on areas of strengths and weaknesses the child has on particular curriculum areas. Once the information has been disaggregated, the student along with the parents and school personnel will then hold another meeting to discuss and approve an Individual Achievement Plan (IAP) which will address the individual needs of the student.

The Individual Achievement Plan along with the student's baseline data will provide school personnel with the information they need to create the best possible educational situation for every student. The curriculum model for the proposed charter school will be that of CSCOPE. This innovative system has been used in many charter schools across the State of Texas and has shown excellent gains in student achievement. The CSCOPE Model presents a research-based curriculum that provides emphasis on the relationship between the state curriculum, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SE), and the Texas Assessment of Knowledge and Skills (TAKS) in Reading, Mathematics, Science, and Social Studies, Grades K-12. CSCOPE covers the components that are critical for effectively teaching and assessing the TEKS to the depth and complexity of the TAKS. The focus of this system is strictly on teaching and assessing the curriculum, not on teaching to the test.

The proposed charter school will offer students and parents the comfort of knowing that the educational environment is founded on small class sizes and excellent teacher-to-student ratios. Currently, the proposed ratio is 19:1 and with time, the goal is to lower the ratio even further. This issue is very important to the overall success of each student. The class size and the curriculum utilized will afford every student with a quality education that will rival any educational program in any school in the State of Texas.

3. Education Plan *(Scored by External Review Panel)*

a) Describe the scope and sequence of the proposed education program, including special education and bilingual/English as a second language (ESL). Address each grade level the school will serve and include the ways that the school will incorporate the Texas Essential Knowledge and Skills (TEKS).

TLC Academy will utilize the scope and sequence provided by CSCOPE Curriculum Software. The Texas Education Service Center Curriculum Collaborative (TESCCC) includes a team of Education Service Centers that represents all areas of the state. The collaborative's goal is to provide a quality curriculum support system to Texas K-12 schools. TESCCC has developed *CSCOPE*, a comprehensive, customized, user-friendly curriculum support system. In addition to the curriculum, *CSCOPE* encompasses resources for the implementation, monitors the curriculum and establishes an accountability process to ensure a quality implementation. The curriculum component of *CSCOPE* is based on best practice models from top researchers. Lessons are all aligned with the TEKS/TAKS and each lesson meets the highest standards of rigor and relevance.

The focus of the proposed charter school on achievement takes into account the diverse learning styles and interests of students, making them decision makers in their own learning process, along with caring mentoring adults. This goal will be met through a standards based and performance based curriculum that is structured developmentally through the utilization of the *CSCOPE*. The curriculum is planned and implemented around community issues that develop students' abilities to think critically and solve real life problems. Students' learning of higher order thinking skills will be achieved as students and teachers together examine the broader context of knowledge and ideas that is not compartmentalized or fragmented by artificial divisions into grade levels or subject matter.

The proposed educational program will utilize the *CSCOPE* strategies of teaching and assessing the TEKS/Student Expectations (SE) to the Depth and Complexity of the Texas Assessment of Knowledge and Skills assessment. The charter school will base curriculum design around 5 instructional components as outlined by the 5E Instructional Model below:

ENGAGE

The first phase is to engage the student in the learning task. The student mentally focuses on an object, problem, situation, or event. The activities of this phase should make connections to past and future activities. The connections depend on the learning task and may be conceptual, procedural, or behavioral. Asking a question, defining a problem, showing a discrepant event, and acting out a problematic situation are all ways to engage the students and focus them on the instructional activities. The role of the teacher is to present a situation and identify the instructional task. The teacher also sets the rules and procedures for the activity.

The Student	Explain Activities	The Teacher
Asks questions such as: • Why did this happen? • What do I already know about this? • What can I find out about this? • How can this problem be solved?	Initiate the learning task. The activity should make connections between past and present learning experiences, and anticipate activities and organize students' thinking toward the learning outcomes of current activities.	Raises questions and problems
Shows interest in topic.	Generate interest	Elicits responses that uncover students' current knowledge about the concept/topic.
Responds to questions	Access prior knowledge	

The Student	Explain Activities	The Teacher
demonstrating their own entry point of understanding		
	Connect to past knowledge	Generates interest
	Set parameters of the focus	Generates curiosity
	Frame the idea	

EXPLORE

Once the activities have engaged students, they need time to explore their ideas. Exploration activities are designed so that all students have common, concrete experiences upon which they continue building concepts, processes, and skills. This phase should be concrete and meaningful for the students. The aim of exploration activities is to establish experiences that teachers and students can use later to formally introduce and discuss content area specific concepts, processes, or skills. During the activity, the students have time in which they can explore objects, events, or situations. As a result of their mental and physical involvement in the activity, the students establish relationships, observe patterns, identify variables, and question events. The teacher's role in the exploration phase is first and foremost to select activities that lead to *substantive concept building*. The teacher's role, then, is that of facilitator or coach. The teacher initiates the activity and allows the students time and opportunity to investigate objects, materials, and situations based on each student's own ideas and phenomena. If called upon, the teacher may coach or guide students as they begin constructing new explanations.

The Student	Explain Activities	The Teacher
Thinks creatively within the limits of the activity.	Provide students with a common base of experiences which current concepts, processes, and skills are identified and developed.	Elicits responses that uncover students' current knowledge about the concept/topic.
Tries alternatives to solve a problem and discusses them with others.	Experience key concepts	Raises questions and problems.
Suspends judgment.	Discover new skills	Acts as a facilitator
Conducts activities, predicts, and forms hypotheses or makes generalizations.	Probe, inquire, and question experiences	Observes and listens to students as they interact
Becomes a good listener	Examine their thinking	Asks good inquiry-oriented questions
Shares ideas and suspends judgment	Establish relationships and understanding	Generates interest.
Records observations and/or generalizations		Generates curiosity.
Discusses tentative alternatives.		

EXPLAIN

Explanation means the act or process in which concepts, processes, or skills become plain, comprehensible, and clear. The process of explanation provides the students and teacher with a common use of terms relative to the learning experience. In this phase, the teacher directs student attention to specific aspects of the engagement and exploration experiences. First, the teacher asks the students to give their explanations. Second, the teacher introduces explanations in a *direct and formal manner*. Explanations are ways of ordering and giving a common language for the exploratory experiences. The teacher

should base the initial part of this phase on the students' explanations and clearly connect the explanations to experiences in the engagement and exploration phases of the instructional model. The key to this phase is to present concepts, processes, or skills briefly, simply, clearly, and directly, and then continue on to the next phase.

The Student	Explain Activities	The Teacher
Explains possible solutions or answers to other students.	Focus students' attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.	Formally provides definitions, explanations, and new vocabulary.
Listens critically to other students' explanations.	Connect prior knowledge and background to new discoveries	Uses students' previous experiences as the basis for explaining concepts.
Questions other students' explanations.	Communicate new understandings.	Encourages students to explain their observations and findings in their own words.
Listens to and tries to comprehend explanations offered by the teacher.	Connect informal language to formal language.	Provides definitions, new words, and explanations
Refers to previous activities.		Listens and builds upon discussion from students.
Uses recorded observations in explanations		Asks for clarification and justification.
Uses previous observations and findings		Accepts all reasonable responses.
Provides reasonable responses to questions		

ELABORATE

Once the students have an explanation of their learning tasks, it is important to involve them in further experiences that apply, extend, or elaborate the concepts, processes, or skills. Some students may still have misconceptions, or they may only understand a concept in terms of the exploratory experience. Elaboration activities provide further time and experience that contribute to learning. The teacher should provide opportunities for students to practice their learning in new contexts.

The Student	Explain Activities	The Teacher
Applies new labels, definitions, explanations, and skills in new, but similar, situations.	Challenge and extend students' conceptual understanding and skills.	Expects students to use vocabulary, definitions, and explanations provided previously in new context.
Uses previous information to ask questions, propose solutions, make decisions, design experiments.	Through new experiences, the students develop deeper and broader understanding, more information, and adequate	Encourages students to apply the concepts and skills to new situations.

	skills.	
Draws reasonable conclusions from evidence.	Apply new learning to a new or similar situation	Reminds and refers students of alternative explanations.
Provides reasonable conclusions and solutions	Extend and explain concept being explored	Uses previously learned information as a vehicle to enhance additional learning.
Records observations, explanations, and solutions	Communicate new understanding with formal language	Encourages students to apply or extend the new concepts and skills Encourages students to use terms and definitions previously acquired.

EVALUATE

At some point, it is important that students receive feedback on the adequacy of their explanations. Informal evaluation can occur from the beginning of the teaching sequence. The teacher can complete a formal evaluation after the elaboration phase. As a practical educational matter, teachers must assess educational outcomes. This is the phase in which teachers administer formative or summative evaluations to determine each student's level of understanding. This also is the important opportunity for students to use the skills they have acquired and evaluate their understanding. This is also the time when the teacher determines whether students have met the performance indicators.

The Student	Explain Activities	The Teacher
Demonstrates an understanding or knowledge of concepts and skills.	Encourage students to assess their understanding and abilities and provide opportunities for teachers to evaluate student progress.	Assesses students' knowledge and Skills.
Answers open-ended questions by using observations, evidence, and previously accepted explanations.	Demonstrate understanding of new concept by observation or open ended response	Observes students as they apply new concepts and skills.
Evaluates his or her own progress and knowledge.	Apply within problem situation	Looks for evidence that students have changed their thinking.
Asks related questions that would encourage future investigations.	Show evidence of accomplishment.	Allows students to assess their learning and group process skills
Provides reasonable responses and explanations to events or Phenomena.		Asks open-ended questions such as, Why do you think...? What evidence do you have? What do you know about the problem? How would you answer the question?
		Encourages students to assess their own learning.

Based on the 5E Instructional Model presented by Dr. Jim Barufaldi at the Eisenhower Science Collaborative Conference in Austin, Texas, July 2002. Adapted from description by Cornell University, 2005.

The structure and implementation of the curriculum of TLC Academy is based on the philosophy that students must be fully engaged in their own learning. The goal of the Charter School is to provide students with a community consisting of

primary relationships among people who help each other accomplish individual and common goals. The community also provides a context and a rationale for learning for the skills and content students study that makes sense in terms of their background and experiences, building on these as strengths for creating alternative ways of thinking and acting effectively.

The curriculum will be structured around six academic performance levels of student study that include grades K-12. These levels are not age or grade specific, rather the levels are based on developmental levels and advancement through specific performance criteria and satisfaction of academic achievement standards. The content and performance objectives reflect an interdisciplinary approach that integrates content knowledge and skills development that cross subject areas and monitor expansion of higher order thought processes and application of new knowledge. The performance levels are as follows:

- Level I (Grades K-2). Establishing a foundation for academic and social growth
- Level II (Grades 3-4). Building core knowledge and skills
- Level III (Grades 5-6). Expanding content knowledge
- Level IV (Grades 7-8). Establishing a foundation for graduation
- Level V (Grades 9-10). Building connections with the larger community
- Level VI (Grades 11). Expanding personal capacities through practical applications of education and community.
- Level VII (Grade 12). Post secondary preparation for graduation and preparation for admission to a four-year university, community college or for entry into a career

Identified special education students will address the goals and objectives as outlined in the IEP. Basic education teachers will implement the modifications within the individualized and small group instructional setting collaborating with certified special education teachers. Instruction will be provided at the student's identified functioning levels. However, a full continuum of services will be provided as outlined in the ARD.

Students who qualify for Bilingual/ESL services will be provided multiple opportunities for English instruction. They will be assigned student mentors from the school who speak their language and are proficient English speakers. The new charter school will utilize a modification plan for identified students that is developed by the LPAC. Basic education teachers will implement the modifications within the individualized and small group instructional setting collaborating with certified B/ESL teachers.

Grades PreK (3-4): Improving children's readiness for school is one of the most essential goals for education. Research on child development and learning clearly shows that children's experiences in the first years of life profoundly affect their ability to succeed in school. At the same time, it is equally important for schools to be ready to meet the needs of all children. Children learn differently, and schools need to know how to identify individual needs and provide instruction that meets those needs. There is no area in which this is more true than early reading instruction. A sample scope and sequence, lesson plan, strategies, and resource list is provided after the high school description.

During the pre-kindergarten years, children's experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing this plan. Checklists will be devised to document acquired skills. TLC Academy will extend the use of developmentally appropriate practices to these grade levels and beyond.

Education Plan	
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Page 14	The charter school will provide a bilingual program as required by TEC, Chapter 29, Subchapter B.
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Mathematics learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

Young children are natural **scientists**. They are eager to discover all they can about the world in which they live. In pre-kindergarten, children participate in simple investigations that help them begin to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools, such as a hand lens, students make observations and collect information. Through these processes, pre-kindergarten children learn about their world.

Children enter the pre-kindergarten classroom with many conceptions about the natural and constructed world—ideas that they have gained from prior experiences. Meaningful science learning experiences help children investigate those pre-existing ideas while building a foundation for additional knowledge. These meaningful experiences increase children's understanding of the natural world, living things, cycles, change, and patterns—concepts that organize the learning of science.

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.

Young children express their ideas, thoughts, and feelings using a variety of symbols. Through their art, music, and dramatic play, children actively engage in representing what they know and how they think, using problem-solving strategies to express ideas in different forms. The **fine arts** enhance children's ability to interpret symbols and are associated with growth in all areas of development, including academic learning.

Young children learn **health-promoting** habits and routines in pre-kindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

Pre-kindergarten children develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks.

Movement (Physical Education) is at the center of young children's lives. Pre-kindergarten children participate in experiences that foster fundamental motor and movement skills, such as walking and running, which are necessary for participation in games and sports throughout life. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

Young children have much to gain from use of **technology**. In pre-kindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software, and technology

to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.

Special Populations

* **Special Education:** Modification Plans as described in the student's IEP (ARD document) will be provided to each basic education teacher. It is anticipated that the needs of these young children can be met through speech therapy and/or individualized instruction. Related services will be provided as described by the ARD committee. It will be the primary responsibility of the school to provide appropriate services as determined by the ARD in the initial and/or annual review that will be documented in the student's Eligibility Folder. Progress will be monitored by a certified special education teacher and reported to parents at each reporting period.

Bilingual/ESL: Modification Plans will also be developed for Limited English Proficiency speakers. The LPAC committee will recommend modifications based upon proficiency levels indicated through testing and progress. Since the primary objective of any LEP program is to assist students in acquisition of English, it will be the primary responsibility of the school to provide appropriate services as determined by the LPAC in the annual review and documented in the student's permanent record folder. Appropriate services may include content provided through sheltered instructional approaches by trained teachers, after-school enrichment services, participation in ESL programs, peer tutoring, and special assistance provided through locally determined programs. The lesson plan will reflect all modifications utilized for identified LEP students. The teacher's grade book will reflect all recorded grades when instruction, procedures, or process were modified. Student progress will be monitored by a certified B/ESL teacher and reported to parents at each reporting period.

Grades K-5: The early grades of school are critical. This is the time when children learn to read — or don't learn to read. If they don't master reading and basic arithmetic, success in the grades above is vastly harder for them and their schools.

To encourage a child's natural development, the kindergarten program is a "readiness curriculum". Through extensive use of learning centers and multi-sensory instruction, the curriculum emphasizes listening skills and social skills.

Grades one through three will use a wide range of curriculum, including an integrated language arts program with a strong emphasis on phonics, literature and language skills. A complete scope and sequence is available for all grades on the *CSCOPE.usa* website.

Students in the elementary school are taught in self-contained classrooms in grades K through four with some skill groupings in grades five. Parental volunteerism is strongly encouraged in the elementary school, in the classrooms and in other areas of the Academy program, including lunchroom and library.

All groups of students in the earliest grades will progress on the TEKS standards in the core curriculum areas of language arts, math, science, social studies, fine arts, physical education/health, and technology. Our scope and sequence is broken down into six weeks periods for each curriculum area and includes the integration of technology into the instruction. A sample scope and sequence, lesson plan, strategies, and resource list is provided following this narrative.

What is taught, what is expected and what is tested will be studied, debated, implemented, and periodically reviewed. Problems will be found and addressed early. This includes the physical and social problems that can prevent children from being ready to learn in school. Our school will measure the chronic absenteeism that can interfere with learning, and move quickly to use strategies that have been shown to work. All efforts will be made to reduce the retention rates and guard against social promotion. Our charter school will track — grade by grade — the impact of retention and social promotion on future achievement and the likelihood of dropping out.

Pages 16-19	The charter school will provide a full continuum of special education services as identified in the ARD/IEP.
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Revised During Contingency Process - See Insert

High schools cannot wait until all the reforms in the lower grades have worked and every student is well-prepared. Our charter school will deal with the students already headed toward failure. Those students who are not ready need the kinds of diagnoses and intervention used now in earlier grades. Helping them may take expertise, more time, flexible schedules, different methods, alternative settings, creative use of technology, and high expectations. All required courses will be either taught at the school, accessed through telecommunications, taken by correspondence, provided through concurrent credit by a community college or university when appropriate, or available for course credit through a board approved test. The CScope curriculum provides a scope and sequence that describes the TEKS to be addressed at each grade level.

Special Populations

Special Education: Modification Plans as described in the student's IEP (ARD document) will be provided to each basic education teacher. These modifications may include such strategies as oral tests, use of a calculator, highlighted texts, instruction at a different grade level, etc. The lesson plan will reflect all modifications utilized for identified special education students. The teacher's grade book will reflect all recorded grades when instruction, procedures, or process were modified. Student progress will be monitored by a certified special education teacher and reported to parents at each reporting period. It will be the primary responsibility of the school to provide appropriate services as determined by the ARD in the initial and/or annual review that will be documented in the student's Eligibility Folder.

Bilingual/ESL: Modification Plans will also be developed for Limited English Proficiency speakers. The LPAC committee will recommend modifications based upon proficiency levels indicated through testing and progress. Since the primary objective of any LEP program is to assist students in acquisition of English, it will be the primary responsibility of the school to provide appropriate services as determined by the LPAC in the annual review and documented in the student's permanent record folder. Appropriate services may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in additional state elective English courses, enrollment in ESL courses for local credit, and special assistance provided through locally determined programs. Student progress will be monitored by a certified B/ESL teacher and reported to parents at each reporting period.

Our charter school will be created to be student and family friendly. We will be able to design flexible courses and instruction that accommodates students who are struggling. Many students find the journey from the middle grades to high school difficult. They lack the knowledge and skills necessary for doing high-school-level work, and they do not have the study skills needed to meet higher standards in ninth grade and beyond. Our charter school will focus on the transitions needed for successful high school completion.

The following elements will be included in the instruction of our transition program:

- **Continuous planning with teacher involvement.** Our charter school will use a study team of teachers and school leaders to plan our transition initiatives which will be included in the campus improvement plan. The team will focus on using data to understand students' deficiencies and on employing proven practices to close achievement gaps. They will study what other schools have done to develop effective transition programs. Student achievement data will provide the measures in order to make needed changes in their initiatives.
- **Working together to bridge communication gaps.** Transition initiatives involve middle grades and high school leaders and teachers paying attention to instruction and working together to bridge communication gaps from one school to another. The teachers focus on: helping middle grades students, parents and teachers understand the rising expectations of high school; communicating clearly what students need to know and be able to do in English language arts, mathematics and science to do challenging high school work; and following up on the course failure rates of ninth-graders to determine what the middle grades and the high school can do to increase success.
- **High expectations for students who are performing below grade level.** Successful schools set high standards, upgrade the curriculum and expect all students to do at least grade-level work. These schools have found that

Division of Financial Audits

Question	Response
#1 Attendance	The charter school is aware of all rules regarding attendance as outlined in the <i>Student Attendance Accounting Handbook</i> . The charter school will assure that a student taking a correspondence or telecommunications class must be in attendance at school with a teacher present to qualify for state funding.

Approved During Contingency
Process

struggling students will never meet grade-level standards unless they are taught to those standards, given challenging assignments and expected to perform at that level. Our charter school will help students do higher-level work and require them to redo work, stay after school to complete unfinished homework, and get extra help if they are not meeting grade-level standards.

- **Beyond drill sheets — engaging students in challenging and meaningful assignments.** Successful schools have learned that students’ assignments must be challenging, meaningful and engaging. Such assignments require more teacher planning and greater use of real world problems and lessons that teach academic knowledge and skills. Our charter school will provide project-based activities that depict real world activities that extend beyond conceptual learning and provides concept application and real learning.
- **Extra help and extra time to meet high standards.** Teachers at effective schools make it known that they believe students can do high-level work; students at these schools believe their teachers will be available to help them meet high standards. Our charter school will use dedicated teachers who will provide extra-time and extra-help programs that will assist students in mastering the content and standards formerly reserved for the “best” students. This help will most often occur in out-of-school time.
- **Telling students and the community the truth.** Many schools tell parents the truth about the level of effort the school and the students will have to make to get students to meet at least grade-level standards. It is important to emphasize with parents the necessity for students to be better prepared to meet higher standards in high school. TLC Academy will help parents understand their role in getting students to meet higher standards. Our parents will be *willing for their children to spend additional time at school as needed to catch up.*
- **Flexible scheduling.** Some students may need longer blocks of time to master rigorous content. Our charter school will utilize flexible scheduling as a resource and take steps to give students more quality learning time. We will group and regroup as needed based upon benchmark testing to ensure that TEKS mastery is accomplished.

Special Populations

Special Education: At TLC Academy modification Plans as described in the student’s IEP (ARD document) will be provided to each basic education teacher. These modifications may include such strategies as oral tests, use of a calculator, highlighted texts, instruction at a different grade level, etc. The lesson plan will reflect all modifications utilized for identified special education students. The teacher’s grade book will reflect all recorded grades when instruction, procedures, or process were modified. Student progress will be monitored by a certified special education teacher and reported to parents at each reporting period. It will be the primary responsibility of the school to provide appropriate services as determined by the ARD in the initial and/or annual review that will be documented in the student’s Eligibility Folder.

Bilingual/ESL: At TLC Academy modification Plans will also be developed for Limited English Proficiency speakers. The LPAC committee will recommend modifications based upon proficiency levels indicated through testing and progress. Since the primary objective of any LEP program is to assist students in acquisition of English, it will be the primary responsibility of the school to provide appropriate services as determined by the LPAC in the annual review and documented in the student’s permanent record folder. Appropriate services may include content provided through sheltered instructional approaches by trained teachers, after-school enrichment services, participation in ESL programs, peer tutoring, and special assistance provided through locally determined programs. The lesson plan will reflect all modifications utilized for identified LEP students. The teacher’s grade book will reflect all recorded grades when instruction, procedures, or process were modified. Student progress will be monitored by a certified B/ESL teacher and reported to parents at each reporting period.



Vertical Alignment Process

Science – Systems High School

(Screen Shots from the program)

SCIENCE VERTICAL ALIGNMENT DOCUMENT - HIGH SCHOOL SYSTEMS

Biology		IPC		Chemistry		Physics	
9	<i>The student knows metabolic processes and energy transfers that occur in living organisms.</i>	6	<i>The student knows the impact of energy transformations in everyday life.</i>	5	<i>The student knows that energy transformations occur during physical or chemical changes in matter.</i>	5	<i>The student knows that changes occur within a physical system and recognizes that energy and momentum are conserved.</i>
9A	<p>Compare the structures and functions of different types of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids.</p> <p>Compare</p> <p>STRUCTURES and FUNCTIONS of BIOMOLECULES</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • biomolecules are polymers of smaller monomers • carbohydrates <ul style="list-style-type: none"> • recognize carbohydrates provide cellular energy • monomer <ul style="list-style-type: none"> • glucose • polymers <ul style="list-style-type: none"> • starch • glycogen • cellulose • chitin • lipids <ul style="list-style-type: none"> • recognize phospholipids as the basic structure of cell membranes 	6A	<p>Describe the law of conservation of energy.</p> <p>Describe</p> <p>LAW of CONSERVATION of ENERGY</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • gravitational potential energy • kinetic energy • conversions between <ul style="list-style-type: none"> • KE • GPE • how they relate to ME $ME = GPE + KE$ • calculate the kinetic energy of an object, given its mass and velocity. <ul style="list-style-type: none"> • $KE = mv^2/2$ • calculate the gravitational potential energy of an object, given its mass and its height. <ul style="list-style-type: none"> • $PE = mgh$ • introduce chemical potential energy 	5A	<p>Identify changes in matter; determine the nature of the change, and examine the forms of energy involved.</p> <p>Identify, determine, examine</p> <p>CHANGES in MATTER, NATURE of CHANGE, FORMS of ENERGY</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • changes in state <ul style="list-style-type: none"> • freezing • melting • condensation • evaporation • sublimation • changes in state with regard to the change in heat energy. • the law of conservation of energy as it relates to physical changes in matter. 	5A	<p>Interpret evidence for the work-energy theorem.</p> <p>Interpret</p> <p>WORK-ENERGY THEOREM</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • the sum of a moving object's kinetic and potential energies does not change in a frictionless system and does change in real world systems. • work in terms of energy transfer using the work energy theorem. <ul style="list-style-type: none"> • $W = \Delta KE$ • work, power, and efficiency. • linear systems ... <ul style="list-style-type: none"> • kinetic energy <ul style="list-style-type: none"> • $KE = mv^2/2$ • potential energy <ul style="list-style-type: none"> • $PE = mgh$ • mechanical energy <ul style="list-style-type: none"> • $ME = GPE + KE$

TEXT— TEAC: Bolded Black and Italic Knowledge Statement (TEA); Bolded Black – Student Expectations (TEA); Blue – Supporting Information/Indicators from C-SCOPE
 CELL SHADING — Orange: Student Expectations that are tested at current and/or other grade levels

<p>9B Compare the energy flow in photosynthesis to the energy flow in cellular respiration.</p> <p>Compare</p> <p>ENERGY FLOW in PHOTOSYNTHESIS and CELLULAR RESPIRATION</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • distinguish between the photosynthetic equation and the cellular respiration equation. • relate the light-dependent reaction and the light-independent reaction during photosynthesis to each other. • recognize process of glycolysis and the role of ATP. • compare and contrast the processes, end products, and energy production in aerobic respiration and anaerobic respiration. 	<p>6B Investigate and demonstrate the movement of heat through solids, liquids, and gases by convection, conduction, and radiation.</p> <p>Investigate and demonstrate</p> <p>MOVEMENT of HEAT through SOLIDS, LIQUIDS, and GASES by CONVECTION, CONDUCTION, and RADIATION</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • phase changes • using kinetic theory to describe the particle motion of <ul style="list-style-type: none"> ▪ solids ▪ liquids ▪ gases • convection • conduction • radiation • energy transfer • conductors • insulators • temperature conversions (K, & °C) • calculate specific heat <ul style="list-style-type: none"> ▪ $Q=(m)\Delta T(C_p)$ 	<p>5B Identify and measure energy transformations and exchanges involved in chemical reactions.</p> <p>Identify and measure</p> <p>ENERGY TRANSFORMATIONS and EXCHANGES involved in CHEMICAL REACTIONS</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • indicators of a chemical reaction <ul style="list-style-type: none"> ▪ energy change ▪ production of gas ▪ precipitate ▪ odor ▪ color change 	<p>5B Observe and describe examples of kinetic and potential energy and their transformations.</p> <p>Observe and describe</p> <p>KINETIC and POTENTIAL ENERGY TRANSFORMATIONS</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • the transfer of energy in different systems (falling bodies, roller coasters). • energy forms according to how they are calculated <ul style="list-style-type: none"> ▪ gravitational potential energy ▪ kinetic energy ▪ thermal energy ▪ elastic potential energy – stretch ▪ electrical Potential (voltage) ▪ electric potential energy – distance <ul style="list-style-type: none"> • $PE=qEd$ • energy transformations <ul style="list-style-type: none"> ▪ potential to kinetic ▪ solar to electrical ▪ mechanical to thermal ▪ chemical to mechanical
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TEXT— TEKS: **Bolded Black and Italic** Knowledge Statement (TEA); **Bolded Black** – Student Expectations (TEA); **Blue** – Supporting Information; **Circle** Indicators from C-SCOPE
 CELL SHADING — **Beige**: Student Expectations that are tested at current and/or other grade levels

SCIENCE VERTICAL ALIGNMENT DOCUMENT - HIGH SCHOOL
SYSTEMS

<p>9C Investigate and identify the effects of enzymes on food molecules.</p> <p>Investigate and identify</p> <p>EFFECTS of ENZYMES on FOOD MOLECULES</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • catalysts to chemical reaction • not consumed and reusable 	<p>6C Analyze the efficiency of energy conversions that are responsible for the production of electricity such as from radiant, nuclear, and geothermal sources, fossil fuels such as coal, gas, oil, and the movement of water or wind.</p> <p>Analyze</p> <p>EFFICIENCY of ENERGY CONVERSIONS responsible for PRODUCTION of ELECTRICITY</p> <p>Including but not limited to</p> <ul style="list-style-type: none"> • radiant (solar) • the movement of water or wind • nuclear • introduce geothermal sources • fossil fuels <ul style="list-style-type: none"> • coal • gas • oil • efficiency • renewable vs. nonrenewable 	<p>6C Measure the effects of the gain or loss of heat energy on the properties of solids, liquids, and gases.</p> <p>Measure</p> <p>EFFECTS of the GAIN or LOSS of HEAT ENERGY on the PROPERTIES of SOLIDS, LIQUIDS, and GASES</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • heat transfer using calorimetry. <ul style="list-style-type: none"> ◦ $Q = (m)(\Delta T)(C_p)$ ◦ solve for Q • energy changes that are associated with phase changes. • kinetic molecular theory. 	<p>5C Calculate the mechanical energy and momentum in a physical system such as billiards, cars, and trains.</p> <p>Calculate</p> <p>MECHANICAL ENERGY and MOMENTUM in a PHYSICAL SYSTEM</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • mechanical energy • velocities in elastic and inelastic collisions • the transfer of energy and momentum.
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TEXT— **TEA** **Bolded Black and Italics** Knowledge Statement (TEA) **Bolded Black** — Student Expectations (TEA); **Blue** — Connecting Information Indicators from C-SCOPE
CELL SHADING — **Beige**: Student Expectations that are tested at current and/or other grade levels

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b) If the proposed school will serve any high school grade levels (Grades 9-12), describe how the program will prepare all students to meet state graduation requirements, including students with disabilities and those requiring ESL services.

The proposed charter school will follow all guidelines set up by the Texas Education Agency and the curriculum requirements set forth by §74.63 and §74.64 of the Texas Administrative Code beginning for the 2009-2010 school year and any subsequent requirements added to this section in addition to any other requirements set forth by the Texas Education Agency.

The proposed charter school will utilize the *Personal Graduation Plan: Detailed Planning Form and Credit Acquisition Plan* as mandated by Senate Bill 1108, passed during the 78th Texas Legislature, Regular Session, (TAC Chapter 74 Subchapter F) that is available online at www.tea.state.tx.us/curriculum, www.escl3.net and www.tassp.org.

The charter school will ensure that all discipline areas are available to students in grades 9-12 to achieve the credits and programs needed to obtain the diplomas for the Minimum Graduation Plan (22 Credits), Recommended High School Program (24 credits), and the Distinguished Achievement Program (24 credits plus advanced measures). The following table describes the discipline and the number of credits needed for each program.

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits plus advanced measures)
English Language Arts*	Four credits	Four credits	Four credits
Mathematics*	Three credits	Three credits	Three credits
Science*	Two credits	Three credits:	Three credits
Social Studies*	Two and one-half credits	Three and one-half credits	Three and one-half credits
Economics	One-half credit	One-half credit	One-half credit
Academic Elective	One credit	See Elective Courses.	See Elective Courses.
Physical Education	One and one-half credits	One and one-half credits	One and one-half credits
Languages Other Than English*	None	Two credits	Three credits
Health Education	One-half credit	One-half credit	One-half credit
Technology Applications*	One credit	One credit	One credit
Fine Arts*	None	One credit	One credit
Speech	One-half credit	One-half credit	One-half credit
Elective Courses*	Five and one-half credits	Three and one-half credits	Two and one-half credits

*College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

Advanced Measures will be available to enrolled students seeking a distinguished achievement program. The measures will focus on demonstrated student performance at the college or professional level. Student performance on advanced measures will be assessed through an external review process. A student must achieve any combination of **four** of the following:

Original research/project:

Page 23	The charter school has reviewed the graduation requirements found in Chapter 19 of the TAC. The following changes have been made.
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Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits plus advanced measures)
English Language Arts*	Four credits	Four credits	Four credits
Mathematics*	Three credits	Four credits	Four credits
Science*	Two credits	Four credits	Four credits
Social Studies*	Two and one-half credits	Three and one-half credits	Three and one-half credits
Economics	One-half credit	One-half credit	One-half credit
Academic Elective	One credit	See Elective Courses.	See Elective Courses.
Physical Education	One and one-half credits	One and one-half credits	One and one-half credits
Languages Other Than English*	None	Two credits	Three credits
Health Education	One-half credit	One-half credit	One-half credit
Technology Applications*	One credit	One credit	One credit
Fine Arts*	None	One credit	One credit
Speech	One-half credit	One-half credit	One-half credit
Program Credits Excluding Electives	16 ½	22 ½	23 ½
Elective Courses*	Five and one-half credits	Three and one-half credits	Two and one-half credits
Total Program and Elective Credits	22	26	26

*College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

*Distinguished Achievement Program requirements also include student achievement of four advanced measures. (See last page.)

Advanced Measures

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- A student must achieve any combination of four of the following:

Original research/project:

- judged by a panel of professionals in the field that is the focus of the project; or
 - conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).
- Original research/projects may not be used for more than two of the four advanced measures.

Test data:

- a score of three or above on The College Board Advanced Placement examination;
- a score of four or above on an International Baccalaureate examination;
- a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

College courses:

- a grade of 3.0 or higher on courses that count for college credit, including tech prep program.

- judged by a panel of professionals in the field that is the focus of the project; or
- conducted under the direction of mentor(s) and reported to an appropriate audience; and
- related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).
- may not be used for more than two of the four advanced measures.

Test data:

- a score of three or above on The College Board Advanced Placement examination;
- a score of four or above on an International Baccalaureate examination;
- a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of The College Board, or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

College courses:

- a grade of 3.0 or higher on courses that count for college credit, including tech-prep programs.

Special Populations

Special Education: Graduation Plans as described in the student’s IEP (ARD document) will be implemented. Students may graduate based upon IEP progress or through the state requirements for graduation. Determination will be made by the ARD Committee.

Bilingual/ESL: Under the new graduation requirements adopted by the State Board of Education in May 1998, English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and English II graduation credit. However, only immigrant students with limited English proficiency may enroll in English I for SOL and English II for SOL. Students must complete English III and English IV in order to meet the four English credits for graduation. LEP students who are not immigrants must enroll in English I, II, III and IV. In order to insure that LEP students have access to the TEKS in content areas, teachers will receive inservice training on how to modify the language of instruction and use sheltered English instructional approaches. Such training may be provided by education service centers, centers for educator development, or universities.

c) Describe teaching methods to be used and state the reasons for choosing them, explaining how the methods enhance student learning. Include information about materials, strategies, techniques, and procedures to be used to meet the needs of the student population, including students with disabilities and those requiring bilingual/ESL services.

The following components are included in the CSCOPE Curriculum Software:

	Component Description	Teachers
Vertical Alignment Documents	Vertical Alignment Documents present aligned standards among grade levels. The standards used include the TEKS knowledge and skill statement and student expectations. Because the TEKS provide a framework, there is a need to add specificity and clarity. CSCOPE ensures that each standard includes specificity for each student expectation so instruction and standards are truly aligned between grade levels.	Teachers use the vertical alignment documents to: <ul style="list-style-type: none"> • Gain clarity regarding their accountability for student learning in the grade/course • Track vertically the depth and complexity of a standard through grade levels • Choose instructional resources and materials that are aligned with the specified standards
Instructional Focus Documents	Instructional Focus Documents are used to group the specified standards from the Vertical Alignment Documents into a logical sequence for instruction. The standards should not be taught in isolation and there are logical ways to bundle them to maximize student learning. These documents present which standards are directly taught in each six weeks period of instruction and include the performance indicators to ensure that the standards are attained at the level of rigor. A rationale is provided to explain why the standards are bundled in the specified groupings.	Teachers use the Instructional Focus Documents to: <ul style="list-style-type: none"> • Develop a depth of understanding of how the performance indicators will measure student learning of the bundled standards • Determine exactly what is to be taught in each six weeks • <i>Maintain focus of standards and performance indicators BEFORE planning instruction.</i>
Units of Study	The Units of Study expand the Instructional Focus Documents into a more robust resource to support high quality instructional planning and delivery. The Units of Study integrate the bundled standards and performance indicators with: <ul style="list-style-type: none"> • Concepts and Key Understandings which serve as the foundation for quality instruction • Guiding questions to ensure students are acquiring the concepts introduced to support critical thinking • Links to standards from other grade 	Teachers use the Units of Study to: <ul style="list-style-type: none"> • Plan high quality instruction • Use a common assessment to evaluate student performance • Access exemplar lessons, state resources and district resources to ensure the highest level of instruction • Incorporate vocabulary into instruction as it is defined in the unit • Identify misconceptions in a prerequisite grade that impact student learning and performance in subsequent grades resulting in an achievement gap. • Monitor teaching and ensure avoidance of the common misconceptions.

