

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701



GENERATION 26

OPEN-ENROLLMENT CHARTER APPLICATION

NEW OPERATOR APPLICATION

RESPONSES & ATTACHMENTS

RFA: 701-21-104

SAS: 568-21

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write “yes” to indicate that each section has been included in the Application Package.

Sections	Required Elements	Yes/No
Applicant Checklist	Applicant Checklist	YES
Applicant Cover Sheet	Applicant Cover Sheet	YES
School Overview	Executive Summary	YES
	Targeted Community and Anticipated Student Population <ul style="list-style-type: none"> Geographic Boundaries Enrollment Projections Demographic Projections 	YES
	Community Engagement	YES
School Design	Mission, Vision, and Overview of School Design	YES
	Curriculum and Instruction	YES
	Strategies for Assessment of Learning and Data-Driven Instruction	YES
	Supports for Special Populations	YES
	School Culture and Safety	YES
	Promotion and Graduation Requirements	YES
	Family and Community Engagement	YES
Leadership and Governance	Board Structure and Qualifications	YES
	Proposed Superintendent Qualifications	YES
	Proposed Instructional Leadership Team	YES
	Proposed Financial and Operations Leadership Teams	YES
	Performance Management	YES
Talent Management and Development	Talent Management	YES
	Professional Development and Evaluation	YES
Operational and Financial Plans	School Calendar and Schedule	YES
	Student Recruitment and Enrollment	YES
	Facility Acquisition <ul style="list-style-type: none"> Facility Identified Facility Not Identified 	YES
	Transportation	YES
	Start-up Plan	YES

	Financial planning	YES
Attachments	Attachment 1: Articles of Incorporation	YES
	Attachment 2: 501(c)(3) Determination Letter	YES
	Attachment 3: Applicant Information Session Documentation	YES
	Attachment 4: Evidence of Community Demand	YES
	Attachment 5: Certified Mail Receipt Cards	YES
	Attachment 6: Published Notice(s) of Public Meetings	YES
	Attachment 7: Sample Course Scope and Sequence	YES
	Attachment 8: Proposed Discipline Policy	YES
	Attachment 9: Evidence of Community Support	YES
	Attachment 10: Bylaws	YES
Attachments	Attachment 11: Code of Ethics and Conflict of Interest Policy	YES
	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity	YES
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	YES
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	YES
	Attachment 16: Job Description or Qualifications for Superintendent	YES
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	YES
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	YES
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	YES
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	YES
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	YES
	Attachment 22: Staffing Chart	YES
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	YES

Attachments	Attachment 24: Teacher Evaluation Tool(s)	YES
	Attachment 25: Proposed School Calendar (Annual)	YES
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	YES
	Attachment 27: Proposed Admissions and Enrollment Policy	YES
	Attachment 28: Certificate of Occupancy for Facility	YES
	Attachment 29: Evidence that Facility Has Been Secured	YES
	Attachment 30: Detailed Start-Up Plan	YES
	Attachment 31: Financial Plan Workbook	YES
	Attachment 32: Budget Narrative	YES
	Attachment 33: Evidence of Other Financial Support	YES
	Attachment 34: Audit Report	YES
	Attachment 35: Credit Report	YES
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	YES
Special Assurances	Special Assurances	YES
CSP Addendum	CSP Addendum	YES
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-SIX CHARTER SCHOOL	
Essence Preparatory Charter School	
NAME OF SPONSORING ENTITY	
Essence Prep Inc.	
The sponsoring entity is a:	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

Yes* ☐

No ☒

If yes, identify the CMO: _____

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

I. PRIMARY CONTACTS

	Applicant Team Lead	Proposed Superintendent	Proposed Board Chair
Name	Akeem Brown	Akeem Brown	Brian Dillard
Mailing address	200 Melrose Pl 500 San Antonio, TX 78212		716 Hays St San Antonio, 78202
Email address	akeembrown@me.com		briandillard@gmail.com
Phone number	210.788.6565		210.846-8635

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	K-2
Number of students served in Year 1	360
Grade levels served at capacity	K-8
Number of students served at capacity	1080
Student teacher ratio	15-1
Number of campuses requested	1
Number of districts within geographic boundary	12

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

Address of Proposed Administrative Offices (if different from above):
N/A
Physical Address of Each Proposed Campus (please include street address, city, state, zip, and county). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
The campus's specific address is unknown at this time, but we are targeting the Eastside of San Antonio in Bexar County.

III. GOVERNANCE/LEADERSHIP

Number of Board Members	8
Chairperson of the Governing Board	Brian Dillard
Chief Executive Officer of the Sponsoring Entity	Akeem Brown
Superintendent of Proposed Charter School	Akeem Brown
Board Member Who Attended Applicant Conference	Brian Dillard

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

For all members of the applicant team, list their names and position or role in the proposed charter school. (Add additional rows as needed.)

Full Name	Position or Role with Proposed Charter School
Akeem Brown	Proposed Executive Director
Brian Dillard	Board Chair
Kim Abernethy	Board Member
Mike Frisbie	Board Member
Jackie Gorman	Board Member
Dr. Henrietta Munoz	Board Member
George Pedraza	Board Member
Kanwal Sumnani Lopez	Board Member
Mary Gradney	Board Member

Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?
------------------------------------	--

Akeem Brown	Proposed Executive Director
Brian Dillard	Board Chair
Kim Abernethy	Board Member
Mike Frisbie	Board Member
Jackie Gorman	Board Member
Dr. Henrietta Munoz	Board Member
George Pedraza	Board Member
Kanwal Sumnani Lopez	Board Member
Mary Gradney	Board Member

Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	Was this individual/organization paid?	
BES	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
SchoolWorks	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
SLHA, LLP	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with Texas Education Code §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Six Open-Enrollment Charter Application Instructions document.


 Signature of Chief Executive Officer of
 Sponsoring Entity (Blue Ink)

1/18/21

Date

Akeem Brown

Printed Name

School Overview

Executive Summary

Essence Preparatory Charter School (“Essence Prep”) prepares kindergarten through eighth grade scholars for high school, college, and beyond. We employ a student-centered approach, where rigorous academics, character development, and a structured environment build a strong foundation. Cultivating our scholars’ knowledge of self is an essential step in preparing them for a future full of possibilities.

At Essence Prep, every scholar makes a Journey of Self-Discovery, and it underpins everything we do. “Social-emotional learning” (SEL) is ubiquitous in schools these days but, it is clear to our team that something is lacking from existing programs. Educators have the best intentions to launch SEL programming for positive outcomes. Yet our team knows what most educators do not: real social-emotional learning starts from a deep and genuine understanding of one’s self. Scholars cannot be expected to uncover deep sociological or emotional truths in their world until they truly understand their own minds, bodies, and places in the world. This is especially true of the scholars we aim to serve.

We propose to open in the predominantly low-income Eastside community of San Antonio. The Eastside is home to the highest concentration of Black residents in the city and also happens to be an area of deep poverty. We expect that our student body will be over-representative of this population. Too often Black identities are downplayed and ignored. As a result, Black children grow up knowing incredible struggle and experiencing very little progress. In fighting for survival as a group of people, Black people often do not have the luxury – or the privilege – of grappling with their own individual identities but instead are lumped together for the collective struggle for freedom and equity.

At Essence Prep, we aim to break the cycle of the community’s social-emotional trauma by re-centering education on Black and Brown scholars as individuals. This commitment is reflected in everything we do, including the name of our school – our scholars’ Journey of Self-Discovery is the foundational work they do to uncover the “essence” of their identities. Once this essence is uncovered, our scholars are able to engage in deep, not superficial, social-emotional learning, because they will understand themselves well enough to understand their impact on the world and the world’s true impact on them. They can genuinely interact with, reflect on, and learn from culturally responsive curriculum and pedagogy, because, through metacognition, they will come to understand how curriculum and pedagogy impact their own ability to learn. They can risk dreaming of a bright future for themselves – a risk many Black and Brown children are not now able to safely take – because they recognize and are intimidated by the challenges stacked against them. Our approach leads directly to increased academic achievement and social-emotional growth for all students, which is the heart of our mission. We call this SEL program *Essence VITALS* (Values, Interests, Temperament, Activities, Life Goals, & Strengths), and we make sure our scholars are always “checking their VITALS” on their pathway to college and the future of their dreams.