	Component Description	Teachers
	<p>levels which will be incorporated into instruction and are assessed on the state assessment</p> <ul style="list-style-type: none"> • Instructional plan of sequenced exemplar lessons to fulfill the performance indicators • Connection to state resources and materials • Connection to district and textbook resources • Links to the professional development Webcast on each unit to ensure that the content is discussed • Vocabulary for the unit • Link to the unit assessment 	
Lessons	<p>The lessons provide a comprehensive resource of exemplar instructional activities. Based on the 5E model, the lessons are designed to ensure that students meet the performance indicators determined for the specified standards. The system is comprehensive and the lessons can be used without any other resources are integrated with state and district resources, textbooks, and other resources.</p>	<p>Teachers use the lessons to:</p> <ul style="list-style-type: none"> • Plan high quality instruction • Ensure that instruction, assessment, and curriculum standards are fully aligned • Engage students in an active learning process • Springboard into other teacher developed/selected lessons inspired by the exemplars
Weekly Lesson Plans	<p>CSCOPE provides the ability to construct online weekly lesson plans from the Units of Study. Teachers can edit/add to the unit instructional plan thereby customizing the weekly lesson plan to meet the needs of their students. The lesson planner provides for customization of individual teacher needs, provides the means for administrators to know that the curriculum is being implemented and assessed, and sharing of lesson plans inside the district electronically.</p>	<p>Teachers use the weekly lesson planner to:</p> <ul style="list-style-type: none"> • Plan instruction and assessment in alignment to the Units of Study • Ensure their instructional delivery results in the fulfillment of the performance indicators assessing the bundled standards
Year at a Glance	<p>The Year at a Glance is designed to present a quick snapshot of the entire year's instructional plan.</p>	<p>Teachers use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Plan high quality instruction • Scope out the year in a single snapshot • Work with peers to share and allocate instructional resources • Monitor their own pacing
TEKS Verification Matrix	<p>The TEKS Verification Matrix ensures that the entire state curriculum is fully covered in the CSCOPE curriculum</p>	<p>Teachers use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Verify the depth and breadth of the CSCOPE curriculum system.

	Component Description	Teachers
	system. Off grade level TEKS are also included to ensure success on state assessments that cover off level standards.	
Unit Tests	Unit tests are developed for each unit of study based on the performance indicators from the Instructional Focus Document. These assessments include a variety of assessment items including ones which are written in the format of the state assessment.	Teachers use the unit tests to: <ul style="list-style-type: none"> • Measure student attainment of the specified standards at the level of rigor required for success on state assessments. • Target individual students needing accelerated instruction
Professional Development Activities	Each six weeks, there will be statewide professional development activities presented through the video-conferencing network and designed to help all participating districts understand the scope of instruction for the upcoming instructional period. These sessions will also be Webcast for review by those not able to attend the conference or for some other instructional reason. These professional development activities are designed to broaden understanding on the Instructional Focus Document and Units of Study.	Teachers use the statewide professional development activities to: <ul style="list-style-type: none"> • Develop depth of understanding of the standards, the rationale for teaching them together, the common errors in learning for each unit of study. • Understand the lessons and units

Frequent Assessments—Quarterly assessment of student mastery of TEKS objectives will be accomplished using the Individualize Achievement Plan, which will identify objectives presented, objectives mastered and objectives not yet mastered. The objectives not yet mastered will be addressed again in the next quarter through re-teaching strategies. At the end of the school year, the Individualize Achievement Plan will culminate into a Student Profile that will be correlated with the student’s performance on the same year’s TAKS test.

Tutors--Another important element in the program is the use of one-on-one tutoring, the most effective form of instruction for students with reading problems. Retired teachers may be used as tutors. Trained paraprofessionals may be used for students with less severe reading difficulties, under direction of the certified tutor. Children with reading difficulties are tutored during a 20-minute period during the day when neither reading nor math is being taught in class. To prevent problems from developing and to minimize the number of older students needing remediation, first-grade students are given priority for tutoring. Certified tutors also act as regular reading teachers during the 90-minute reading periods.

Developmentally Appropriate Practices—The concept of developmental appropriateness has three dimensions: age appropriateness, individual appropriateness and cultural appropriateness. Age appropriateness is based on human development research which indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development - physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span provides a framework

from which teachers prepare the learning environment and plan appropriate experiences. Individual appropriateness recognizes that each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background. Cultural appropriateness recognizes the importance of the knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the children and their families. Both the curriculum and the adult's interaction with the child should be responsive to individual difference. These strategies are based on the knowledge of how young children learn.

- **Active Learning Experiences.** Developmentally appropriate programs promote children's active exploration of the environment. Children manipulate real objects and learn through hands-on, direct experiences. The curriculum provides opportunities for children to explore, reflect, interact, and communicate with other children and adults (National Association for the Education of Young Children, 1996). Learning centers are one means of providing active learning experiences. Field trips, real life experiences--such as cooking, reenacting historical events, conducting scientific experiments, and participating in community service projects--are other examples.
- **Varied Instructional Strategies.** Developmentally appropriate practice encourages the use of varied instructional strategies to meet the learning needs of children. Such approaches may include process writing, skill instruction, guided reading, modeled writing, cooperative learning, independent learning activities, peer coaching and tutoring, teacher-led instruction, thematic instruction, projects, learning centers, problem-based learning, and literature-based instruction (Privett, 1996; Stone, 1995; American Association of School Administrators, 1992). By providing a wide variety of ways to learn, children with various learning styles are able to develop their capabilities. Teaching in this way also helps provide for multiple intelligences, and enables children to view learning in new ways.
- **Balance Between Teacher-Directed and Child-Directed Activities.** Developmentally appropriate practice encourages a mixture of teacher-directed and child-directed activities. Teacher-directed learning involves the teacher as a facilitator who models learning strategies and gives guided instruction. Child-directed learning allows the child to assume some responsibility for learning goals.
- **Integrated Curriculum.** An integrated curriculum is one that connects diverse areas of study by cutting across subject-matter lines and emphasizing unifying concepts. It combines many subject areas into a cohesive unit of study that is meaningful to students. An integrated curriculum often relates learning to real life. It also recognizes the importance of basic skills and the "inclination to use them" (National Association for the Education of Young Children, 1996).
- **Learning Centers.** Learning centers are independent stations set up throughout the classroom where children can go to *actually engage in some learning activity*. Children choose the center they will go to and decide on the amount of time to spend there. The learning center approach provides a time when children explore and practice skills to their own satisfaction. These centers provide children with opportunities for hands-on learning, cooperative learning, social interaction, real-life problem solving, autonomous learning, and open-ended activities. "Open-ended activities allow for each child to successfully engage in the activity at whatever skill level the child happens to be," notes Stone (1995, p. 123). Learning centers should reflect the goal of active learning; they must not be workstations full of worksheets for students to complete. Learning centers offer an opportunity for children to be responsible for their own learning; this responsibility is the foundation for lifelong learning (Stone, 1995).

Multiple Intelligences-- Howard Gardner of Harvard University has identified different KINDS of intelligence we possess. This has particularly strong ramifications in the classroom. If we can identify children's different strengths among these intelligences, we can accommodate individual children more successfully according to their orientation to learning. Thus far Gardner has identified nine intelligences. He speculates that there may be many more yet to be identified. These are the paths to children's learning that teachers can address in their classrooms right now by identifying and using

Multiple Intelligences to guide instruction. Challenge Academy will incorporate identification of multiple intelligences into the school's teaching strategies.

Learning Styles—TLC Academy will use the Dunn & Dunn model of learning styles that has been in existence since 1965. The Dunn & Dunn model is not a method, it is a means for choosing methods. It is consistent with other models to be utilized and guides instruction through the way children learn. The Dunn & Dunn model is the single most researched model ever introduced in education. Researchers at 115 institutions of higher education worldwide have conducted studies using the Dunn & Dunn model. Use of learning styles approaches have resulted in statistically higher standardized achievement and aptitude scores among average, low-achieving and Special Education students. The Dunn & Dunn model, when used properly, consistently reduces discipline problems and increases positive attitudes about school among students. Research suggests that the Dunn & Dunn learning styles model may be the most cost effective teaching and learning model in existence since learning styles can be adapted to any curriculum. The Dunn & Dunn learning styles method recognizes and prescribes based upon individual student needs. Linked with the multiple intelligences model, this strategy will promote instruction based upon the student's strengths rather than focusing on remediation of weaknesses. Emerging brain research is beginning to explain why the learning styles model works.

Technology -- Computers are dynamic learning tools. They can offer students a variety of real-world and interactive learning experiences that cannot be replicated by other classroom tools. Such an observation does not suggest that books, microscopes, or other classroom tools be subordinated to computers. Rather it is an invitation to use computers in concert with other resources to engage students in active construction of knowledge and authentic problem-solving. In addition, technology is considered the "great equalizer" that crosses all barriers including cultures and disabilities. Challenge Academy will use technology to compliment and support its curriculum. Educational software, the Internet, and software applications will be available for students and staff. It is anticipated that as the school expands so will the availability of technology.

Best Practices - Over the next five years, staff will continue to research best practices and apply these practices as they fit with our model of positive, active learning.

Training--The professional development may be provided by the ESC or an individual (s) that is competent to train in the model. It includes a brief orientation and training period, in-class coaching and assistance, and periodic in-service workshops and discussion groups. In the first year of implementation, 10 days of in-service training are provided for all teachers, tutors, and classroom paraprofessionals at the beginning of the school year. Additionally, all staff will be trained by an individual who is competent to train in the model of brain-based learning and multiple intelligences. These models will be included in the training at the beginning of the school year. The school principal will serve as the leader of these models, and will continuously monitor and re-train as necessary.

Mentoring Program - the learning community will provide mentors for students to increase positive adult interaction and provide a role model for the student. The school principal and teaching staff will refer students to mentors who will benefit them through various activities such as the following:

- Tutorial Assistance
- Special Activities
- Role Modeling
- Community Project Activities
- Self-designed activities

Embedded within the proposed charter school model is the use of a variety strategies and methods that increase academic performance.

Page 29	Challenge Academy should read TLC Academy.
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~~Challenge~~ TLC Academy will incorporate identification of multiple intelligences into the school's teaching strategies.

~~Challenge~~ TLC Academy will use technology to compliment and support its curriculum. Educational software, the Internet, and software applications will be available for students and staff. It is anticipated that as the school expands so will the availability of technology.

Strategies	Materials	Techniques	Procedures	Assessment
Learning Styles Learning Centers	CSCOPE	Multisensory	Child-Centered Learning Environment	Standardized Tests
Multiple Intelligences	State Approved Basals	Choral Response Learning	Small Group	Curriculum Tests Benchmarks
5E Instructional Model	Hands-on, multisensory materials	Computer Technology	Large Group	TAKS, RPTE, TPRI Test
Project-Based Learning	Educational Software	Study Skills Instruction	Individualized	Project Completion Rubric
Cooperative Learning	Internet-based Learning	Team Teaching	Peer Tutoring	Competency Checklists
Service Learning	Character Education	Scaffolding	Multiage Grouping	Teacher Observation

Identified special education students will address the goals and objectives as outlined in the IEP. Basic education teachers will implement the modifications within the individualized and small group instructional setting collaborating with certified special education teachers. Instruction will be provided at the student's identified functioning levels.

Students who qualify for Bilingual/ESL services will be provided multiple opportunities for English instruction. They will be assigned student mentors from the school who speak their language and are proficient English speakers. The new charter school will utilize a modification plan for identified students that is developed by the LPAC. Basic education teachers will implement the modifications within the individualized and small group instructional setting collaborating with certified B/ESL teachers.

d) State the proposed teacher-to-student ratio and the rationale for maintaining this ratio.

The proposed teacher-to-student ratio is 1:19. Research indicates students learn more efficiently and effectively in environments where the teacher-to-student ratio is low. We acknowledge this need and will maintain a 1:19 ratio until such times as to obtain enough money to hire additional teachers and begin lowering that ratio.

It is anticipated that the following personnel will be needed before the beginning of the first year of instruction to adequately serve the student population:

- Two administrators
- Three Clerical/Receptionist
- 18 teachers including one special education and one Bilingual/ESL endorsed professional
- Four paraprofessionals (Title I Part A and Special Education)
- One PEIMS Coordinator

e) If the proposed school will offer a gifted and talented program, describe it.

At this time, the proposed charter school will not offer a gifted and talented program. However, the school will provide additional opportunities for students who are identified as gifted and talented to enhance their educational experience in the learning environment through interactive and enriched activities.

f) Describe the programs offered to support other student activities (e.g., athletics, clubs, and organizations).

The charter school will provide and promote character-building activities related to community relations, physical and mental well-being of the student population, and fine arts exploration:

Page 30	The charter school will provide a full continuum of special education services as identified in the ARD/IEP.
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The charter school will provide a bilingual program as required by TEC, Chapter 29, Subchapter B.

- **Field trips** -- providing student experiences in the broad community of San Angelo where a multitude of resources exist including, museums, national parks, multicultural areas, sports arenas, live theater, symphonies, and art festivals/cultural events.
- **Community centered** – opportunities for the students to connect in a positive manner with their neighborhood through service projects that improve the community and allow for community members to participate with the school and students in a pro-active manner, county courts, and city government
- **Mentoring activities** - community members providing volunteer services to the school through tutoring, reading initiatives, assistance in development of project-based activities and sports events
- **Music** – a school music program that will foster familiarity and love of various music styles through the school choir, musical presentations and instruction in various musical instruments
- **Physical education** – the physical education program will address regular physical activity, specific skills and techniques of various sports activities, intramural games and field and track
- **Visual and performing arts** – the school will be a natural place for students to display their talents and gifts
- **Health and nutrition** – general health and nutrition will be fostered through school curriculum, nursing and medical personnel provided through contractual agreements in the community, and role modeling by the staff
- **Summer Camps** – Our students may be offered three weeks of school during the summer. Students will attend from 8:00 a.m. – 12:00 p.m. In keeping with our goal of time on task, students will be given opportunity to get a head start on the next year expectations. Students will prepare for the academic expectations that will be placed on them at the next grade level. This time will serve as an orientation of the goals, vision, mission, character education skills and behavior expectations that will be implemented in the year to come. Data disaggregation based on the results of TAKS, and benchmarks will indicate the needs of students for the coming year. Accelerated instruction will be utilized to help students not mastering required objectives
- **Technology innovations** –Throughout the elementary and middle school instruction, technology skills will be emphasized and show cased. Students will arrive in the 8th grade with the skills necessary to utilize technology throughout the day in every class. Teachers and students can communicate through email or instant messaging. Students can email homework and class work to teachers thus providing opportunity for immediate feedback. Students will have the opportunity to stay in constant communication with the teachers and other school personnel.
- **Extracurricular interest activities**- Based on the interest of our students we will provide opportunities for our students through clubs and other enrichment activities. Some of the activities offered will be Math clubs, History clubs, Science clubs, Choir, Dance troupes, Drama clubs, Chess clubs, essay and poem contests and leadership opportunities such as *Capturing Kids Hearts*. We will explore opportunities for competitions such as Odyssey of the Mind, Destination Imagination, Spelling Bees, and Talent Contests just to name a few.
- **Athletics**-the private school currently supports athletic programs for both girls and boys. Boys athletic programs include basketball, football, and track. The girls athletic programs include basketball, volleyball, and track. All athletics events are involved in competition through TCAF and are well attended by the parents and the community.

g) Describe any plans to partner with other public or private agencies for the provision of student activities.

Discussions with the West Texas Training Center and Howard College have been in progress to provide additional student activities. The West Texas Training Center may provide career and technology courses and vocational studies for students who have a desire to obtain additional skills. Concurrent and/or dual credit may be obtained at Howard College.

h) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

Students who are admitted and enrolled into the charter school will undergo a locally developed baseline achievement test to provide data to school personnel on appropriate placement of the learner so they can be successful on the state assessment test as well as in the overall educational experience.

The school will utilize the following types of assessment instruments:

- State Mandated Testing
- Curriculum Testing (based on the TEKS)
- Benchmark Testing (Progress Monitoring)
- Diagnostic Testing
- Benchmarking Assessment Results and Individual Achievement Plans

For grades K-3, the Texas Proficiency Reading Inventory (TPRI) will be administered. This test determines strengths and weakness of the reading process. The TPRI is a one-on-one instrument designed to be administered by the classroom teacher. At all grade levels, the TPRI consists of both a screening section and an inventory section. With a short series of child-friendly tasks, the screening portion allows a teacher to gather information quickly about the development of the student's reading concepts. The screening portion provides an easy way to identify students who are likely to experience success in reading so that time can be spent gathering more detailed information for other students who may be likely to need instructional intervention. The inventory portion engages the child with inviting tasks and entertaining stories, while giving the teacher an opportunity to gather more data to help match reading instruction with specific student needs. The inventory section can be given to all students to obtain a more complete picture of their strengths and needs. Once each student's needs have been identified, the *Intervention Activities Guide* gives the teacher effective instructional activities appropriate for each student, based on individual student needs.

TLC Academy recognizes the importance of the *No Child Left Behind Act* and has determined that testing data will provide instructional staff with the necessary information to assess areas of focus and indicate areas where reinforcement is essential to improve academic achievement.

- i) Describe the connection between the TEKS, classroom instruction, and assessment of student progress.

There is a direct correlation between the TEKS, classroom instruction and student assessment. The Texas Essential Knowledge and Skills (TEKS) is the road map for the curriculum expectations. These skills identify what the State believes students should know and be able to do at every grade and in every course as they progress successfully through school.

The Texas Essential Knowledge and Skills (TEKS) provide the requirements for classroom instruction and the grade level achievement expectations. Assessment of these requirements and expectations serves two main purposes—accountability and program evaluation.

Teachers will assess student progress in a variety of ways. For the majority of courses, teachers will develop tests for periodic administration to let students demonstrate their knowledge and understanding. Students may also be asked to demonstrate their knowledge by participating in discussions, demonstrations, or by successfully completing written assignments. The goal is to connect classroom instruction with what is tested. The *Individual Achievement Plan* will be provided to parents so that parents can understand their child's academic needs and help support them at home. The connection with the TAKS results will provide for school and teacher accountability to students and parents.

TAKS scores are also an important indicator of student progress, since the TAKS test addresses TEKS objectives. Over the next five years, the TLC Academy will make changes as necessary to comply with state mandates. The staff will continuously alter classroom instruction and assessment to fit the changing needs of our students.

The instructional leader and all professional development will focus on the need to disaggregate data and address deficiencies routinely in order for the students to experience academic success. The curriculum will be linked to instruction and instruction linked to assessment. Student results will define the quality of the curriculum as well as the instructional process.

Schools are required to administer the TAKS assessment tool to all eligible students. This required testing provides the state with crucial information about the current level of student achievement in the state as it pertains to the TEKS. This accountability forces schools to remain accountable for the curriculum, instruction and student achievement.

In addition to the state accountability standards, the TAKS test provides vital information to schools to the effectiveness of their curriculum and instruction. Student test scores allow schools to identify areas in need of further development in their curriculum plans. These program evaluations are critical to addressing shortfalls and gaps in instruction.

j) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for all students.

The charter school will use an annual program evaluation modeled after the state's annual evaluation model to improve instructional programs offered by the school. The performance objectives and school objectives have been designed to reflect not only the state data collection efforts, but utilize aggregated and disaggregated data to determine the charter school's program efficiency and effectiveness. The charter school's goals and objectives have been developed to measure individual, group, and school performance standards.

The following data items will be tracked annually:

- students' scores on assessment instruments administered under TEC, Chapter 39 (group and subgroup scores on AEIS)
- student attendance (PEIMS and AEIS)
- incidents involving student discipline (PEIMS and Disciplinary Records)
- socioeconomic data (NSLP Survey's and PEIMS)
- parent satisfaction (Local Survey)
- student satisfaction (Local Survey)
- the costs of instruction, administration, and facilities (Monthly financial reports and AEIS)

The evaluation will identify the performance of programs and services to determine their effectiveness, efficiency, and equity. It is through the items targeted that the charter school will document the progress and performance toward the goals and objectives established during the application process. This annual study will provide critical information to the Board of Directors as policies are formulated as well as guide the charter school staff during the formative growth stages.

Evaluation data will be analyzed through both qualitative and quantitative methods. Benchmarks will be established that coincide with TEA reporting requirements so that efforts will not be duplicated. The charter school staff will be responsible for data collection, monitoring and evaluating the progress.

The overall assessment of the charter school goals and objectives will be measured through formative and summative evaluation strategies. Data will be collected at various intervals to allow for continuous improvement of the education services provided. Annual reports will be produced describing the effectiveness of the program objectives and will be disseminated annually to the board and made available to students, parents, and community members upon request.

4. Student Goals *(Scored by External Review Panel)*

Other than the indicators of the state accountability rating system, discuss student goals.

a) Describe methods used to measure success toward each goal.

(a) Academic Goal #1 – To create a quality school environment that leads to exemplary academic performance.

(b) Methods to measure success toward each Goal: Progress will be charted annually utilizing student profiles to provide comparisons of classroom instruction to TAKS results for staff and parents. Formative measures will include quarterly benchmarks that will inform instruction regarding individual student mastery of the TEKS.

How the goal supports student learning: A quality school environment is heavily dependent on the following variables: qualified administrative, instructional, and support staff, appropriate and diverse learning resources, data from student assessments, quality curriculum, and parent and community support. The student performance objectives convey how well these variables are performing in concert.

Objective	Assessment Instrument to be used.
1.1 To equal or surpass State standards in all core curriculum areas as described on the AEIS report.	TAKS, RPTE
1.2 To improve subgroups % meeting the standards	TAKS
1.3 To compare TAKS mastery of objectives on specific grade level curriculum areas (i.e. third grade Reading and Math, etc.) with teacher and/or software documentation of TEKS mastery.	TAKS Student Prescriptions
1.4 By the end of year 5, to increase the charter school's TAKS passing rate to 80% in all tested areas.	TAKS
1.5 By the end of year 5, to increase to 80% of the special populations taking TAKS tests will demonstrate gains in reading, writing, and math.	TAKS-M, RPTE

(a) Academic Goal #2: to ensure that all TLC Academy students leave high school prepared for college and career success in the 21st century economy.

(b) Methods to measure success toward each Goal: Formative measures include the monitoring of lesson plans and student demonstrations to ensure that the objectives are being addressed by the instructional staff. Summative measures include the number of students participating in the ACT/SAT tests and through the tracking of students who enter institutions of higher learning.

How the goal supports student learning: Creating a community of learners that supports multidisciplinary learning and the use of technology and media is essential for the 21st Century economy. There is no substitute for learning through experience. Students must be able to manipulate data, conduct research, and apply learning across disciplines to successfully engage in their future.

Objective	Assessment Instrument to be used.
2.1 To create learning communities based on collaborative instruction, active pedagogies, or group projects and assignments.	Lesson Plans Student Demonstrations SAT/ACT Scores
2.2 To promote greater instructor-student and student-student interaction, both in the classroom and through the use of <i>online enhancements to the learning environment</i> .	Lesson Plans Student Demonstrations SAT/ACT Scores
2.3 To increase students' information literacy, including the ability to recognize when information is needed and to acquire, evaluate, organize, maintain, interpret, and communicate the needed information.	Lesson Plans Student Demonstrations SAT/ACT Scores
2.4 To encourage multidisciplinary learning engaging students in complex problems that draw on multiple fields.	Lesson Plans Student Demonstrations SAT/ACT Scores
2.5 To develop research competencies that help students build transferable skills in inquiry and critical thinking that will prepare them for their future.	Lesson Plans Student Demonstrations SAT/ACT Scores

5. Human Resources Information *(Scored by External Review Panel)*

- a) Submit, as part of **Attachment A**, a notarized biographical affidavit for each school officer.

A notarized biographical affidavit has been submitted as part of **Attachment A** for each identified officer of the school.

- b) Provide a complete job description, including qualifications required, for all school officer positions. *Note that some duties cannot be delegated by the governing body of the charter holder to a school officer. Non-delegable duties are listed in 19 TAC §100.1033(c)(6)(C).*

c) Submit, as **Attachment B**, the sponsoring entity's organizational chart. *The chart should illustrate all current and proposed operations of the sponsoring entity including: (1) all non-charter operations in which the sponsoring entity is engaged; (2) other charter schools that the sponsoring entity operates; and (3) the operation of the proposed charter school.*

Chief Executive Officer (Superintendent)

The roles of Chief Executive Officer and the Superintendent will be one position at the school.

General Summary

The CEO reports to the Board of Directors, building on its excellence and unique character and carrying out its mission, vision, values and goals. In this capacity, the CEO leads all charter school operations in accordance with the law, Board policies, and Board direction.

Essential Job Functions

He or she will serve as the administrative leader of the proposed new school and will be responsible for the following duties:

- Communicating and advising the Board;
- Directing, hiring, and discharging recommendations to the Board;
- Implementing directives from the Board;
- Interacting with all Advisory Committees established by the Board;
- Organizing and implementing fundraising activities;
- Establishing and implementing contracts;
- Expending and maintaining fiscal records;
- Evaluating program effectiveness;
- Dealing with discipline and mediating conflicts between parents, students, and teachers;
- Participating in the evaluation of administrative staff ; and,
- Ensuring that the school's culture and curriculum follow the charter.

Sample Types of Activities Required of the Chief Executive Officer/Superintendent

- Leads the development, implementation and revision of the strategic plan.
- Builds unity of purpose around and communicates the charter school vision, mission, values and goals in all aspects of work and leadership.
- Ensures smooth operation of the Charter school within the context of the mission, vision, and values.
- Through planning and leadership, anticipates issues and needs, and provides timely, clear and responsive communication and action.
- Provides the Board with regular evaluations of student progress and the effectiveness of Charter school programs.
- Ensures there is a continuous focus on growth and learning for all students.
- Works with the staff, Board and community to develop a plan for and to assure implementation of support services for students.
- Encourages staff to seek out ways for continuously improving the Charter school's educational programs
- Ensures student safety throughout the charter school.

Experience

The superintendent should have a minimum of 3 years classroom experience or the equivalency of experience in other administrative settings.

Certification

Master's Degree or Related Degree plus equivalent experience
Valid Texas Administrator's Certificate Preferred, but not required.

Business Manager/ Financial Officer

SEE REVISED ORG. CHART following p. 104

During the first year, the school will utilize an experienced school financial consultant to organize, set up and maintain the school's account and finances.

This page

General Summary

Processes routine accounting transactions related to payment and receipt of money. Records transactions into the charter school's preferred accounting software. Applies principles of accounting to analyze financial information and prepare financial reports: Compiles and analyzes financial information to prepare entries to accounts, such as general ledger accounts, documenting business transactions. Analyzes financial information detailing assets, liabilities, and capital, and prepares balance sheet, profit and loss statement, and other reports to summarize current and projected school financial position. May establish, modify, document, and coordinate implementation of accounting and accounting control procedures with permission from the superintendent. May devise and implement computer-based system for general accounting with the charter school's approved/purchased software. Will provide all financial reports required by state and federal law to the board of directors and will provide training to the board of directors to enable them to interpret all reports.

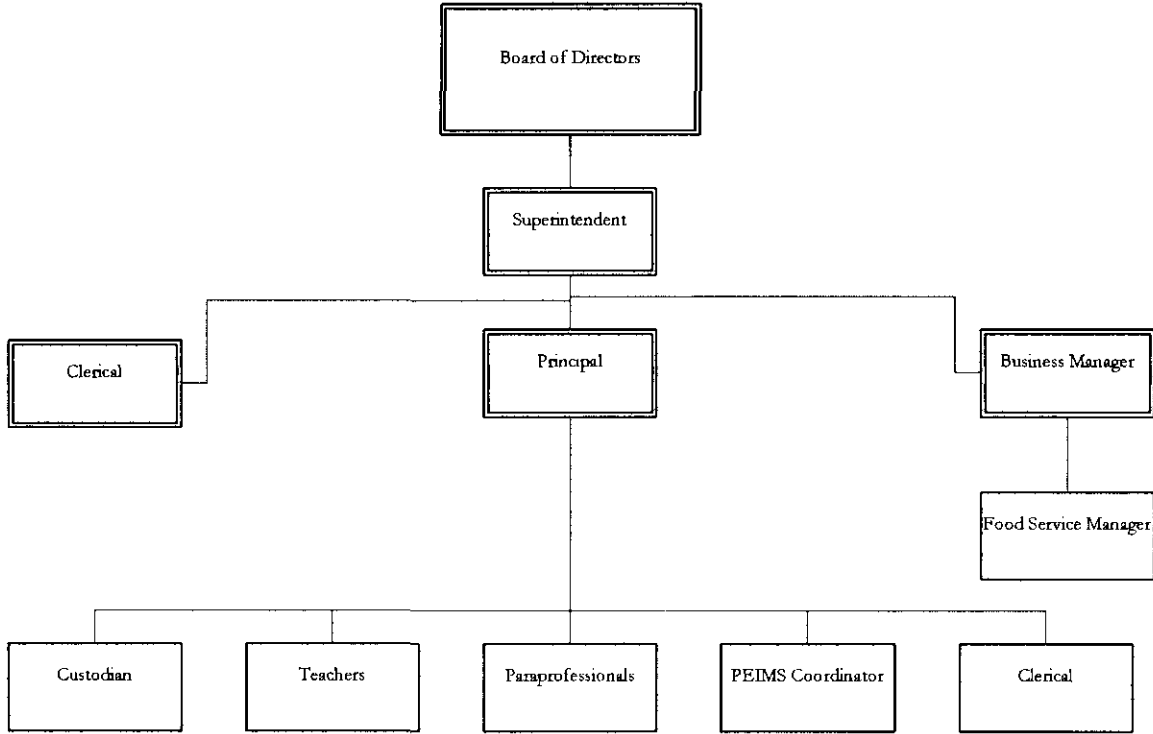
Essential Job Functions

- Processes and records routine accounting transactions;
- Codes transactions according to the Texas Charter School Chart of Accounts;
- Selects correct fund accounts; posts, verifies, and balances debit and credit entries;
- Performs arithmetic calculations;
- Maintains records through filing, retrieval, retention, storage, compilation, coding, updating, and purging;
- Operates computer to enter data into spreadsheet and/or database to create requested reports;
- Preparation of a budget based on previous year's actuals to guide the budget process;
- Files monthly reports to the superintendent for Board analysis of school's financial status.
- Reconciles monthly bank statements;
- Oversees budget accounts once award(s) has been granted or contract(s) signed;
- Ensures that funds are expended according to sponsoring organization's stipulations;
- Complies with required reporting of expenditures to sponsoring organizations;
- Prepares documents for external audit;
- Confers with appropriate internal and external administrative offices to ensure that required procedures are followed;
- Provides instruction and answers questions relating to budget procedures and serves as liaison between finance, administration, and the Board;
- Responsible for reporting PEIMS actuals in the appropriate format to the PEIMS Coordinator on or before November of the reporting year;
- Participates with school administrative staff and consultants to complete expenditure reports and annual evaluations; and
- Performs all duties as assigned by the superintendent.

Sample Types of Activities Required of the Business Manager/Financial Officer:

- Payroll including set up of new employees, processing of time records, processing payments to personnel, reporting to TEA and IRS, preparing W-2 and 1099 forms.

Human Resources Information	
Pages 38, 45-48	Business Manager/financial officer is the same as the accountant on the organizational chart on page 104. The organizational chart has been revised to reflect the change.



#2 Business Manager/ Accounting Services	The charter school is presently interviewing CPA firms in the area to contract with for the first year. These services will be paid from the Title X Charter School Start-up Grant. See the following corrections to Page 193 (Startup Budget Justification) and 188 (Startup Budget) of the original application. The funds will be coded under function 41, object code 6219.
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Startup Budget—Page 188

		Temporary Restricted Assets
6219	Professional Services	26,500
6399	Supplies and Materials	6,344

Budget Justification Page 193

6219	26,500	Contracts to PEIMS consultant @ \$8,000 and administrative assistance consultant @\$6,500 Correction: \$12,000 has been added to this code to outsource the financial accounting to a local CPA firm to be identified concluding interviews.
<i>Supplies and Materials</i>		
6399	6,344	General office supplies and materials = \$2,500. Supplies and equipment for school startup = \$3,500. Miscellaneous supplies=\$344

- Accounting for daily operations, including coding expenditures and deposits in the TEA format, calculations for interest payments and depreciation and coding of entries for each.
- Requesting grant funds through WebER and keeping track of grant fund expenditures.
- Keeping cash balances of the operating, payroll, investment and food services bank accounts.
- Producing monthly financial statements including budget variances.
- Reporting to Government agencies.
- Maintaining confidential files.
- Communicating financial status on a regular basis to the superintendent and CFO.

Scope of Responsibility

- Knows the policies, procedures, and practices necessary to conduct the normal function of appropriate state accounting.
- Is aware of the role of the position and its potential impact on the school.

Authority

Does not direct the activities of staff or of a function.

Communication

Exchanges routine information in an appropriate manner.

Education

B. S. in Business Administration or related degree preferred, but the board of directors may accept an applicant based on documented experience and knowledge of GAAP.

Experience

Experience or Knowledge Required: Minimum of 3 years experience in office practices working with automated financial/accounting systems. Experience in interpreting rules, regulations, policies, and procedures. Extensive knowledge of word processing, spreadsheets, and other computer software, office equipment and accounting procedures. Ability to enter appropriate accounting codes, and prepare and edit concise monthly time reports for internal audit purposes. Prepares statements necessary to correct any deficient reports. Demonstrated ability to deal effectively with the staff.

Certification:

Degree in Business Administration preferred, but not required.

NOTE: This description is a general statement of required major duties and responsibilities performed on a regular and continuous basis. It does not exclude other duties as assigned.

Principal

(This position will be vacant until the student population is available to support additional staff. The Superintendent will perform these duties until such time.)

General Summary

The principal answers directly to the superintendent and manages the campus staff. This person handles campus administration duties including instructional leadership. The principal promotes the school's educational vision according to local, state and federal regulations and consistent with the needs of the students, staff, and extended learning community, as identified in the individual school improvement plans.

Essential Job Functions

- Maintain positive learning climate
- Implement discipline policies and the Code of Conduct
- Ensure school safety
- Provide instructional leadership
- Mentor instructional staff
- Provide professional development activities
- Promote educational growth among staff and students
- Evaluate instructional programs and teaching effectiveness
- Maintain positive public relations and strong parent/teacher/school relationships
- Participate in staffing decisions
- Operate the school within the laws, rules, procedures, and programs specifically related to the operation of charter schools
- Facility management and care

Sample Types of Activities Required of the Principal

- Leads the learning community to see beyond the current status for the purpose of promoting the school's educational vision
- Guides the development and implementation of the school's mission and goals
- Incorporates input from the learning community in the development of improvement plans
- Identifies individual and group needs and assists/plans appropriate strategies including those that might involve the use of available up-to-date technologies
- Encourages and models lifelong learning within the school community as a tool for professional growth
- Promotes and supports the use of appropriate instruction to address abilities, gender, race, ethnicity, learning styles, and social and cultural backgrounds.

Scope of Responsibility

- Assesses needs of the learning community and plans appropriate instructional and organizational strategies
- Collects and organizes information from a variety of data sources
- Using appropriate data, defines tasks and priorities assignments for effective operation of the school
- Provides continuous professional learning opportunities to meet current and changing needs
- Develops and manages the school's financial resources and allocates resources to accomplish the school's goals and objectives
- Assesses progress toward established goals
- Schedules time for individual and interactive reflection on progress with staff, students and parents/learning community
- Ensures that accurate and efficient record keeping systems are in place

Authority

- Recruits, employs, and maintains a highly qualified and competent professional staff
- Makes recommendations regarding future or continued employment to the Superintendent.

Communication

- Communicates the educational vision to the learning community
- Leads in establishing and communicating high levels of expectations for teaching and learning standards
- Communicates positively with the learning community relative to the learning environment
- Works constructively with others to identify school problems and to develop and implement solutions

Experience

The principal should have a minimum of 3 years classroom experience in a public or private school or the equivalency of experience in other similar settings.

Certification

Master's Degree or Related Degree plus equivalent experience
Valid Texas Administrator's Certificate Preferred, but not required.

NOTE: This description is a general statement of required major duties and responsibilities performed on a regular and continuous basis. It does not exclude other duties as assigned.

The sponsoring entity's organizational chart has been included as **Attachment B**.

- d) Discuss the salary ranges, benefits, and any other forms of compensation for school officers, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school. *Salary information for specific school districts and for the state as a whole may be found at <http://www.tea.state.tx.us/perfreport/snapshot/>. Additional salary information may be obtained from the Texas Association of School Boards at http://www.tasb.org/services/hr_services/index.aspx.*

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Superintendent	\$ 45,000	\$ 49,500	\$ 54,450	\$ 59,895	\$65,885
Administrative Assistant	\$ 23,000	\$ 25,300	\$ 27,830	\$ 30,613	\$33,674
Accountant	\$ 25,000	\$ 27,500	\$ 30,250	\$ 33,275	\$36,603
*Principal	\$ 35,000	\$ 38,500	\$ 42,350	\$ 46,585	\$51,244

*The Superintendent and the Principal positions may be combined for the first year at a minimum and the separation of the positions will be dependent on the number of students enrolled in the school after the first year.

Benefits will be determined by the board of directors and may include health insurance, sick or personal days, life insurance, disability, etc. The charter school will meet all state and federal requirements such as unemployment and other federal matches. All staff members will participate in the Teacher Retirement System (TRS).

A salary analysis of local charter schools which are similar in size and location was not possible as there are no charter schools in this area. In order to provide an accurate analysis, the sponsoring entity chose a major metropolitan area (San Antonio) which contains many charter schools. An analysis of salaries for the identified schools comparable in size revealed a range of \$33,000 to \$64,057 for principal and/or superintendent positions, with an average salary of \$44,241. The charter schools utilized for this analysis appeared to combine the positions of superintendent and principal, as we have indicated we may do for at least the first year. The schools ranged from 115 students to 350 students are all located within Region 20.

Average salaries from local school districts (Bronte ISD and Robert Lee ISD) were reviewed on the TEA website and the following information was obtained: Superintendent - \$70,000 - \$87,705 with enrollments of 264-553 students . Since the principal's salaries are not published, the AEIS was reviewed to determine a range of salaries. Our analysis concluded that the range for principal was from \$55,000 - \$70,000 dependent on the campus and Administrative Assistant was paid approximately \$18,000 - \$26,000.

An analysis of salaries for Business Managers based on the number of students enrolled was provided by the Texas Association of School Boards (TASB). The high and low salary amounts for this position based on a school with enrollment from 0-499 are \$18,080 and \$66,936, with a median of \$32,137. The salary was based on degreed and non-degreed Business Managers. Experience was not a consideration in the calculations.

Information for these analyses was gathered through various sources including reports generated by the TEA, phone calls to individual schools, and reports generated by the Texas Association of School Boards (TASB).

e) Describe professional development opportunities that will be offered to school officers.

Professional development opportunities will be offered to all school officers according to state statute and identified local needs. At a minimum, attendance in the following categories will be required:

§100.1103 - Training for Chief Executive and Central Administrative Officers

Type of Continuing Education	Chief Executive Officer and Central Office Staff
Instruction in basic School Law	Module consisting of at least 240 minutes
Instruction in basic School Finance	Module consisting of at least 240 minutes
Instruction in Health and Safety Issues	Module consisting of at least 120 minutes
Instruction in Accountability Requirements related to the use of public funds.	Module consisting of at least 240 minutes
Instruction in other requirements relating to Accountability to the Public	Module consisting of at least 240 minutes
Instruction in Open Meetings Requirements under Government Code, Chapter 551	Module consisting of at least 60 minutes
Instruction in Requirements relating to Public Records	Module consisting of at least 120 minutes
Total Minimum Number of Hours	30 hours

§100.1104 - Training for Campus Administrative Officers

Type of Continuing Education	New Principals	Topic
Instruction in basic School Law	Module consisting of at least 90 minutes	NCLB Special Populations (ESL, PRS, At-Risk, etc.)

Type of Continuing Education	New Principals	Topic
Instruction in basic School Finance	Module consisting of at least 60 minutes	Fund Coding
Instruction in Health and Safety Issues	Module consisting of at least 90 minutes	Chapter 38
Instruction in Accountability Requirements related to the use of Public Funds	Module consisting of at least 30 minutes	Appropriate use of funds
Instruction in other requirements relating to Accountability to the Public	Module consisting of at least 120 minutes	PEIMS and AEIS
Instruction in Open Meetings Requirements under Government Code, Chapter 551	Module consisting of at least 20 minutes	Chapter 551
Instruction in Requirements relating to Public Records	Module consisting of at least 60 minutes	Chapter 552
Total Minimum Number of Hours	10 hours	12 Hours

§100.1105 - Training for Business Managers

Type of Continuing Education	Business Managers
Instruction in basic School Law	Module consisting of at least 240 minutes
Instruction in basic School Finance	Module consisting of at least 480 minutes
Instruction in Health and Safety Issues	Module consisting of at least 20 minutes
Instruction in Accountability Requirements related to the use of Public Funds	Module consisting of at least 240 minutes
Instruction in other requirements relating to Accountability to the Public	Module consisting of at least 160 minutes
Instruction in Open Meetings Requirements under Government Code, Chapter 551	Module consisting of at least 20 minutes
Instruction in Requirements relating to Public Records	Module consisting of at least 40 minutes

Total Minimum Number of Hours	30 hours
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Professional development curriculum listed above will be provided by a TEA Certified Trainer. The charter school will take advantage of all training that is offered by the Charter School Resource Center, the ESC, and other opportunities that will advance knowledge and skills in the identified areas.

f) Explain the method(s) that will be used to evaluate school officers.

Administrative personnel will be evaluated in accordance with provisions of Subchapter BB issued under the Texas Education Code, §21.354 and §39.054, and the commissioner's recommended or established standards under the Code. Samples of evaluation instruments for Superintendent, Business Manager, and Principal have been collected and will be submitted to the board for review and approval before services are initiated to students. The new charter school will accept the commissioner's recommendations as its method of evaluation for administrative personnel, which includes the following domains:

- Instructional management
- School or organization morale
- School or organization improvement
- Personnel management
- Management of administrative, fiscal, and facilities
- Student management
- School or community relations
- Professional growth and development
- Academic excellence indicators and campus performance
- School Board relations (for Superintendents only)
- A student performance domain shall be included in the appraisal of Principals and Superintendents

It is understood that not all domains apply to all positions and staff. Each will be evaluated according to their roles and responsibilities described within their job descriptions.

- g) Demonstrate that school officers, in conjunction with the governing bodies of the proposed school, understand that they are responsible for:
- 1) student and school performance;
 - 2) management and administrative practices;
 - 3) student attendance accounting reporting requirements;
 - 4) compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
 - 5) compliance with special education and bilingual/English as a second language (ESL) program requirements (Note that a sponsoring entity representative will be required to sign additional assurance documents if a charter is granted);
 - 6) financial accounting reporting requirements, including grant reporting requirements;
 - 7) reporting requirements, including those through the Public Education Information Management System (PEIMS);
 - 8) reporting annual school and student performance to students, parents, and the public;
 - 9) distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee.

Indicator	Superintendent	Principal	Business Manager/Financial Officer
fiscal management.	submitted to the Board of Directors. Accountability will be evidenced by the financial reports provided to the Board of Directors and reflected in the Superintendent's annual review.	of fund requests. Submission of weekly time sheets for campus staff will be required for continued employment. The principal will present all PO's to the superintendent for approval. Should the principal maintain petty cash at the campus, he/she will be responsible to maintain appropriate logs and balance, receipts with cash available each month to the financial manager.	the state will signify accuracy and ethical reporting of information. Accountability will be evidenced by the financial reports provided to the Board of Directors and reflected in the Business Manager/Financial Officer's annual review. The AEIS rating regarding financial reporting will also be considered each year as a dependent factor on continued employment.
5. Compliance with special education and bilingual/English as a second language (ESL) program requirements.	<ol style="list-style-type: none"> 1. Provide policies and procedures to the board of directors for approval. 2. Budget for and hire certified staff to provide services. 3. Budget for professional development for all teachers. 	<ol style="list-style-type: none"> 1. Establish the participants of the ARD committee. 2. Provide for professional development activities for all teachers. 3. Implement service for identified special education students. 4. Participate in program evaluations. 5. Evaluate special education instructional staff. 6. Review TAKS, SDAA, and LDAA to determine efficiency and effectiveness of program implementation. 	<ol style="list-style-type: none"> 1. Expend 85% of designated funds for direct services for students. 2. Code revenues and expenditures with appropriate program intent codes. 3. Report revenues and expenditures accurately to PEIMS. 4. Retain documentation for external auditor.

Page 51	All NCLB requirements will be met by the paraprofessionals.
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- * i) Explain the manner in which the school will distribute to parents information related to the qualifications of each professional employee of the program, including any degrees or certifications held and any relevant experience. (Note that TEC, §12.130 further requires charter schools to provide the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school.)

Teachers must be qualified to execute instructional strategies, strategies for student growth and development, strategies for classroom management and organization, strategies for policy implementation, and must possess good communication skills. Parents/guardians will be notified of their child's teacher's credentials in writing at the beginning of each year and when there is a staff change. This notice may be provided at the time of enrollment or through the mail when a new staff member is hired for that position. Personnel records will be maintained in the Superintendent's office so that requests for teacher qualifications can be published annually. When funding is available, teachers' qualifications will also be posted on the school's website to facilitate access to this information.

- j) Discuss the salary ranges, benefits, and any other forms of compensation for teachers, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school. *Salary information for specific school districts and for the state as a whole may be found at <http://www.tea.state.tx.us/perfreport/snapshot/>. Additional salary information may be obtained from the Texas Association of School Boards at http://www.tasb.org/services/hr_services/index.aspx.*

The following table represents the starting salary the proposed charter school will establish and the increase in pay for each year served thereafter.

Position	Number of Days	Salary				
		Year 1	Year 2	Year 3	Year 4	Year 5
Experienced Teacher	195	\$35,000	\$36,000	\$37,000	\$38,000	\$39,000
Beginning-Certified Teacher	195	\$30,000	\$31,500	\$32,000	\$33,500	\$34,000
Beginning-Uncertified (Degreed) Teacher	195	\$28,000	\$28,500	\$29,000	\$29,500	\$30,000
Teacher Assistant (Experienced)	195	\$16,500	\$17,000	\$17,500	\$18,000	\$18,500
Beginning Teacher Assistant	195	\$16,000	\$16,500	\$17,000	\$17,500	\$18,000

Benefits will be determined by the board of directors and may include health insurance, sick or personal days, life insurance, disability, etc. The charter school will meet all state and federal requirements such as unemployment and other federal matches. All staff members will participate in the Teacher Retirement System (TRS).

A salary analysis of charter schools which are similar in size and location was not possible as there are no charter schools in the area. However, average salaries were requested from local school districts and the following information was obtained: teachers with at least one year of experience ranging to experienced teachers with a Doctorate degree received a salary within the range of \$32,000 to \$48,000 with an average salary of \$40,000.

In order to provide an accurate analysis, the sponsoring entity chose a major metropolitan area (San Antonio) which contains many charter schools and conducted additional analyses to determine average salaries. The charter schools reviewed indicated an average salary range for beginning teachers of \$24,435 to \$35,000 with an average salary of \$29,829. Teachers with at least one year of experience but not more than twenty years experience received a salary within the range of \$24,000 to \$36,651 with an average salary of \$31,330.

Page 52	The qualifications of each professional employee will be provided to parents.
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Page 52	Paraprofessional and teaching assistant are synonymous terms.
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Information for these analyses was gathered through various resources including reports generated by the TEA, phone calls to individual schools, and reports generated by the Texas Association of School Boards (TASB).

k) Describe professional development opportunities that will be offered to teachers and other instructional staff.

Education staff members will be required to attend professional development activities designed to meet the needs of the staff as curriculum is developed and as additional skills are needed to serve the student body. Staff will evaluate these sessions for effectiveness, and the results of these evaluations will provide the basis for designing professional development activities. The budget provides for contractual resources and supplies for staff development. The school will encourage staff members to make recommendations for future development areas: developmentally appropriate practices, 5E Model of Instruction, integration of technology into curriculum and instruction, conflict resolution and parent conferences, violence prevention, and curriculum development.

Region XV Education Service Center and other experts will provide professional development on TEKS-based foundation and enrichment curriculum. The ESC will provide workshops, consultation, materials, and expertise in a variety of areas. Every teacher will be given the opportunity to attend at least one workshop or conference off-campus, with selected staff members attending the annual charter school conference. Administrative staff will be given the opportunity to participate in leadership and supervision workshops and/or conferences. Staff members at all levels will be expected to share their new knowledge with each other at subsequent staff meetings.

The following chart will guide the professional development topics of the charter school. However, staff must have input into the types of training that are conducted. Therefore, the school will provide mandatory training as defined by statute, but will accommodate its instructional staff's needs, as well. Please note that the total duration of each topic may not be in a setting that is in a large group format, but may include individual study groups or small group settings. Staff development may be determined by investments of the individual in college education courses that will be included in the final evaluation of the professional development.

Topic	Duration	Years
The Charter	4 hours	1,2,3,4,5
5E Model of Instruction	4 hours	1,2,3,4,5
Shared Decision Making	8 hours	1,2,3,4,5
Special Populations	10 hours	1,2,3,4,5
Student Assessment (Data Driven Instruction, Benchmarking)	8 hours	1,2,3,4,5
Emergency and Disaster Plans	1 hour	1,3,5
Campus Improvement Plans	40 hours	1,3,5
Technology and Its Use	8 hours	1,2,3,4,5
Classroom Management	8 hours	1,2,3,4,5
Successful Strategies and Methods (Learning Styles, Multiple Intelligences, etc.)	8 hours	1,2,3,4,5
Continuing Education (Seeking certification or additional skills)	Ongoing	1,2,3,4,5
Safe and Drug Free Schools	Ongoing	1,2,3,4,5
Evaluating Program Success	8 hours	1,2,3,4,5
Curriculum Alignment and Delivery (TEKS)	40 Hours	1,2,3,4,5

l) Explain the method(s) that will be used to evaluate teachers and other instructional staff.

A modified Professional Development and Appraisal System (PDAS) recommended by the Texas Education Commissioner will be used to evaluate teachers. The PDAS appraisal framework is considered especially appropriate for teachers because the PDAS criteria acknowledge broad-based tasks that teachers routinely perform that go beyond

classroom teaching. The PDAS is not, however, intended to evaluate staff other than teachers. Professional staff such as speech pathologists, librarians, and counselors will not be evaluated under the PDAS (unless these positions also involve instruction). Non-teaching, administrative staff members will be evaluated in accordance with provisions of Subchapter BB issued under the Texas Education Code, §21.354 and §39.054, and the commissioner's recommended or established standards under the Code.

Each teacher will be appraised each school year. Whenever possible, an appraisal will be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

Domains of the PDAS instrument for teacher evaluation include:

- Domain I: Active, Successful Student Participation in the Learning Process
- Domain II: Learner-Centered Instruction
- Domain III: Evaluation and Feedback on Student Progress
- Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials
- Domain V: Professional Communication
- Domain VI: Professional Development
- Domain VII: Compliance With Policies, Operating Procedures and Requirements
- Domain VIII: Improvement of Academic Performance of All Students On The Campus (Based on Indicators included in the AEIS)

PEIMS Coordinator, Student Attendance Staff, and Other Staff

- m) Provide complete job descriptions, including selection criteria, for the Public Education Information Management System (PEIMS) coordinator, student attendance staff, and other staff.

The PEIMS Coordinator must be computer literate with Internet skills and competencies. He/she must be acquainted with data base software and proficient in typing, filing, and auditing printed documents. In addition, the person hired in this position should have the ability to meet deadlines with precision. After the first year, the PEIMS coordinator and the student attendance staff will be split into two positions in order to cross-train for PEIMS submission requirements. This position will fulfill all responsibilities to include registration, attendance accounting, and maintenance of student records during the first year. Since only 150 students are anticipated the 1st year, the combination of these positions is both cost effective and efficient. This responsibility will be evaluated based on accurate and auditable records.

Position Title: PEIMS Coordinator, PEIMS (Public Education Information Management System)

Department: Administration

Reports To: Principal

Approved By: Board of Directors

SUMMARY:

Submits PEIMS (Public Education Information Management System) data as required by the PEIMS Data Standards Bulletin published by the Texas Education Agency. Ensures delivery of PEIMS data to TEA on or before due dates as specified and imposed by TEA.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Structures, organizes, and manages PEIMS data provided by the charter school approved software system.
- Structures, organizes, and manages PEIMS telephone support team to provide software support for all software modules where PEIMS data elements are maintained, edited, and reported.
- Coordinates and provides PEIMS reports used in the charter school.

- Develops PEIMS departmental fiscal year budget.
- Develops and plans all PEIMS submission timelines.
- Collects, maintains, and edits all required PEIMS data elements for electronic transfer to the regional education service center and the Texas Education Agency.
- Prepares media for PEIMS data transport to the ESC and TEA.
- Gathers and disseminates or takes action regarding PEIMS related correspondence received from the Region XV ESC and TEA.
- Provides software support of all software systems.
- Provides and coordinates micro-computer configuration.
- Consults with charter school personnel regarding networking equipment specifications and pricing for micro-computers accessing the charter school's administrative and student information network.
- Coordinates walk-throughs with cabling companies and other technology related pre-installation walk-throughs.
- Serves as TENET facilitator for the charter school.
- Performs all other duties as assigned by the immediate supervisor.

SUPERVISORY RESPONSIBILITIES:

Supervises personnel assigned to the department to ensure successful and timely submission of PEIMS data.

QUALIFICATION REQUIREMENTS:

To perform this job successfully an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High School Diploma or GED

Some college preferred

Three years work experience in related field or accounting.

LANGUAGE SKILLS:

Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of supervisors, employees, vendors, and the general public.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical solutions.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES:

Ability to develop effective working relationships with staff, ability to communicate clearly and concisely, both orally and in writing. Ability to negotiate and handle pressure situations for a long period of time. Ability to apply knowledge of current research and theory in specific field. Ability to perform duties with awareness of all charter school requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, stand, walk, talk, or hear. Travel from one building to another and to other sites is required. Specific vision abilities required by this job include close vision, distance vision, depth perception and the ability to adjust focus. The employee must be able to lift and/or move up to 50 pounds. This position requires meeting deadlines with severe time constraints, interacting with the public and staff, and enduring irregular or extended work hours. The employee must be able to maintain emotional control under stress.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works inside. The noise level in the work environment is usually moderate. Work is performed indoors.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Position Title: Attendance Clerk/Administrative Assistant/Clerk

Department: Administration

Reports To: Principal

Approved By: Board of Directors

SUMMARY:

Compiles attendance records for school charter school, issues attendance permits, and answers inquiries: Obtains charter school attendance figures from each school daily, using telephone. Records figures by grade level and for special classes, such as mentally retarded or gifted, in workbook. Totals figures, using calculator. Collates data and prepares standard state reports, using typewriter and computer applications. Computes average daily attendance figures and forwards to state for compensation and to school cafeteria for meal planning. Interview applicants for intercharter school attendance permits to attend elementary and secondary schools in charter school and issues permits, if requirements are met. Sends copy of permit to applicable school and retain file copy. Maintains file of intercharter school attendance agreements, bills outside charter schools for attendance within charter school, and notifies supervisor of agreement expirations. Answers inquiries from parents and school officials, using state education code as guide. Prepares special reports, such as ethnic or racial-distribution surveys, requested by state or charter school education officials.

TERMS OF EMPLOYMENT:

Length of Work Year: 215 Days

Salary: Annual salary schedule approved by the Board of Trustees of Charter Schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- In charge of front office.
- Monitors and reports daily attendance.
- Ensures that all test scores (TAKS, SAT, ACT, etc.) are posted on transcripts.
- Posts all semester grades on transcripts.

Page 56	The attendance clerk will gather attendance data from the charter school. This is a misprint. See correction below.
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Compiles attendance records for school charter school, issues attendance permits, and answers inquiries: Obtains charter school attendance figures from each school daily, using telephone. Records figures by grade level and for special classes, such as mentally retarded or gifted, in workbook. Totals figures, using calculator. Collates data and prepares standard state reports, using typewriter and computer applications. Computes average daily attendance figures and forwards to state for compensation and to school cafeteria for meal planning. Answers inquiries from parents and school officials, using state education code as guide. Prepares special reports, such as ethnic or racial-distribution surveys, requested by state or charter school education officials.

- Requests grades and transcripts on incoming students from other school charter schools.
- Provides copies of transcripts to counselors and students, upon request.
- Sends copies of senior student transcripts to colleges.
- Handles correspondence and materials from other schools and charter schools concerning requests for student information.
- Provides the principals and teachers with student information, as needed.
- Files individual test results and other information in students' folders.
- Ensures that all summer school grades are posted on students' folders.
- Registers students.
- Keeps list of all students new to the charter school.
- Provides alphabetical listing of retained students and their credits.
- Provides complete alphabetical listing of all students and their credits.
- Ensures that previous years' grade books and grade sheets are readily available when needed.
- Averages grades to obtain grade point average (GPA) and class ranking for all students, grades 9-12.
- Ensures that all inactive permanent record folders are appropriately filed.
- Performs other duties as assigned by the immediate supervisor.

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High school diploma or GED

Typing speed: Minimum 45wpm, Reasonable knowledge of Microsoft office.

Some college preferred

CERTIFICATES, LICENSES AND REGISTRATIONS:

As required by the State of Texas

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before parents, students, and staff.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Working knowledge of school records and documents. Demonstrated ability to operate a personal computer and related software. Ability to greet the public in a pleasant and cordial manner. Ability to develop effective working relationships

with students, staff, parents, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all charter school requirements and Board of Education policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will continuously sit. The employee occasionally will walk or stand and reach with hands and arms. The employee is occasionally required to stand, walk, and reach with hands and arms. The employee is continuously required to interact with staff, students and parents, while meeting multiple demands from several people. The employee may occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, such as to read written or typed material.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. Work is performed indoors.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

- n) Discuss the salary ranges, benefits, and any other forms of compensation for PEIMS coordinator, student attendance staff and other staff not already addressed including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school. *Salary information for specific school districts and for the state as a whole may be found at <http://www.tea.state.tx.us/perfreport/snapshot/>. Additional information that may be helpful in determining salary ranges may be obtained from the Texas Association of School Boards at http://www.tasb.org/services/hr_services/index.aspx.*

Position	Number of Days	Salary				
		Year 1	Year 2	Year 3	Year 4	Year 5
PEIMS Coordinator	226	\$25,000	\$26,000	\$27,000	\$28,000	\$29,000
Student Attendance Coordinator	226	**	\$25,000	\$26,000	\$27,000	\$28,000
Other Staff (Clerical)	226	18,000	19,000	19,500	20,000	21,000

**The position of PEIMS Coordinator and Student Attendance Coordinator will be combined into one position for the first year.

Benefits will be determined by the board of directors and may include health insurance, sick or personal days, life insurance, disability, etc. The charter school will meet all state and federal requirements such as unemployment and other federal matches. All staff members will participate in the Teacher Retirement System (TRS).

According to the 2003-2004 TASB/TASA Auxiliary Personnel Report for a PEIMS Data Specialist, the average salary for this region is \$29,568. For this enrollment group (1-499), the average salary is \$21,928, with the high being \$28,921.

- o) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and other staff not already addressed.

PEIMS Coordinators and student attendance staff will receive three types of training. The ESC will provide training for new information regarding coding that has been implemented into the Data Standards and maintenance of attendance records. The selected software vendor will provide ongoing training regarding coding, data submission, and the use of Edit+. ESS, Inc. will provide initial training on the *Data Standards* and *Student Accounting Handbook* to the PEIMS Coordinator, attendance clerk, and administrators to interpret the Edit+ reports to ensure submission accuracy.

- p) Explain the method(s) that will be used to evaluate the PEIMS coordinator, student attendance staff, and other staff not already addressed.

- ☞ job performance;
- ☞ professionalism; and
- ☞ Their effort to contribute to the success of the school.

The evaluation process will include three domains:

- 1) A self-assessment of employee's job performance;
- 2) Completion of the Supervisor's Review Form (SRF) based upon the employees job description which is to be completed by the immediate supervisor; and
- 3) The Professional Development Plan (PDP) includes the evaluation results and the personal and professional goals of the employee.

~~7. Community Support~~ *(Reviewed by TEA)*

- ~~a) Describe the community where the school will be located and explain why this location was selected.~~

~~San Angelo, Texas is located on the banks of the Concho River, in the middle of the plains of western Texas. The city of San Angelo has a population of about 90,000, of which, over half are under the age of 40. There are no charter schools in the region and 5 private schools. Parents have little choice regarding their children's education. They may either attend the free public schools or pay the price to attend a private school. This limits educational opportunities for the children of San Angelo, Texas. According to the US Census, the total school enrollment in San Angelo was 26,000 in 2006. Nursery school and kindergarten enrollment was 3,900 and elementary or high school enrollment was 14,000 children. College or graduate school enrollment was 8,300.~~

~~TLC Academy has a 34 year history of educating children and grassroot ties to the community. The Academy has taken time to develop trust with the parents and the community. TLC Academy is devoted to the business of education which explains why this location would be an excellent site for a charter school.~~

- ~~b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process.~~

~~As a fundamental strategy for ensuring diversity of perspective, the TLC Academy Board of Directors included community groups in the planning process. By consulting diverse groups, the charter school has ensured that issues in planning the school were considered from multiple perspectives and that questioning, challenging, constructive arguing, monitoring and authentically useful feedback were an integral part of the planning process. A public hearing was held on February 4, 2008 at the Academy Site in San Angelo and was attended by community members, parents, students, and local business leaders. The mission and vision of the school was reviewed and input was requested regarding goals and objectives of TLC Academy. The meeting was well received by the community and participants added valuable~~

Page 58	Job descriptions provided below.
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Position Title: Custodian
Department: Campus
Reports To: Principal
Approved By: Board of Directors

SUMMARY

The Custodian is responsible for maintaining the overall cleanliness of the facility and surrounding grounds and set-up for activities. The custodian is responsible to the principal, but must be able to judge work and make changes as needed on a daily basis without the supervisor's presence.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Sweeps, mops and waxes floors and stairwells on a routine basis.
- Vacuums and cleans carpets.
- Cleans windows and changes light bulbs as needed.
- Dusts and/or polishes furniture, window ledges, banisters, ceilings, radiators, bleachers, light fixtures, etc.
- Maintains and cleans restrooms, drinking fountains, and kitchens in a sanitary manner.
- Removes litter and waste paper from inside the building and on the grounds surrounding the building.
- Sets up and takes down for meetings and other activities.
- Carries equipment, tables and chairs up and down stairs.
- Utilizes safety measures and assists in the overall safety at all times inside the building and on the grounds.
- Replaces soap and paper products in dispensers.
- Requests supplies and equipment as needed.
- Sits, stands, stoops, climbs and walks intermittently.
- Must be able to perform job duties as described on essential functions addendum.

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

High school diploma or GED

CERTIFICATES, LICENSES AND REGISTRATIONS:

As required by the State of Texas

Position Title: Food Service Manager
Department: Administration
Reports To: Business Manager
Approved By: Board of Directors

SUMMARY:

SUMMARY: The food service manager operate the school snack bar, performs general cafeteria duties, accounts for money collected for all programs, and prepares reports for NSLP.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Operates the school snack bar by ordering all items sold, stocking shelves, maintaining an inventory of supplies, selling items, supervising student workers, and maintaining records for all sales.
- Counts all snack bar monies, wraps coins and prepares daily deposit.
- Prepares entrees, fruit dishes, and relish tray for school lunch and snack bar programs.
- Serves and prepares all food in the snack bar/cafeteria program.
- Operates all food preparation equipment in a safe manner.
- Washes and cleans equipment, food preparation areas and cafeteria tables, as needed, while maintaining the highest possible standards of sanitation.
- Trains and works with student helpers.
- Cooperates and communicates with other school staff, parents, and students to promote a positive school climate.
- Operates cash register and makes change.
- Shelves individual commercial cans of food and other foodstuffs and takes periodic inventory.
- Assists the cook in most areas of cafeteria operation.
- Uses cleaning chemicals and supplies in accordance with specified safety protocols.
- Performs related work, as assigned.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: High school diploma or general education degree (GED); two year's related experience and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

CERTIFICATES, LICENSES AND REGISTRATIONS:

As required by the State of Texas

6. Governance *(Reviewed by TEA)*

Governing Body of the Sponsoring Entity

The governing body of a charter holder has the primary responsibility for implementing the public school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code. See 19 TAC §100.1101.

Members of the governing body of a charter holder will be required to undergo training as provided in 19 TAC §100.1102.

Records of an open-enrollment charter school and records of a charter holder that relate to an open-enrollment charter school are government records for all purposes under state law. See TEC, §12.1052.

As explained on Page 3, a faith-based organization applying for a charter should only include information related to the faith-based organization and should not provide any information regarding the nonsectarian organization that will ultimately hold the charter.

- a) List the members of the governing body of the sponsoring entity.

Walt Landers, Chairperson
Ernie Hensel, Secretary
Jo Ann Landers, Treasurer
Walt Harris, Vice President

Submit, as part of **Attachment A**, a notarized biographical affidavit for each member of the governing body of the sponsoring entity. *A sample of the biographical affidavit form is included in Appendix I. The actual form that must be completed is an online form that is located at*

<http://www.tea.state.tx.us/charter/rfas/rfascharter.html>.

Biographical affidavits must be notarized within 90 days of the due date of this application.

- b) 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 described in response to item "a)" in Section 8 Geographic Boundary).

All members of the Board of Directors for the charter school reside within 50 miles of the proposed charter school's designated geographic boundary.

- c) Submit, as **Attachment C**, the 501(c)(3) determination letter from the IRS or a statement that this is not necessary because the sponsoring entity is an institution of higher education or a governmental entity.

The 501(c)(3) determination letter from the IRS has been submitted as **Attachment C**.

d) Submit, as **Attachment D**, the original Articles of Incorporation filed with the Texas Secretary of State, any Restated Articles of Incorporation, and any Articles of Amendment. If the sponsoring entity has amended its original Articles of Incorporation and does not submit both the original Articles of Incorporation and all of the documents reflecting the amendments, this attachment will be considered incomplete. If incorporated after January 1, 2006, substitute with Certificate of Formation and Certificate of Filing. Comparable documents must be submitted if the sponsoring entity is a nonprofit corporation incorporated in another state. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

The articles of incorporation of the sponsoring entity have been submitted as **Attachment D**.

e) Submit, as **Attachment E**, a complete copy (originals and any amendments) of the bylaws of the sponsoring entity. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

The bylaws of the sponsoring entity have been submitted as **Attachment E**.

f) State the approximate date on which the sponsoring entity was incorporated or established.

June 30, 1997

g) Describe the purpose for which the sponsoring entity was established.

- To establish an open enrollment public school (or schools) in San Angelo, Texas under a charter approved by the Texas State Board of Education;
- To provide education for students within grades pre-kindergarten through twelfth grade;
- To meet the requirements and accountability standards established by the Texas State Board of Education;
- To maintain a regularly enrolled student body, an established curriculum, and a full-time faculty;
- To expand and re-define the educational program from time to time as necessary to meet the needs of a continually changing student population;
- To provide consultation for the development of other charter school ventures;
- to have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

h) Describe the activities in which the sponsoring entity has been engaged in the past and in which it is currently engaged.

The sponsoring entity has operated a private school and after school care.

i) Disclose whether the sponsoring entity has operated a private daycare, private school, public daycare, or public school.

TLC Academy has offered educational services as a private school (preK-12) for the past 33 years. The private school operated under Angelo Christian School for 7 years and then amended its bylaws to rename the non-profit to TLC Academy (2005). The Academy has provided after school care for the students in the school (K3-5).

j) Disclose whether the sponsoring entity is a religious or faith-based organization or engages in any activities with a religious purpose.

TLC Academy is a non-profit organization with affiliation with a faith-based organization, however, the sponsoring entity is engaged in educational services.

k) Discuss any litigation in which the sponsoring entity has been involved.

The sponsoring entity has not been involved in any litigation.

l) Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

The sponsoring entity has not been sanctioned by any state regulatory agency.

m) Describe the initial incorporators of the sponsoring entity, including the individuals' names and their professional backgrounds.

Bradley Angell – Educator, Principal & School Administrator for ACE (Accelerated Christian Education) schools for 15 years; helped start first ACE school in Moscow, 1991; principal in Jamaica, 1995; Bachelor of Theology with Focus on Administration. Mr. Angell is no longer on the board or has any connection with the sponsoring entity.

David Levesque – Entrepreneur and Businessman, ordained minister, and talented fund-raiser who believed in quality education for children. Rev. Levesque is no longer on the board or has any connection with the sponsoring entity.

Tommy Olive – Businessman; Landscape Designer; Nursery & Gift Shop owner (owns Olive's Nursery in business for 65 years) invested in the belief of quality education in a Christian school setting. Bachelor of Science in Mechanical Engineering. Mr. Olive is no longer on the board of the sponsoring entity or serving in any capacity at TLC Academy.

n) Discuss any plans for further recruitment of organizers of the proposed school.

TLC Academy will be recruiting additional board members to avoid potential conflict of interest regarding the leasing of the church facilities. The new board members should be identified by June, 2008.

o) Describe the methods used to inform parents, students, and employees about procedures for receiving and responding to complaints. *Note that under 19 TAC §100.1033(c)(6)(C), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.*

The Board of Directors will adopt policies to notify parents regarding their rights as well as the rights of the students. The notice procedure will inform parents or eligible students that they have the right to:

- Inspect and review the student's education records
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

- Consent to disclosures of personally identifiable information contained in the student's education records (except to the extent that the Act provides for exceptions)
- file a complaint concerning alleged failures by the school to comply with state or federal legal requirements

In addition to notices to parents about their rights through the *Student Handbook*, the school will provide information regarding all procedures for exercising such rights including:

- the procedure for exercising the right to inspect and review education records
- the procedure for requesting amendment of records
- the procedure to file a complaint against the charter school or a staff member employed by the school
- the procedure for student complaints regarding the charter school

Student complaints are to be presented to the child's teacher unless the teacher is identified as the reason for the complaint, at which time the principal would be the initial contact. If the complaint cannot be resolved through an intervention by the staff member addressed, a meeting will be held with the child's parent(s) or guardian to ensure that parents are informed of the complaint. At this time, parents may submit complaints in writing within ten working days following the appropriate chain of command. The charter school staff must render a decision in writing to the parent within ten working days providing the next contact level available to the parent should s/he disagree with the decision. All complaints may be appealed to the Board of Directors for a hearing. If the Board cannot resolve a complaint, the complainant is referred to the TEA Complaints Division.

The Charter School will develop an employee handbook detailing the rights and responsibilities of all employees including but not limited to grievance procedures, sick leave, health benefits, contracts, seniority, and tenure. TLC Academy will establish a hearing committee for the purposes of receiving employee complaints. Additionally, the following grievance procedures will be clearly established and followed:

- All employees will be trained on the grievance process and encouraged to follow it.
- All employees involved in disputes will be subject to due process.
- Generally, review of issues by the board is limited to cases where the hearing committee has not followed the grievance policy.
- If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention will then occur.
- If the grievance is in response to a negative performance evaluation, a timely written objection may be attached to the evaluation and kept in the employee's personnel file.
- If the grievance is a complaint of discrimination and/or sexual harassment, the Charter School within 24 hours will begin to carefully investigate the complaint to determine as many facts about the issue as possible; understanding that discretion and objectivity are paramount.

Due process will be afforded to all stakeholders through the following rights:

- Right to a full and fair hearing before the Board or its designee after the chain of command has been followed;
- Right to an adult representative or legal counsel;
- Opportunity to testify and to present evidence and witnesses in his or her complaint;
- Opportunity to examine the information prepared by the school administration and to question the administration's witnesses.

Persons employed by the Charter School are considered employees of the Charter School for all purposes. The Charter School shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act (Gov. Code §§ 3540, et seq.)

p) Describe the following elements of the governance structure of the governing body of the sponsoring entity. *Although some of the information requested below might be addressed by the sponsoring entity's articles of incorporation, bylaws, or other documents, please provide the information requested below:*

1) the officer positions designated;

President, Vice President, Secretary, and Treasurer

2) the manner in which officers are selected and removed from office;

Officers shall be elected by the Executive Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors. Any officer may resign at anytime by giving written notice to the Executive Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

3) the manner in which members of the governing body are selected and removed from office;

Officers shall be elected by the Executive Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors. Any officer may resign at anytime by giving written notice to the Executive Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Executive Board of Directors relating to the employment of any officer of the corporation.