Educational Philosophy. Our unique vision will be realized through cohesive academic, cultural, operational, and financial plans that are rooted in our five core beliefs:

- **Our scholars take increasing ownership of their education.** Scholars develop a strong sense of agency over their learning and have opportunities to personalize their own educational experiences.
- **Our culturally responsive program of study prepares scholars to make a global impact.** Through carefully curated curriculum and resources, our scholars learn how to make connections between school and the world they inhabit. As they progress through grade levels, the problems they try to solve grow from local to global in scope.
- **Our rigorous instruction drives academic progress.** Our scholars grapple with difficult and worthy material. They read complex texts and solve challenging mathematical problems with the confidence that learning starts from uncertainty and productive struggle.
- **Our scholars' pathway to college begins in kindergarten.** While we will open with lower elementary grades, we know our scholars' path to college and a successful future starts the moment they walk through our doors. We know that 4th grade reading is a key indicator of scholars' future ability to graduate high school, enter college, and earn a living wage throughout their lives. By providing a strong foundation in literacy, we can wildly transform life outcomes for our scholars, and set them all on the pathway to college and the future of their dreams.
- **Our scholars' knowledge of self prepares them to become agents of change.** The *essence* of our academic philosophy is that scholars must spend time getting to know themselves in order to understand what it means to have a perspective on the world. We develop our scholars' knowledge of self through our *Essence VITALS* program so the runway is cleared for them to consider the role they can play in dismantling inequitable systems and building the society they deserve to live in.

These five core beliefs all stem directly from our deep and unyielding belief that *every* child has limitless potential and that *every* child deserves an education that allows them the tools to unlock that potential for themselves.

Capacity of Founder and Board. Our lead founder and proposed Executive Director (ED), Akeem Brown, is deeply familiar with our target neighborhood. As the former Director of Operations and Interim CEO of San Antonio for Growth on the Eastside (SAGE), Mr. Brown has built strong and genuine relationships with families and community organizations across the Eastside of San Antonio. He witnessed firsthand the struggle that many residents face just to get by each day, but he also saw the incredible personality, talent, and will of the people. Essence Prep is the manifestation of his desire to give back to a community that has shaped him into the leader he is today. Mr. Brown has held various leadership positions in his career, including as Communications Director for the City of San Antonio and Director of People Operations for Compass Rose Academy, a high-performing Generation 21 charter school located on the city's Southside. The board of directors working alongside Mr. Brown to bring Essence Prep to life represents the best and brightest professionals in San Antonio, with expertise ranging from school leadership to finance, real estate, strategic planning, and city government. Together, the team is well prepared for the hard work and strong planning and execution it takes to launch a new charter school on San Antonio's Eastside.

Targeted Community and Anticipated Student Population

<p>Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years?</p> <p>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>
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Rationale for Number of Campuses Requested. Essence Preparatory Charter School is requesting approval for one K-8 campus to operate on the Eastside of San Antonio. While we have complete confidence in our ability to open and operate a strong charter school, we know this will take an incredible effort and tremendous focus to do well. We have had the opportunity to work alongside several charter school founders in San Antonio, and we have seen firsthand how much almost single-minded dedication it takes to successfully launch a great school. Adding expansion plans beyond our natural slow-growth plans would only complicate this effort.

We believe focusing on opening a single campus during the initial term of our charter is appropriate. We consider this an investment in the school's future growth as it will allow us the chance to focus on getting the model right as we launch and grow our first campus. We also understand the Texas Education Agency (TEA) has built a strong system for charter schools to examine their readiness to grow once they achieve four+ years of operating history. We believe that system is set up to help schools like ours start out strong, and we will aim for that timeframe to consider our readiness for growth. For now, we believe it is prudent to open the single campus.

Rationale for Projected Enrollment Pattern. Our "two adults per classroom" model (one teacher, one co-teacher) means we will maintain a 15-1 ratio in our classrooms. At our single campus, we are projecting 120 scholars per grade level. We will open with grades K-2 and grow by one grade level each year until we reach our full K-8 spectrum. We are projecting that those 120 scholars per grade level would be divided into four cohorts of 30-scholars each as they make the journey of self-discovery.

The four-cohort model per grade level, with 30 scholars per cohort and two adults per classroom in all grades K-8, allows us the maximum amount of efficiency in space, staffing, and funding, and a significant amount of flexibility of our operations. For instance, in this scenario, we can have one teacher teaching new material to the classroom while another teacher pulls out a small group of scholars from that classroom. The two-teacher model allows for that pull-out group to range in size from one student to 15 scholars without losing the impact of small-group direct teaching. Contrast that with a model that has slightly fewer scholars in the classroom (say, 25): small group pullouts are usually limited in size to just a few kids because they are performed by a co-teacher, an aide, or another staff member who is not a full teacher. Likewise, teachers can use tandem instruction in the same classroom, thereby reaching 30-scholars at a time with their strongest direct teach but not losing the individualization opportunities of a 15-1 student-to-teacher ratio.

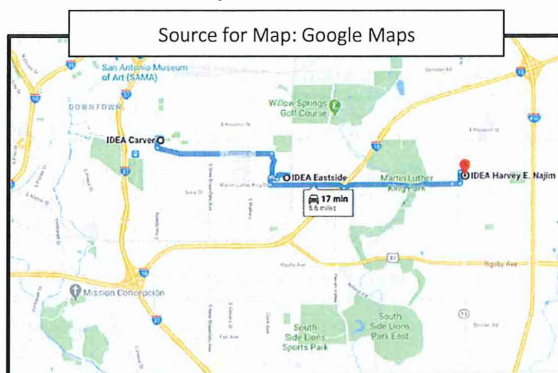
Economically, it makes the most sense for us to focus on keeping the number of different cohorts to a minimum. If we were to design a model with 25-scholars per classroom (without the two-teacher model), we would have to find a building with significantly more classrooms in it – and

that building would undoubtedly be bigger and much more expensive. We would also lose the impact of having two educators in the classroom with our scholars.

We have projected a slow-growth model starting with grades K-2 and increasing by one grade level per year because we know how important it is to start strong. The biggest benefit of a slow growth model is that it allows the academics and instruction team to become experts. Further, with the co-teaching model, our teachers are content experts as they divide responsibility for content areas. Focusing on only grades K-2 for now, our team will be able to dig in deeper because they won't be asked to stretch themselves across so many grade levels.

One common drawback to slow-growth models is that they are typically launched with a single grade level and as a result the earliest years are often low-enrollment years. We have purposely designed our launch plan to avoid this scenario. By launching with three grades (K-2), we can enroll a healthy number of scholars in Year 1 – 120 scholars per grade over three grades equals a projected enrollment of 360 scholars when we launch – while simultaneously gaining the academic and operational benefit of starting relatively small. This is an iteration on the slow-

growth models we have seen launched in Texas over the last five years. Many slow growth schools have opened in Year 1 significantly under-enrolled, largely because they were not opening enough grade levels. When our Lead Founder, Akeem Brown, has spoken to these leaders, they have almost uniformly encouraged him to open with grades K-2 in Year 1.



Rationale for Proposed Geographic Location.

According to the United Way of San Antonio,¹ "The East Side of San Antonio is home to some of the city's richest history of triumph, beauty and accomplishment. And yet, the profound assets of the children, youth, elders and families are often overshadowed by challenges facing the neighborhood such as low graduation rates, high poverty, aging homes and a highly mobile population."

Our target area encompasses the entire Eastside, which is home to the largest concentration² of Black/African American residents in the city of San Antonio. On balance, Black families earn significantly less per household in San Antonio than any other race or ethnic group, with a median household income of just over \$37,000 per Black family.³ In contrast, the median household income of non-Hispanic White families in San Antonio is over \$63,000 per household.

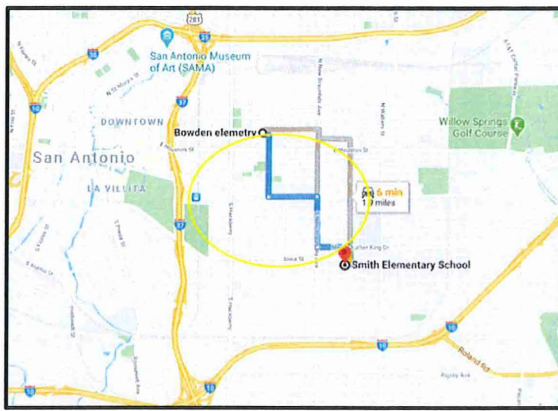
This economic reality can be read as both a symptom and a cause of low academic achievement across the Eastside. Our target ZIP code is 78202, in the deep Eastside. Bowden Academy and Smith Elementary School, in the Eastside Promise Zone and Denver Heights neighborhoods respectively, each earned "F" ratings on their 2019 School Accountability Ratings, according to

¹ <https://www.unitedwaysatx.org/eastside-promise-neighborhood/>

² <https://www.mysanantonio.com/news/local/article/Stunning-diversity-map-shows-San-Antonio-s-racial-5757061.php#photo-6868874>

³ <https://statisticalatlas.com/place/Texas/San-Antonio/Household-Income>

Source for Map: Google Maps



the latest Texas Academic Performance Report (TAPR).⁴ We are aiming to locate Essence Prep in the one of neighborhoods between these two schools (see map to the left) in order to provide the community with high quality options which performance at existing schools indicates is so obviously needed there.

At the moment, the near Eastside is served primarily by a single charter management network: IDEA Public Schools (See map below).

IDEA has three campuses on the Eastside: IDEA Carver, IDEA Eastside, and IDEA Najim (which is further east than the near Eastside community we are targeting but draws some scholars from the near Eastside). All three IDEA schools on the Eastside run the standard IDEA school model and offer the same curriculum. Our program is designed to be different from any other charter in the area and has been designed to meet specific needs of our community on the Eastside, including significant SEL programming through our Essence VITALS program, access to robust sports and extracurricular options, and a culturally responsive curriculum that elevates the culture, voice, and ideas of African American and Hispanic/Latino populations, among the other features listed previously. Right now, the only options Eastside families have if they want to opt out of their zoned schools (which, in the case of Bowden and Smith Elementary families, are failing schools) operate the exact same model. For parents who want something different from that, it is like they do not have any accessible choices at all.

Additionally, our team has a deep community-based interest in this part of town. Central to our vision of Essence Preparatory Charter School is our unique social-emotional learning program called Essence VITALS. As we have described above, the acronym VITALS stands for Values, Interests, Temperament, Activities, Life Goals, and Strengths. This is truly our essence as a school, and as such it informs everything we do. So, when it came time to determine what we stand for as a team, and in so doing to determine where we were going to propose to place our school, we checked our own team VITALS.

As a team, our values, interests, activities, life goals, and strengths point us toward the Eastside as our target location. San Antonio has seen tremendous economic growth over the last decade, but that overall growth has only exacerbated the economic disparity in a city known for having the largest such disparity in the country.⁵ While communities like Alamo Heights and Shavano Park thrive, many of our communities across the city languish in generational poverty.

The urban core continues to fall behind the rest of the city, a devastating fact exemplified by the economic and education landscape of the Eastside. And while there have been intermittent attempts to increase opportunity on the Eastside, those have too often taken the form of empty promises or big ideas that were never fully realized. As our Lead Founder Akeem Brown knows

⁴ <https://rptsr1.tea.texas.gov/perfreport/tapr/2019/index.html>

⁵ <https://www.tpr.org/show/the-source/2017-06-17/san-antonio-leads-the-nation-in-economic-inequality>

firsthand from his time working at San Antonio for Growth on the Eastside (SAGE), a non-profit focused squarely on closing the economic disparity between the Eastside and the rest of our city, many community organizations on the Eastside feel isolated and unsupported by the greater city infrastructure and system. These families will benefit from Essence Prep's fulfilled promises.

Our board of directors is composed of people who have deep ties to the Eastside and want to see significant improvements in education for our scholars. Like Mr. Brown, board member Jackie Gordon, Senior Partner at Allen Consulting, was previously the CEO of San Antonio for Growth on the Eastside (SAGE) and is an award-winning community leader and a member of the Alamo City Black Chamber of Commerce. Board member Brian Dillard, currently the Chief Innovation Officer for the City of San Antonio, is a third-generation Eastside San Antonio native. Upon returning to San Antonio toward the end of his military career, Brian became a neighborhood advocate and community leader, and he is the former President of the Dignowity Hill Neighborhood Association.⁶ He has also served as a Board Member for VIA Metropolitan Transit Authority, the Ella Austin Community Center, the San Antonio Centro Partnership, and the Martinez Street Women's Center. Brian is an alumnus of Leadership San Antonio (LSA43), Leadership SAISD, and the San Antonio New Leaders Council, and has championed the Eastside in all of his leadership work across the city. *Id.* Board member, Dr. Henrietta Muñoz, currently the Executive Director of the Institute for School and Community Partnerships in Edgewood ISD, was previously the United Way of San Antonio & Bexar County's Eastside Promise Neighborhood Director. In this role Dr. Muñoz oversaw the Eastside Promise Neighborhood Implementation Plan inclusive of the neighborhood's cradle to college to career pipelines.⁷

This team knows firsthand that, after decades of empty promises made to our community, the most effective way to affect deep and lasting change on the Eastside is to build a better pathway to prosperity ourselves. This is why we believe so deeply in the work we are doing to bring Essence Prep to life.

Working in our favor is the fact that our target community on the Eastside is federally designated Promise Zone, which in the words of the US Department of Housing and Urban Development, are "high poverty communities where the federal government partners with local leaders to increase economic activity, improve educational opportunities, leverage private investment, reduce violent crime, enhance public health and address other priorities identified by the community."⁸ Since its designation as a Promise Zone in 2014, the Eastside has seen an increase in support for community programs and education initiatives. Essence Prep plans to partner with local childcare and head start programs that were developed out of this initiative, which Mr. Brown had the opportunity to work with when he was at SAGE.

⁶ Content from Mr. Dillard's bio may share common elements with other professional/business web pages where he has been affiliated.

⁷ Content for Dr. Munoz may share common elements from her professional bio, United Way, and other websites where she has been affiliated.

⁸ <https://www.hudexchange.info/programs/promise-zones/promise-zones-overview/#:~:text=Promise%20Zones%20are%20high%20poverty,priorities%20identified%20by%20the%20community.>

Likewise, the Eastside Opportunity Zone lies on the eastern side of our proposed geographic location. According to the IRS, Opportunity Zones are “economically distressed communities where new investments, under certain conditions, may be eligible for preferential tax treatment.”⁹ We anticipate this will benefit Essence Prep as we look to develop a facility for our scholars.

Description of the Anticipated Student Population. With our target geographical location of the near Eastside, we expect the demographics of our student population to mirror those of the local San Antonio ISD (SAISD) elementary schools. Since the Eastside is home to a significantly larger population of Black/African American families than the rest of SAISD, it is more instructive to look at the demographics of individual Eastside schools than it is to look at the demographics of a district as a whole.

Below is a representative sample of the elementary schools on the Eastside of San Antonio, and it is extremely informative about what our student body might look like when we open Essence Prep. First, we predict over 90% of our students will come from economically disadvantaged homes. Since our team has deep connections with the Black community on the Eastside, and since we have endeavored to open Essence Prep in part to serve this community in particular, we expect to have a disproportionately large Black/African American population. Considering the enrollment patterns of these Eastside schools and what we know about the community, we predict about 40% of our population will be Black/African American and 55% will be Hispanic/Latino. We are also projecting about 70% of our student body to be considered at-risk when they enter Essence Prep and our special populations to include about 11% students with disabilities and 20% English language learners.