4) the manner in which vacancies on the governing body are filled;

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Executive Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in the offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

5) the term for which members of the governing body serve; and

Each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

6) whether the terms are to be staggered.

There are no provisions for the terms to be staggered within the Articles.

Governing Body of the Charter School (if different from the governing body of the sponsoring entity) *Some charter holders choose to delegate some powers or duties of the governing body of the charter holder to a governing body of the charter school. Non-delegable duties are listed in 19 TAC §100.1033(c)(6)(C). Members of the governing body of a charter school will be required to undergo training as defined by 19 TAC §100.1102.*

q) If a governing body of the charter school exists, list the members.

r) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. *Non-delegable duties are listed in 19 TAC §100.1033(c)(6)(C).*

Submit, as part of **Attachment A**, a notarized biographical affidavit for each member of the governing body of the charter school. *A sample of the biographical affidavit form is included in Appendix I. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/charter/rfas/rfascharter.html>. Biographical affidavits must be notarized within 90 days of the due date of this application.*

S.)

- 1) the officer positions designated;
- 2) the manner in which officers are selected and removed from office;
- 3) the manner in which members of the governing body are selected and removed from office;
- 4) the manner in which vacancies on the governing body are filled;
- 5) the term for which members of the governing body serve; and
- 6) whether the terms are to be staggered.

The charter school will be governed by a single Board, that of the sponsoring entity.

Other Governance

If at some point the charter holder plans to enter into an agreement with a 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. SAS 529-08 RFA 701-07-116 26

t) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.

The charter school will be governed by a single Board, that of the sponsoring entity. No management company or other groups will be involved in the operation of the charter school.

- e) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and other staff not already addressed.

PEIMS Coordinators and student attendance staff will receive three types of training. The ESC will provide training for new information regarding coding that has been implemented into the Data Standards and maintenance of attendance records. The selected software vendor will provide ongoing training regarding coding, data submission, and the use of Edit+. ESS, Inc. will provide initial training on the *Data Standards and Student Accounting Handbook* to the PEIMS Coordinator, attendance clerk, and administrators to interpret the Edit+ reports to ensure submission accuracy.

- p) Explain the method(s) that will be used to evaluate the PEIMS coordinator, student attendance staff, and other staff not already addressed.

- ☞ job performance;
- ☞ professionalism; and
- ☞ Their effort to contribute to the success of the school.

The evaluation process will include three domains:

- 1) A self-assessment of employee's job performance;
- 2) Completion of the Supervisor's Review Form (SRF) based upon the employees job description which is to be completed by the immediate supervisor; and
- 3) The Professional Development Plan (PDP) includes the evaluation results and the personal and professional goals of the employee.

7. Community Support *(Reviewed by TEA)*

- a) Describe the community where the school will be located and explain why this location was selected.

San Angelo, Texas is located on the banks of the Concho River, in the middle of the plains of western Texas. The city of San Angelo has a population of about 90,000, of which, over half are under the age of 40. There are no charter schools in the region and 5 private schools. Parents have little choice regarding their children's education. They may either attend the free public schools or pay the price to attend a private school. This limits educational opportunities for the children of San Angelo, Texas. According to the US Census, the total school enrollment in San Angelo was 26,000 in 2006. Nursery school and kindergarten enrollment was 3,900 and elementary or high school enrollment was 14,000 children. College or graduate school enrollment was 8,300.

TLC Academy has a 34 year history of educating children and grassroot ties to the community. The Academy has taken time to develop trust with the parents and the community. TLC Academy is devoted to the business of education which explains why this location would be an excellent site for a charter school.

- b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process.

As a fundamental strategy for ensuring diversity of perspective, the TLC Academy Board of Directors included community groups in the planning process. By consulting diverse groups, the charter school has ensured that issues in planning the school were considered from multiple perspectives and that questioning, challenging, constructive arguing, monitoring and authentically useful feedback were an integral part of the planning process. A public hearing was held on February 4, 2008 at the Academy Site in San Angelo and was attended by community members, parents, students, and local business leaders. The mission and vision of the school was reviewed and input was requested regarding goals and objectives of TLC Academy. The meeting was well received by the community and participants added valuable

information. The location of the school and the potential student population was discussed and assessed to be an asset to the community.

The applicant must hold a public hearing in the proposed charter school's geographic area to publicly discuss the application for the charter school. This hearing must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting. The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

c) Submit, as **Attachment F**, a copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication. The notice should include the proposed school name, sponsoring entity name, date, time, place of meeting, and names of sponsoring entity board members.

A copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication, has been submitted as **Attachment F**.

d) Provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing.

TLC Academy Board of Directors provided a sign in sheet to document the number of community members who attended the public hearing. The documentation indicates that 19 attended the public hearing. Among those in attendance were board members, staff from the private school, community members, public school staff, and parents from the private school.

e) Submit, as **Attachment G**, a synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, provide a summary of their comments, and a list of questions from participants with responses provided by the presenters.

A synopsis of the public hearing held to discuss the proposed charter school plan, including a log of attendees, presenters, summary of comments, and a list of questions from participants with responses provided by the presenters has been included as **Attachment G**.

8. Geographic Boundary *(Reviewed by TEA)*

a) List 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.

Ballinger ISD
Bronte ISD
Christoval ISD
Grape Creek ISD
Irion County ISD
Paint Rock ISD
Robert Lee ISD
San Angelo ISD
Veribest ISD
Wall ISD
Water Valley ISD

b) If the proposed charter school will have a “transfer policy” in accordance with 19 TAC §100.1207(e)(i.e., it will admit students who reside outside of the geographic boundary described above in “a)” once all eligible applicants who reside within the geographic boundary have submitted a timely application and have been enrolled), list the school districts from which the proposed charter school will accept transfer students.

The charter school will not admit transfer students at this time.

c) *The sponsoring entity must send copies of the Statement of Impact form and Application Coversheet, accompanied by a letter from the sponsoring entity, to all superintendents of school districts and charter schools within the proposed school’s designated geographic boundary and transfer boundary, if applicable. (The Statement of Impact form and a sample cover letter are included in Appendix II of this RFA.) The purpose of sending the Statement of Impact form is to document any adverse impact on a district or charter school and any potential enrollment shift that may impede a district's ability to comply with a court order affecting the district. The documents must be sent to districts and charter schools in time to include signed certified return receipt card copies as part of the application submitted to TEA. The proposed charter school is not responsible for ensuring that superintendents return the forms to TEA. If a superintendent receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments, to the superintendent.*

Submit, as **Attachment H**, the certified mail receipt cards showing the dates that *Statement of Impact* form, and accompanying documents were received and signed for by the staff of the districts and the open-enrollment charter schools within the proposed school’s designated geographic boundary and transfer boundary, if applicable. *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.*

Note that accepting students from another charter school that is within the charter school’s geographic boundary does not expand that geographic boundary to include all districts within the geographic boundary of the other charter school.

The certified mail receipt cards have been included in **Attachment H**.

9. Admissions and Enrollment Policies *(Reviewed by TEA)*

a) Specify the period (both the beginning and ending dates) during which applications for admission will be accepted. *TEC, §12.117, requires that a charter school establish a reasonable application deadline for the submission of applications for admission. The application period should not be “year-round” or extend for most of the year.*

Applications for admissions will be accepted beginning April 15 with an end date of June 15.

b) Describe the procedures to be followed in conducting a lottery when a grade or class is oversubscribed. *Under federal law, a charter school must admit students through a random selection process if the number of applications for a grade or class exceeds the number of available spaces. If the number of applications does not exceed the number of available spaces, a lottery is not required.*

If there are more eligible applicants than available spaces in a class, then a lottery will be conducted. A name will be drawn for each vacancy per grade level that exists and each applicant whose name is drawn will be offered admission.

c) If the charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school’s founders and teachers (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal guidance on the Charter Schools Program, state the categories of applicants that will be exempted. *Note that students who attended a private school before it became a public charter school are not to be considered “returning students” and may not be given priority in admission to the charter school. Also note that the federal guidance does not allow the children of charter school employees to be given priority in admission.*

The charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school’s founders and staff. The school founders’ children admitted based on this exemption will not exceed 10%.

d) Specify the approximate date on which a lottery will be conducted if required.

July 15th

e) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process to be used.

The waiting list for the charter school will be developed through the lottery process.

f) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications.

Applications that are submitted outside of the designated application period will be subject to the lottery process unless there are no other applicants for the available openings. When only one applicant applies for the available opening, then the student shall be admitted.

g) Provide the non-discrimination statement that will be included in the proposed school’s admissions policy. *TEC, §12.111(a)(6) requires that a charter school’s admissions policy include a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend if a charter is granted.*

TLC Academy will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend if a charter is granted.

h) 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) now permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, the new 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. TAC 100.1207 has the administrative rules clarifying the statutory changes that allow a school specializing in performing arts to hold auditions.*

This charter school will not have a performing arts specialization.

i) State whether the school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6). *TEC, §12.111(a)(6) authorizes a charter school to exclude a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Subchapter A, Chapter 37. Note that 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.*

TLC Academy may exclude students who have a documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC Chapter 37, Subchapter A and TEC 12.111(a)(6).

j) Describe the manner in which the proposed school will admit students under TEC, §25.001. What information must an applicant provide in order to establish eligibility for admission? *Note that applicants may not be required to provide transcripts or other academic records until after they are offered admission and are enrolling.*

A completed application for admission will be legible and have the following information:

- Name
- Address
- Telephone number
- DOB
- Grade level
- Current School Name
- School Address
- Parent/Guardian Name
- Parent/Guardian Signature

k) Describe the manner in which the proposed school will enroll students under TEC, §25.002 and 19 T.A.C. §129.1. What information must an enrolling student provide beyond what is required by TEC, §25.002? *Note that a student may not be precluded from enrolling due to the charter school's failure to receive information required by TEC, §25.002.*

Identification will be required within 30 days of a child's enrollment in the charter school, in accordance with the Texas Education Code, §25.002. The charter school will request the following documents:

- (1) Documents that are suitable for identification - Shall be defined by the commissioner of education.
- (2) The child's records - Include a minimum set of data and documentation established by the commissioner of education. The minimum set of data will include the child's social security number or a state-approved alternative identification number as assigned by the Public Education Information Management System (PEIMS).

However, children shall not be denied enrollment or be removed solely because they fail to meet the record requirements that are described above. Furthermore, students in this country under a bona fide exchange program are eligible to attend the charter school.

l) Discuss procedures adopted to comply with reporting transfer students pursuant to Civil Action 5281. *Civil Action 5281 requires that TEA not approve student transfers where the effect of such transfers changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district. For more information, see the following web page: <http://www.tea.state.tx.us/pmi/eo/>.*

Under Civil Action 5281, a school shall not approve transfers where the effect of such transfers will change the majority or minority percentage of the school population, based on average daily attendance in such districts by more than one percent (1%), in either the home or the receiving district or the home or the receiving school.

Note that 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.

10. Special Needs Students and Programs *(Reviewed by TEA)*

The CEO will sign the required special education assurance statement and will have in place upon opening special education policies and procedures that comply with all federal and state requirements. Upon request, the charter school will electronically submit the board approved policies and procedures through the online Legal Framework website. The special education policy and procedures will be developed using a variety of resources including Region 16 ESC and special education consultants with a documented history of success. The charter school's Board of Directors will ensure that it will comply with all state and federal requirements.

Special Education Certified Instructional Staff (appropriately certified in the State of Texas) will be recruited and employed or contracted to provide services as required by the ARD committee meeting for each special education eligible student. The special education endorsed teacher will be available to develop, participate and implement the IEP. A full array of services with appropriately certified personnel will be available as required by ARD committee decision.

Paraprofessionals who have received additional special education training with SBEC certification may be used by the school to carry out responsibilities supervised by the Special Education Certified teacher. These paraprofessionals may work individually with a student or to provide instruction according to the IEP's of students to work with small groups of students on tasks or in conjunction with lesson plans determined by the special education certified teacher.

All school staff will be trained at least annually in the following areas:

- Charter school policies and procedures based on federal and state rules and regulations pertaining to special education
- Technology
- Conflict resolution
- Discipline strategies (including behavior management, Behavior Intervention Planning, charter school code of conduct)
- Development and Implementation of the Individual Education Plan

Related Service personnel will be appropriately certified and/or licensed personnel providing related services to special education students such as physical therapy, occupational therapy, speech therapy, music therapy, counseling services or mobility services will be recruited and contracted to provide services on an “as-needed” basis as determined by the ARD Committee.

Assessment personnel will be appropriately certified and/or licensed to provide assessment and evaluation services to special education students through assessment, scoring, report writing and attendance in ARD meetings. Assessment personnel will be recruited and contracted to provide services on an “as needed” basis as determined by the ARD committee.

The charter school will provide a full continuum of services for special education services according to the needs described in the student’s ARD document. Services may include the following instructional arrangements:

1. mainstream class and/or full inclusion – the general curriculum is addressed for students in this setting with accommodations and/or modifications as determined by the ARD committee. The special education certified teacher monitors student progress and consults with the regular classroom teacher to ensure that academic progress is being made. In the event that progress is deterred, the special education teacher schedules an ARD committee meeting to review the student’s program.
2. resource class – students whose educational plan requires modifications in the general curriculum are assigned to this class by the ARD committee for specific subject areas requiring specialty services or materials to address the student’s handicapping condition. Students receive instruction by the certified special education teacher in this setting for the amount of time established in the ARD meeting.
3. content mastery – students whose handicapping condition indicates a possible need for special assistance in completing assignments from the general education classroom attend the resource class as designated by the ARD committee. This includes administration of an exam orally or with open book, or other modifications that would disturb the learning environment of the regular classroom; it also includes provision of specialty materials or services that allow a special education student to be successful in the general curriculum.
4. self-contained classroom – students whose ARD committee has determined at least 50% of their instructional day be served by special education staff or services receive instruction in the resource classroom for the appointed time of the school day. Additionally, several students require more structured or one to one management that is provided in the resource classroom throughout the school day. In all instances, the least restrictive environment described by the ARD committee is adhered to.

Upon enrollment, students will be screened for previous special education eligibility. If it is determined that the student is eligible for services, the special education coordinator at the school will contact the previous school and determines eligibility and instructional arrangement. A Temporary ARD is scheduled and the previous school services are replicated as deemed appropriate by the Temporary ARD Committee.

Temporary Goals and objectives are determined based on all available data pending receipt of records from the previous school. A Review ARD is held within 30 school days, where the most recent FIE is reviewed by the committee and a determination of instructional setting, goals and objectives and modifications/accommodations is made. If the coordinator

receives an FIE that is out of date, or if it is impossible to obtain a copy of the FIE from the previous school within the 30 school day time period, the parent will be notified, consent will be obtained, notice will be provided and the student will be re-evaluated by the school's contracted evaluation staff.

Dyslexia and Other Related Disorders

The charter school's Board of Directors will ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented at the charter school.

Bilingual/ English As a Second Language Programs

The charter school's Board of Directors will ensure that procedures for identifying a student with limited English Proficiency (LEP) and for providing appropriate instructional services to the student by a state certified B/ESL teacher are implemented at the charter school.

11. Business Plan (Reviewed by TEA) *Financial History of Sponsoring Entity*

a) Discuss the sources of funding used by the sponsoring entity to start up its operations.

Minimal funds will be needed as the sponsoring entity currently operates a private school. However, the board will transfer all the school's equipment and materials to the charter school to utilize as long as the school operates as a charter school (permanently restricted). All fund balances at the completion of the school year will be utilized to open the charter school.

b) Discuss the current assets of the sponsoring entity. **(Current Asset – Those assets which are reasonably expected to be realized in cash or sold/consumed within a year or within the normal operating cycle of the entity)**

The current assets of the school include equipment and materials that are presently owned by the school. In addition, the sponsoring entity will ensure that any fund balance from the private school that remains will be accessible toward the opening of the charter school.

c) Discuss the current liabilities of the sponsoring entity. **(Current Liabilities - Obligations whose liquidation is reasonably expected to require the use of existing resources properly classified as current assets or obligations that are due on demand or will be due on demand within one year)**

There are no current liabilities of the sponsoring entity. However, once the charter school is established, the charter school will assume the lease/purchase agreement for the computer lab equipment that the church presently pays.

d) Disclose any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity. *For the purpose of this application "litigation" includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action. "Sponsoring entity" includes any organization, whether incorporated or not, to which the sponsoring entity is successor in interest; any organization, whether incorporated or not, which the sponsoring entity has purchased; and, any organization, whether incorporated or not, for which the sponsoring entity has taken possession of substantially all assets previously possessed by that organization.*

There are no liens, litigation or sanctions against the sponsoring entity.

e) State the names of any open-enrollment charters already held by the sponsoring entity.

Revised During Contingency Process - See Insert

This sponsoring entity does not hold any open-enrollment charters.

f) Submit, as **Attachment I**, a copy of the most recent audit report. *If an audit report is not available, provide one of the following:*

1) *an unaudited financial statement consisting of:*

- *an unaudited statement of financial position,*
- *an unaudited statement of activities, and*
- *an unaudited statement of cash flows (The unaudited financial statements must include a notarized acknowledgement signed by the chief executive officer and chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided.)*

or

2) *a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2006 and has less than \$5,000 in receipts and total assets.*

A copy of the unaudited financial statement that contains a statement of financial position, a statement of activities, and a statement of cash flows has been included in Attachment I. These documents include a notarized acknowledgment signed by the chief executive officer and the chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided.

g) Submit, as **Attachment J**, a credit report of the sponsoring entity. *If the sponsoring entity was incorporated after January 1, 2006 and has less than \$5,000 in receipts and total assets, it is not required to provide a credit report and may instead provide a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2006 and has less than \$5,000 in receipts and total assets. If the entity was incorporated prior to January 1, 2006 and there is no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.*

A copy of the credit report of the sponsoring entity has been included in Attachment J.

h) Submit, as **Attachment K**, a copy of the most recently filed Internal Revenue Service Form 990. *If a Form 990 is not available, provide a statement that explains why a Form 990 was not available.*

A copy of the most recently filed Internal Revenue Service Form 990 has been included in Attachment K.

Current Operations of Sponsoring Entity

i) If non-charter programs are currently operated by the sponsoring entity, describe how, or if, these non-charter programs will relate to the charter school.

The sponsoring entity presently operates as a private school with limited after school care. All programs will be operated under the charter school contract.

j) If there are plans to begin operating any non-charter programs within the next two years, describe whether these non-charter programs will relate to the charter school.

There are no plans to begin operating any non-charter programs within the next two years.

k) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.

<p>#3 Business Plan Operating a private school and after school program.</p>	<p>The sponsoring entity will not operate the private school nor will it be involved in the after school program. All administrative, business, financial, payroll, personnel and other records will be maintained by the staff at the school. Personnel will not be shared with the church and a separate bank account will be maintained for the school. All public funds will be utilized for the education program provided by the charter school.</p>
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There are no plans to begin operating any non-charter programs within the next two years.

Start Up of Charter School Operations

l) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (*i.e.*, private donor, charitable foundation, local government, state/federal agency). ***Charter school applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds are available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters and the continuation of funds from the United States Department of Education. An appropriate estimate for a first-year grant is \$100,000. Any amount from this source of funding, however, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated. The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.***

As reported in the Startup Budget, application will be made to the TEA for the \$100,000 Title X Startup Grant funds. The funds to be secured by the school will be used for the following purposes:

- providing staff for planning and implementation of the new school
- purchasing instructional supplies and materials
- purchase curriculum software that is aligned with the TEKS
- securing PEIMS and financial software and equipment
- contracting with individuals that will set up special education programs, finance, and administration services
- contracting with Regional ESC and individuals who will provide professional development services

The charter school upon notification of a contractual agreement with TEA will initiate activities to raise funds, seek additional grant opportunities, and solicit gifts and bequeaths for the school.

m) Submit, as **Attachment L**, documentation (*i.e.*, letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all sources of funding. Letters of support for the proposed school should not be included in Attachment L. *If there are no such sources of funds, state this in the attachment.*

The sponsoring entity has submitted as **Attachment L** with a statement regarding sources of funding.

n) Describe the process by which the annual budget of the charter school will be adopted.

On or before August 31 of each school year, the Superintendent/CEO/CFO shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the Charter School for the following fiscal year. The board may establish a committee to work with the superintendent to prepare the budget. The budget must be prepared according to generally accepted accounting principles; rules adopted by the State Board of Education, and adopted policies of the board of directors.

1. Records and Reports.

The Superintendent/CEO shall ensure that records are kept and that copies of all budgets, all forms, and all other reports are filed on behalf of the Charter School at the proper times and in the proper offices.

2. Budget Meeting; Budget Adoption.

- (a) When the budget has been prepared under Section 44.002, the president shall call a meeting of the board of directors, stating that the purpose of the meeting is the adoption of a budget for the succeeding fiscal year.
- (b) The president shall provide for the public notice to be given.
- (c) The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the Charter School for the next succeeding fiscal year. Any constituent of the Charter School may be present and participate in the hearing.

3. Filing of Adopted Budget.

The budget will be filed with TEA within 90 days of adoption.

4. Effect of Adopted Budget; Amendments.

- o) Submit, as **Attachment M**, a start-up budget using the template in Appendix III and also at <http://www.tea.state.tx.us/charter/rfas/startupbudgetgen14.xls>. **Note that only this start-up budget template will be accepted for the purposes of this application.** To complete the start-up budget template, use the *Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts* located at <http://www.tea.state.tx.us/school.finance/index.html#audit>.

The start-up budget must include the period between the date that the charter is awarded by the State Board of Education and the date that the proposed charter school will begin operations. The start-up budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119. These written calculations should be attached following the printout of the completed start-up budget template).

A start-up budget using the template provided has been included as **Attachment M**.

- p) Submit, as **Attachment N**, a budget for the first year of operations using the template in Appendix IV and at <http://www.tea.state.tx.us/charter/rfas/year1budgetgen14.xls>. If an escalating enrollment is planned and the annual increase in enrollment exceeds 50% of the Year 1 enrollment, a budget must be included for each year that an increase in enrollment is requested up to Year 3. **Note that only the budget template will be accepted for purposes of this application.** For additional information to use when completing the budget template, see the *Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts* located at <http://www.tea.state.tx.us/school.finance/index.html#audit>. Be advised that funding is only earned for a maximum of 180 days per school year.

*The budget for the first year of operations must include the period after the date that the proposed charter school will commence operations. The budget must identify all sources of funding and anticipated expenses. Open-enrollment charter schools may only receive funding for one-half day for an eligible student enrolled in a prekindergarten program unless the charter school applies to and is approved for a prekindergarten expansion grant by the commissioner. Charters may offer either a half-day or full-day kindergarten program. If students are enrolled in a full day program (240 minutes of instruction a day) the charter is entitled to full-day funding. Charters offering half-day programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance. The private or local sources of funding must be supported by the documentation included in Attachment L. State and federal sources of funding must be supported with a written statement or schedule indicating how the amounts were derived. The expenses for each entry in the template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119. These written calculations should be attached following the printout of the completed budget template for each year of operations presented). **Note: Consistency between staffing proposed in Section 5 (Human Resources) and the proposed budgets will be reviewed.***

A budget for the first year of operations using the template provided has been included as **Attachment N**.

Management Company and Other Contracted Services

- q) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.

A search will be conducted by the superintendent regarding qualified firms that have experience with charter and public schools as well as the appropriate qualifications and recommendations. The superintendent will present at least three proposals to the Board of Directors for approval and make recommendations based upon review. This process will begin in January and will conclude in March. A contract will be issued to the board approved firm in June to conduct the financial and programmatic operations audit for the fiscal year ending on August 31st.

Upon the acceptance or continuation of an audit engagement by an independent auditor, the terms of the engagement must be established. These terms may be expressed by the independent auditor in an *engagement letter* addressed to the board of trustees. The engagement letter outlines the scope of the audit engagement and should include the following components:

- A description of *financial statements* to be audited (e.g., general purpose financial statements, separate statements of component units, individual funds, or combining statements)
- A description of the *audit services* to be provided (e.g., financial and/or *single audit*)
- A description of the *reports* to be issued (e.g., auditors' opinion on general purpose financial statements, reports on internal controls and compliance with laws and regulations as required for a *single audit*)
- A statement that the audit will be conducted according to GAAS
- A statement that the audit will be conducted according to GAS, if the auditor is expected to meet this requirement
- If a *single audit* is required, a statement should also be included that the audit will be conducted in accordance with GAS, the Single Audit Act Amendments of 1996, and the provisions of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*
- A brief general description of the *audit procedures*
- A statement regarding the concept of *reasonable assurance* (that the auditor will not perform a detailed examination of all transactions, financial or *single audit*, therefore there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by the auditor)
- *Management's responsibility* for the financial statements
- Extent of *client assistance* for the audit
- *Other communications* arising from the audit (e.g., reportable conditions, irregularities and illegal acts, other internal control or efficiency comments and recommendations)
- *Audit timing* and deadlines
- *Audit fees*
- A client-signed acknowledgment of engagement letter.

Once the terms of the engagement have been established and an engagement letter has been acknowledged and signed by the charter school, the independent auditor may begin the audit process.

The audit is a methodical examination of financial records which concludes with a public report of the findings. The purpose of a financial audit is to determine whether the *financial statements* are free of material misstatements. The audit generally includes an examination of *evidence* supporting the amounts and disclosures in the financial statements prepared by the charter school. The audit also includes assessing the *accounting principles* used and *significant estimates* made by management.

As part of the audit, the auditor considers *internal control*. The auditor is required to obtain an understanding of internal control by performing procedures to understand the design controls relevant to an audit of financial statements and to federal financial assistance, and to assess whether the controls are operational.

To be able to conduct a successful audit, the auditor must have access to various financial and in some instances non-financial records and documents maintained by the charter school.

Preparation for the annual audit by a charter school should begin with the preparation and adoption of the budget and continue throughout the year. A listing of suggested schedules and documents that should be prepared, collected and provided to auditors that may enhance the performance of the annual audit includes:

- Copies of the budget and amendments as adopted
- Copies of the minutes of each board meeting and monthly financial statements
- Copies of an organizational chart showing lines of responsibility
- Copies of the charter school's flow chart documents
- Copies of bank reconciliations for each bank account
- List of all depositories and their addresses, including bank account numbers and account names
- List of all investment transactions by fund for the year
- List of outstanding encumbrances which were closed out and included in the succeeding budget
- Schedule of insurance in effect which should include names of companies, type of coverage, inclusive dates of the policies, and total cost per policy
- Reconciliation of payrolls and related accounts such as payroll taxes and retirement deductions
- Copies of new bond issues and details of bond sales consummated
- Copies of teacher agreements and leave schedules if appropriate
- Copies of lease agreements
- Copies of trial balances and, if possible, the financial statements, footnote disclosures and combining schedules
- Copies of the prior year audit report and other audit reports prepared by the internal auditors or other government auditors/agencies

In addition to the listed items, the charter school should make available to the auditor schedules prepared to support the financial statements or notes to the financial statement amounts. Charter schools should supply other information that may be requested by the auditor.

- r) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

During the first year, the organization will contract with a CPA Firm or Region 11 ESC to provide accounting services including:

- Preparing monthly compilation reports, including statement of financial position, statement of activities, statement of functional expenses, and statement of cash flows;
- Recording all cash and cash related transactions in the general ledger of the board-adopted software and will train the school staff to use the proper coding process to ensure proper accounting codes required by the TEA are used;
- Preparing and recording adjusted journal entries as needed
- Preparing fixed asset reports and calculate depreciation
- Preparing monthly bank reconciliations
- Processing payroll transactions, preparing monthly payroll accounting entries, and related compliance reports (i.e. Teacher Retirement System (TRS), Internal Revenue Service (IRS), and Texas Workforce Commission (TWC) reports.

Revised During Contingency Process - See Insert

By outsourcing the financial needs for the first year, the school has the ability to retain a CPA to assist in setting up the financial records correctly and will benefit from instruction at the same time, creating a strong foundation for the charter school.

- s) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.

Region 11 ESC provides financial services to many charter schools specifically Metro Academy located in Ft Worth. The charter school will also explore additional options such as CPA firms who have benefitted charter schools by setting up their chart of accounts and establishing financial policies and procedures as well as appropriate internal controls.

- t) Submit, as **Attachment O**, a copy of the negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school. *If the charter school intends to enter into such an agreement, and if the agreement is not available on the date that the application is submitted, include a letter of agreement or understanding outlining the terms negotiated to date. If the charter holder does not intend to enter into such an agreement, state this in the attachment.*

The charter school has not chosen an organization and/or individual that will provide financial accounting, payroll, and/or tax accounting services at this time. However, the charter school will continue to research and will locate this service before the school is open. The selection will be reported to TEA upon board approval. This statement is included in Attachment O.

- u) Indicate whether the charter holder will adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

TLC Academy will not adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property unless required by TEA.

Financial Accounting System

The financial accounting software must enable the proposed charter school to comply with the requirements discussed in the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts. (An electronic copy of the supplement is located at <http://www.tea.state.tx.us/school.finance/index.html#audit>.)

- v) Identify and discuss the capabilities of the financial accounting software (*i.e.*, the complete name of the software application and the software version) that the proposed charter school will use. *Include information about the following aspects of the software: the ability to track asset, liability, net asset, revenue and expense data; the ability to record and maintain the budget, including amendments, approved by the governing body of the sponsoring entity; the ability to record and maintain information regarding outstanding liabilities; and the ability to submit financial accounting data to be included in the Public Education Information Management System (PEIMS). If the applicant is aware that data will need to be exported to another software application (e.g., Lotus, MS Excel, MS Access) to be prepared for PEIMS submission, discuss the process that will be used to export the data.*

#4 Improvements to Real Property	All improvements to real property will be the responsibility of the lessor. TAC Chapter 100, Charters, Subchapter A §100.1073 has been noted. This is stipulated in the Lease Agreement. See <i>Exhibit A</i> .
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APPROVED DURING
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AptaFund is a fully integrated, multi-user system. Accounting functions such as payroll, accounts payable and asset management are separated into fully integrated modules that share a common user interface and database. This allows users to focus on relevant tasks, knowing the data is automatically flowing through the system to the people who need it in other departments. This flexibility allows AptaFund to be tailored to the needs of the smallest district to the largest district.

AptaFund provides data export files that meet the electronic reporting requirements for PEIMS. AptaFund is fully compliant with GAAP and GASB 34 requirements. AptaFund offers multilevel security to safeguard financial data. Access to the database is strictly controlled using the Windows NT security system in conjunction with the SQL Server security system. In addition, all transaction details are logged, providing a comprehensive audit trail.

The accounting software will accurately track assets through the Chart of Accounts. It allows for unlimited Asset accounts including Accounts Receivable, Bank Accounts, Fixed Assets, and Current Assets. The character field for the account number will allow for the input of the required fifteen digit account code, plus additional characters should the charter school choose to exercise their local options. Assets can be depreciated annually through Journal entries, or more often as required by State and Local boards, thus providing the school with accurate net asset statements.

The charter school will set up accounts using an approved item list that conforms to *FAS Resource Guide* and any special supplements that have been released. Using the item list (which links to the Chart of Accounts), AptaFund will automatically track money received by the school and link to the appropriate source of funds as defined in the Chart of Accounts, allowing the user to accurately track money received from all sources. AptaFund will automatically update the school's records as payments are received to reflect current transactions, such as undeposited funds, and apply this information to the Current Assets when generating a report. This allows the user to have up-to-date fund availability and AptaFund will remind the user when deposits need to be made, etc. AptaFund provides "intelligent agents" (wizards) to assist the user when creating a new account. The software will automatically create links to other accounts when applicable.

Liabilities, both current and long-term, are tracked through AptaFund's Chart of Accounts in the same manner as assets are treated. Current liabilities are recorded through Accounts Payable. The user will input the current bills each day (current liabilities) and will be able to generate up to the minute reports regarding financial standings. For long-term liabilities, the user will create a separate account and the total balance will be indicated. As the user issues payments against the outstanding liability, AptaFund will automatically update the ending balance upon the completion of the transaction. AptaFund will also allow the user to split payments in order that interest and other fees not applicable to the total balance owed may be tracked. All information can be reported on a daily, monthly, quarterly, or annual basis, depending on the information the user wishes to provide.

AptaFund will allow the user to input a specialized Chart of Accounts, as well as providing commonly used accounts for certain industries. The account name field will allow up to 31 characters to be used, thus allowing for the 15-digit code that is required by TEA.

AptaFund also allows the user to create budgets for the year and compare budget vs. actual for a month, quarter, year, or any specified time period. These reports are available in real-time, showing actual income and expenses, based on the user inputting information in a timely fashion. AptaFund allows for amendments to be made to a budget as the governing body approves them.

Student Attendance Accounting

The student attendance accounting software must enable the proposed charter school to comply with the requirements discussed in the Student Attendance Accounting Handbook. For further information, refer to <http://www.tea.state.tx.us/school.finance/handbook/index.html>

- w) Identify the student attendance accounting software (*i.e.*, the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.

The board of the sponsoring entity is reviewing two packages that comply with the regulations governing student attendance accounting. The first package is an Internet-based PEIMS software service similar to online banking or shopping called CCCharter. CCCharter is a comprehensive Information Management System designed specifically for the unique needs of Charter Schools in Texas. This software is currently running version 3.2 and has been in business for the past 4 years. Using the same technology as many Fortune 500 companies, CCCharter provides the ultimate in reliability, security, and functionality. The software has the capabilities of generating the Superintendent's (Charter school) Report, Campus Report, Student Detail Report, and Daily Absence Report.

CCCharter is a highly innovative Application Service Provider (ASP) that uniquely understands the challenges facing Charter Schools. Their core talents are extensive Charter School Administration experience combined with in-depth knowledge of leading edge Internet technologies. This unique combination enables rapid and efficient development of well-designed, flexible, web-based, integrated information systems that significantly improve the efficiency of Charter Schools.

CCCharter maintains a highly trained professional staff of PEIMS experts and implementation specialists dedicated to the charter school's success. Software training is minimal for staff familiar with Internet-based software.

The second software package under consideration is WinSchool, a software solution developed by Chancery Student Management Solutions. The Information Management department provides direct support in helping schools understand and comply with the PEIMS data gathering and filing requirements. The PEIMS process/system also collects, edits and reports results to school charter schools and TEA. Applications are delivered by Open Systems, Windows NT and WinSchool software systems.

Program Deliverables provided by the ESC include:

- PEIMS Workshops
- PEIMS processing
- Technical assistance
- PEIMS Frozen Database
- EDIT+ Logon Administration

The Student package has been ported over to a full Windows NT Version. This new version is a relational database application. At the time of this application development, the Charter school Report was not available through RSCCC that is utilized by the charter school to report six weeks attendance data to TEA.

The Attendance application is written in such a way that it incorporates the specific regulations that apply to attendance while allowing each charter school the flexibility to implement various operational philosophies and methodologies. The application gives you the capability to specify an official attendance accounting period, then to maintain as many of the other attendance periods as required by local policies and practices.

Attendance Features

- Excessive absence tracking
- Multi-course period attendance
- Multi-track attendance calendars
- Perfect attendance tracking
- Period-by-period attendance posting
- Period patterns

Facility Management

x) Explain why the site will be a suitable facility for the proposed charter school.

The physical address of the facility is 5687 McIrosce in San Angelo, TX. The facility is still utilized as a private school and is an excellent location for a charter school. The facility is clean, safe, and modern built in 2004 with lots of room for parking, unloading and loading children before/after school. The sponsoring entity will lease approximately 30,000 square feet of the building featuring 12 classrooms, 2 computer labs, commercial kitchen, 4 offices, secretary and receptionist areas, several storage areas, and ADA compliant restrooms. Within the property the proposed charter school includes a field house and football field which is presently under construction.

y) Discuss plans to ensure that school facilities are accessible to disabled persons.

TLC Academy will ensure that school facilities are in ADA compliance. The elements to be considered include the following:

- Reach Ranges for controls and storage
- Handrails at Ramps and Stairs
- Lavatories and Mirrors
- Water Closets, Toilet Seats, Grab Bars, Toilet Stalls, and Toilet paper Dispensers
- Drinking Fountains and Water Coolers
- Fixed or Built-in Seating and Tables
- Accessible Route: Minimum Width
- Ramps: Slope and Rise
- Elevator which is wheelchair accessible

z) Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Identify the dollar amounts of any renovations and repairs.

The proposed site has been inspected and is presently in compliance with applicable building and occupancy codes. There will be no need for scheduled renovations or repairs at this time.

aa) Discuss any progress, partnership developments or future steps towards the acquisition of a facility and/or land.