Demographics	Essence Prep Charter School	Neighboring Schools							
		Bowden Acad. (SAISD)	Smith Ele. (SAISD)	Washington Ele. (SAISD)	Pershing Ele. (SAISD)	Gates Ele. (SAISD)	IDEA Eastside Acad.	IDEA Carver Acad.	IDEA Najim Acad.
Economically Disadvantaged	90%	94%	95%	99%	98%	97%	93%	83%	91%
Hispanic/Latino	55%	89%	90%	80%	78%	66%	71%	77%	63%
Black/African American	40%	8%	6%	19%	15%	29%	25%	15%	30%
At-Risk	70%	75%	81%	74%	84%	72%	45%	33%	38%
Special Education	11%	10%	10%	7%	8%	16%	8%	6%	4%
ESL	20%	23%	27%	15%	31%	3%	19%	8%	10%
STAAR Results									
3 rd Grade STAAR English: Approach		54%	35%	68%	43%	67%	53%	83%	65%

⁹ <https://www.irs.gov/credits-deductions/opportunity-zones-frequently-asked-questions>

3 rd Grade STAAR English: Meets		25%	19%	32%	20%	30%	26%	50%	36%
3 rd Grade STAAR English: Masters		13%	11%	17%	11%	19%	18%	37%	24%
3 rd Grade STAAR Math: Approach		46%	57%	80%	54%	74%	56%	80%	78%
3 rd Grade STAAR Math: Meets		23%	19%	44%	29%	30%	34%	43%	33%
3 rd Grade STAAR Math: Masters		5%	8%	12%	13%	15%	18%	30%	18%

Analysis of Local School Performance. We selected 3rd Grade Reading and Math as our basis of analysis for two specific reasons. The first is that 3rd grade is the first tested year for students in Texas – students do not take STAAR assessments at the end of their kindergarten, first grade, or second grade years. This means that 3rd grade STAAR results often tell a bigger story than just the students’ performance that year – they represent the growth and performance for all of the K-3rd grade years. Second, according to the National Conference of State Legislatures, we know that “reading by 3rd grade has become a significant milestone in a student’s educational trajectory, as it marks the time when the focus is placed on reading to learn instead of learning to read.”¹⁰ For that reason, it is essential that students are proficient readers by the end of 3rd grade. Research by the Anne Casey Foundation and others has shown that students who are not reading by the end of third grade are four times as likely to not graduate from high school.¹¹ This disparity is especially pronounced when students who are not reading by the end of 3rd grade also happen to live in poverty, as the vast majority of students do on the Eastside.

Among the sample of schools listed above, IDEA Carver is an outlier. They are the only school where at least 50% of the students met grade level and at least 80% of students approached grade level in Reading. The rest of the schools ranged from 19% - 36% at Meets and 35% - 68% of students at Approaches. Math scores are similarly distributed, with IDEA Carver joined by Washington Elementary as the highest scoring schools, each with 80% Approaches and 43-44% Meets. This means that we can expect the scholars we enroll at Essence Prep are very likely to come into our school well below grade level in Reading and unprepared to be proficient readers by the end of 3rd grade. They will also likely be one or more grade levels behind in Math. The performance gaps are more concerning for our scholars because they will also be disproportionately Black/African American, and the vast majority will live in homes that are below the poverty line.

Academic and Non-Academic Challenges We Will Face. Scholars who come in so low in reading will, first and foremost, need an academic program that is designed to get them to grade level readers. This is the most essential skill in early elementary school, and it will take a concerned schoolwide effort to close this gap. If our scholars are not on track to be proficient readers by the end of 3rd grade, we know they will very likely not be successful throughout the rest of their time in school. Therefore, we prioritize having a great elementary reading program in place, rooted in

¹⁰ <https://www.ncsl.org/research/education/third-grade-reading-legislation.aspx>

¹¹ <https://www.fcd-us.org/double-jeopardy-how-third-grade-reading-skills-and-poverty-influence-high-school-graduation/>

science and supported by extended time in reading class every day and week, to ensure we get each and every Essence student to grade level proficiency or beyond as quickly as possible. Although the situation does not seem as dire as reading, we will also face a significant math performance gap among scholars likely to enroll at Essence Prep. In order to close this gap, we will use an approach to teaching math that both builds scholars' conceptual understanding of math and allows them the pencil-to-paper practice time they need to improve their computation skills.

Finally, we know that children living in poverty are far more likely to experience trauma and adverse circumstances than scholars who live above the poverty line, which makes children from low-income homes far more likely to experience academic and behavioral challenges. It is essential that we effectively solve for this problem, because no matter how effective the curriculum or instruction in a school are, scholars will not learn as effectively if they are experiencing unrecognized or unaddressed trauma. Since we anticipate serving about 90% scholars considered economically disadvantaged, we also anticipate serving a disproportionate percentage of scholars who have experienced significant trauma. Our social-emotional learning (SEL) program, built on the foundation of our unique *Essence VITALS* program, will help our scholars who have experienced trauma and who have encountered adverse childhood experiences. All staff will be trained to implement our unique SEL program effectively.

Why Our Model Will Be Effective for the Anticipated Population. As a network-level leader with Compass Rose Academy, Akeem Brown witnessed what it looks like when children enter a charter school with academic and social-emotional trauma. The work schools do to close gaps and accelerate scholars ahead is incredibly challenging and time-consuming. This is not entirely surprising, especially in an area where many children are living well below the poverty line. Essence Prep's commitment to targeted gap-closing in reading and math in the earliest grades, despite the tremendous time commitment and challenge that carries with it, along with our commitment to a full SEL program that includes the development of a sense of self as the first step to social-emotional wellness, will address these challenges head-on.

Because we spend so much time helping our scholars develop a true sense of self through our Essence VITALS program, they will become independent thinkers who are comfortable enough in their own skin to take on academic and social challenges other scholars their age may not. Scholars at Essence will learn to advocate for themselves, others, and their community through debate and critical thinking, and once they are proficient in examining their own *VITALS*, they will be empowered to take ownership of aspects of their own education as early as Kindergarten. This is a unique approach to school design not currently offered on the Eastside of San Antonio.

Realistic Attendance Boundaries. San Antonio is unique in Texas, in that the city is split into seventeen different independent school districts. This is why charter schools applying to operate in Bexar County often have many districts listed in their attendance boundary. As you will see below, we have selected the neighboring districts to where we intend to locate the school (San Antonio ISD, East Central ISD, Judson ISD, and Fort Sam Houston ISD) as our primary attendance boundary and will look to recruit students from there first. We have also added the other ISDs that make up the city of San Antonio because, based on the experience of other operators in town, we know we can expect some families to want to enroll from all corners of the city. The

experience of schools like Compass Rose, Promesa Academy, SA Prep, and The Gathering Place suggests this is realistic and the most prudent attendance boundary for San Antonio.

Geographic Boundaries

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. **Do not list the charter schools located within the designated geographic boundary.**

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alamo Heights ISD, East Central ISD, Edgewood ISD	San Antonio ISD, East Central ISD
Fort Sam Houston ISD, Harlandale ISD	Fort Sam Houston ISD, Judson ISD
Judson ISD, North East ISD, Northside ISD	
San Antonio ISD, Schertz-Cibolo-Universal City ISD	
South San Antonio ISD, Southside ISD, Southwest ISD	

Number of charter school campuses currently operating within the occupied district:	12, but only 2 on the near Eastside, both in the IDEA network
Number of traditional school campuses currently operating within the occupied district:	96
Number of traditional school districts within ten miles of the proposed location:	14

CURED DURING REMEDY PERIOD

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code §39.054 for the past two school years?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Bowden Academy, Smith Elementary

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

Grade Level	Projected Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
EE3	XX	XX	XX	XX	XX	XX
PK 4	XX	XX	XX	XX	XX	XX
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3	XX	120	120	120	120	120
4	XX	XX	120	120	120	120
5	XX	XX	XX	120	120	120
6	XX	XX	XX	XX	120	120
7	XX	XX	XX	XX	XX	120
8	XX	XX	XX	XX	XX	120
9	XX	XX	XX	XX	XX	XX
10	XX	XX	XX	XX	XX	XX
11	XX	XX	XX	XX	XX	XX
12	XX	XX	XX	XX	XX	XX
Total enrollment	360	480	600	720	840	1080
For the projections below, specify by campus						
Students per classroom	30	30	30	30	30	30
Number of classrooms	12	16	20	24	28	36

experience of schools like Compass Rose, Promesa Academy, SA Prep, and The Gathering Place suggests this is realistic and the most prudent attendance boundary for San Antonio.