There are no plans for acquisition of land or facilities at this time.

bb) Submit, as **Attachment P**, a copy of the negotiated lease agreement(s), deed(s) to property, earnest money contract, or purchase agreement(s), as applicable. *If none of these documents are available on the date that the application is submitted, include a letter of agreement or understanding outlining the terms negotiated to date or a statement that no lease, deed to property, or purchase agreement has been negotiated. Any agreements or statements submitted must be signed by all parties involved in the transaction. If a location has not been identified, a statement noting this should be included.*

The letter of agreement between the TLC Family Church and TLC Academy is included in Attachment P.

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- cc) Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationships or business affiliations between the individuals identified above.

The lease of the facility was negotiated by the principal of the school due to conflict of interest with the TLC Family Church members presently serving on the board. The sponsoring entity has acquired the documentation from a local real estate broker that identifies the fair market value of the proposed space. The lease of the facility has been proposed at the lowest amount (\$5/square foot per year). The lease can be renegotiated when new board members are approved.

- dd) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school.

TLC Family Church will share the space with the proposed charter school. A facility use plan will be created by the Church that outlines the parameters and costs associated with the shared facility.

- ee) Describe provisions for transportation for students served by the charter school. *Pursuant to federal law, the school must provide transportation to students eligible for special education and related services as required by their Individualized Education Program (IEP).*

TLC Academy will provide transportation only to students eligible for special education services as required by their IEPs. Such transportation may be provided by parents and/or the public transportation system. The Board of Directors will consider additional transportation options based upon identified needs assessed through student enrollment data during the first year.

- ff) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs. *If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code §33.901 to provide a breakfast program for those students. For additional information, refer to <http://www.squaremeals.org>*

TLC Academy may provide for food service providing both breakfast and lunch as required under the law. The school may participate in and will comply with all regulations of the National School Lunch Program and the School Breakfast Program by the Child Nutrition Program of TEA as required by TEC §33.901. TLC Academy will contract with a reputable contractor for all food services to comply with all regulations of the National School Lunch Program and the School Breakfast Program by the Child Nutrition Program of TEA as required by TEC §33.901.

TLC Academy will offer a hot/cold breakfast, snack and lunch program to all students. Students will be given the option to bring their own lunch to school and/or purchase lunches from our lunch program. TLC Academy will either contract with a food services vendor or provide in-house meals provided by school staff and facilities as determined most affordable and effective for the students. All meals will meet USDA minimum nutrition requirements, including dietary guidelines, and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

#5 Shared space— Life Christian Bible Institute and other church activities.	The lease agreement outlines how the shared space will be utilized by the church and the new charter school. See <i>Exhibit A</i> .
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APPROVED DURING CONTINGENCY PROCESS

Memorandum of Understanding

This memorandum of understanding is entered into between TLC Academy Charter School and Angelo Christian Ministries Inc. (DBA TLC Family Church) on the date set out below.

Agreements

Generally: Angelo Christian Ministries shall make its facilities reasonably available to TLC Academy for the operation of a charter school and TLC Academy shall operate a Charter School through the 2009-2010 school year, and the lease will be renewable or renegotiated from year to year. In exchange for the use of the facilities, TLC Academy will make a monthly payment as set forth below. Note that this agreement is for the partial rental of facilities at 5687 Melrose (primarily 5 days a week during school hours) and the rental of the total facilities at 126 South Jackson Street, both in San Angelo, Texas.

Payment: TLC Academy will make a monthly payment to Angelo Christian Ministries for 5687 Melrose in the amount of fourteen Thousand, five Hundred Eighty three Dollars and thirty three Cents (\$14,583.33), Payment based upon five dollars (\$5.00) per square foot for the combined rental space of thirty five thousand (35,000) square foot. For the 126 South Jackson Street overflow campus lease amount in the monthly amount of nine thousand five hundred eighty three dollars and 33 cents (9,583.33) based on five dollars per square foot (5.00) this is for twenty three thousand (23,000) square foot.

Additionally a monthly amount of One Thousand Dollars (\$1000) towards Grounds Maintenance, Maintenance, and Garbage pick up for 5687 Melrose location and an additional monthly amount of One Thousand Dollars (\$1000) toward Grounds Maintenance, Maintenance, and Garbage Pick up for the 126 South Jackson Street campus. This will bring the monthly rental total payable to Angelo Christian Ministries to Twenty Six Thousand One Hundred Sixty Six Dollars and Sixty Six Cents (\$26,166.66) Payment will be made for each month beginning with the month of August of 2009 and going through the end of the month of July 2010. Each month's payment shall be due on the 5th day of the next calendar month. In other words, the payment for September 2009 shall be due on the 5th day of October 2009 and so forth.

Cleaning: At the 5687 Melrose location, the cleaning solutions, janitorial supplies and restroom supplies shall be at a 70% TLC Academy 30% Angelo Christian Ministries split. At the 126 South Jackson Street location, the cleaning solutions, janitorial supplies, and restroom supplies shall be purchased totally by TLC Academy as there is no sharing of these facilities with Angelo Christian Ministries.

Utilities: Angelo Christian Ministries and TLC Academy will pay a percentage of the utilities and water bills based upon the agreed percentages as follows. TLC Academy will pay 70% of the monthly water and utilities bill with Angelo Christian Ministries paying the remaining 30% of these monthly bills. Angelo Christian Ministries will provide TLC Academy with copies of the monthly statements along with monthly invoices for payment of the utilities and water bills.

APPROVED DURING CONTINGENCY PROCESS

Repairs: TLC Academy will pay for maintenance and repairs for any and all damage incurred by TLC Academy employees, students, volunteers or its quest to the facilities, equipment or furnishings at both locations (5687 Melrose and 126 South Jackson Street).

Construction: Angelo Christian Ministries will have sole responsibility for any new construction or remodel.

Insurance: Both TLC Academy and Angelo Christian Ministries will carry the appropriate insurance to protect against suits by any and all parties with a minimum coverage of One Million Dollars (\$1,000,000).

Other: It is agreed that the following areas are included in the rental agreement for the use of TLC Academy:

The playground and recreational areas

Common Areas

One Half of Outside Storage

Office Spaces

One Half Storage Closets

Parking

It is understood that additional needs of usage for Angelo Christian Ministries such as use of Auditorium or **** rentals will be reviewed and permission granted and scheduled through the TLC Academy office prior to their use.

Executed effective on the _____ day of _____, 2009.

TLC Academy

By _____

Superintendent

Angelo Christian Ministries

By _____

Secretary/Treasure

ATTACHMENTS

A Notarized Biographical Affidavits

**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ State position as defined in TEC, §12.1012

Full Name of Sponsoring Entity TLC Academy

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) John Walter Landers

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: "Walt Landers"

3. Current home address: 5909 Sussex Place, San Angelo, TX 76901

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-653-3200

5. Education: Dates, Names, Locations and Degrees

College: 1998 Bachelor's of Theology, Christian Life School of Theology, Columbus Georgia (see attachment #5).

Graduate Studies: (see attachment #5)

Others: 1987 Certificate of Completion, Our Saviour's Training Institute.

6. List membership(s) in professional societies and associations:

(see attachment #6)

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1997 - present	Angelo Chrisian Ministries	126 S. Jackson (present address 5687 Melrose) San Angelo	Senior Pastor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Partner in Opulent Finance Corporation , Opulent Properties, Owns & manages a small ranch.

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
none			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
none			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

(see attachment #11)

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. 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.

14. 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:

Wife is the treasurer of the governing body of sponsoring entity; upon acceptance this will be changed.

15. 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:

16. 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:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 25 day of February, 2008.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Walt Sanders
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tom Green

On this day, Walt Sanders (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 25 day of February, 2008.



[Signature]
(Notary Public)

My commission expires 3-13-11

BIOGRAPHICAL AFFIDAVIT FORM – SUPPLEMENT

5. Education –

- 2001 Masters of Arts in Theology, Life Christian University, Tampa Florida
- 2003 Doctorate of Theology (ABD), Life Christian University, Tampa Florida
- 2004 Certificate of Training, Handgun Safety Training, State of Texas.
- 2006, 2007 Certificate of Training, International Conference of Police Chaplains, Indiana.
- 2006 Certificate of Training, National Incident Management System , State of Indiana, Department of Homeland Security.

6. Memberships in professional societies and organizations

- President Angelo Christian Ministries Board
- President TLC Academy Board
- Member of San Angelo Police Department Chaplains
- Member of National Police Chaplains
- Chaplain for San Angelo Stamped Express (arena football team)
- Executive Board of Network Ministries Fellowship, Inc.
- Board of Regents, Texas Bible Institute, Columbus, Texas
- Spiritual director of Concho Valley Emmaus Community
- Member of San Angelo Chamber of Commerce
- Member of Coalition for Concho Valley Cares
- Former Area Advisor for the Midwest Texas Area Women's Aglow

11. Professional, occupational, vocational licenses:

- | | |
|----------------|---|
| 1996 - present | Ordained through Network Ministries Fellowship International |
| 2004 - present | Concealed Handgun License |
| 2006 - present | Licensed member of National Police Chaplains |
| 2006 - present | Certified member of National Incidence Management System (national emergency response team) |

**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ State position as defined in TEC, §12.1012

Full Name of Sponsoring Entity TLC Academy

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Ermie Theodore Hensel

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 3330 Maplewood Drive, San Angelo, TX 76904

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-949-7749

5. Education: Dates, Names, Locations and Degrees

College: 1954-56 Northwestern University, Evanston, IL, Bachelor Music Education Degree. (See #5 on attached sheet).

Graduate Studies: 1989-90 University of North Texas, Denton TX, Art Certification for the State of Texas.

Others: 1994 Parkland Memorial Hospital School of Radiological Sciences, Dallas TX, Texas Dept. of Health Certificate.

6. List membership(s) in professional societies and associations:

Phi Mu Alpha Honorary Fraternity, Northwestern University. Refrigeration Service Engineers Society - A/C (See #6 attached).

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1997-Present	Hensel Heating & Air Conditioning	3330 Maplewood Dr., San Angelo, TX 76904	Owner/Sole Proprietor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Hensel Heating & Air Conditioning	TLC Academy Board of Education Member
-----------------------------------	---------------------------------------

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
12-11-06	Life Charter School	4400 S. TL Thornton Highway, Dallas TX	Orientation & Visitation

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
none			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

1956-74 (Moved to Texas) Illinois Teacher Certificate by State Teacher Certification Board of Illinois (see #11 attached).
--

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. 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.

14. 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:

15. 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:

16. 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:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 25 day of February, 2008.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tom Green

On this day, Ernie Hensel (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 25 day of February, 2008.

[Signature]
(Notary Public)



My commission expires 2011

BIOGRAPHICAL AFFIDAVIT FORM – SUPPLEMENT

5. Education – College Continued:

1952-54 Wright College, Chicago, IL, Associates Degree 1954.

1983-87 Eastfield College, Dallas, TX, Associates Degree 1987.

6. Memberships in professional Societies and organizations – continued:

The American Registry of Radiologic Technologists.

Texas Department of Health – Radiologic Technologist.

11. Professional occupational licenses – continued:

1974-1992 (Retired) Texas Teacher Certificate – Texas State Board of Education.

1994 Certified in Radiology – Texas State Board of Medical Examiners.

1995 *Certified Radiologic Technologist* – Texas Department of Health.

1995 Certified Radiographer – The American Registry of Radiologic Technologists.

1998-Present Air Conditioning & Refrigeration Contractors License –

Texas Department of Licensing & Regulation # TACLB014223E.

**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ State position as defined in TEC, §12.1012

Full Name of Sponsoring Entity TLC Academy

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Jo Ann Landers

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: Marriage

Maiden name (if female): Frost

Other names used at any time: none

3. Current home address: 5909 Sussex Place, San Angelo, TX 76901

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-656-1167

5. Education: Dates, Names, Locations and Degrees

College: 1984-85 American Commercial College, Certificate of Completion

Graduate Studies: none

Others: 1983 -84 Angelo State University periodically

6. List membership(s) in professional societies and associations:

none

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
Sept 1998 - present	TLC Family Church	126 S. Jackson (present address 5687 Melrose) San Angelo	Officer Manager over

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Partner in Opulent Finance Corporation (Property Rentals)

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
12-11-06	Life Charter School	4400 S. TL Thornton Highway, Dallas TX	Orientation & Visitation

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
none			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

none

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. 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.

14. 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:

Husband is the president of the governing body of sponsoring entity; upon acceptance this will be changed.

15. 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:

16. 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:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details]

Dated and signed this 25 day of February, 2008.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tom Green

On this day, Jo Ann Landers (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 25 day of February, 2008.

[Signature]
(Notary Public)

(SEAL)



My commission expires 3-13-11

**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ State position as defined in TEC, §12.1012

Full Name of Sponsoring Entity TLC Academy

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Walt Heflin Harris

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 8750 Wren Road, San Angelo, Texas 76901

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-659-4969

5. Education: Dates, Names, Locations and Degrees

College: Howard Junior College 1994-1997 periodically, San Angelo, TX; Angelo State University 1990-2000 no degree

Graduate Studies: none

Others: _____

6. List membership(s) in professional societies and associations:

National Association of Buy Here-Pay Here Dealers (NABD)

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
July 1997 - current	Walt's Auto Sales, Inc	1718 N. Bryant Blvd., San Angelo, TX 76903	President

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Walt's Auto Sales, Inc., Superior Rental Purchase, Express Rent to Own, Quality Investments

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
none			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
none			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

Texas - 1997 Office of consumer Credit commission's Seller Financed License (OCC); Texas 1997 OCC Registered Creditor

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. 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.

14. 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:

15. 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:

16. 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:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 25 day of February, 2008.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Walt Harris

(Signature of Affiant)

VERIFICATION

State of Texas
County of Tarrant

On this day, Walt Harris (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 25 day of February, 2008.



(SEAL)

[Signature]
(Notary Public)

My commission expires 3/13/11

**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing body of the sponsoring entity **APPROVED DURING CONTINGENCY PROCESS**
- Member of the governing body of the charter school
- School officer: President State position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Angelo Christian Ministries Inc. (DBA TLC Family Church)

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Raymond Torres Meza

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 3126 Oak Mountain San Angelo, TX 76904

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-944-8661

5. Education: Dates, Names, Locations and Degrees

College: N/A

Graduate Studies: N/A

Others: Attended several management courses

6. List membership(s) in professional societies and associations:

Home Builders Association, American Fence Association, San Angelo Chamber of Commerce, Better Business Bureau.

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1973-Current	Twin Mountain Fence P.O. Box 2240 San Angelo, TX 76902		President General Manager

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Twin Mountain Fence Co.

APPROVED DURING CONTINGENCY PROCESS

9. List all previous experience with charter schools. Include open-enrollment schools and or campus or program charters:

DATES	CHARTER SCHOOL	CHARTER HOLDER	ADDRESS	POSITION
N.A				

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
N.A			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

Upper Colorado River Water Authority (San Angelo, TX) - No longer a member
--

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

APPROVED DURING CONTINGENCY PROCESS

13. 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.

14. 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:

15. 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:

16. 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:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: _____

Date of each bankruptcy judgment: _____

Description of the circumstances surrounding each bankruptcy: _____

APPROVED DURING CONTINGENCY PROCESS

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankrupt, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

Twin Mountain Fence Co.

Dated and signed this 9th day of December, 2008
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief

Raymond Meza
(Signature of Affiant)

VERIFICATION

State of TEXAS
County of TAMGREEN

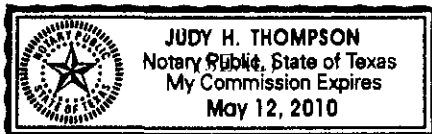
On this day, RAYMOND MEZA (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9th

day of December, 2008

Judy H. Thompson
(Notary Public)

My commission expires 5/12/10



**Fourteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: Vice-President State position as defined in TEC, §12.1012

APPROVED DURING CONTINGENCY PROCESS

Full Name of Sponsoring Entity TLC Academy

Full Name of Proposed Charter School TLC Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) John Thomas Olive

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: none

Maiden name (if female): none

Other names used at any time: Tommy Olive

3. Current home address: 2110 Dartmouth Place San Angelo, TX 76904

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 325-944-2382

5. Education: Dates, Names, Locations and Degrees

College: Texas Tech University B.S. in Mechanical Engineering Dec. 1973

Graduate Studies: none

Others: none

6. List membership(s) in professional societies and associations:

none

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1976 to present	Olive Nursery, Inc.	3402 Sherwood Way	President - Manager

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

none

APPROVED DURING CONTINGENCY PROCESS

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
none			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
none			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination:

none

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

none

APPROVED DURING CONTINGENCY PROCESS

13. 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. none

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

none

14. 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:

none

15. 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:

none

16. 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:

none

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: none

Date of each bankruptcy judgment: none

Description of the circumstances surrounding each bankruptcy:
none

APPROVED DURING CONTINGENCY PROCESS

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

none

Dated and signed this 8th day of December, 2008.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas
County of Tom Green

On this day John Thomas Olive (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 9th day of Dec., 2008

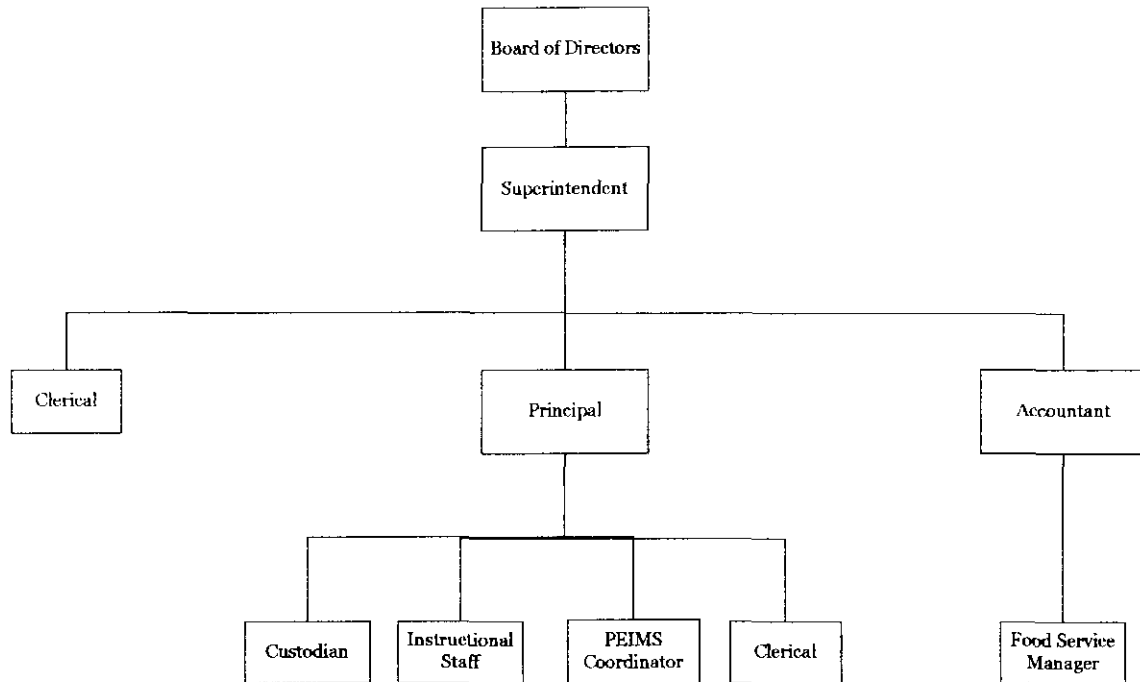
[Signature]
(Notary Public)

My commission expires _____

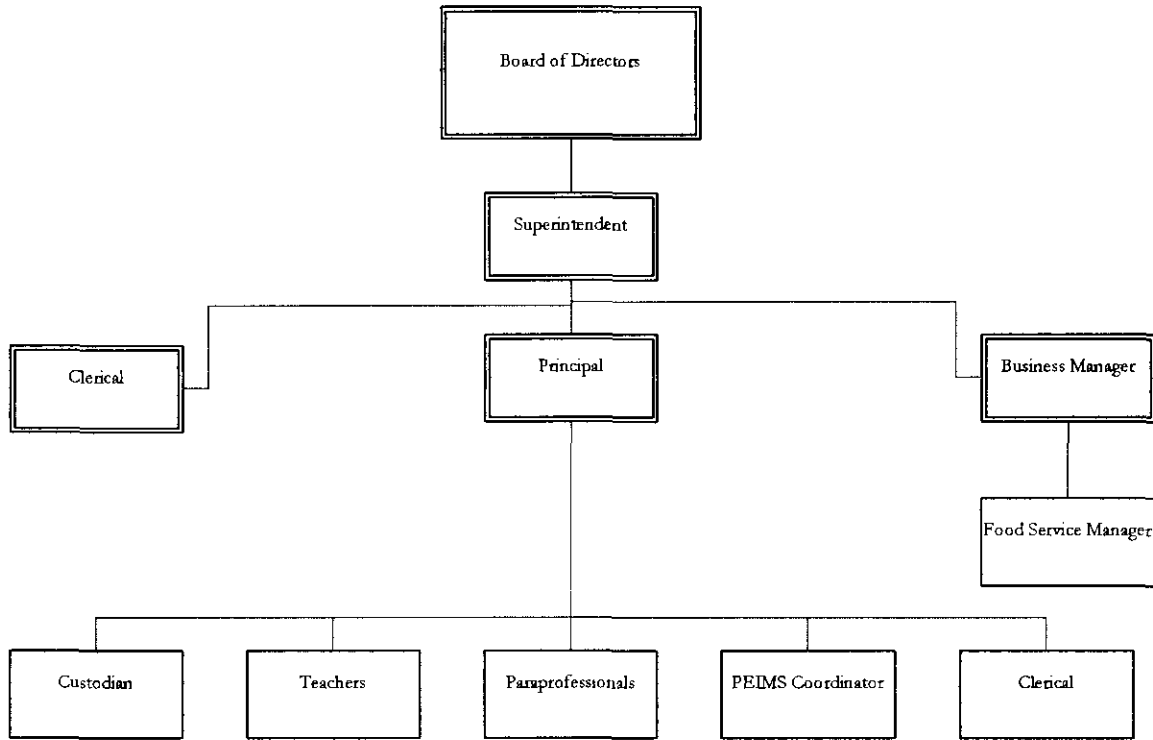


B Organizational Chart

TLC Academy Organizational Chart



Page 104 Paraprofessionals have been added to the organizational chart. See below.



C 501(c)(3) Determination Letter from IRS

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

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

DEPARTMENT OF THE TREASURY

Date: **OCT 16 2001**

ANGELO CHRISTIAN SCHOOL
1326 KENWOOD
SAN ANGELO, TX 76901

Employer Identification Number:
75-2890597
DLN:
17053201002031
Contact Person:
NECO A SIKORA ID# 31381
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)



Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077550279
May 04, 2009 LTR 4168C 0
75-2890597 000000 00 000
00027929
BODC: TE

TLC ACADEMY
% BETTY SHOOK
5687 MELROSE AVE
SAN ANGELO TX 76901-5100

APPROVED DURING CONTINGENCY PROCESS



035040

Employer Identification Number: 75-2890597
Person to Contact: Sophia Brown
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Feb. 21, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in August 2001, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Cindy Westcott
Manager, EO Determinations

D Articles of Incorporation filed



The State of Texas

Secretary of State

CERTIFICATE OF INCORPORATION

OF

ANGELO CHRISTIAN SCHOOL
CHARTER NUMBER 01451699

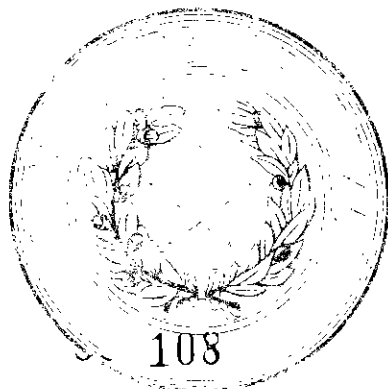
THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS, HEREBY CERTIFIES THAT THE ATTACHED ARTICLES OF INCORPORATION FOR THE ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND ARE FOUND TO CONFORM TO LAW.

ACCORDINGLY, THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS CERTIFICATE OF INCORPORATION.

ISSUANCE OF THIS CERTIFICATE OF INCORPORATION DOES NOT AUTHORIZE THE USE OF A CORPORATE 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 JUNE 30, 1997

EFFECTIVE JUNE 30, 1997



A handwritten signature in black ink, appearing to read "Antonio O. Garza, Jr.".

Antonio O. Garza, Jr., Secretary of State

**ARTICLES OF INCORPORATION
OF
ANGELO CHRISTIAN SCHOOL**

FILED
In the Office of the
Secretary of State of Texas
JUN 30 1997
Corporations Section

ARTICLE I.

The name of the corporation is *Angelo Christian School*.

ARTICLE II.

The corporation is a non-profit corporation.

ARTICLE III.

The period of its duration is perpetual.

ARTICLE IV.

The purpose or purposes for which the organization is organized are:
the establishment of a charismatic educational institution for educating
minor children (not excluding adult education) including, religious
education as well as secular education. Said education may be
conducted separately from, in conjunction with, or wholly by a religious
organization, e.g., a church or other private religious organization, a
private religious or non-religious organization including, but not limited
to pre-kindergarten, and kindergarten through twelfth (12th) grade using
Christian and/or secular materials at the discretion of said corporation.

ARTICLE V.

The street address of the initial registered office of the corporation is 126 South Jackson Street, San Angelo, Texas 76901, and the name of its initial registered agent at such address, for the corporation is Bradley Angell.

ARTICLE VI.

Upon dissolution of the corporation, the assets of the corporation shall be distributed exclusively to charitable and/or religious educational organizations which would then qualify under Section 501 (C)(3) of the Internal Revenue Code of 1954 and its subsequent amendments and regulations as they now exist or as may hereafter be amended.

ARTICLE VII.

The Board of Directors constituting the initial Board of Directors shall consist of three (3) directors, and the names and addresses of the persons who are to serve as the initial Directors are:

<u>Name</u>	<u>Address</u>
David Levesque	1901 Chapman Street San Angelo, Texas 76901
Tommy Olive	2110 Dartmouth Place San Angelo, Texas 76904
Bradley Angell	1901 Chapman Street San Angelo, Texas 76901

ARTICLE VIII.

The name and address of the incorporators signing the Articles of Incorporation are:

Name

Address

David Levesque

1901 Chapman Street
San Angelo, Texas 76901


Tommy Olive


2110 Dartmouth Place
San Angelo, Texas 76904

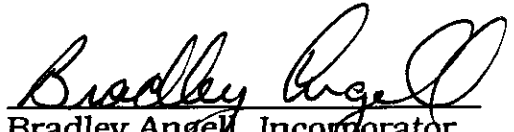
Bradley Angell

1901 Chapman Street
San Angelo, Texas 76901

These Articles of Incorporation have been adopted and executed on the 11th day of June, 1997.


David Levesque, Incorporator



Tommy Olive, Incorporator


Bradley Angell, Incorporator

STATE OF TEXAS §
§
COUNTY OF TOM GREEN §

Before me, a notary public, on this day personally appeared David Levesque, known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 11th day of June, A.D., 1997.

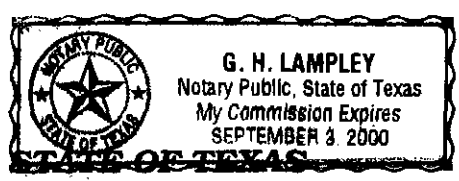

NOTARY PUBLIC, STATE OF TEXAS



STATE OF TEXAS §
§
COUNTY OF TOM GREEN §

Before me, a notary public, on this day personally appeared Tommy Olive, known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 26th day of June, A.D., 1997.

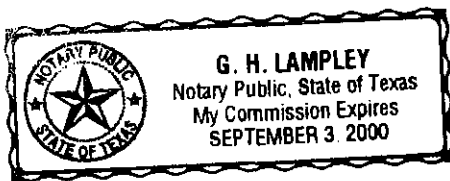


G. H. Lampley
NOTARY PUBLIC, STATE OF TEXAS

§
§
COUNTY OF TOM GREEN §

Before me, a notary public, on this day personally appeared Bradley Angell, known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 11th day of June, A.D., 1997.



G. H. Lampley
NOTARY PUBLIC, STATE OF TEXAS



The State of Texas
Secretary of State

CERTIFICATE OF RESTATED ARTICLES
OF INCORPORATION
OF

ANGELU CHRISTIAN SCHOOL
CHARTER NUMBER 01451699

THE UNDERSIGNED, AS SECRETARY OF STATE OF THE STATE OF TEXAS,
HEREBY CERTIFIES THAT THE ATTACHED RESTATED ARTICLES OF INCORPORATION
FOR THE ABOVE NAMED CORPORATION HAVE BEEN RECEIVED IN THIS OFFICE AND
ARE FOUND TO CONFORM TO LAW.

ACCORDINGLY THE UNDERSIGNED, AS SECRETARY OF STATE, AND BY VIRTUE
OF THE AUTHORITY VESTED IN THE SECRETARY BY LAW, HEREBY ISSUES THIS
CERTIFICATE OF RESTATED ARTICLES OF INCORPORATION.

DATED SEP. 5, 2000

EFFECTIVE SEP. 5, 2000

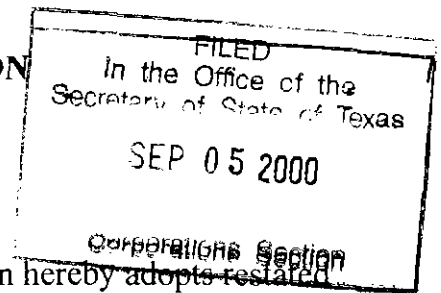


A handwritten signature in black ink, appearing to read "Elton Bomer".

Elton Bomer, Secretary of State

Non-Profit Corporation Restated Articles with Amendment

RESTATED ARTICLES OF INCORPORATION



ARTICLE ONE

The name of the corporation is **Angelo Christian School**. The corporation hereby adopts restated articles of incorporation which accurately copy the articles of incorporation and all amendments thereto that are in effect to date and as further amended by such restated articles of incorporation as hereinafter set forth and which contain no other change in any provision thereof.

ARTICLE TWO

The articles of incorporation of the corporation are amended by the restated articles of incorporation as follows:

Articles Four, Five, and Seven are amended which includes the registered office and registered agent.

ARTICLE THREE

Each such amendment made by the restated articles of incorporation has been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation and each such amendment made by the restated articles were adopted on July 17, 2000 in the following manner:

The restated articles and the amendments made by such restated articles were adopted at a meeting of the board of directors held on July 17, 2000, and received the vote of a majority of the directors in office, there being no members having voting rights in respect thereof.

ARTICLE FOUR

The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof including any previous amendments and as amended as set forth above:

RESTATED ARTICLES OF INCORPORATION OF ANGELO CHRISTIAN SCHOOL

A NON-PROFIT CORPORATION
CHARTER NUMBER 01451699

ARTICLE ONE

The name of the corporation is *Angelo Christian School*.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

The purpose or purpose for which the organization is organized are:

- I. The corporation proposes to achieve the following purposes:
 - A. To operate a private Christian school for children enrolled through twelfth grade (not excluding adult education)
 - B. To provide a quality education that is Christ-centered
 - C. To be a cross-denominational Christian institution
 - D. To document the success of our students, with special attention focused on documenting any at-risk students progress
 - E. To do all things necessary and appropriate for carrying out and exercising the foregoing purposes and powers
 - F. To conduct any other legal, charitable, and educational activities consistent with the purposes of the corporation.
2. The corporation shall have no capital stock.

3. The corporation is not organized for pecuniary profit and shall have no power to declare dividends. No part of the corporation shall inure to the benefit of any member, director of the corporation, officer of the corporation, or any private individual (except reasonable compensation may be paid for services rendered to or for the corporation affection of one or more of its purposes). The balance, if any, of all money received by the corporation, after payment in full of all operating expenses, debts, and obligations of the corporation of whatever kind and nature as they become due, shall be used to make advanced payments on any loans owed by the corporation or for activities consistent with the purpose of the corporation. No director or officer of the corporation or any individual shall be entitled to share in the distribution of any of the corporation's assets on dissolution of the corporation. No substantial part of activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
4. The corporation shall distribute its income for each taxable year in such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
5. The corporation shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
6. The corporation shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
7. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
8. The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
9. Notwithstanding any other provisions of these Restated Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, and its regulations as they now exist or as they may hereafter be amended.

10. Notwithstanding any of the above statements of purpose and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.
11. This corporation has been organized pursuant to the Texas Non-Profit Corporation Act and does not contemplate pecuniary gain or profit to the members thereof and it is organized for non-profit purposes.
12. This corporation shall have no members.

ARTICLE FIVE

The street address of the registered office of the corporation is **1326 Kenwood, San Angelo, Texas 76901**. The name of its registered agent at such address, for the corporation is **Betty Shook**.

ARTICLE SIX

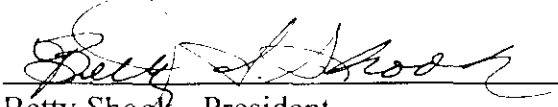
Upon dissolution of the corporation, the assets of the corporation shall be distributed exclusively to charitable and/or religious educational organizations which would then qualify under Section 501 (c) (3) of the Internal Revenue Code of 1954 and its subsequent amendments and regulations as they now exist or as may hereafter be amended.

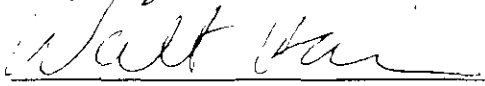
ARTICLE SEVEN

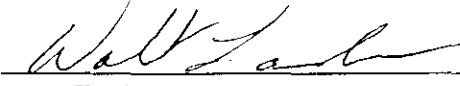
The number of executive directors shall be prescribed in the bylaws, but shall not be less than three. The names and addresses of the persons who are to serve as executive board of directors until the next annual meeting of the Corporation or until their successors are elected and qualified are:

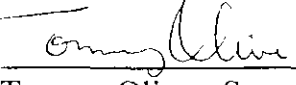
<u>NAME</u>	<u>OFFICE HELD</u>	<u>ADDRESS</u>
Betty Shook	Director / President	2230 Field San Angelo, TX 76901
Walt Harris	Director / Vice-president	1114 S. Concho Park Dr. San Angelo, TX 76903
Rev. Walt Landers	Director / Treasurer	1620 Brewer St. San Angelo, TX 76905
Tommy Olive	Director / Secretary	2110 Dartmouth Place San Angelo, TX 76904

IN WITNESS WHEREOF, these Restated Articles of Incorporation have been adopted and executed, and we have hereunto set our hand, this 16 day of August 2000.


Betty Shook - President


Walt Harris - Vice-president


Rev. Walt Landers - Treasurer


Tommy Olive - Secretary



Office of the Secretary of State

CERTIFICATE OF FILING OF

ANGELO CHRISTIAN SCHOOL

Filing Number: 145169901

Assumed Name:

TLC Academy

The undersigned, as Secretary of State of Texas, hereby certifies that the assumed name certificate for the above named entity has been received in this office and filed as provided by law on the date shown below.

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

Dated: 12/12/2005

Effective: 12/12/2005



A handwritten signature in black ink that reads "Roger Williams".

Roger Williams
Secretary of State

Non-Profit Corporation Restated Articles with Amendment

**RESTATED ARTICLES OF INCORPORATION
OF
TLC ACADEMY**

1. The name of the corporation is **TLC ACADEMY**. The corporation hereby adopts restated articles of incorporation which accurately copy the articles of incorporation and all amendments thereto that are in effect to date and as further amended by such restated articles of incorporation as hereinafter set forth and which contain no other change in any provision thereof.
2. The articles of incorporation of the corporation are amended by the restated articles of incorporation as follows:
Articles One, Four, Six, and Seven are amended which includes the registered name, registered office, and registered agent.
3. Each such amendment made by the restated articles of incorporation has been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation and each such amendment made by the restated articles were adopted on February 20, 2008 in the following manner:

The restated articles and the amendments made by such restated articles were adopted at a meeting of the board of directors held on February 20, 2008, and received the vote of a majority of the directors in office, there being no members having voting rights in respect thereof.
4. The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof including any previous amendments and as amended as set forth above:

RESTATED ARTICLES OF INCORPORATION OF TLC ACADEMY

A NON-PROFIT CORPORATION CHARTER NUMBER 01451699

ARTICLE ONE

The name of the corporation is **TLC Academy**.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

This corporation is formed for educational purposes involving the development and implementation of innovative school programs at the preschool, elementary, middle school, and high school level. Special care shall be taken to attend to the developmental needs of the children at each level of education as well as giving full attention to the population parameters, environment (urban/rural), and community support available as well as state mandated curriculum inclusion. The primary focus shall be directed toward, though not limited to, the San Angelo, Texas community. The purposes of this corporation include only those activities which comply with section 501(c)(3). Specific purposes for which the corporation is organized are:

- A. To establish an open enrollment public school (or schools) in San Angelo, Texas under a charter approved by the Texas State Board of Education;
- B. To provide education for students within grades pre-kindergarten through twelfth grade;
- C. To meet the requirements and accountability standards established by the Texas State Board of Education;
- D. To maintain a regularly enrolled student body, an established curriculum, and a full-time faculty;
- E. To expand and re-define the educational program from time to time as necessary to meet the needs of a continually changing student population;

- F. To provide consultation for the development of other charter school ventures;
- G. To have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

ARTICLE FIVE

1. The corporation shall have no capital stock.
2. The corporation is not organized for pecuniary profit and shall have no power to declare dividends. No part of the corporation shall inure to the benefit of any member, director of the corporation, officer of the corporation, or any private individual (except reasonable compensation may be paid for services rendered to or for the corporation affection of one or more of its purposes). The balance, if any, of all money received by the corporation, after payment in full of all operating expenses, debts, and obligations of the corporation of whatever kind and nature as they become due, shall be used to make advanced payments on any loans owed by the corporation or for activities consistent with the purpose of the corporation. No director or officer of the corporation or any individual shall be entitled to share in the distribution of any of the corporation's assets on dissolution of the corporation. No substantial part of activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
3. The corporation shall distribute its income for each taxable year in such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
4. The corporation shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
5. The corporation shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
6. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
7. The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any

subsequent federal tax laws.