Geographic Boundaries

State the proposed school's **attendance boundary** by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. **Do not list the charter schools located within the designated geographic boundary.**

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alamo Heights ISD, East Central ISD, Edgewood ISD	San Antonio ISD, East Central ISD
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Judson ISD, North East ISD, Northside ISD	
San Antonio ISD, Schertz-Cibolo-Universal City ISD	
South San Antonio ISD, Southside ISD, Southwest ISD	

Number of charter school campuses currently operating within the occupied district:	12, but only 2 on the near Eastside, both in the IDEA network
Number of traditional school campuses currently operating within the occupied district:	96
Number of traditional school districts within ten miles of the proposed location:	14

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code §39.054 for the past two school years?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Bowden Academy, Smith Elementary	

Enrollment Projections

1. Applicant proposes to open only ONE campus by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2. Applicant proposes to open MULTIPLE campuses by Year 5?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an “x”. This table should be aligned with the Financial Plan Workbook.

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PK 4	XX	XX	XX	XX	XX	XX
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3	XX	120	120	120	120	120
4	XX	XX	120	120	120	120
5	XX	XX	XX	120	120	120
6	XX	XX	XX	XX	120	120
7	XX	XX	XX	XX	XX	120
8	XX	XX	XX	XX	XX	120
9	XX	XX	XX	XX	XX	XX
10	XX	XX	XX	XX	XX	XX
11	XX	XX	XX	XX	XX	XX
12	XX	XX	XX	XX	XX	XX
Total enrollment	360	480	600	720	840	1080
For the projections below, specify by campus						
Students per classroom	30	30	30	30	30	30
Number of classrooms	12	16	20	24	28	36

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	Essence Preparatory Charter School	San Antonio ISD	East Central ISD	Judson ISD
African- American	40%	6.3%	8.5%	21.4%
Hispanic	55%	90.3%	74%	57.5%
White	2%	2.4%	15.2%	14.8%
American Indian	0	0.1%	0.1%	0.3%
Asian	2%	0.4%	0.5%	2%
Pacific Islander	0	0	0.1%	0.3%
Two or More Races	1%	0.6%	1.5%	3.7%
Economically Disadvantaged	90%	90.4%	67.9%	67.5%
English Learners	20%	18.8%	16.2%	9.3%
At-Risk	70%	73.3%	56.1%	71%
Gifted/Talented	6%	6.8%	5.4%	6.8%
Special Education	11%	11%	11%	11.6%

Community Engagement

The Essence Prep vision for excellence is built on the foundation of deep community engagement and support. We believe schools must authentically reflect their communities and must strive to be a part of the fabric of that community. In order to build that kind of strong bond, we know we must engage our community in the development of the school vision from the very beginning of our planning process and throughout every stage of school growth.

Assessing & Building Community Demand. Building community demand for Essence Prep has been a unique challenge this year, with the impact of COVID-19 still being felt across the state, and most acutely in neighborhoods like the one we intend to serve. With fewer and fewer families out in public, we have had to get creative about how we have reached out to potential supporters. We would never want to suggest we are not taking public health seriously or ask families to come out to an information session when they might not be comfortable doing so. Therefore, we have avoided the traditional methods of turning out families to events and have gone with a more scaled down version of community engagement.

This does not mean we have been less successful in our engagement. Quite the contrary, in fact. We have gotten significant traction thus far from two methods of community engagement, in particular: Door-to-Door Canvassing and Virtual Town Halls.

- **Door-to-Door Canvassing.** While this may seem antithetical to the idea of taking extra precautions around community engagement during the pandemic, we have actually found canvassing to be a safe and personal way we can connect with families. We listened to input from schools currently in operation – like Compass Rose, where our Founder previously worked – and from board members who are themselves engaged in active community-building work – like Brian Dillard, the Chief Innovation Officer for the City of San Antonio – who both told us that canvassing could be done safely and effectively. Our boots-on-the-ground team wears masks, stands six feet away from doorways after knocking, and generally remains as respectful as possible of the new social norms when we are door-knocking. What we have found is families are generally thrilled to speak with us about the school and grateful for the extra safety precautions we take. To date have completed five separate canvassing events, knocking on over 500 doors total and gathering contact information for over 150 families who have expressed interest in our school model. We intend to complete at least ten more such events throughout the winter and expect a similar outcome.
- **Virtual Town Halls.** Another effective, pandemic-friendly outreach technique we have deployed to reach families on the Eastside of San Antonio is hosting virtual “Town Hall” meetings. We have invited individual families, local business owners, and city-wide civic leaders to these events, which have typically seen about 10-15 attendees at a time. We have covered the following topics in these sessions: School Vision & Model, Proposed Target Area, Authorization Timeline, Leadership & Governance Team Members, School Culture, and Charter Schools 101. We have hosted seven virtual Town Halls to date and expect to host many more throughout the winter and spring.

Despite our “new normal” amid COVID, families remain deeply concerned about the education options their children have to choose from on the Eastside. In fact, those concerns may be exacerbated by the pandemic and the imperfect transition to virtual or hybrid learning that many families have experienced.

- **Board Member Input on Engagement Strategies**
Our board of directors has been leading our community engagement work from the front, providing essential strategic guidance and planning support. They have also been active participants in our block walks and virtual town halls. To ensure we were planning for the most impactful community engagement possible, especially at this unique moment in time, we leaned heavily on the expertise of the board to point us in the right direction. As we said previously, board member Brian Dillard, Chief Innovation Officer for the City of San Antonio, played an integral role in helping us create a safe and meaningful community canvassing approach. Along with our Founder, Akeem Brown, Mr. Dillard planned canvassing efforts and provided strategic guidance on how to begin our outreach efforts on the Eastside, where he grew up. The board have also been the key architects of our Community Co-Design (CCD) program that we are currently engaged in (see more information below). Throughout our CCD work, board members and school leadership engage with community members in our target area to elicit input on what they would like to see from a school in their neighborhood, such as extracurricular programming and

community service opportunities. We will integrate many of the design elements that surface during this process into our final operational plan for the school. Board members – including Brian Dillard, Jackie Gordon, and Dr. Henrietta Munoz, who all have deep ties on the Eastside – have also led Virtual Town Halls for members of their personal and professional networks to introduce them to the mission and vision of Essence Prep.

- **Selection Process & Rationale for Engagement Strategies**

The prevalence of COVID-19 in our San Antonio community has impacted our community engagement decision making; however, we are proud of the work we have done thus far to ensure our Eastside community knows about our plans for Essence Prep. As we made our plans, we first aligned on two things:

1. We would always keep health and safety at the forefront of our minds, never letting our desire to spread the word about our school put anyone in danger
2. Whatever outreach we committed to doing, we would commit to doing well.

While we fully understood that trying to launch a new charter school in the middle of a pandemic would undoubtedly be difficult, we also knew from watching our peer schools and non-profits in San Antonio that effective community engagement could still happen. It would just look different than in more normal public health times.

We looked at this as the first big challenge of many we will face as a school, and we planned accordingly. What we landed on was a selection process that we believe kept us centered on the two commitments listed above. First, we tried to limit our strategies as much as possible, determining that we could more effectively get really good at doing one or two types of outreach during the pandemic than we could if we were trying to do many different types of outreach. Second, once we had aligned on the vision to limit our strategies to one or two key types of outreach, we agreed we would not employ strategies that would encourage larger gatherings of people. With that in mind, we decided not to host in-person information sessions, networking events, or tabling at local stores or community centers.

We decided the best ways to keep our risk low and impact relatively high was through door-to-door canvassing (where there were a limited number of people involved in the conversation and we could control mask-wearing and distancing from our end) and virtual town halls.