8. Notwithstanding any other provisions of these Restated Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, and its regulation as they now exist or as they may hereafter be amended.
9. Notwithstanding any of the above statements of purpose and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.
10. This corporation has been organized pursuant to the Texas Non-Profit Corporation Act and does not contemplate pecuniary gain or profit to the members thereof and it is organized for non-profit purposes.
11. This corporation shall have no members.

ARTICLE SIX

The street address of the registered office of the corporation is **5687 Melrose, San Angelo, Texas 76901**. The name of its registered agent at such address, for the corporation is **Walt Landers**.

ARTICLE SEVEN

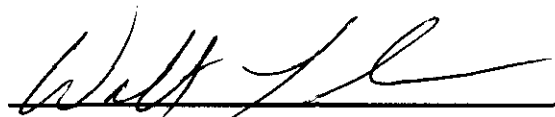
Upon dissolution of the corporation, the assets of the corporation shall be distributed exclusively to charitable and/or religious educational organizations which would then qualify under Section 501 (c)(3) of the Internal Revenue Code of 1954 and its subsequent amendments and regulations as they now exist or as may hereafter be amended.

ARTICLE EIGHT

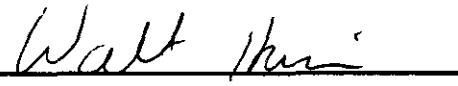
The management of the affairs of the corporation will be vested in the directors. The number of executive directors shall be prescribed in the bylaws, but shall not be less than three. The regulation of the internal affairs of the corporation shall be set forth in the bylaws established by the incorporators. The names and addresses of the persons who are to serve as executive board of directors until the next meeting of the Corporation or until their successors are elected and qualified are:

<u>NAME</u>	<u>OFFICE HELD</u>	<u>ADDRESS</u>
Rev. Walt Landers	Director/President	5909 Sussex Pl. San Angelo, TX 76901
Walt Harris	Director/Vice President	8750 Wren Road San Angelo, TX 76901
Ernie Hensel	Director/Secretary	3330 Maplewood Dr. San Angelo, TX 76904
JoAnn Landers	Director/Treasurer	5909 Sussex Pl. San Angelo, TX 76904


IN WITNESS WHEREOF, these Restated Articles of Incorporation have been adopted and executed, and we have hereunto set our hand, this 25th day of February, 2008.



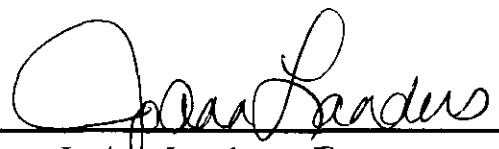
 Walt Landers – President



 Walt Harris – Vice-President



 Ernie Hensel – Secretary

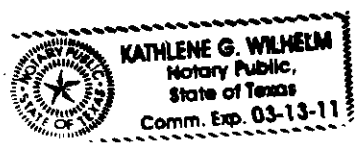


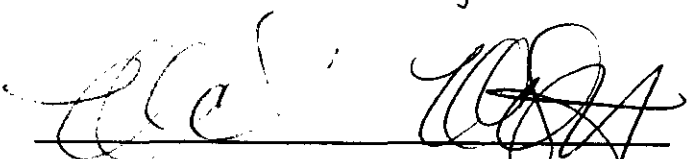
 Jo Ann Landers – Treasurer

STATE OF TEXAS, COUNTY OF TOM GREEN

Before me, a notary public, on this day personally appeared the above listed board members, known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 25 day of February, 2008.





 NOTARY PUBLIC, STATE OF TEXAS

Non-Profit Corporation Restated Articles with Amendment

**RESTATED ARTICLES OF INCORPORATION
OF
TLC ACADEMY**

1. The name of the corporation is **ANGELO CHRISTIAN SCHOOL**. The corporation hereby adopts restated articles of incorporation which accurately copy the articles of incorporation and all amendments thereto that are in effect to date and as further amended by such restated articles of incorporation as hereinafter set forth and which contain no other change in any provision thereof.
2. The articles of incorporation of the corporation are amended by the restated articles of incorporation as follows:
Articles One, Four, Six, and Seven are amended which includes the registered name, registered office, and registered agent.
3. Each such amendment made by the restated articles of incorporation has been effected in conformity with the provisions of the Texas Non-Profit Corporation Act and such restated articles of incorporation and each such amendment made by the restated articles were adopted on December 3, 2008 in the following manner:

The restated articles and the amendments made by such restated articles were adopted at a meeting of the board of directors held on December 3, 2008, and received the vote of a majority of the directors in office, there being no members having voting rights in respect thereof.
4. The articles of incorporation and all amendments thereto are hereby superseded by the following restated articles of incorporation which accurately copy the entire text thereof including any previous amendments and as amended as set forth above:

**RESTATED ARTICLES OF INCORPORATION
OF
TLC ACADEMY**

A NON-PROFIT CORPORATION CHARTER NUMBER 0145169901

ARTICLE ONE

The name of the corporation is **TLC Academy**.

ARTICLE TWO

The corporation is a non-profit corporation.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

This corporation is formed for educational purposes involving the development and implementation of innovative school programs at the preschool, elementary, middle school, and high school level. Special care shall be taken to attend to the developmental needs of the children at each level of education as well as giving full attention to the population parameters, environment (urban/rural), and community support available as well as state mandated curriculum inclusion. The primary focus shall be directed toward, though not limited to, the San Angelo, Texas community. The purposes of this corporation include only those activities which comply with section 501(c)(3). Specific purposes for which the corporation is organized are:

- A. To establish an open enrollment public school (or schools) in San Angelo, Texas under a charter approved by the Texas State Board of Education;
- B. To provide education for students within grades pre-kindergarten through twelfth grade;
- C. To meet the requirements and accountability standards established by the Texas State Board of Education;
- D. To maintain a regularly enrolled student body, an established curriculum, and a full-time faculty;
- E. To expand and re-define the educational program from time to time as necessary to meet the needs of a continually changing student population;

- F. To provide consultation for the development of other charter school ventures;
- G. To have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

ARTICLE FIVE

1. The corporation shall have no capital stock.
2. The corporation is not organized for pecuniary profit and shall have no power to declare dividends. No part of the corporation shall inure to the benefit of any member, director of the corporation, officer of the corporation, or any private individual (except reasonable compensation may be paid for services rendered to or for the corporation affection of one or more of its purposes). The balance, if any, of all money received by the corporation, after payment in full of all operating expenses, debts, and obligations of the corporation of whatever kind and nature as they become due, shall be used to make advanced payments on any loans owed by the corporation or for activities consistent with the purpose of the corporation. No director or officer of the corporation or any individual shall be entitled to share in the distribution of any of the corporation's assets on dissolution of the corporation. No substantial part of activities of the corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.
3. The corporation shall distribute its income for each taxable year in such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
4. The corporation shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
5. The corporation shall not retain any excess business holdings as defined in Section 4943 (c) of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
6. The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.
7. The corporation shall not make any taxable expenditures as defined in Section 4945 (d)

APPROVED DURING CONTINGENCY PROCESS

of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent federal tax laws.

8. Notwithstanding any other provisions of these Restated Articles of Incorporation, the corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, and its regulation as they now exist or as they may hereafter be amended.
9. Notwithstanding any of the above statements of purpose and powers, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purpose of this corporation.
10. This corporation has been organized pursuant to the Texas Non-Profit Corporation Act and does not contemplate pecuniary gain or profit to the members thereof and it is organized for non-profit purposes.
11. This corporation shall have no members.

ARTICLE SIX

The street address of the registered office of the corporation is **5687 Melrose, San Angelo, Texas 76901**. The name of its registered agent at such address, for the corporation is **Walt Landers**.

ARTICLE SEVEN

Upon dissolution of the corporation, the assets of the corporation shall be distributed exclusively to charitable and/or religious educational organizations which would then qualify under Section 501 (c)(3) of the Internal Revenue Code of 1954 and its subsequent amendments and regulations as they now exist or as may hereafter be amended.

ARTICLE EIGHT

The management of the affairs of the corporation will be vested in the directors. The number of executive directors shall be prescribed in the bylaws, but shall not be less than three. The regulation of the internal affairs of the corporation shall be set forth in the bylaws established by the incorporators. The names and addresses of the persons who are to serve as executive board of directors until the next meeting of the Corporation or until their successors are elected and qualified are:

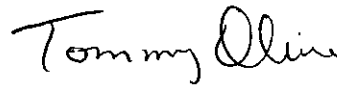
APPROVED DURING CONTINGENCY PROCESS

<u>NAME</u>	<u>OFFICE HELD</u>	<u>ADDRESS</u>
Raymond Meza	Director/President	3126 Oak Mountain Trail San Angelo, TX 76904
Tommy Olive	Director/Vice President	2110 Dartmouth Place San Angelo, TX 76904
Ermie Hensel	Director/Secretary/Treasurer	3330 Maplewood Drive San Angelo, TX 76904

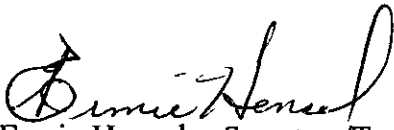
IN WITNESS WHEREOF, these Restated Articles of Incorporation have been adopted and executed, and we have hereunto set our hand, this 3rd day of December, 2008.



Raymond Meza – President



Tommy Olive – Vice-President

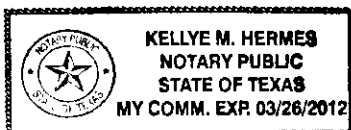


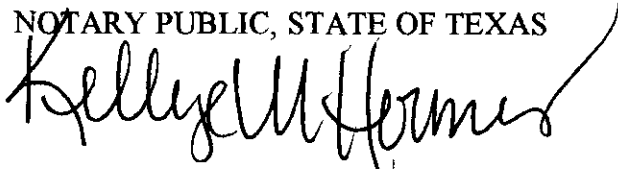
Ermie Hensel – Secretary/Treasurer

STATE OF TEXAS, COUNTY OF TOM GREEN

Before me, a notary public, on this day personally appeared the above listed board members, known to me to be the person whose name is subscribed to the foregoing document and, being by me first duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 9th day of December, 2008.



NOTARY PUBLIC, STATE OF TEXAS
Page 5 of 5 

E Corporate Bylaws

**BYLAWS
OF
TLC ACADEMY**

Amended and Approved: February 20, 2008

**ARTICLE 1
OFFICES**

SECTION 1: PRINCIPAL OFFICE

The principal office of the corporation is located in Tom Green County, State of Texas.

SECTION 2: CHANGE OF ADDRESS

The designation of the county or state of the corporation's principal office may be changed by amendment of these Bylaws. The Executive Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these Bylaws:

126 S. Jackson, San Angelo, TX 76901	1997
1326 Kenwood, San Angelo, TX 76901	Sept. 2000
5687 Melrose, San Angelo, TX 76901	Jan. 2008

SECTION 3: OTHER OFFICES

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Executive Board of Directors may, from time to time, designate.

**ARTICLE 2
NON-PROFIT PURPOSES**

SECTION 1: IRC SECTION 501 (c)(3) PURPOSES

This corporation is organized exclusively for one or more of the purposes as specified in Section 501 (c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c)(3) of the Internal Revenue Code.

SECTION 2: SPECIFIC OBJECTIVES AND PURPOSES

The Corporation is organized not-for-profit and the objects and purposes to be transacted and carried on are to promote the general welfare of the State and to conduct charitable and educational activities for that purpose.

1. The Corporation proposes to achieve the following purposes:
 - (a) To establish an open enrollment public school (or schools) in San Angelo, Texas under a charter approved by the Texas State Board of Education;
 - (b) To provide education for students within grades pre-kindergarten through twelfth grade;
 - (c) To meet the requirements and accountability standards established by the Texas State Board of Education;
 - (d) To maintain a regularly enrolled student body, an established curriculum, and a full-time

faculty;

(e) To expand and re-define the educational program from time to time as necessary to meet the needs of a continually changing student population;

(f) To provide consultation for the development of other charter school ventures;

(g) to have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

2. TLC Academy has a racially nondiscriminatory policy as to students, faculty, and administrative staff, and it does not discriminate against applicants and students on the basis of race, color, or national or ethnic origin.

ARTICLE 3 DIRECTORS

SECTION 1: NUMBER

The corporation shall have three to seven Executive Directors and collectively they shall be known as the Executive Board of Directors.

SECTION 2: QUALIFICATIONS

Executive Directors shall be at least twenty-one (21) years of age and shall reside in the State of Texas.

SECTION 3: POWERS

Subject to the provisions of the laws of the State of Texas, and any limitations in the Articles of Incorporation, and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Executive Board of Directors.

SECTION 4: DUTIES

It shall be the duty of the Executive Board of Directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation, as requested by the principal of TLC Academy;

(c) Give assistance to the principal of TLC Academy, who shall be responsible to supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws;

(e) Register their addresses with the Secretary of the Corporation, and notices of meetings mailed or e-mailed to them at such addresses shall be valid notices thereof.

SECTION 5: TERM OF OFFICE

Each Executive Director shall hold office until his or her successor is elected and qualifies. The Executive Board may re-nominate and re-elect the same Directors.

SECTION 6: COMPENSATION

Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

SECTION 7: PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Executive Board of Directors.

SECTION 8: REGULAR MEETINGS

The Executive Board of Directors shall meet as deemed necessary. If this corporation makes no provision for members, then, at the annual meeting of Executive Board of Directors held in June of each year, Advisory Council members shall be elected by the Executive Board of Directors to serve for one year by unanimous vote. The Advisory Council shall meet as deemed necessary.

SECTION 9: SPECIAL MEETINGS

Special meetings of the Executive Board of Directors may be called by the Chairperson of the Board, the President, the Vice-President, the Secretary, by any two directors, or, if different, by the persons specifically authorized under the laws of the State of Texas to call special meetings of the Executive Board of Directors. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

SECTION 10: NOTICE OF MEETINGS

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Executive Board of Directors;

- (a) Regular meetings: 72 hours publicly posted notice need be given of any regular meetings of the Board of Directors.
- (b) Special meetings: at least one week prior notice shall be given by the Secretary of the corporation to each director of each special meeting of the Board. Such notice may be oral or written, may be given personally, by first class mail, by telephone, by facsimile machine, or by email, and shall state the place, date, and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of a facsimile or email notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by return message or telephone call within twenty four hours of the first facsimile or email transmission.
- (c) Waiver of notice: whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

SECTION 11: QUORUM FOR MEETINGS

A quorum shall consist of three of the members of the Executive Board of Directors. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, no business shall be considered by the Executive Board of Directors at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

SECTION 12: MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Executive Board of Directors, unless the Articles of Incorporation, these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the Executive Board.

SECTION 13: CONDUCT OF MEETING

Meetings of the Executive Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by the Robert's Rules of Order, insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws, or with provisions of law.

SECTION 14: VACANCIES

Vacancies on the Executive Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the Chairperson of the Executive Board of Directors, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of the State of Texas. A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the Executive Board of Directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the Executive Board shall hold office until the next election of the Executive Board of Directors or until his or her death, resignation, or removal from office.

SECTION 15: NON-LIABILITY OF DIRECTORS

The Executive Board of Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 16: INDEMNIFICATION BY CORPORATION OF DIRECTORS AND OFFICERS

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of the State of Texas.

SECTION 17: INSURANCE FOR CORPORATE AGENTS

Except as may be otherwise provided under provisions of law, the Executive Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE 4 OFFICERS

SECTION 1: DESIGNATION OF OFFICERS

The officers of the corporation shall be a President, a Vice President, a Secretary, and a Treasurer.

The corporation may also elect a Chairperson of the Executive Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as maybe determined from time to time by the Executive Board of Directors.

SECTION 2: QUALIFICATIONS

Any board member, twenty-one years or older, may serve as an officer of this corporation.

SECTION 3: ELECTION AND TERM OF OFFICE

Officers shall be elected by the Executive Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 4: REMOVAL AND RESIGNATION

A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors. Any officer may resign at anytime by giving written notice to the Executive Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Executive Board of Directors relating to the employment of any officer of the corporation.

SECTION 5: VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Executive Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such

time as the Board shall fill the vacancy. Vacancies occurring in the offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6: DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Executive Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Executive Board of Directors. Unless another person is specifically appointed as Chairperson of the Executive Board of Directors, the President shall preside at all meetings of the Executive Board of Directors and, if this corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Executive Board of Directors.

SECTION 7: DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Executive Board of Directors.

SECTION 8: DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly execute documents of the corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors

of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9: DUTIES OF TREASURER

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Executive Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Executive Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor. Render to the President and directors, whenever requested, an account of any and all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Executive Board of Directors.

SECTION 10: COMPENSATION

There will be no compensation for the Executive Board of Directors.

ARTICLE 5 COMMITTEES

SECTION 1: ADVISORY COUNCIL

The Executive Board of Directors may, by a majority vote of its members, designate an Advisory Council and may delegate to such council the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Advisory Council authority so delegated, and fill vacancies on the Advisory Council.

SECTION 2: OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Executive Board of Directors. These committees may consist of persons who are not also members of the Executive Board and shall act in an advisory capacity to the Executive.

SECTION 3: MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Executive Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Executive Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Executive Board of Directors or by the committee. The Executive Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1: EXECUTION OF INSTRUMENTS

The Executive Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2: CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Executive Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by any two (2) members of the Executive Board of Directors or one (1) member of the Executive Board of Directors, along with an individual designated by the Executive Board of Directors.

SECTION 3: DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Executive Board of Directors may select.

SECTION 4: GIFTS

The Executive Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, grant monies, or devise for the nonprofit purposes of this corporation.

ARTICLE 7

CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1: MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office:

- (A) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (B) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (C) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (D) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2: CORPORATE SEAL

The Executive Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3: DIRECTOR'S INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

SECTION 4: RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

SECTION 5: PERIODIC REPORT

The Executive Board of Directors shall cause any annual or periodic report required under the law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

ARTICLE 8 IRC 501(c)(3) TAX EXEMPTION PROVISIONS

SECTION 1: LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or

otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this 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 provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or
- (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

SECTION 2: PROHIBITION AGAINST PRIVATE INUREMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributed to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose of this corporation.

SECTION 3: DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

SECTION 4: PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation:

- 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code;
- 2) shall not engage in any act of self dealing as defined in Section 4941(d) of the Internal Revenue Code;
- 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code;
- 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and
- 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE 9 AMENDMENT OF BYLAWS

SECTION 1: AMENDMENT

Subject to the power of the members, if any, of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, maybe altered, amended, or repealed and new Bylaws adopted by approval of the

Executive Board of Directors.

**ARTICLE 10
CONSTRUCTION AND TERMS**

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter, or other founding document of this corporation filed with an office of the State of Texas and used to establish the legal existence of this corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ADOPTION OF BYLAWS

We, the undersigned, are all of the current directors or incorporators of this corporation, and we consent to, and hereby do adopt the foregoing Bylaws, consisting of eleven preceding pages, as the Bylaws of this corporation.

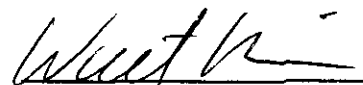
Dated:



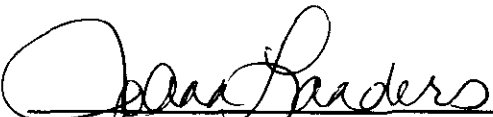
Walt Landers, President



Ernie Hensel, Secretary



Walt Harris, Vice President



Jo Ann Landers, Treasurer

**BYLAWS
OF
TLC ACADEMY**

Amended and Approved: December 3, 2008

**ARTICLE 1
OFFICES**

SECTION 1: PRINCIPAL OFFICE

The principal office of the corporation is located in Tom Green County, State of Texas.

SECTION 2: CHANGE OF ADDRESS

The designation of the county or state of the corporation's principal office may be changed by amendment of these Bylaws. The Executive Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these Bylaws:

126 S. Jackson, San Angelo, TX 76901	1997
1326 Kenwood, San Angelo, TX 76901	Sept. 2000
5687 Melrose, San Angelo, TX 76901	Jan. 2008

SECTION 3: OTHER OFFICES

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Executive Board of Directors may, from time to time, designate.

**ARTICLE 2
NON-PROFIT PURPOSES**

SECTION 1: IRC SECTION 501 (c)(3) PURPOSES

This corporation is organized exclusively for one or more of the purposes as specified in Section 501 (c)(3) of the Internal Revenue Code, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c)(3) of the Internal Revenue Code.

SECTION 2: SPECIFIC OBJECTIVES AND PURPOSES

The Corporation is organized not-for-profit and the objects and purposes to be transacted and carried on are to promote the general welfare of the State and to conduct charitable and educational activities for that purpose.

1. The Corporation proposes to achieve the following purposes:
 - (a) To establish an open enrollment public school (or schools) in San Angelo, Texas under a charter approved by the Texas State Board of Education;
 - (b) To provide education for students within grades pre-kindergarten through twelfth grade;
 - (c) To meet the requirements and accountability standards established by the Texas State Board of Education;
 - (d) To maintain a regularly enrolled student body, an established curriculum, and a full-time faculty;
 - (e) To expand and re-define the educational program from time to time as necessary to meet the

APPROVED DURING CONTINGENCY PROCESS

needs of a continually changing student population;

(f) To provide consultation for the development of other charter school ventures;

(g) to have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

2. TLC Academy has a racially nondiscriminatory policy as to students, faculty, and administrative staff, and it does not discriminate against applicants and students on the basis of race, color, or national or ethnic origin.

ARTICLE 3 DIRECTORS

SECTION 1: NUMBER

The corporation shall have three to seven Executive Directors and collectively they shall be known as the Executive Board of Directors.

SECTION 2: QUALIFICATIONS

Executive Directors shall be at least twenty-one (21) years of age and shall reside in the State of Texas.

SECTION 3: POWERS

Subject to the provisions of the laws of the State of Texas, and any limitations in the Articles of Incorporation, and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Executive Board of Directors.

SECTION 4: DUTIES

It shall be the duty of the Executive Board of Directors to:

(a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws;

(b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation, as requested by the superintendent of TLC Academy;

(c) Give assistance to the superintendant of TLC Academy, who shall be responsible to supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;

(d) Meet at such times and places as required by these Bylaws;

(e) Register their addresses with the Secretary of the Corporation, and notices of meetings mailed or e-mailed to them at such addresses shall be valid notices thereof.

SECTION 5: TERM OF OFFICE

APPROVED DURING CONTINGENCY PROCESS

Each Executive Director shall hold office until his or her successor is elected and qualifies. The Executive Board may re-nominate and re-elect the same Directors.

SECTION 6: COMPENSATION

Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

SECTION 7: PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Executive Board of Directors.

SECTION 8: REGULAR MEETINGS

The Executive Board of Directors shall meet as deemed necessary. If this corporation makes no provision for members, then, at the annual meeting of Executive Board of Directors held in June of each year, Advisory Council members shall be elected by the Executive Board of Directors to serve for one year by unanimous vote. The Advisory Council shall meet as deemed necessary.

SECTION 9: Order of Meetings

All meetings will adhere to the Texas Laws of the Open Meetings Act Chapter 551 of the Texas Administration Code.

SECTION 10: VACANCIES

Vacancies on the Executive Board of Directors shall exist (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the Chairperson of the Executive Board of Directors, the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of the State of Texas. A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the board may be filled by approval of the Executive Board of Directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the Executive Board shall hold office until the next election of the Executive Board of Directors or until his or her death, resignation, or removal from office.

SECTION 11: NON-LIABILITY OF DIRECTORS

The Executive Board of Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 12: INDEMNIFICATION BY CORPORATION OF DIRECTORS AND

OFFICERS

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of the State of Texas.

SECTION 13: INSURANCE FOR CORPORATE AGENTS

Except as may be otherwise provided under provisions of law, the Executive Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

ARTICLE 4 OFFICERS

SECTION 1: DESIGNATION OF OFFICERS

The officers of the corporation shall be a President, a Vice President, a Secretary/Treasurer.

The corporation may also elect a Chairperson of the Executive Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as maybe determined from time to time by the Executive Board of Directors.

SECTION 2: QUALIFICATIONS

Any board member, twenty-one years or older, may serve as an officer of this corporation.

SECTION 3: ELECTION AND TERM OF OFFICE

Officers shall be elected by the Executive Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 4: REMOVAL AND RESIGNATION

A director may be removed from office with just cause by unanimous vote of the remaining Executive Board of Directors. Any officer may resign at anytime by giving written notice to the Executive Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Executive Board of Directors relating to the employment of any officer of the corporation.

SECTION 5: VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Executive Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in the offices of officers appointed at the

discretion of the board may or may not be filled as the board shall determine.

SECTION 6: DUTIES OF PRESIDENT

The President shall be the chief executive officer of the corporation and shall, subject to the control of the Executive Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Executive Board of Directors. Unless another person is specifically appointed as Chairperson of the Executive Board of Directors, the President shall preside at all meetings of the Executive Board of Directors and, if this corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Executive Board of Directors.

SECTION 7: DUTIES OF VICE PRESIDENT

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Executive Board of Directors.

SECTION 8: DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly execute documents of the corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

APPROVED DURING CONTINGENCY PROCESS

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9: DUTIES OF TREASURER

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Executive Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Executive Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefor. Render to the President and directors, whenever requested, an account of any and all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Executive Board of Directors.

SECTION 10: COMPENSATION

There will be no compensation for the Executive Board of Directors.

ARTICLE 5 COMMITTEES

SECTION 1: ADVISORY COUNCIL

The Executive Board of Directors may, by a majority vote of its members, designate an Advisory Council and may delegate to such council the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Advisory Council authority so delegated, and fill vacancies on the Advisory Council.

SECTION 2: OTHER COMMITTEES

APPROVED DURING CONTINGENCY PROCESS

The corporation shall have such other committees as may from time to time be designated by resolution of the Executive Board of Directors. These committees may consist of persons who are not also members of the Executive Board and shall act in an advisory capacity to the Executive.

SECTION 3: MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Executive Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Executive Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Executive Board of Directors or by the committee. The Executive Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws.

ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1: EXECUTION OF INSTRUMENTS

The Executive Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2: CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Executive Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by any two (2) members of the Executive Board of Directors or one (1) member of the Executive Board of Directors, along with an individual designated by the Executive Board of Directors.

SECTION 3: DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Executive Board of Directors may select.

SECTION 4: GIFTS

The Executive Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, grant monies, or devise for the nonprofit purposes of this corporation.

ARTICLE 7 CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1: MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office:

- (A) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (B) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (C) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- (D) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2: CORPORATE SEAL

The Executive Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3: DIRECTOR'S INSPECTION RIGHTS

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

SECTION 4: RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

SECTION 5: PERIODIC REPORT

The Executive Board of Directors shall cause any annual or periodic report required under the law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

ARTICLE 8

IRC 501(c)(3) TAX EXEMPTION PROVISIONS

SECTION 1: LIMITATIONS ON ACTIVITIES

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or

otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this 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 provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried on

(a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or

(b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

SECTION 2: PROHIBITION AGAINST PRIVATE INUREMENT

No part of the net earnings of this corporation shall inure to the benefit of, or be distributed to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose of this corporation.

SECTION 3: DISTRIBUTION OF ASSETS

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

SECTION 4: PRIVATE FOUNDATION REQUIREMENTS AND RESTRICTIONS

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation:

- 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code;
- 2) shall not engage in any act of self dealing as defined in Section 4941(d) of the Internal Revenue Code;
- 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code;
- 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and
- 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE 9 AMENDMENT OF BYLAWS

SECTION 1: AMENDMENT

Subject to the power of the members, if any, of this corporation to adopt, amend or repeal the Bylaws of this corporation and except as may otherwise be specified under provisions of law, these

APPROVED DURING CONTINGENCY PROCESS

Bylaws, or any of them, maybe altered, amended, or repealed and new Bylaws adopted by approval of the Executive Board of Directors.

**ARTICLE 10
CONSTRUCTION AND TERMS**

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter, or other founding document of this corporation filed with an office of the State of Texas and used to establish the legal existence of this corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ADOPTION OF BYLAWS

We, the undersigned, are all of the current directors or incorporators of this corporation, and we consent to, and hereby do adopt the foregoing Bylaws, consisting of eleven preceding pages, as the Bylaws of this corporation.

Dated: December 3, 2008



Raymond Meza, President



Tommy Olive, Vice President



Ernie Hensel, Secretary/Treasure

F Published Notice of Public Hearing

NOTICE OF INTENT TO APPLY FOR OPEN-ENROLLMENT CHARTER SCHOOL

The TLC Academy is applying to the State Board of Education for approval to operate an open-enrollment charter school ("charter school") to be located in San Angelo, Texas. Charter schools are public schools established by non profit organizations, institutions of higher education, or governmental entities. These schools are publicly funded and are free from many state regulations that apply to other public schools. The following descriptive information about the proposed school is being provided for the benefit of the community in which the school would be located if approved:

**Name of the sponsoring entity
proposing the charter school**
TLC Academy

**Chief Executive Officer of the
proposed school**
Dr. Walt Landers
Board members of the sponsoring entity
Dr. Walt Landers
JoAnn Landers
Walt Harris
Ernie Hensel

Proposed location of the school
5687 Melrose
San Angelo, Texas 76901

Brief description of the school
Academic Excellence, Building Leaders,
Character Development

Grade levels to be served
K3 - 12th grade

Planned opening date
Fall of 2009

A public forum will be held at TLC Academy on Monday, February 4th, 2008 to receive public comments. Parents and community members are invited to attend. The public forum will begin at 6:00pm. For additional information, please contact TLC Academy at 325-224-2900.

The State Board of Education invites comments about any aspect of the proposed school or its sponsoring entity. Comments must be communicated in the form of assigned letter directed to the State Board of Education. Only letters specifically addressing a proposed school will be considered by the board. Letters may be sent to the following address: Texas Education Agency, Division of Charter Schools, 1701 N. Congress, Austin, Texas 78701.

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G Synopsis of Public Hearing

Public Hearing Synopsis
Monday, February 4, 2008 – 6:00 p.m.
TLC Academy
5687 Melrose, San Angelo, TX 76901

Notice of the meeting was published twice in the San Angelo Standard -Times:
Monday, January 28, 2008 & Wednesday, January 30, 2008.

Daniel Calhoun, principal of TLC Academy, directed the meeting.

- The attendees were welcomed and introduced to the sponsoring entity board.
- A brief history of the school was given and some recent achievements
 - founded in 1974 as Angelo Christian School*
 - 2006 TCAL (Texas Christian Athletic League) 1-A Volleyball State Runner Up*
 - 2007 TCAL 1-A 1st Place Boys State Track*
 - 2007 TCAL 1-A Runner Up Six man Football State Championship*
 - 2007 TCAL 1-A Boys Basketball State Championship*
- Vision for the charter school was explained
 - Academic Excellence, Building Leaders, Character Development*
 - (Things we see lacking in today's society)*
- Charter schools in general were explained
 - ▶ *What a charter school is*
 - ▶ *How charter schools are funded*
 - ▶ *When charter schools began*
- Public Accountability was explained
 - Receives monies like a public school, accountable to the TEA, open enrollment, freedom to be more innovative in teaching methods*

Attending the public meeting: 5 community members, 4 TLC Academy parents, 6 TLC Academy staff members, and 4 TLC Academy school board members.

Questions from attendees:

- ◆ Is tuition the only difference between private schools and public charter schools? *Not the only difference. Charter schools have requirements they must follow from the state of Texas.*
- ◆ Is there a limit to the amount of students and will we be noncompliant if we don't reach our set number? *There is not a limit per se, but we cannot go over the number we have set without applying for a charter amendment, which is why we gave ourselves lots of growing room.*
- ◆ What is the discipline difference in a charter school and a public school? *We can have specific behavior guidelines and stop bad behavior patterns before they become a big problem. We also have the option to expel noncompliant students.*
- ◆ Will the school still be K-3 thru 12th grade? *Yes.*
- ◆ Would we be changing curriculum? *Yes, but the wonderful thing about a charter school is the creativity in teaching allowed.*
- ◆ Will the students still be able to pray in school and learn the Bible? *We can't preach the Bible but we can live the principles in the Bible and use those principles to develop character. Like other public schools, charter schools must be nonsectarian in all respects but organizations*

such as Fellowship of Christian Athletes are allowed.

- ◆ *Will there still be uniforms? Yes! We like uniforms because they keep learning the focus and not on what someone is wearing.*
- ◆ *What is our geographic boundary? Charter schools become their own school district. We set our boundary to encompass all of San Angelo and surrounding area.*
- ◆ *Are we required to provide transportation or bussing? No, except for special needs students which will be taken care of on an individual basis.*
- ◆ *Where will we put the increase of enrollment? We fully expect to have a waiting list. New buildings are being planned, plus we have a verbal commitment from a large corporation here in San Angelo to remodel a large facility for us.*

The meeting ended at 7:05 p.m. with Mr. Calhoun thanking attendees for coming and welcoming them to stay and visit if they had additional or more detailed questions.