- **Potential Barriers to Community Engagement**

The most obvious barrier to community engagement this year has also had the biggest impact – COVID-19. While we can certainly hope that public health improves rapidly such that we can transition to a more normal community outreach campaign, including tabling and information sessions, we are not counting on that. Instead, we are planning as if the current situation will worsen, with the belief that we will only improve our processes by taking these barriers seriously. It has been incredibly helpful to have a member of the City of San Antonio's leadership team, Brian Dillard, on our board, as he has helped us better understand how the city is responding to the impact of COVID-19 and preparing for ongoing operations in a post-pandemic world. We will follow the city's lead as we continue to plan our outreach around this unprecedented event.

Parent and Community Members’ Role in Developing the Proposed School. Parents and community members played an integral role in the development of our vision and plan for Essence Prep. During our conversations with the community, we consistently heard that the Eastside lacks a charter school option that offers all of the following: strong and advanced academics, high-dosage academic support, well-designed social-emotional learning, public policy and advocacy education, deep community engagement, and, importantly, a commitment to sports.

Having heard each of these elements repeatedly in conversation, we convened a Community Co-Design (CCD) team to help us build each of these into the plan for Essence Prep. While this application focuses largely on the academic and social-emotional programming (as required by the rubric), our CCD team has developed a strong vision for how Essence will embody each element listed above (see below for more information on these elements).

The CCD met bi-weekly over the course of three months and created several guiding documents that will help the Essence Prep team build out our playbooks for academics, social-emotional learning, community engagement, public policy and advocacy education, and sports should we be approved to operate.

Partners in Planning Essence Prep. Lead Founder, Akeem Brown, is currently a BES Fellow. BES (formerly Building Excellent Schools) is a national non-profit that identifies and prepares excellent leaders to transform education in their communities.¹² BES supports leaders to not only build new schools but to ensure their schools excel and sustain their results over time. *Id.* They invest in leaders so those leaders can invest in their teams and students, delivering on the promise of an excellent education for every child. *Id.* As an incubator program, BES has supported Essence Prep’s design and charter development, but they will have no management or governance authority over the school should we be approved to operate in Texas. There are currently seven BES-incubated charter schools serving students in Texas.

Although we are not formally connected to them, we have also participated in school development trainings with City Education Partners, a local San Antonio non-profit organization that supports schools across our city.

Communication with the State Board of Education Members and Others. Mr. Brown, met with State Board of Education (SBOE) member Marisa Perez-Diaz, who represents San Antonio, on several occasions prior to the submission of this application. During those meetings, Mr. Brown and Ms. Perez-Diaz discussed the mission & vision for Essence Prep, the vision we have for serving our community on the Eastside, and how our *Essence VITALS* program will support student learning in an area of town ravaged by the traumas of poverty. Please see the table below entitled *Community Meetings* for a list of all other meetings Mr. Brown had with community leaders.

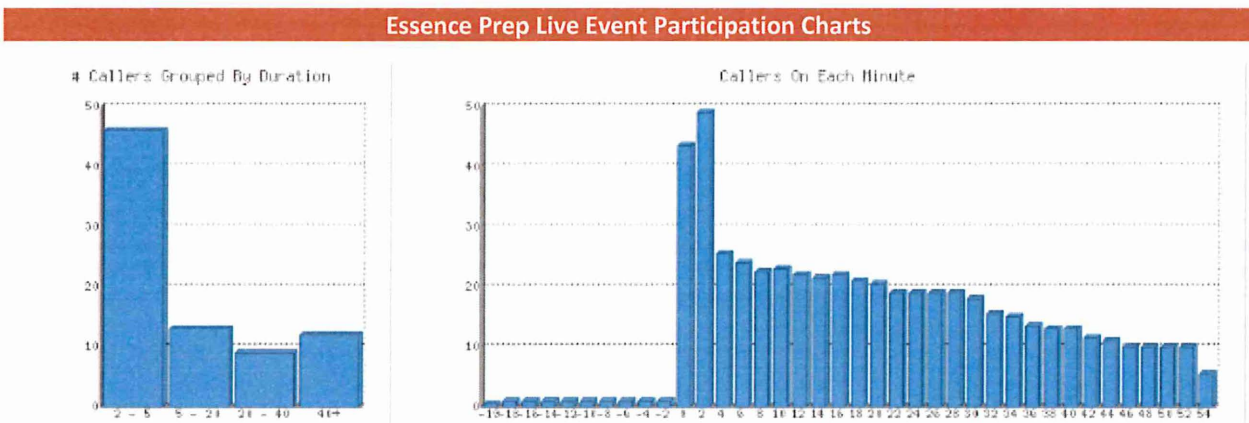
Due to COVID-related restrictions on travel and events, we have not had the chance to discuss Essence Prep with other SBOE members or members of the state legislature, but we plan to do

¹² See <https://bes.org/fellowship/#tab-6>.

so as soon as the blackout period is over. Attachment 5 includes evidence that certified letters were sent out to ISD leaders and elected officials prior to the submission of this application.

List of Public Meetings To-Date. Following is a list of the meetings we have held to date to discuss the proposed charter school. All have been virtual meetings, due to COVID-related restrictions to public gatherings.

On Thursday, January 14, we held a virtual public meeting to inform the community about our plan for Essence Prep. According to our analytics, 109 different people participated by phone. Their average time on the call was ~15 minutes, for a total phone engagement time of 2,214 minutes (or about 37 hours of engagement). We took two live questions from phone callers and 5 questions that were submitted ahead of time. 62 different people streamed the event live on their computer. The average streaming time was ~29.5 minutes, for a total streaming engagement time of 1,829 minutes (or about 30.5 hours of engagement). We took 11 questions that were posted from streamers on the live chat and two streamers went live to ask their questions. Our Lead Founder and four different board members presented during the event.



7/18/20	Tom Torkelson	Choose to Succeed	10/23/20	Kristi Villanueva	Westside Chamber of Commerce
8/7/20	Allen Smith	KIPP Texas	10/23/20	Rep. Barbara Gervin Hawkins	TX State Representative, District 120
8/7/20	Seth Rau	Empower Schools	10/25/20	Marco Carmona	Community Leader
8/8/20	Brian Dillard	Community Leader	10/28/20	Lynn Jefferson	Community Leader, Youth Development Specialist
8/11/20	Adena Loston	St. Philips College	11/4/20	Beverly Watts Davis	Ella Austin Community Center
8/12/20	Nora Walsh	Brackenridge Foundation	11/7/20	Rev. Patrick Jones	Baptist Ministers Union
8/14/20	Elliot Lee	Community Business Owner	11/7/20	Jason Mims	Mims Institute
8/17/20	Rep. Diego Bernal	TX State Representative, District 123	11/13/20	Leo Gomez	Brooks City Development Corporation
8/24/20	Focus Group 1: Parents	Neighborhood Residents (5)	11/15/20	Marcus Primm	Community Health Advocate
9/2/20	Kisha Hazel	Sam Houston HSAA	11/19/20	Tommy Calvert	Bexar County Commissioner
9/4/20	Paul Morrissey	Compass Rose Public Schools	11/20/20	Steve Locholop	SAISD Board Member
9/4/20	Fevzi Simsek	School of Science and Technology	11/30/20	Presentation	District 2 Presidents Roudtable (Neighborhood Assns.)
9/4/20	Tony Gradney	Community Business Owner	12/7/20	Aicha Davis	SBOE Member, District 13
9/9/20	Aubrey Lewis	Denver Heights Neighborhood Assn.	12/8/20	Marisa Perez-Diaz	SBOE Member, District 3
9/17/20	Catharine Bellinger	IDEA Public Schools	12/8/20	Justin Rodriguez	Bexar County Commissioner
9/22/20	Laura Dixon	Spurs Sports and Entertainment	12/8/20	Marcus and Pamela Johnson	Community Leaders
9/22/20	Jeff Arndt	VIA Transportation Authority	12/9/20	Focus Group 4: Students	Neighborhood Residents (7)
9/22/20	Monique Vernon	City of Kirby	12/10/20	Andrea Figueroa	Martinez Street Women Center
9/22/20	Focus Group 2: Parents	Neighborhood Residents (9)	12/11/20	Hope Andrade	VIA Board of Trustees, Former TX Secretary of State
10/5/20	Jay Johnson	Cohen Esrey Development	12/11/20	Adrienne House	Community Leader