Family Educational Rights and Privacy Act Protected Material

1 page has been withheld

PLEASE NOTE: Public hearing sign-in sheets have been removed from the responsive material. These sign-in sheets contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

H Signed Certified Mail Receipt Cards

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ballinger ISD
P.O. Box 231
Ballinger, Texas
76821-0231

2. Article Number

(Transfer from service label)

7007 0710 0001 5510 3085

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Holly Mann Agent Addressee

B. Received by (Printed Name)

Holly Mann

C. Date of Delivery

1-15-08

D. Is delivery address different from item 1? YesIf YES, enter delivery address below: No

3. Service Type

 Certified Mail Express Mail Registered Return Receipt for Merchandise Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bronte ISD
P.O. Box 670
Bronte, Texas
76933-0670

2. Article Number

(Transfer from service label)

7007 0710 0001 5510 3009

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Suzanne Schoerfeld Agent Addressee

B. Received by (Printed Name)

Suzanne Schoerfeld

C. Date of Delivery

1-15-08

D. Is delivery address different from item 1? YesIf YES, enter delivery address below: No

3. Service Type

 Certified Mail Express Mail Registered Return Receipt for Merchandise Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Christoval ISD
P.O. Box 162
Christoval, Texas
76935-0162

Article Number

(Transfer from service label)

7007 0710 0001 5510 3078

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Jessica Simon Agent Addressee

B. Received by (Printed Name)

Jessica Simon

C. Date of Delivery

1-15-08

D. Is delivery address different from item 1? YesIf YES, enter delivery address below: No

3. Service Type

 Certified Mail Express Mail Registered Return Receipt for Merchandise Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Grape Creek ISD
8207 US Hwy N
San Angelo, Texas
76901

2. Article Number

(Transfer from service label)

7007 0710 0001 5510 3016

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Kues Bird Agent Addressee

B. Received by (Printed Name)

K. Bird

C. Date of Delivery

1-15

D. Is delivery address different from item 1? YesIf YES, enter delivery address below: No

3. Service Type

 Certified Mail Express Mail Registered Return Receipt for Merchandise Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes

SENDER: COMPLETE THIS SECTION

■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
■ Print your name and address on the reverse so that we can return the card to you.
■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Paint Rock ISD
P.O. Box 277
Paint Rock, Tx
76866-0277

2. Article Number
(Transfer from service label) 7002 0860 0006 6537 2871

COMPLETE THIS SECTION ON DELIVERY

A. Signature *14 JAN 2008*
 Agent
 Addressee
Yvonne Wood
B. Received by (Printed Name) *Yvonne Wood* C. Date of Delivery *1-15-08*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
■ Print your name and address on the reverse so that we can return the card to you.
■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Robert Lee ISD
1323 Hamilton St.
Robert Lee, Tx
76945-9501

2. Article Number
(Transfer from service label) 7007 0710 0001 5510 3030

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee
Rosa Long
B. Received by (Printed Name) *Rosa Long* C. Date of Delivery *1-15-08*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:
San Angelo ISD
1621 University Ave
San Angelo, Tx
76904-5164

Article Number
(Transfer from service label) 7007 0710 0001 5510 3054

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee
B. Received by (Printed Name) C. Date of Delivery
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
■ Print your name and address on the reverse so that we can return the card to you.
■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
Veribest ISD
P.O. Box 475
Veribest, Texas
76886-0475

2. Article Number
(Transfer from service label) 7007 0710 0001 5510 3023

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee
Bud Hunt
B. Received by (Printed Name) *Bud Hunt* C. Date of Delivery *1-16-08*
D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Wall ISD
 P.O. Box 259
 Wall, Texas
 76957-0259

Article Number
 (Transfer from service label) 7007 0710 0001 5510 3061

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X Shirley Powell Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
 Shirley Powell 1-16-08

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

Article Number
 (Transfer from service label) 7007 0710 0001 5510 3061

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Water Valley ISD
 P.O. Box 250
 Water Valley, Tx
 76958-0250

2. Article Number
 (Transfer from service label) 7007 0710 0001 5510 3047

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X Richard Bain Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
 Richard Bain

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

Article Number
 (Transfer from service label) 7007 0710 0001 5510 3047

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

IRION Co. ISD
 P.O. Box 469
 Mertzon, Texas
 76941-0469

2. Article Number
 (Transfer from service label) 7007 0710 0001 5510 2996

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X Susan Liner Agent Addressee

B. Received by (Printed Name) C. Date of Delivery
 Susan Liner 1-15-08

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

Article Number
 (Transfer from service label) 7007 0710 0001 5510 2996

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I Audit Report

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

<u>Account Description</u>	<u>Current Period(s)</u>	<u>Current YTD</u>
Revenue		
INCOME		
Tuition	207,109.84	207,109.84
After School Tuition	4,997.46	4,997.46
Summer Academy Tuition	41,221.96	41,221.96
Lunches	26,317.91	26,317.91
Other Income	15,862.29	15,862.29
Founders	26,500.00	26,500.00
Athletic	12,620.40	12,620.40
Interest Income	49.75	49.75
Building Fee	0.00	0.00
Fundraising Revenue	8,766.76	8,766.76
Athletic Fundraiser	7,319.75	7,319.75
Concession Stand Fundraiser	4,998.21	4,998.21
Gourmet Creations Fundraiser	23,144.00	23,144.00
Great Getaway Fundraiser	0.00	0.00
Cheerleading Fundraiser	1,247.50	1,247.50
Casual Day Fundraiser	790.48	790.48
Senior Fundraiser	1,096.20	1,096.20
Booster Cards Fundraiser	370.00	370.00
Juniors Fundraiser	2,312.95	2,312.95
Funfest Fundraiser	0.00	0.00
QSP Magazines Fundraiser	0.00	0.00
QSP Candybars Fundraiser	3.00	3.00
Texas Value Cards Fundraiser	2,160.00	2,160.00
Golf Tournament Fundraiser	0.00	0.00
Vending income	0.00	0.00
Extracurricular Fees	234.00	234.00
LCU Revenue	0.00	0.00
LCU Other Income	0.00	0.00
Parents In Action	1,427.95	1,427.95
Booster Club	1,928.53	1,928.53
Sale of Asset	0.00	0.00
Total	390,478.94	390,478.94
Expenditures		
SALARIES & WAGES		
Salaries	214,648.29	214,648.29
Salaries Summer Academy	23,517.27	23,517.27
Employer FICA/Medicare	18,294.87	18,294.87
Employer Misc. Taxes	0.00	0.00
Employee Benefits	0.00	0.00
Housing Allowance	0.00	0.00
EXPENSES		
Utilities	259.30	259.30

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

<u>Account Description</u>	<u>Current Period(s)</u>	<u>Current YTD</u>
Advertising	13,744.46	13,744.46
Office Supplies	3,428.56	3,428.56
Teaching Supplies	415.08	415.08
Curriculum	28,236.51	28,236.51
Miscellaneous	2,836.76	2,836.76
Gifts	0.00	0.00
Field Trips	868.69	868.69
Cafeteria	26,021.27	26,021.27
Training	828.83	828.83
Student Events	1,526.96	1,526.96
Fundraisers	6,102.18	6,102.18
Athletic Expense	23,383.36	23,383.36
Concession Stand Expense	1,180.78	1,180.78
Gourmet Creations Expense	6,421.50	6,421.50
Great Getaway Expense	0.00	0.00
Cheerleading Expense	1,613.80	1,613.80
Casual Day Expense	0.00	0.00
Senior Expense	447.08	447.08
Booster Cards Expense	53.43	53.43
Juniors Expense	1,789.16	1,789.16
Funfest Expense	0.00	0.00
QSP Magazines Expense	0.00	0.00
QSP Candy Bars Expense	0.00	0.00
Texas Value Cards Expense	654.00	654.00
Golf Tournament Expense	0.00	0.00
Bank Charges	1,014.31	1,014.31
ATHLETIC (OLD)	350.00	350.00
Telephone	(139.58)	(139.58)
Maintenance & Repair	1,063.20	1,063.20
Office Equipment	135.31	135.31
Vehicle Expense	3,357.92	3,357.92
Postage Expense	1,095.93	1,095.93
Insurance	4,590.19	4,590.19
Student Council	0.00	0.00
Contract Labor	2,240.00	2,240.00
Mortgage Interest	0.00	0.00
Fees - LCU	0.00	0.00
Books - LCU	0.00	0.00
Supplies - LCU	0.00	0.00
Parents In Action	641.98	641.98
School Equipment Lease	0.00	0.00
Facility Lease Expense	1,000.00	1,000.00
Taxes - Property	0.00	0.00
Booster Club	1,159.44	1,159.44
Summer Academy Expenses	1,075.98	1,075.98
Charter school expenses	3,500.00	3,500.00

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

<u>Account Description</u>	<u>Current Period(s)</u>	<u>Current YTD</u>
Interest Expense	0.00	0.00
Depreciation Expense	0.00	0.00
Amortization Expense	0.00	0.00
Bad Debt Expense	37,693.04	37,693.04
Spoiled Checks	0.00	0.00
Total	435,049.86	435,049.86

Grand Total

Total Revenue	390,478.94	390,478.94
Total Expenditures	(435,049.86)	(435,049.86)
Net Revenue over Expense	(44,570.92)	(44,570.92)

Statement of Financial Position
TLC ACADEMY
YTD Cumulative Thru Period 12 (12/31/2007)

ASSETS

Current Assets

CURRENT ASSETS

Checking-(School)	0.00
SANB Checking	4,604.93
Petty Cash Fund	200.00
Student Council Petty Cash	0.00
Savings Accounts	0.00
SANB - General Savings	17,082.11
SANB - Student savings	5,297.44
Due From TLC	372.02
Accounts Receivable	(253.20)
LCU Receivables	0.00

TOTAL Current Assets 27,303.30

Long Term Assets

LONG TERM ASSET

Furniture & Equipment	52,795.40
Building & Improvements	0.00
Accumulated Depreciation	(24,878.00)
Accumulated Amortization	(1,210.00)

TOTAL Long Term Assets 26,707.40

Other Assets

Discount	0.00
----------	------

TOTAL Other Assets 0.00

TOTAL ASSETS 54,010.70

LIABILITIES AND FUND BALANCES

Current Liabilities

Accounts Payable	0.00
Insurance Payable	28.77
Teacher Pace Deduction	0.00
Federal Payroll Taxes	1,059.35
State Payroll Taxes	0.00
FICA	3,480.18
Medicare	814.16
FUTA	67.44
SUI	0.00
Payable-Bankone CC	0.00

TOTAL Current Liabilities 5,449.90

TOTAL Liabilities 5,449.90

Permanently Restricted Fund

Statement of Financial Position
TLC ACADEMY
YTD Cumulative Thru Period 12 (12/31/2007)

Fundraiser Fund	(52.88)	
State & Nationals Fund	0.00	
W.T.C.A.	0.00	
TOTAL Permanently Restricted Fund Liabilities		<u>(52.88)</u>
TOTAL Fund Balances		<u>(52.88)</u>
 Current Liabilities		
Payable - Capital One	0.00	
Payable-Capital One [REDACTED]	0.00	
Payable-Chase [REDACTED]	8,000.00	
Dell Computer Lease Pay	28,621.31	
TOTAL Current Liabilities		<u>36,621.31</u>
 Long Term Liabilities		
N/P-SAN ANGELO NATIONAL	0.00	
TOTAL Long Term Liabilities		<u>0.00</u>
TOTAL Liabilities		<u>36,621.31</u>
 Fund Balance		
General Fund Balance	56,563.29	
Net Activity	(44,570.92)	
Ending Balance	<u>11,992.37</u>	
TOTAL Fund Balance		<u>11,992.37</u>
TOTAL Fund Balances		<u>11,992.37</u>
 TOTAL LIABILITIES AND FUND BALANCES		 <u><u>54,010.70</u></u>

TLC ACADEMY
CASH FLOW
YEAR 2007

OPERATING ACTIVITIES

Excess Receipts (Disbursements) Per Inc/Exp Report	\$ (44,570.92)
Adjustments to reconcile excess receipts (disbursements to net cash provided by (used in) operating activities:	
Decrease (Increase) in Accounts Receivable	\$ 72,493.49
Increase (Decrease) in Accrued Expenditures	\$ 857.65

NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ 28,780.22</u>
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INVESTING ACTIVITIES

<i>Purchase of property and equipment</i>	\$ (5,849.40)
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NET CASH USED IN INVESTING ACTIVITIES	<u>\$ (5,849.40)</u>
--	----------------------

FINANCING ACTIVITIES

NET CASH USED IN FINANCING ACTIVITIES	<u>\$ -</u>
--	-------------

NET INCREASE (DECREASE) IN CASH	\$ 22,930.82
--	--------------

CASH-BEGINNING OF YEAR

SANB CHECKING	\$ 858.18	
SANB - GENERAL SAVINGS	12.45	
SANB - STUDENT CHECKING	3,281.60	
PETTY CASH	101.43	
		<u>\$ 4,253.66</u>

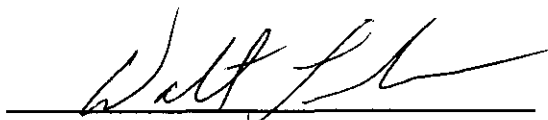
CASH-END OF MONTH

SANB CHECKING	\$ 4,604.93	<u>\$ 27,184.48</u>
SANB - GENERAL SAVINGS	17,082.11	
SANB - STUDENT CHECKING	5,297.44	
PETTY CASH	200.00	
		<u>\$ 27,184.48</u>


TLC Academy

We, the undersigned, certify that the attached financial reports for the year 2007 are complete and accurate to the best of our knowledge.

Signed this day February 25, 2007.



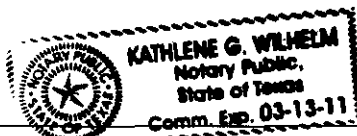
Dr. Walt Landers
Board President



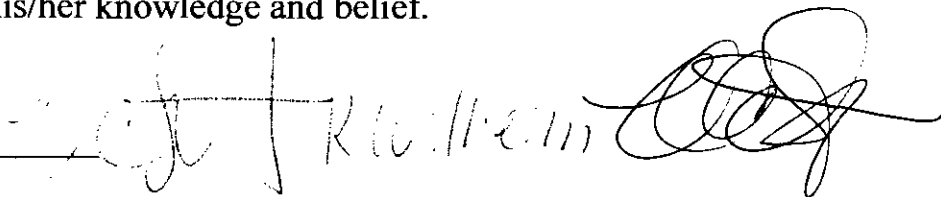
Jo Ann Landers
Board Treasurer

State of Texas, Tom Green County

On this day, February 25th 2007, these board officers appeared before me, the undersigned notary public, and acknowledged that the above statements are true and correct to the best of his/her knowledge and belief.



Notary Public



List of Exhibits

**APPROVED DURING
CONTINGENCY PROCESS**

Exhibit A	Proposed Lease Agreement
Exhibit B	Financial Position (Profit and Loss Statement)
Exhibit C	Accounts Payable Leger
Exhibit D	Comparable Lease Space

TLC

January 9, 2009

APPROVED DURING
CONTINGENCY PROCESS

Division of Financial Audits
1701 N. Congress Ave.
Austin, Texas 78701-1494

VIA Facsimile: 512-463-9516

To Whom It May Concern:

I, Walt Landers, acknowledge that the 2007 Statement of Activities, Statement of Financial Position and Cash Flow are true and correct to the best of my knowledge.

Walt Landers

Walt Landers
CEO, TLC Academy

SUBSCRIBED AND SWORN TO by the said Walt Landers this 9th day of January, 2009, to certify which witness my hand and seal of office.

Kellye M. Hennessey

NOTARY PUBLIC,
THE STATE OF TEXAS



THE STATE OF TEXAS
COUNTY OF TOM GREEN

§
§

This instrument was acknowledged before me on January 9, 2009 by Walt Landers, as Chief Executive Officer, on behalf of TLC Academy.

Kellye M. Hennessey

NOTARY PUBLIC,
THE STATE OF TEXAS



5687 MELROSE
SAN ANGELO, TX
76901

325 224 2900

325 942 6795

#6 2007 Net Loss Pages 147-153	The financial audit was misreported due to a software error. Please review the financial position paper (Profit and Loss Statement) that has been attached. See <i>Exhibit B</i> .
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APPROVED DURING
CONTINGENCY PROCESS

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

APPROVED DURING
CONTINGENCY PROCESS

Account Description	Current Period(s)	Current YTD
Revenue		
INCOME		
Tuition	241,910.29	241,910.29
After School Tuition	19,110.34	19,110.34
Summer Academy Tuition	41,221.96	41,221.96
Lunches	26,317.91	26,317.91
Other Income	646.08	646.08
Founders	36,511.62	36,511.62
Athletic	12,620.40	12,620.40
Interest Income	49.75	49.75
Building Fee	0.00	0.00
Fundraising Revenue	8,766.76	8,766.76
Athletic Fundraiser	7,319.75	7,319.75
Concession Stand Fundraiser	4,998.21	4,998.21
Gourmet Creations Fundraiser	23,144.00	23,144.00
Great Getaway Fundraiser	0.00	0.00
Cheerleading Fundraiser	1,247.50	1,247.50
Casual Day Fundraiser	790.48	790.48
Senior Fundraiser	1,096.20	1,096.20
Booster Cards Fundraiser	370.00	370.00
Juniors Fundraiser	2,312.95	2,312.95
Funfest Fundraiser	0.00	0.00
QSP Magazines Fundraiser	0.00	0.00
QSP Candybars Fundraiser	3.00	3.00
Texas Value Cards Fundraiser	2,160.00	2,160.00
Golf Tournament Fundraiser	0.00	0.00
Vending income	0.00	0.00
Extracurricular Fees	234.00	234.00
LCU Revenue	0.00	0.00
LCU Other Income	0.00	0.00
Parents In Action	1,427.95	1,427.95
Booster Club	1,928.53	1,928.53
Reimbursement Income	931.91	931.91
Sale of Asset	0.00	0.00
Total	435,119.59	435,119.59
Expenditures		
SALARIES & WAGES		
Salaries	214,856.34	214,856.34
Salaries Summer Academy	23,517.27	23,517.27
Employer FICA/Medicare	18,236.85	18,236.85
Employer Misc. Taxes	0.00	0.00
Employee Benefits	0.00	0.00
Housing Allowance	0.00	0.00
EXPENSES		

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

APPROVED DURING
CONTINGENCY PROCESS

<u>Account Description</u>	<u>Current Period(s)</u>	<u>Current YTD</u>
Utilities	259.30	259.30
Advertising	13,744.46	13,744.46
Office Supplies	3,428.56	3,428.56
Teaching Supplies	615.08	615.08
Curriculum	25,533.29	25,533.29
Miscellaneous	2,686.13	2,686.13
Gifts	0.00	0.00
Field Trips	634.69	634.69
Cafeteria	26,021.27	26,021.27
Training	828.83	828.83
Student Events	1,526.96	1,526.96
Fundraisers	(15,532.42)	(15,532.42)
Athletic Expense	23,383.36	23,383.36
Concession Stand Expense	1,180.78	1,180.78
Gourmet Creations Expense	6,421.50	6,421.50
Great Getaway Expense	0.00	0.00
Cheerleading Expense	1,613.80	1,613.80
Casual Day Expense	0.00	0.00
Senior Expense	447.08	447.08
Booster Cards Expense	53.43	53.43
Juniors Expense	1,789.16	1,789.16
Funfest Expense	0.00	0.00
QSP Magazines Expense	0.00	0.00
QSP Candy Bars Expense	0.00	0.00
Texas Value Cards Expense	654.00	654.00
Golf Tournament Expense	0.00	0.00
Bank Charges	937.31	937.31
ATHLETIC (OLD)	22,037.48	22,037.48
Telephone	0.00	0.00
Maintenance & Repair	1,063.20	1,063.20
Office Equipment	135.31	135.31
Vehicle Expense	3,357.92	3,357.92
Postage Expense	1,095.93	1,095.93
Insurance	4,590.19	4,590.19
Student Council	0.00	0.00
Contract Labor	2,240.00	2,240.00
Mortgage Interest	0.00	0.00
Fees - LCU	0.00	0.00
Books - LCU	0.00	0.00
Supplies - LCU	0.00	0.00
Parents In Action	641.98	641.98
School Equipment Lease	0.00	0.00
Facility Lease Expense	1,000.00	1,000.00
Taxes - Property	0.00	0.00
Booster Club	1,159.44	1,159.44
Summer Academy Expenses	1,075.98	1,075.98

Statement of Activities

TLC ACADEMY

Fiscal Year 2007, Period 1 (01/01/2007) to 12 (12/31/2007)

Account Description	Current Period(s)	Current YTD
Charter school expenses	3,500.00	3,500.00
Interest Expense	2,121.47	2,121.47
Depreciation Expense	9,075.00	9,075.00
Amortization Expense	0.00	0.00
Bad Debt Expense	0.00	0.00
Spoiled Checks	0.00	0.00
Total	405,930.93	405,930.93
Grand Total		
Total Revenue	435,119.59	435,119.59
Total Expenditures	(405,930.93)	(405,930.93)
Net Revenue over Expense	29,188.66	29,188.66

APPROVED DURING
 CONTINGENCY PROCESS

APPROVED DURING
CONTINGENCY PROCESS

TLC ACADEMY
CASH FLOW
YEAR 2007

OPERATING ACTIVITIES

Excess Receipts (Disbursements) Per Inc/Exp Report	\$ 20,188.88
Adjustments to reconcile excess receipts (disbursements to net cash provided by (used in) operating activities:	
Depreciation	\$ 9,075.00
Increase (Decrease) in Accrued Expenditures	\$ 910.53

NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES \$ 30,174.19

INVESTING ACTIVITIES

Purchase of property and equipment	\$ (5,650.00)
------------------------------------	---------------

NET CASH USED IN INVESTING ACTIVITIES \$ (5,650.00)

FINANCING ACTIVITIES

Net Borrowings (Payments) on debt	\$ (10,593.37)
-----------------------------------	----------------

NET CASH USED IN FINANCING ACTIVITIES \$ (10,593.37)

NET INCREASE (DECREASE) IN CASH \$ 22,930.82

CASH-BEGINNING OF YEAR

SANB CHECKING	\$ 858.18
SANB - GENERAL SAVINGS	12.45
SANB - STUDENT CHECKING	3,281.60
PETTY CASH	101.43
	<u>\$ 4,253.66</u>

CASH-END OF YEAR

SANB CHECKING	\$ 4,604.93
SANB - GENERAL SAVINGS	17,082.11
SANB - STUDENT CHECKING	5,297.44
PETTY CASH	200.00
	<u>\$ 27,184.48</u>

**Statement of Financial Position
TLC ACADEMY
As of December 31,2007 (Period 12)**

APPROVED DURING
CONTINGENCY PROCESS

ASSETS

Current Assets

CURRENT ASSETS

Checking-(School)	0.00
SANB Checking	4,004.93
Petty Cash Fund	200.00
Student Council Petty Cash	0.00
Savings Accounts	0.00
SANB - General Savings	17,062.11
SANB - Student savings	5,297.44
Due From TLC	372.02
Accounts Receivable	0.00
LCU Receivables	0.00

TOTAL Current Assets 27,868.60

Long Term Assets

LONG TERM ASSET

Furniture & Equipment	52,596.00
Building & Improvements	0.00
Accumulated Depreciation	(33,953.00)
Accumulated Amortization	(1,210.00)

TOTAL Long Term Assets 17,433.00

Other Assets

Discount	0.00
----------	------

TOTAL Other Assets 0.00

TOTAL ASSETS 44,969.60

LIABILITIES AND FUND BALANCES

Current Liabilities

Accounts Payable	0.00
Insurance Payable	28.77
Teacher Pace Deduction	0.00
Federal Payroll Taxes	1,059.35
State Payroll Taxes	0.00
FICA	3,480.18
Medicare	814.16
FUTA	67.44
SUI	0.00
Payable-Bankone CC	0.00

TOTAL Current Liabilities 5,449.90

TOTAL Liabilities 5,449.90

Permanently Restricted Fund

Statement of Financial Position
TLC ACADEMY
 As of December 31,2007 (Period 12)

APPROVED DURING
 CONTINGENCY PROCESS

Fundraiser Fund	0.00	
State & Nationals Fund	0.00	
W.T.C.A.	0.00	
TOTAL Permanently Restricted Fund Liabilities		<u>0.00</u>
TOTAL Fund Balances		<u>0.00</u>
Current Liabilities		
Payable - Capital One	0.00	
Payable-Capital One [REDACTED]	5,296.76	
Payable-Chase [REDACTED]	0.00	
Dell Computer Lease Pay	20,731.18	
TOTAL Current Liabilities		<u>26,027.94</u>
Long Term Liabilities		
N/P-SAN ANGELO NATIONAL	0.00	
TOTAL Long Term Liabilities		<u>0.00</u>
TOTAL Liabilities		<u>26,027.94</u>
Fund Balance		
General Fund Balance	(15,077.00)	
Net Activity	29,168.66	
Ending Balance	13,511.66	
TOTAL Fund Balance		<u>13,511.66</u>
TOTAL Fund Balances		<u>13,511.66</u>
TOTAL LIABILITIES AND FUND BALANCES		<u>44,009.50</u>

APPROVED DURING
CONTINGENCY PROCESS

This page and the
13 that follow

2007 Exempt Org. Return

prepared for:

ANGELO CHRISTIAN SCHOOL
5687 MELROSE
SAN ANGELO, TX 76901

DBA

TLC Academy

Eckert & Company, LLP

PO Box 5821

San Angelo, TX 76902-5821

(325) 944-3571

990 FORM

PAGES 205-227 = 23 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

23 PAGES HAVE BEEN WITHHELD

J Credit Report

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2 pages have been withheld

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APPROVED DURING
CONTINGENCY PROCESS

#7 Slow payments and past due amounts. Page 157	This has been corrected. Please review <i>Exhibit C</i> that demonstrates that all accounts payable are up to date and timely.
---	--

APPROVED DURING
CONTINGENCY PROCESS

Vendor	Current	1 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total Due
ACCREDITING COMMISSION INTERNATION	0.00	500.00	0.00	0.00	0.00	500.00
ASSOCIATED PUBLISHING CO.	186.00	0.00	341.10	0.00	0.00	527.10
Inc. Athletic Supply	0.00	460.50	0.00	0.00	0.00	460.50
CHURCH MUTUAL	0.00	470.03	0.00	0.00	0.00	470.03
Capital One-5610	0.00	0.00	200.00	0.00	0.00	200.00
INGRUM, TINKLER, OLIPHANT, FEAT ECKERT	0.00	475.00	0.00	0.00	0.00	475.00
MAYFIELD PAPER COMPANY	0.00	156.49	0.00	0.00	0.00	156.49
McLaughlin Advertising	0.00	929.20	0.00	0.00	0.00	929.20
SANB-EIN75-2890597	0.00	3,335.18	0.00	0.00	0.00	3,335.18
INC. SYSCO FOOD SERVICES	1,055.64	1,477.05	0.00	0.00	0.00	2,532.69
Shipping Point	0.00	40.44	0.00	0.00	0.00	40.44
Stadium Sports	389.50	59.50	428.50	0.00	0.00	877.50
Tree of Life Church	0.00	500.00	0.00	0.00	0.00	500.00
WEST CENTRAL WIRELESS	246.60	0.00	0.00	0.00	0.00	246.60
GRAND TOTALS	1,877.74	8,403.39	969.60	0.00	0.00	11,250.73

30 Records Selected

K IRS 990 Filing

2006 Exempt Org. Return

prepared for:

ANGELO CHRISTIAN SCHOOL

P.O. BOX 2660

SAN ANGELO, TX 76902

Eckert Ingrum Tinkler Oliphant

Featherston & Barr, LLP, CPAs

PO Box 5821 San Angelo, TX 76902-5821

(325) 944-3571

990 FORM

PAGES 235-254 = 20 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

20 PAGES HAVE BEEN WITHHELD

APPROVED DURING
CONTINGENCY PROCESS

#8 Deficits Pages 147-153	This has been corrected. Please review <i>Exhibit C</i> that demonstrates that all accounts payable are up to date and timely.
------------------------------	--

L Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships

Statement: The sponsoring entity presently operates a private school. There are no letters of private funds, lines of credit, business arrangements or partnerships. However, private donations from individuals and the church are acquired on an “as need” basis.

M Start-Up Budget

**Application for an Open-Enrollment Charter School - Fourteenth Generation
Start-Up Budget Template Instructions**

Instructions to complete Start-up budget template.

1. Enter the name of the sponsoring entity.
2. Enter the name of the proposed charter school:
3. Enter the date range for the proposed charter school's start-up budget: to
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement to Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.
6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year*. Include a description and a dollar amount for each source of funds identified as a net asset. The source of funding must be supported by the documentation included in Attachment L.
8. Enter information regarding revenues in the *Schedule of Estimated Revenues*. Include a description and a dollar amount for each source of funds identified as revenues.
9. Enter information regarding expenditures in the *Schedule of Estimated Expenses*.
10. The start-up budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed start-up budget template.
11. Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

TLC Academy
TLC Academy

Budget for the period

	11/01/2008	to	08/31/2009	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$	\$ 100,000	\$ 100,000
Total Estimated Revenues	\$	\$ 100,000	\$	\$ 100,000
Estimated Expenses:				
6100 Payroll Costs		44,656		44,656
6200 Professional and Contracted Services		22,500		22,500
6300 Supplies and Materials		19,844		19,844
6400 Other Operating Costs		13,000		13,000
6500 Debt Expenses				
Other Expenses				
Total Estimated Expenses	\$	\$ 100,000	\$	\$ 100,000
Change in Net Assets	\$	\$ 0	\$	\$ 0
Net Assets at End of Year	\$	\$ 0	\$ 100,000	\$ 100,000

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Net Assets at Beginning of Year

TLC Academy

TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Fund Budget. materials, equipment.]			100.000	100.000
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$	\$ 100.000	\$ 100.000

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Revenues

TLC Academy
TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[5929 Startup Grant]		100,000		100,000
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Estimated Revenues	\$	\$ 100,000	\$	\$ 100,000

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers		26,250		26,250
6119 Salaries or Wages –Teacher and Other Professional Personnel				
6121 Extra Duty Pay/Overtime - Support Personnel				
6129 Salaries or Wages for Support Personnel		10,500		10,500
6139 Employee Allowances				
6141 Social Security/Medicare		3,442		3,442
6142 Group Health and Life Insurance		3,600		3,600
6143 Workers' Compensation		368		368
6145 Unemployment Compensation		248		248
6146 Teacher Retirement/TRS Care		248		248
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 44,656	\$	\$ 44,656

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy

TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		1,000		1,000
6212 Audit Services				
6219 Professional Services		14,500		14,500
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair				
6259 Utilities		7,000		7,000
6269 Rentals--Operating Leases				
6299 Miscellaneous Contracted Services				
Total Professional and Contracted Services	\$	\$ 22,500	\$	\$ 22,500

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the period

11/01/2008 to 08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)		500		500
6319 Supplies for Maintenance and/or Operations		1,000		1,000
6321 Textbooks				
6329 Reading Materials				
6339 Testing Materials				
6341 Food				
6342 Non-Food				
6343 Items for Sale				
6344 USDA Donated Commodities				
6349 Food Services Supplies				
6399 General Supplies		18,344		18,344
Total Payroll Costs	\$	\$ 19,844	\$	\$ 19,844

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy

TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence--Employee Only		3,000		3,000
6412 Travel and Subsistence--Students				
6413 Stipends--Non-Employees				
6419 Travel and Subsistence--Non-Employees				
6429 Insurance and Bonding Costs				
6449 Depreciation Expense				
6494 Reclassified Transportation Expenses				
6499 Miscellaneous Operating Costs		10,000		10,000
Total Other Operating Costs	\$	\$ 13,000	\$	\$ 13,000

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Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy

TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt				
6529 Interest Expenses				
6599 Other Debt Fees				
Total Estimated Expenses	\$	\$	\$	\$

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the period

11/01/2008

to

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Other Expenses				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Expenses	\$	\$	\$	\$
Total Estimated Expenses	\$	\$ 100,000	\$	\$ 100,000

TLC Academy

14th Generation

Startup Budget Narrative

Revenues

Object Code	Amount	Justification
5929	100,000	provided through a federal flow through grant for charter school planning and startup

Expenditures

Object Code	Amount	Justification
<i>Salaries and Benefits</i>		
6119	26,250	Salary for superintendent prior to opening the charter school. Prorated for 7 months (\$45,000)
6129	10,500	Salary for Administrative Assistant prior to opening the charter school. Prorated for 7 months (\$32,143)
6141	3,442	Medicare calculated on Object Code 6119 at 7.6500% rate as required by federal law prorated for 7 months
6142	3,600	Health/Life/Short Term Disability Insurance—Group rate prorated for 7 months
6143	1,368	Workers Compensation calculated on Object Code 6119 and 6129 at 3.0400% as required by state law prorated for 7 months.
6145	248	Unemployment calculated on Object Code 6119 at .5500% as required by state law prorated for 7 months.
6146	248	TRS contribution calculated on Object Code 6119 at .5500% as required by state law prorated for 7 months.
<i>Professional and Contract Services</i>		
6211	1,000	Retainer for legal counsel to be utilized as needed by the charter school.
6219	14,500	Contracts to PEIMS consultant @ \$8,000 and administrative assistance consultant @\$6,500
6259	7,000	Includes local and long distance telephone charges and Internet access fees (\$300 X 7 months = \$2,100); electricity and water (\$700 X 7 months = \$4,900)
<i>Supplies and Materials</i>		
6399	18,344	General office supplies and materials = \$2,500. Supplies and equipment for school startup = \$15,000. Miscellaneous supplies=\$844
<i>Other Operating Costs</i>		
6411	3,000	Travel and subsistence for the superintendent and board members needed for training, required meetings, and/or recruiting instructional staff.
6499	10,000	Includes fees and dues, bid notices, food/refreshment for school-related meetings, and newspaper advertisements.

N Budget for Year One of Operation

**Application for an Open-Enrollment Charter School - Fourteenth Generation
Budget Template Instructions**

Instructions to complete budget template.

1. Enter the name of the sponsoring entity.
2. Enter the name of the proposed charter school:
3. Enter the date of the fiscal year end:
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the [Special Supplement to Financial Accounting and Reporting Nonprofit Charter School Chart of Accounts](#) to ensure that the account codes are used appropriately. The special supplement can be found in the School Finance Section of the TEA website.
6. The *Summary of Estimated Revenues and Expenses* reports the totals entered into the revenue and expenditure by object code classification. Data does not need to be entered into the summary page.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset. The source of funding must be supported by the documentation included in Attachment L.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (object code 5700)
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (object code 5800)
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (object code 5900)
11. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (object code 6000)
12. The budget must identify all sources of funding and anticipated expenses. The sources of funding must be supported by the documentation included in Attachment L. The expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119). These written calculations should be attached following the printout of the completed budget template.
13. Forward a copy of the completed template including the supporting written calculations with the charter application.