10/5/20	Presentation	Denver Heights Neighborhood Assn. Board Meeting	12/11/20	Gordon Benjamin	Community Leader
10/7/20	Frank Dunn	Community Leader	12/11/20	Celeste Brown	Community Leader
10/8/20	Presentation	Delta Sigma Theta Education Committee	12/11/20	Presentation	Baptist Ministers Union
10/8/20	Presentation	Davis Scott YMCA Board of Directors	12/14/20	Laura Vaccaro	Valero Energy
10/9/20	Neka Cleaver	Tha 1 Radio	12/16/20	Presentation	CAST Schools: Design Thinking Class
10/9/20	Presentation	United Way Emerging Leaders Council	12/17/20	Stephen Luckee	Gardopia Gardens
10/9/20	Presentation	Ella Austin Board of Directors	12/17/20	Presentation	Choose to Succeed/Brackenridge Foundation Board of Directors
10/12/20	Joaquin Arch	Cornerstone Basketball	12/18/20	Kevin Shandy	Sam Houston HSAA
10/13/20	Lou Bernardy	McCormick Barron Salazar	12/18/20	Elyse Bernal	Any Baby Can
10/13/20	Adrian Lopez	Workforce Solutions Alamo	12/20/20	Juany Torres	Community Advocate
10/14/20	Rep. Inja Minjarez	TX State Representative, District 124	12/20/20	Derrick Brown	Young Men's Leadership Academy
10/14/20	Focus Group 3: Parents	Neighborhood Residents (21)	12/21/20	Juan and Barbara Garcia	Community Leaders
10/16/20	Inga Cotton	San Antonio Charter Moms	12/22/20	Milton Harris	100 Black Men San Antonio
10/22/20	Jeanne Russell	CAST Schools	12/21/20	Belinda Floes	University of Texas San Antonio
10/22/20	Brenda Temple	Community Leader	1/4/21	Jalen McKee	Community Leader
10/22/20	Danielle Campbell Steans	Ballet San Antonio	1/11/21	Presentation	Mission Trail Rotary

Events Essence Partnered to Host:

Earn A-Bike: Essence Prep partnered with the Earn-a Bike, a nonprofit located on the Eastside of San Antonio to host its annual bike give away and safety class. Essence Prep engaged with around 43 parents and were able to sponsor 12 of the 47 bikes that were given to children ages 6-12 who live within the Eastside of San Antonio. **Eastside Christmas Giveaway:** Essence Prep partnered with community leader Neka Cleaver to host a Christmas giveaway to support families. Caregivers registered through a public registration process, identified they had two or more children in the household and were in need. We were able to support the giveaway by supply over 234 children's books that day to parents and children.

School Design

Mission, Vision, and Overview

Mission. Essence Preparatory Charter School (Essence Prep), through rigorous academics, intentional character development, and cultivating scholar knowledge of self, prepares all kindergarten through eighth grade scholars to excel in high school, college, and beyond as leading agents of change in their communities.

Vision. To achieve our mission, we employ a student-centered approach, where rigorous academics, character development, and a structured environment build a strong foundation that sets up every scholar for success in high school, college, and beyond. We will introduce public policy, community engagement, and athletics as key elements of a well-rounded education. And we are intentional about character development – we believe that cultivating our scholars' knowledge of self is an essential step in preparing them for a bright future full of possibilities.

Process of Establishing Mission & Vision. Our Mission & Vision statements are the product of collaborative work between the board and our founder, Mr. Akeem Brown. At our initial board retreat, Mr. Brown posted an Equity Statement that he had developed: *Essence Prep is determined to address the legacy of racism in education. We reflect consistently and look at ourselves, and we ask, 'what role does race play in our work, experiences and decisions?' We listen and actively pursue actions that lead us to be clear and focused on systemic educational reform to achieve social, cultural, environmental, economic, and racial justice. We strive to embody antiracist practice and pedagogy, recognizing as Ibram X. Kendi states "the opposite of racist isn't 'not racist.' It is 'antiracist.'"* While we face multiple challenges at this moment, we also see multiple opportunities for deep reflection, for activism, for culturally relevant programming, and for partnership. We all agreed that working to build a school on the Eastside requires us to start from a vision for equity and that this statement reflects our collective position for the school. From here, we discussed and debated how equity and inequity typically show up in school and how Essence Prep can be a force for good in our community. Mr. Brown then drafted the Mission & Vision statements from our discussion notes, and the board refined them and formally adopted them at our next board meeting.

Overview of School Design. At Essence Prep, we propose to serve students on the Eastside of San Antonio, one of the most traditionally underserved neighborhoods in our city. To do that well means we will need to build a rigorous and supportive school that both challenges scholars to achieve more than they ever thought possible and elevates their strengths in a way that other options in the community do not. This is the first way we intend to be different for our community – we live here, our Lead Founder and board have deep ties to the community and have worked hard to improve conditions for constituents across the Eastside, and we share cultural identity markers with our scholars. We believe we know what the community wants from a school because we ourselves ARE the community. With that in mind, the following five design elements have been developed to make a difference in the education of our students on the Eastside and to help us stand out from other schools:

- **Rigorous Academics.** Any discussion of a school's vision must start with rigorous academics. We will not hold our scholars back by making them work below grade level,

as so many schools do to Black and brown students across the country.¹³ Instead, we have carefully selected curriculum and designed an instructional program that will ensure every Essence Prep scholar is working on work worthy of their effort in every grade level and course across the school. We adhere to Dr. Gholdy Muhhamed's vision of "cultivating genius" in our scholars through an equity framework for culturally responsive literacy, and we will extend that to all subject areas in our school.¹⁴ We commit to teaching the most challenging subject matter, doing so in a way that awakes students minds and garners deep engagement, covering all of the TEKS standards and more in each classroom, and acting from an equity lens that centers on the experiences of our scholars.

- **Character Development & Knowledge of Self.** In order to awaken the joy of learning in every scholar, and in order to cultivate their unique genius, we first need to ensure our scholars understand themselves and their place in the world. We are developing a unique scholar centered SEL program called Essence VITALS to underpin on Scholar's Journey of Self-Discovery. This program is rooted in the Collaborative for Academic, Social, and Emotional Learning's (CASEL) SEL framework, but goes the extra step to ensure our students actively use mindfulness daily to check on their own mental health and wellness by exploring their VITALS: Values, Interests, Temperament, Activities, Life Goals, & Strengths. This framework, along with our comprehensive CASEL SEL program, will help our scholars understand themselves so they can then advocate for their own needs and the needs of others. This is an essential innovation and an important step forward for our scholars' in the classroom. Too often schools ask scholars to put others before themselves – for our scholars, who sacrifice so much of themselves just by being Black or brown in America – we know it is essential that they spend time coming to understand themselves at a deeper level before they can ever truly give back to the world. Our self-exploration, then, is the first manifestation of our community service and public policy driven approach to school. We know the work must start inside each of us, and we are prepared to give time and space for our scholars to do that work at school, something other schools in the market are not currently doing.
- **Public Policy Agency.** As our scholars come to understand themselves better, we believe they will also come to see their community more clearly. This will allow them to become powerful advocates for their own needs and the needs and rights of their community. San Antonio, like many big cities across the country, has a history of racial segregation, redlining, outright racism and bigotry, and inequity and inequalities that, despite the city's recent efforts to overcome the sordid history, live on to this day. We intend to prepare our scholars to be agents of change for the good of themselves and their community. While this application is not designed in such a way that it offers much of an opportunity for us to discuss our plan for teaching students to be powerful advocates for Public Policy change, we intend to make this a core part of our social day, alongside the academic day. Our board is composed of powerful advocates for the Eastside, our Founder has been a powerful advocate for the Eastside, and we expect our scholars will also be powerful advocates for our community. We will invite guest speakers to school, including board members and members of our professional networks, who can speak to both the challenges we face as a community AND the power we all hold collectively to overcome

¹³ https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

¹⁴ <https://www.amazon.com/Cultivating-Genius-Culturally-Historically-Responsive/dp/1338594893>

those challenges for the betterment of the community. We will take every opportunity to bring the community into our school – for our own events and for events led by other community-based non-profits – so that we can establish ourselves firmly as a community school. These partnerships will allow us to mobilize families in service of improving our community once and for all. This type of public policy advocacy program does not currently exist on the Eastside.