Application for an Open-Enrollment Charter School - Fourteenth Generation
Summary of Estimated Revenues and Expenses

TLC Academy

TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$	\$	\$ 100,000	\$ 100,000
Estimated Revenue				
5700 Local Sources	53,400			53,400
5800 State Sources		1860495		1860495
5900 Federal Sources				127,574
Other Sources				
Total Estimated Revenues	\$ 53,400	\$ 1860495	\$	\$ 2041469
Estimated Expenses:				
6100 Payroll Costs		1020761		1020761
6200 Professional and Contracted Services		352,850		352,850
6300 Supplies and Materials	34,200	218,074		252,274
6400 Other Operating Costs	19,200	178,000		197,200
6500 Debt Expenses				
Other Expenses				
Total Estimated Expenses	\$ 53,400	\$ 1769685	\$	\$ 1823085
Change in Net Assets	\$ 0	\$ 90,810	\$	\$ 218,384
Net Assets at End of Year	\$ 0	\$ 90,810	\$ 100,000	\$ 318,384

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

TLC Academy
 TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase			100,000	100,000
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Net Assets at Beginning of Year	\$	\$	\$ 100,000	\$ 100,000

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Local Revenue

TLC Academy

TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts				
5729	Local Revenues Resulting from Services Rendered to Other Schools				
5741	Earnings from Permanently Restricted Net Assets and Endowments				
5742	Earnings from Temporary Deposits and Investments				
5743	Rent				
5744	Gifts and Bequests				
5749	Other Revenues from Local Sources				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
5751	Food Service Activity	34,200			34,200
5752	Athletic Activities	19,200			19,200
5753	Extracurricular/Cocurricular Activities Other than Athletics				
5759	Cocurricular, Enterprising Services or Activities				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
5769	Miscellaneous Revenues from Intermediate Sources				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total Local Revenues	\$ 53,400	\$	\$	\$ 53,400

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated State Revenue

TLC Academy
TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment				
5812	Foundation School Program Act Entitlements		1860495		1860495
5813	Foundation School Program Act Incentive Aid				
5819	Other Foundation School Program Act Revenues				
5829	State Program Revenues Distributed by Texas Education Agency				
5899	State Revenues from State of Texas Government Agencies				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total State Revenues	\$	\$ 1860495	\$	\$ 1860495

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Federal Revenue

TLC Academy

TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agency				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
5921	School Breakfast Program		11,543		11,543
5922	National School Lunch Program		16,031		16,031
5923	United States Department of Agriculture (USDA) Donated Commodities				
5929	Federal Revenues Distributed by Texas Education Agency				
	[School Start Up.]		100,000		100,000
	[Enter description here.]				
	[Enter description here.]				
5931	School Health and Related Services				
5932	Medicaid Administrative Claiming Program				
5939	Federal Revenues Distributed by Other State of Texas Government Agencies				
5949	Federal Revenues Distributed Directly from the Federal Government				
	[Enter description here.]				
	[Enter description here.]				
	[Enter description here.]				
	Total Federal Revenues	\$	\$ 127,574	\$	\$ 127,574

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Net Assets at Beginning of Year

TLC Academy
TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Sources	\$	\$	\$	\$

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy

TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers		2,700		2,700
6119 Salaries or Wages –Teacher and Other Professional Personnel		715,000		715,000
6121 Extra Duty Pay/Overtime - Support Personnel		25,000		25,000
6129 Salaries or Wages for Support Personnel		114,000		114,000
6139 Employee Allowances				
6141 Social Security/Medicare		63,419		63,419
6142 Group Health and Life Insurance		66,320		66,320
6143 Workers' Compensation		25,202		25,202
6145 Unemployment Compensation		4,560		4,560
6146 Teacher Retirement/TRS Care		4,560		4,560
6149 Employee Benefits				
Total Payroll Costs	\$	\$ 1020761	\$	\$ 1020761

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services		5,000		5,000
6212 Audit Services		10,000		10,000
6219 Professional Services		103,450		103,450
6221 Staff Tuition and Related Fees--Higher Education				
6222 Student Tuition--Public Schools				
6223 Student Tuition--Other than Public Schools				
6229 Tuition and Transfer Payments				
6239 Education Service Center Services				
6249 Contracted Maintenance and Repair		15,000		15,000
6259 Utilities		47,400		47,400
6269 Rentals--Operating Leases		150,000		150,000
6299 Miscellaneous Contracted Services		22,000		22,000
Total Professional and Contracted Services	\$	\$ 352,850	\$	\$ 352,850

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy

TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300	Supplies and Materials			
6311	Gasoline and Other Fuels for Vehicles (Including Buses)			
6319	Supplies for Maintenance and/or Operations	25,000		25,000
6321	Textbooks			
6329	Reading Materials	12,000		12,000
6339	Testing Materials	3,500		3,500
6341	Food	27,574		27,574
6342	Non-Food	34,200		34,200
6343	Items for Sale			
6344	USDA Donated Commodities			
6349	Food Services Supplies			
6399	General Supplies	150,000		150,000
	Total Supplies and Materials	\$ 34,200	\$ 218,074	\$ 252,274

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence--Employee Only		15,000		15,000
6412 Travel and Subsistence--Students				
6413 Stipends--Non-Employees				
6419 Travel and Subsistence--Non-Employees				
6429 Insurance and Bonding Costs		30,000		30,000
6449 Depreciation Expense				
6494 Reclassified Transportation Expenses		63,000		63,000
6499 Miscellaneous Operating Costs	19,200	70,000		89,200
Total Other Operating Costs	\$ 19,200	\$ 178,000	\$	\$ 197,200
6500 Debt Expense				
6521 Interest on Bonds				
6522 Capital Lease Interest				
6523 Interest on Debt				
6523 Interest Expenses				
6529 Interest Expenses				
6599 Other Debt Fees				
Total Other Operating Costs	\$	\$	\$	\$

Application for an Open-Enrollment Charter School - Fourteenth Generation
Schedule of Estimated Expenses

TLC Academy
TLC Academy

Budget for the Fiscal Year Ended

8/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
[Enter description here.]				
Total Other Expenses	\$ _____	\$ _____	\$ _____	\$ _____
Total Estimated Expenses	\$ 53,400	\$ 1769685	\$ _____	\$ 1823085

TLC Academy

14th Generation

Year 1 Budget Narrative

Revenues

Object Code	Amount	Justification
5751	\$34,200	Based on 40% of students who will pay for lunch calculated at 100 students X \$2 X 180 days X 95% attendance.
5812	1,860,495	Based on the 0708 Work chart provided by the Division of School Audits. 250 students @ 95% attendance; 25 (10%) students identified for special education; 75 (30%) identified as at risk, 30 (12%) identified for ESL services
5929	100,000	provided through a federal flow through grant for charter school planning and startup—Title X
5921	11,543	NSLP—Funds for the Breakfast Program were calculated utilizing the formula provided by NSLP. 30% of the students are anticipated to participate in the Breakfast Program. 75 students X \$.90 X 180 days X 95%(attendance)
5922	16,031	NSLP—Funds for the Lunch Program were calculated utilizing the formula provided by NSLP. 30% of the students are anticipated to participate in the Breakfast Program. 75 students X \$1.25 X 180 days X 95%(attendance)

Expenditures

Object Code	Amount	Justification																
<i>Salaries and Benefits</i>																		
3112	\$2,700	Substitute pay (\$45 X 15 teachers X 5 days)																
6119	829,000	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">6100 Payroll Costs</th> <th style="text-align: center;">Units</th> <th style="text-align: center;">2008 Salary</th> <th style="text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Superintendent</td> <td style="text-align: center;">1</td> <td style="text-align: right;">45,000</td> <td style="text-align: right;">45,000</td> </tr> <tr> <td>Principal</td> <td style="text-align: center;">1</td> <td style="text-align: right;">40,000</td> <td style="text-align: right;">40,000</td> </tr> <tr> <td>Teachers (Average)</td> <td style="text-align: center;">18</td> <td style="text-align: right;">35,000</td> <td style="text-align: right;">630,000</td> </tr> </tbody> </table>	6100 Payroll Costs	Units	2008 Salary	Total	Superintendent	1	45,000	45,000	Principal	1	40,000	40,000	Teachers (Average)	18	35,000	630,000
6100 Payroll Costs	Units	2008 Salary	Total															
Superintendent	1	45,000	45,000															
Principal	1	40,000	40,000															
Teachers (Average)	18	35,000	630,000															
6121	25,000	Extra duty pay for instructional staff for professional development activities, tutorials, and/or summer school. 20 staff members X \$1,250																
6129	114,000	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Teacher's Assistant</td> <td style="text-align: center;">3</td> <td style="text-align: right;">16,500</td> <td style="text-align: right;">36,000</td> </tr> <tr> <td>PEIMS Specialist</td> <td style="text-align: center;">1</td> <td style="text-align: right;">30,000</td> <td style="text-align: right;">30,000</td> </tr> <tr> <td>Secretary</td> <td style="text-align: center;">2</td> <td style="text-align: right;">18,000</td> <td style="text-align: right;">36,000</td> </tr> </tbody> </table>	Teacher's Assistant	3	16,500	36,000	PEIMS Specialist	1	30,000	30,000	Secretary	2	18,000	36,000				
Teacher's Assistant	3	16,500	36,000															
PEIMS Specialist	1	30,000	30,000															
Secretary	2	18,000	36,000															
6141	63,419	Medicare calculated on Object Code 6119 and 6129 at 7.6500% rate as required by federal law																
6142	66,320	Health/Life/Short Term Disability Insurance—Group rate.																
6143	22,009	Workers Compensation calculated on Object Code 6119 and 6129 at 3.0400% as required by state law																
6145	4,560	Unemployment calculated on Object Code 6119 and 6129 at .5500% as required by state law																
6146	4,560	TRS contribution calculated on Object Code 6119 and 6129 at .5500% as required by state law																
6211	5,000	Retainer for legal counsel to be utilized as needed by the charter school for policy development and employment issues.																
6212	10,000	Annual External Audit as required by law.																

6219	103,450	Contracts to PEIMS consultant @ \$8,000 and administrative consultant @\$6,500. Professional development activities are included in this cost for core curriculum areas in reading, math, social studies, and science @ 55 days X \$500. 4 contracted coaches have also been included in this cost (3 X \$6,000; 1 X \$10,000). Computer lease/purchase contract is also included (\$13,000/year). CSCOPE Curriculum Software \$2,450 (\$7 X 350 students). Costs for the Afta financial software have also been included (\$12,000).
6249	15,000	This cost has been allocated to provide routine maintenance and repair for plumbing and electrical to be utilized as needed by the new charter school.
6259	47,400	Includes cell phone charges (\$150 X 12 months = \$1,800); local and long distance telephone charges and Internet access fees (\$300 X 12 months = \$3,600); electricity and water (\$3,500 X 12 months = \$42,000)
6269	150,000	The lease will be prorated based on the cost allocation plan. According to real estate agents in the area, the cost for the 30,000 square foot facility would cost \$150,000 per year @ the low end of the fair market value rate of \$5.
6299	22,000	These funds will be utilized to repair electricity, plumbing, and/or facility build outs.
<i>Supplies and Materials</i>		
6319	\$25,000	This cost has been allocated to provide cleaning equipment and supplies and other essential supplies to operate the new charter school.
6329	12,000	This cost represents supplemental reading materials to be utilized by the classroom teachers. (\$5 per book X 2,400 = \$12,000)
6339	3,500	Standardized testing materials will be purchased to benchmark and monitor progress of all students. (\$10 per student)
6341	27,574	Food items for breakfast and lunch will be purchased according to the NSLP guidelines.
6342	34,200	Non-food items will be purchased such as napkins, paper plates, cups, cleaning supplies, serving tables, etc. to implement the NSLP at the new charter school.
6399	150,000	General office supplies and materials = \$5,000. Supplies and equipment for school startup. Includes computers for teachers; consumable instructional supplies; curriculum supplies; and software applications for students.
<i>Other Operating Costs</i>		
6411	15,000	Travel and subsistence for the superintendent, principal, teachers, and board members needed for training, required meetings, and/or recruiting instructional staff.
6429	30,000	Funds have been provided for building liability insurance and D&O insurance. Also included in this cost was the fire and hazard building insurance.
6494	63,000	This transportation cost is included to transport high school students to the CTE collaborative for classes. (9 months X \$7,000 per month)
6499	70,000	Includes fees and dues, bid notices, food/refreshment for school-related meetings, and newspaper advertisements and recruiting activities. \$25,000 was also included in this cost for the athletics programs.

#9 a. PreK students	The charter school is aware of the half-day eligibility for PreK 3 & 4 and will code them properly in the PEIMS submissions reporting attendance. The charter school will apply for the PreK Expansion Grant when it is eligible to apply.
---------------------	--

SAAHB

3.2.1.3 Code 2 Eligible for Half-Day Attendance

Code 2 applies to all students entitled to enroll under the TEC, §25.001, including aliens and bona fide exchange program students, who are served for at least 2 hours but fewer than 4 hours each school day.

Code 2 also applies to PK students who meet the requirements for eligibility defined in Section 7.

#9 b. Kindergarten Program	The charter school will offer a full day kindergarten program.
----------------------------	--

APPROVED DURING
CONTINGENCY PROCESS

#9 c. Certified Special Education Teacher	The special education teacher was included in the budget.
---	---

Budget Justification—Page 207					
6119	829,000	6100 Payroll Costs	Units	2008 Salary	Total
		Superintendent	1	45,000	45,000
		Principal	1	40,000	40,000
		Teachers (Average) including special education teacher.	18	35,000	630,000

APPROVED DURING
CONTINGENCY PROCESS

#9 d. Retired teachers, paraprofessionals, and certified tutors.	All positions that were not included in the budget will be voluntary positions.
--	---

APPROVED DURING
CONTINGENCY PROCESS

<p>#9 e. Additional days and field trips</p>	<p>Field trips will be paid for through local funds. The extracurricular activities will be sponsored by the parents and/or public gifts. These funds will not pass through the charter school's bank account and therefore, were not included in the budget. Summer camps will be provided by other sources and will not be a part of the charter school's operating budget. Should additional days be needed for tutorials or other required programs (special education and/or LEP Kindergarten Summer School), these will be paid through Title I Part A, special education, or LEP funds. The charter school acknowledges that additional days do not generate additional funds.</p>
--	---

**APPROVED DURING
CONTINGENCY PROCESS**

#9 f. Transportation	Special Education transportation services will be funded through federal IDEA-B funds and were not included in the budget that was provided.
----------------------	--

APPROVED DURING
CONTINGENCY PROCESS

#9 g. Professional Development for Administrative and Ancillary Staff	The training will be provided for the Administrative staff and ancillary staff by the contractors listed in the budget justification. Additional training will be provided by Region 15 ESC at no cost to the school.
---	---

APPROVED DURING
CONTINGENCY PROCESS

#9 h. Differences in 6249 and 6299	Those expenditures listed in the budget justification under 6249 should have included contracted maintenance and repair of office equipment, furniture, computers, copiers, software upgrades, etc. These expenses will be budgeted for normal upkeep, repair, and restoration of office equipment.
------------------------------------	---

APPROVED DURING
CONTINGENCY PROCESS

O Negotiated Service Agreement(s)

Statement: TLC Academy has no negotiated service agreements. Any service agreements that may be made will include the public agencies such as the Regional Service Center, the West Texas Training Center, and Howard College. TLC Academy will not utilize a management company.

#10 Negotiated Service Agreements	To date, there are no negotiated service agreements. The charter school will provide these agreements when available.
-----------------------------------	---

APPROVED DURING
CONTINGENCY PROCESS

P Negotiated Lease Agreement(s), Deed(s)
to Property, Earnest Money Contract(s), or
Purchase Agreement(s)

C E R T I F I C A T E O F O C C U P A N C Y

P E R M I T

Issue Date 8/03/05

Parcel Number CV

Property Address 5687 MELROSE AVE
SAN ANGELO TX 76901

Subdivision Name

Legal Description FIRE HYDRANT METER
SPRINKLER SYSTEM METER
CHANGE ADDRESS 11/19/07

Property Zoning MULTI-FAMILY RESIDENTIAL

Owner

Contractor ROBERT HEINZE BUILDERS
915 944-4346

Application number 04-00000220 000 000

Description of Work CHURCHES AND OTHER RELIGIOUS BUILDINGS

Construction type TYPE II CONST

Occupancy type MIXED OCCUPANCY

Flood Zone

SA

Sonya Palmer

Approved
Building Official

VOID UNLESS SIGNED BY BUILDING OFFICIAL



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14 pages have been withheld

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#11 a. Fair Market Value of the Proposed Space	See <i>Exhibit D</i> . A comparison to a building that is in the same proximity as the church facility has been provided.
--	---

APPROVED DURING
CONTINGENCY PROCESS

APPROVED DURING
CONTINGENCY PROCESS

#11 b. Negotiated Contract	The agreement included in the charter application was provided as a sample. After receiving the contract, the superintendent will negotiate the lease agreement on behalf of TLC Academy. This contract will be below fair market value and includes all parties utilizing the building. <i>See Exhibit A.</i>
#11 c. Ernie Hensel	Mr. Hensel attends church at the TLC Family Church, but does not serve in any leadership capacity for the church. He is presently Secretary/Treasurer for the Angelo Christian School and has served in that capacity for the last 3 years.



APPROVED DURING
CONTINGENCY PROCESS

Walt Landers <pastorwalt@tlcfamily.com>

Former Howard College Marketing Brochure

2 messages

Steve Eustis <steve@steveeustisrealestate.com>

Fri, Dec 5, 2008 at 2:41 PM

To: pastorwalt@tlcfamily.com

Dear Rev Landers,

Attached is a marketing brochure on a property that was formally used as a business college that is being offered for rent that you might use as a comparison to your school building. I cannot think of a better comparison in town, although your building is certainly newer and has fire sprinkler systems. This building does not have a fire sprinkler system. The lease price for this building is \$5.80/sqft annually plus the tenant would pay all taxes, insurance, maintenance, utilities, etc.

If you need any other information, please don't hesitate to call me.

Steve Eustis, S.E.C., CCIM

Steve Eustis Co., Realtors

Commercial & Investment Properties

1207 S Bryant, Suite A

San Angelo, Tx 76903

325-653-1489

325-658-8372 fax

steve@steveeustisrealestate.com

 Former Howard College Marketing Brochure.pdf
754K

Walt Landers <pastorwalt@tlcfamily.com>

Fri, Dec 5, 2008 at 2:54 PM

To: Steve Eustis <steve@steveeustisrealestate.com>

Thanks

[Quoted text hidden]

APPROVED DURING
CONTINGENCY PROCESS

STEVE EUSTIS CO., REALTORS

Former Howard College Building

3157 Executive Drive
San Angelo, TX



Steve Eustis Co., Realtors
3157 Executive Drive
San Angelo, TX 76901

Phone: (325) 355-1111
Fax: (325) 355-1112

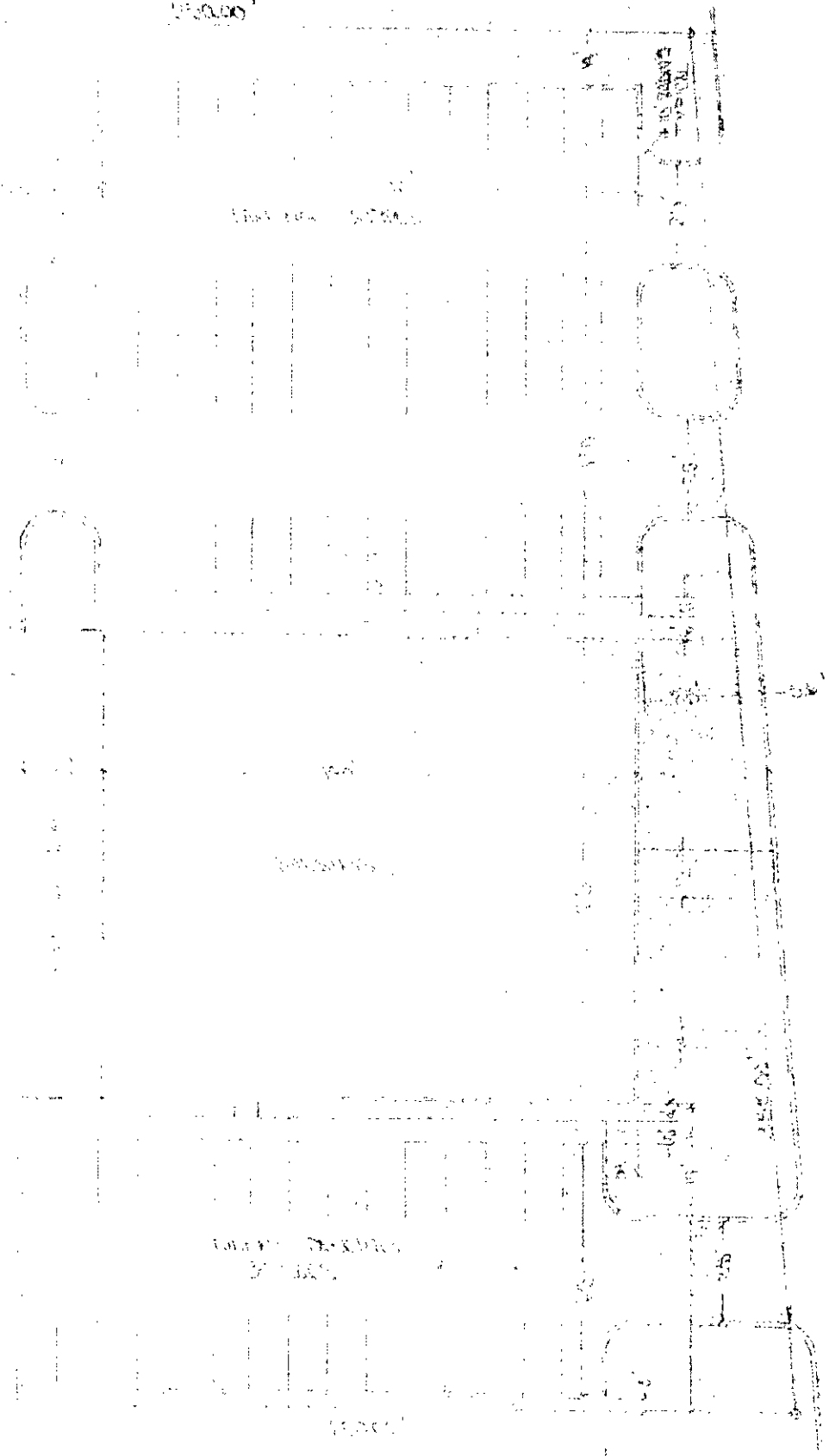
Equal Housing Opportunity
Equal Opportunity

© 1998 Steve Eustis Co., Realtors

This advertisement is not a contract. It is intended to provide information only. The actual terms and conditions of the sale shall be set forth in the contract. The information herein is based on the information provided by the seller and is not to be construed as a representation or warranty of the accuracy of the information. The information herein is not to be construed as an offer of insurance or any other financial product. The information herein is not to be construed as an offer of any other financial product. The information herein is not to be construed as an offer of any other financial product.

APPROVED DURING
CONTINGENCY PROCESS

12/30/00



ROOM 101

CORRIDOR

CORRIDOR

ROOM 102

12/30/00

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.



Signature of Charter Holder Board Chair
(must sign in blue ink)

12-8-08

Date

Special Education Assurances and Development of Policies and Procedures

Electronic Submission of Charter Policies and Procedures Assurances

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. 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. The charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures

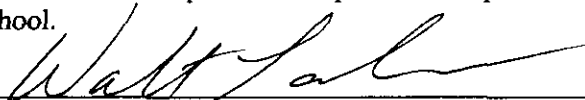
Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please contact 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 upon 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.

 12-8-08
(BLUE INK) Signature of CEO of Sponsoring Entity Date

TLC Academy
Official Name of Charter Holder

75-2890597
FEI No./Taxpayer ID

TLC Academy
Charter School Name

County-District No.

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 of Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
<i>Walt Handers</i>	<i>9-18-08</i>	<i>325-224 2900</i>	<i>Walt Handers</i>	
Typed Title of Authorized Official of Charter Holder				
<i>President</i>				
Address of Charter Holder	City		State	Zip Code
<i>5687 Melrose Santa</i>	<i>San Angelo</i>		<i>Tx</i>	<i>76901</i>

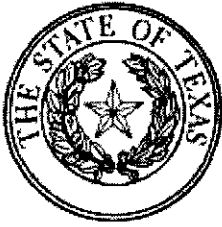
DIVISION OF CHARTER SCHOOL ADMINISTRATION
APPLICATION REVIEW/CONTINGENCIES
GENERATION 14 APPLICANT

Proposed Charter School: TLC Academy
Proposed Charter Holder: TLC Academy
New or Conversion: Conversion from a private school
Employer ID Number (EIN): 75-2890597
Education Service Center: Region XV

AREAS	Information and Issues Identified
Grades Served	<ul style="list-style-type: none"> ▪ PK3 - 12
Maximum Enrollment	<ul style="list-style-type: none"> ▪ 1000
Number of Sites	<ul style="list-style-type: none"> ▪ 1 site ▪ 5687 Melrose, San Angelo, TX 76901
Education Plan	<ul style="list-style-type: none"> ▪ P. 14- State the understanding that a bilingual program may be required under Texas Education Code, Chapter 29, Subchapter B. ▪ PP. 16 - 19 - State the understanding that a full continuum of special education services will need to be available. It cannot be predetermined that each student will be appropriately placed in a regular classroom. ▪ P. 23 – Graduation requirements are not current. See Chapter 74. Curriculum Requirements Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008 found in Chapter 19 of the Texas Administrative Code. ▪ P. 29 – Explain what Challenge Academy is; it is mentioned twice on this page. ▪ P. 30- State the understanding that a bilingual program may be required under Texas Education Code, Chapter 29, Subchapter B. ▪ P. 30 - State the understanding that a full continuum of special education services will need to be available. It cannot be predetermined that each student will be appropriately placed in a regular classroom.
Teacher to Student Ratio	<ul style="list-style-type: none"> ▪ 1:19
Student Goals	<ul style="list-style-type: none"> ▪ Okay
Human Resources Information	<ul style="list-style-type: none"> ▪ PP. 38 and 45 - 48 - Clarify whether or not the business manger/financial officer is the same as the accountant on the organizational chart on P. 104 and the same as the business manager on PP. 42 and 44. ▪ P. 51 – Clarify that NCLB requirements will be met by the paraprofessional. ▪ P. 52 - State that the qualifications of each professional employee, not just teachers, will be provided to parents. ▪ P. 104 – Add the paraprofessional, found on P. 51, to Attachment B, the organizational chart.

DIVISION OF CHARTER SCHOOL ADMINISTRATION
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GENERATION 14 APPLICANT

	<ul style="list-style-type: none"> ▪ Clarify that the paraprofessional on P. 51 is the same as the teaching assistant on P. 52. ▪ P. 56 – Explain why the clerk is getting attendance data “from each school daily” when there is only one school. ▪ P. 56 - Remove section of clerical duties that deals with “intercharter school attendance permits.” ▪ P. 58 – Provide job descriptions for the custodian and food service manager listed on the organizational chart.
<p>Community Support</p>	<ul style="list-style-type: none"> ▪ Okay
<p>Geographic Boundaries</p>	<ul style="list-style-type: none"> ▪ Ballinger ISD ▪ Bronte ISD ▪ Christoval ISD ▪ Grape Creek ISD ▪ Irion County ISD ▪ Paint Rock ISD ▪ Robert Lee ISD ▪ San Angelo ISD ▪ Veribest ISD ▪ Wall ISD ▪ Water Valley ISD
<p>Assurance Documents</p>	<p>Signed Assurances related to the requirements of Bilingual/ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.</p>



TEXAS EDUCATION AGENCY
DIVISION OF FINANCIAL AUDITS

MEMORANDUM

TO: Mary Perry, Director
Division of Charter Schools

THROUGH: Fred Tracy, Director of Desk Reviews

FROM: Gayle Escobedo, Auditor

DATE: August 29, 2008

REFERENCE: TLC Academy
Application Review # 701/07/116/025

Auditors reviewed the Application for an Open-Enrollment Charter School – Fourteenth Generation (document # 701/07/116/025) (the charter application) filed by TLC Academy (FEIN: 75-2890597) (the charter applicant), a Texas nonprofit corporation granted exemption from federal income taxation pursuant to section 501(a) of the Internal Revenue Code (IRC) as an organization described in section 501(c)(3).

The name for the proposed charter school is TLC Academy. Auditors reviewed the charter application to ensure that the charter applicant did not propose to operate a charter school in a manner not consistent with state and federal laws and regulations; and/or that it did not contain any inconsistencies or discrepancies. This memorandum summarizes our observations and includes our questions.

Education Plan

Question 1: Section 3(a) (page 18) indicates the following: “All required courses will be either taught at the school, accessed through telecommunications, taken by correspondence, provided through concurrent credit by a community college or university when appropriate, or available for course credit through a board approved test. Please note that all of the methods noted above may not be eligible for funding. Also, please note that the Student Attendance Accounting Handbook has guidelines that must be met for state funding eligibility. As an example, a student taking a correspondence or telecommunications class must be in attendance at school with a teacher present to qualify for state funding.

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Human Resources

Question 2: Section 5(b) (page 38) included a job description for a Business Manager / Financial Officer, which included a statement that during the first year, the school will utilize an experienced school financial consultant to organize, set up, and maintain the school's account and finances. In addition, in Section 11(r) (page 77) the charter applicant indicated that during the first year, the organization will contract with a CPA Firm or Region 11 ESC to provide accounting services. Since the budget did not include any amounts for account 6239 (ESC Services), it is not clear who will provide accounting / business services for the proposed charter school. If approved for a charter, discuss who will be providing these services and indicate whether these services were included in the budgets, and if so, indicate the account code. The charter applicant should also submit a negotiated services agreement for the accounting services, if applicable.

Business Plan

Question 3: Section 11(i) (page 73) indicates the sponsoring entity currently operates a private school and an after school care program, both of which will be operated under the charter school contract. Discuss what source of local funds will be used to fund the after school program and private school, and how they will relate to the charter school. In addition, please discuss how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records from all non-charter activities conducted by the charter holder.

Question 4: Section 11(u) (page 78) of the charter application states, "TLC Academy will not adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property unless required by TEA." Please note the requirements in TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1073, Improvements to Real Property.

Question 5: Section 11(dd) (page 82) instructed the charter applicant to identify all other organizations or individuals that will be using the facility in addition to the proposed charter school. The charter applicant stated that TLC Family Church will share the space with the proposed charter school and that a facility plan will be created by the Church that outlines the parameters and costs associated with the shared facility. The charter applicant did not disclose (but we note per the church website) that Life Christian Bible Institute has the same address as the proposed charter school with classes held weeknights. Discuss whether Life Christian Bible Institute will share the same facilities as the proposed charter school.

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The charter applicant also submitted a Negotiated Lease Agreement (Attachment P, page 210). Item #7 indicates the proposed charter school, as tenant, will pay all utility charges of the lease premises and any connection charges for the following utilities: water, sewer, electric, gas, telephone, trash, cable, janitorial & maintenance, and all other utilities. In addition, item #15 (A) indicates that the proposed charter school, as tenant, "will provide, at its expense, janitorial services to the leased premises that are customary and ordinary for the property type. Item 15(C) indicates the proposed charter school, as tenant, is responsible for numerous items, including those noted below:

- Grounds maintenance, including landscaping and irrigation systems,
- Parking areas and walks,
- Plumbing systems, drainage systems, electrical systems, and mechanical systems, except systems or items specifically designated otherwise,
- Heating, ventilation and air conditioning (HVAC) systems,
- Extermination and pest control, excluding wood-destroying insects,
- Wood destroying insect treatment and repairs, and
- Cranes and related systems.

Due to the fact that more than one entity will share these facilities (TLC Church and the Life Christian Bible Institute), if approved for a charter, prepare and submit a detailed cost allocation plan for all shared expenses that will be allocated to the proposed charter school, specifically, those items noted above which were included in the lease agreement, and any other applicable items not included above. The charter applicant should ensure that this cost allocation plan includes the methodology for all calculations (including amounts allocated to the church and to the Bible Institute). If appropriate, submit a revised lease agreement which has taken into account other users of the facilities.

Attachment D) Audit Report

Question 6: The charter holder currently operates a Private Christian School, TLC Academy. The un-audited Statement of Activities indicated a Net Revenue over Expenses loss in the amount of (\$44,571) for Fiscal Year 2007. Discuss this loss and the specific steps which will be taken to prevent a situation of expenses in excess of revenues, or an operating loss.

Attachment J) Credit Report

Question 7: The credit report submitted for Angelo Christian School indicated the following:

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- “64% of trade experiences indicate slow payment”,
- “Payment experiences exist for this firm which are greater than 60 days past due”,
- Angelo Christian School was noted as “Higher Risk.”

The charter applicant should discuss the slow payments and past due amounts, and what specific steps will be taken to ensure the proposed charter school operates in a fiscally responsible manner, pays bills in a timely manner, and does not incur debt in excess of revenues.

Attachment K) IRS 990 Filing

Question 8: The Fiscal Year 2006, IRS 990 Form submitted for Angelo Christian School indicated the following:

- Part I, Line 18, Excess or (deficit) for the year was (\$3,897),
- Part I, Line 21, Net assets or fund balance at year end, (\$15,677).

The charter applicant should address these deficits in the discussions for questions 7 and 8 above.

Attachment N) Budget for Year One of Operation

Question 9: The charter applicant provided the budget for Year One of operation with the required written calculations indicating how budget entries were derived. Mathematical errors and discrepancies were noted in the review of the budget. It was noted that some of the discrepancies and mathematical errors were either immaterial or were offset by compensating balances that overall resulted in minimal impact on the ending net assets. However, the following discrepancies, errors or observations require additional information as they may materially alter the resulting net assets.

- a. The coversheet of the charter application indicate that the proposed charter school will offer Pre-kindergarten (3 and 4 year olds) programs. We also note that the charter applicant budgeted all students as full day eligibility code 1. Section VII, (5-2) of the *Student Attendance Accounting Handbook (SAAH)* states, “PK classes shall operate on a half-day basis. TEC §29.153(c). Students who meet eligibility requirements for the PK programs should be coded eligible half-day (ADA eligibility code 2).” “NOTE: School districts/campuses who apply and are approved for the PK Expansion Grant Program may report PK eligible students as ADA Eligibility Code 1-Full Day if the students are scheduled for at least six hours (360 minutes) of instruction each day.”

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If the proposed charter school does not have the PK expansion grant, the only PK students who may be considered for full day funding (eligibility code 1) will be qualified PK students who are also qualified for special education. These students would be eligibility code 1 and considered half-day PK and half-day PPCD. In addition, please note that students served in the PK classroom but who do not meet eligibility requirements must be coded ineligible half-day (ADA eligibility code 5). These students should not be included in the budget of ADA revenues. The proposed charter school must ensure appropriate ADA coding of all students. Does the proposed charter school intend to apply for the PK Expansion Grant?

- b. Section III (6) of the Student Attendance Accounting Handbook states in part, "Districts that offer half-day kindergarten programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance". Will the proposed charter school offer a full-day Kindergarten Program?
- c. Section 3(a) (page 16) indicates that the proposed charter school will have a certified Special Education Teacher to monitor the program. Was this position included in the budget as one of the 18 teachers?
- d. Section 3(c) (page 27) indicates that the district may use retired teachers, paraprofessionals, and certified tutors. Are these positions voluntary, and if not, were they included in the budget?
- e. Section 3(f) (page 31) indicates the district will provide field trips for students. Were these anticipated expenses included in the budget? In addition, the charter applicant indicates the proposed charter school will offer three weeks of school (summer camps) during the summer. Will students be charged for these summer camps, and if so, were these anticipated revenues included in the budget? Also, please note that funding of an Average Daily Attendance (ADA) is based on one full-time student attending school for the entire school year; however, additional days in the school year will not increase funding. Effectively, average funding for one school day would decrease.
- f. Section 11(ee) (page 82) of the charter application indicated that the proposed charter school will provide transportation only to students eligible for special education services as required by their IEPs. Were these anticipated expenditures included in the budget?
- g. Object code 6219 includes professional development for the cost of core curriculum areas (reading, math, social studies, and science). However, Sections 5(e), pages 42-44, 5(k), page 53, and 5(o), page 65 indicate training for the Chief Executive, Central Administrative Officers, Campus Administrative Officers, Business Manager, Education Staff, PEIMS Coordinator, and Student

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Attendance Staff. Were all of these anticipated training expenses included in the budget and if so, identify the object code?

- h. Regarding object code 6299, Miscellaneous Contracted Services in the amounts of \$22,000. The itemization states, "These funds will be utilized to repair electricity, plumbing, and/or facility build outs. However, object code 6249, Contracted Maintenance and Repair states, "This cost has been allocated to provide routine maintenance and repair for plumbing and electrical to be utilized as needed by the new charter school." Explain the specific difference between anticipated expenses for these two object codes.

(Attachment O) Negotiated Service Agreements

Question 10: Page 209, Attachment O, of the application indicates the proposed charter school has no negotiated service agreements, and that any service agreements that may be made will include the public agencies such as, the Regional Service Center, the West Texas Training Center, and Howard College. In addition, Section 11.r, page 77, stated that during the first year, the organization will contract with a CPA firm or Region 11 ESC to provide accounting services. If approved for a charter, please provide a copy of any negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial, accounting, payroll, and/or tax accounting services for the proposed charter school.

(Attachment P) Negotiated Lease Agreements

Question 11: Page 210, Attachment P, of the application includes the negotiated lease agreement between TLC Academy and Angleo Christian Ministries, and was negotiated on behalf of the proposed charter school by Ernie Hensel, Board Secretary. However, in Section 11(cc) (page 82) of the charter application, the charter applicant stated that the lease of the facility was negotiated by the principal of the school due to conflict of interest with the TLC Family Church members presently service on the board. The charter applicant further stated that the sponsoring entity has acquired the documentation from a local real estate broker that identifies the fair market value of the proposed space and that the lease of the facility has been proposed at the lowest amount (\$5/square foot per year). If approved for a charter, the charter applicant should submit the following items.

- a. The documentation obtained from the real estate broker indicating the fair market value of the proposed space.
- b. Disclose the name of the principal who negotiated the contract on behalf of the proposed charter school, and this person's relationship to the proposed charter school, the board of the sponsoring entity, and the TLC Family Church.

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- c. Discuss the relationship between Ernie Hensel, the TLC Family Church, and Angelo Christian Ministries.

LEGAL REVIEW OF FOURTEENTH GENERATION APPLICATION

Charter School: TLC Academy

Charter Holder: TLC Academy

AREAS REVIEWED	CORRECTIONS REQUIRED
Governance Structure	<ul style="list-style-type: none">• If a charter is granted, the By-Laws will have to be updated to bring them into compliance with the Texas Open Meetings Act.• Two of the board members are related within the prohibited degree and one must resign if a charter is awarded.• It is stated that TLC is a not for profit with a faith-based affiliation, but the sponsoring entity has Restated the Articles of Incorporation and no longer has a religious affiliation according to Restated Articles of Incorporation and the new By-Laws. Angelo Christian School no longer exists. TLC is also used in the name of the church.
Biographical Affidavits	<ul style="list-style-type: none">• OK
Admissions Policy	<ul style="list-style-type: none">• If a charter is granted, a review of the Admissions Application, Enrollment Forms and Promotional Information will be conducted during the contingency process.• The application states that exemption from the lottery includes children of staff. This statement must be amended to only include children of teachers, not all staff.• Applications received outside the application period must be added to the waiting list in the order received.
Nonprofit Status	<ul style="list-style-type: none">• The 501(c)(3) exemption is granted to Angelo Christian School not TLC. The name needs to be changed on federal documents. The organization also has not filed a 990 form with the federal government since 2006.
Other	<ul style="list-style-type: none">• Legal needs to review the lease agreement between Angelo Christian Ministries and the school, to ensure it is done as an arm's length transaction.

**CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **TLC Academy** ("Charter Holder") to operate **TLC Academy**, a Fourteenth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Fourteenth Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Fourteenth Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 8066.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

The Charter. This contract grants to Charter Holder a Fourteenth Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-07-116 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).

Term of Charter. The charter shall be in effect from the date of execution through July 31, 2014 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period determined by the Commissioner.

Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

Students

Open Enrollment. Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.

Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.

Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.

Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

Financial Management

Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.

Governance and Operations

Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this contract.

This Agreement

Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.

Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-07-116; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

Governing Law. In any suit arising under this contract, Texas law shall apply.

Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the terms of this contract, and of the Fourteenth Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract, as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code. Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 11 day of Feb, 2009

Texas State Board of Education:

Don McLeroy 2/11/2009
Don McLeroy, Chair Date

TLC Academy:

Raymond Mesa 3/10/09
Raymond Mesa, Chair Date

Walt Landers 3-10-09
Walt Landers, Chief Operating Officer Date