- **The Community is Our Classroom.** As we reach out into our community to build connections between our scholars and the world they live in, we will naturally begin to use the community as our classroom. The coronavirus pandemic has brought into sharp focus how easily schools can become fishbowls. As innovative schools have started to “think beyond the walls” of their classrooms to open up education and make it safer for all scholars and staff during this public health crisis, we see an opportunity to continue to widen the aperture to look a little differently at what constitutes a classroom environment, even in more normal times. When all of the focus of schooling is centered on a single building, education is limited to a space that does not naturally reflect the spaces around it. As a school devoted to increasing our scholars’ sociopolitical influence, we believe we must reject the idea that school must only happen within the walls of a school building. We will not be afraid to take to the streets of our neighborhood and our city to put our learning into immediate, meaningful action. We will attend community actions, visit local businesses, learn from elders in the community, and generally do our best to offer scholars the opportunity to see parts of their community that are special, interesting, or typically hidden from view. These field lessons will be frequent and will not often require busing, as we will start in the earliest years in our immediate neighborhood, walking distance from school. There is a whole world of knowledge in each corner of the Eastside, and we intend to introduce our scholars to as much of it as possible. This is a commitment that no other school on the Eastside that we know of makes to its scholars or to its community at present.
- **An Athletics Program as Essential as Academics.** Finally, we believe many charter schools are afraid of building or talking about a robust sports program for fear that TEA, the SBOE, families, or communities might think they are less serious about academics as a result of valuing sports. But we see that as a false dichotomy – a rigorous, well-rounded education must include access to great sports programs. You need to look no further than the vaunted east coast private school system to see how important athletics are to the institution of academics. Sports are a central aspect of schools because they offer students the benefit of regular exercise, they teach teamwork and hustle, they value healthy competition, and they build school spirit. We believe charter schools do a disservice to their scholars when they do not try to build sports programs that can harness the natural energy and excitement scholars have for athletic competition. On the Eastside, we know many families in our community value sports tremendously, so we intend to offer a robust program that allows our scholars to participate in the same kind of extracurricular programming as their peers across the city, state, and country. While we will always prioritize academics, and students must be performing well in school to participate in sports, we will offer plenty of opportunities for our scholars to compete in athletics like they compete in the classrooms.

The program elements highlighted above are unique to Essence Prep in the market. While the rest of this application is focused generally on the academic programming and operational planning of launching a great school to close gaps and accelerate our students ahead, we wanted to highlight the elements that make us special here. We are proud of our community and cannot wait to serve our scholars with a program of study and play that has been built specifically with the needs, hopes, and desires of the Eastside community in mind.

Curriculum and Instruction

When making curriculum choices across all grade levels, we kept our mission to prepare every kindergarten through eighth grade scholar for high school, college, and beyond as leading agents of change in their communities at the front of our mind. We commit to doing that through rigorous academics, intentional character development, and cultivating student knowledge of self, and our curriculum and instruction planning decisions reflect that promise.

Curriculum and assessments will be aligned horizontally (across content areas) and vertically (across grade levels) to the TEKS standards either prior to adoption or, in rare cases, by our academic leadership team. (All of the curricula listed below was either written specifically for TEKS has been aligned to TEKS by the curriculum designers. As we note, it would be a rare circumstance where we would adopt a curriculum that we would need to align ourselves; this is likeliest to happen in electives courses.)

As the TEKS standards clearly outline expectations for student learning and actions in each content area, Essence Prep will use these as road maps to student success at each grade level. The clarity of the standards will guide curriculum development and improvement and the creation of school-based assessments.

With strong literacy and numeracy skills, elementary and middle school students will be able to participate in critical thinking, analysis, meaningful discussion, and debate. For that reason, we will focus on literacy and mathematics as gateway skills to all other areas of content. As our mission includes success in high school and college, we will focus intensely on student success in English and Math. As indicated in Mapping the Road to College, "among minority and first-generation college students, those who take higher-level math courses are more likely to attend college."¹⁵

Differentiating Curriculum for Students with Disabilities, English Learners, and Other Student Groups. Teachers will differentiate what they teach, how they teach it, or how students demonstrate their understanding. Teachers will use backwards design when preparing for lessons to help them determine what to differentiate for students with disabilities, English learners, or other student groups. First, teachers will identify TEKS standards and outcomes for learning and then design instruction to meet those goals. Teachers then plan instruction and adapt learning activities to ensure each student can successfully master the required outcome depending on their own learning needs.

Classroom teachers will work with the special education teacher and ESL teacher to implement differentiated strategies in lesson plans. PD during the second hour is dedicated to working with

¹⁵ Horn, L., & Nunez, A. M., National Center for Education Statistics, 2000

special populations of students, including strategies to differentiate instruction. As often as possible, teachers will deliver short, focused lessons followed by longer periods of time in which scholars are engaged in meaningful practice working independently. While students are engaged in practice, the teacher conferences with small groups and individuals, allowing the teacher to provide differentiated instruction. Sample strategies might include varying amount of material students complete, using leveled texts or different formats of materials (digital vs. paper, white boards vs. paper, hands on manipulatives etc.), previewing texts/concepts, using graphic organizers/choice charts, adding pictures, previewing vocabulary, changing font size, printing materials in color, chunking texts, providing visual reference charts, providing opportunities to pair/share, provide outlines or skeleton frames, using voice or video recordings to pre-teach material to watch or listen to, and provide exemplars and additional time to demonstrate mastery.

Curriculum Selections by Grade & Subject. We have selected the following curricula as our working draft of the academic program we will use at Essence Prep. The table below represents the culmination of a thorough curriculum development process, during which time our founding team – including the proposed Executive Director and board members – made decisions based on our vision for excellence at Essence Prep and the values we want to embody as a school. Chief among those are:

- **Rigorous Academic Programming.** We have selected curricula we believe to be the most rigorous available to us in each subject and grade level. As we know from TNTP's *The Opportunity Myth*, students need access to rigorous, grade-level appropriate work.¹⁶
- **Flexibility and Robust Supports.** Each of these curricula provides us flexibility to move between online resources and hard copy resources, and they are all built with the ability for teachers to provide targeted supports for struggling students.
- **Public Policy & Community Engagement Opportunities.** We are committed to teaching our students how to advocate for themselves and others through public policy and organizing. Much of this work will occur in homerooms, houses, and whole school meetings. But the curricula we have selected also cover topics that align with this vision. Students will read books and engage in curricular projects that introduce and elevate the importance of social justice and advocacy.
- **Culturally Responsive Materials.** As we said in the Executive Summary, we are committed to Culturally Responsive curriculum. Each of the following curricula is culturally responsive or provides the opportunity for us to add on culturally responsive units.
- **Cost Effective Selections.** When making each of these selections, we made a point to try to find the most cost-effective high-quality curriculum solution. Many of these are free, open-source curricula. This allows us to ensure we are spending money wisely. All curriculum costs are captured in the budget workbook.

Grade Level	English/Language Arts	Mathematics	Science	Social Studies
Kindergarten	Phonics & Phonics Intervention (+ Spelling) Reading Mastery	Eureka Math & CGI Math	Accelerate Learning STEMScopes	Achievement First

¹⁶ TNTP. *The Opportunity Myth*. <https://opportunitymyth.tntp.org/>

First	Guided Reading & Intervention Achievement First			
Second	Shared Reading & Read-Aloud Achievement First			
Third				
Fourth	Achievement First			
Fifth				
Sixth	Achievement First			Achievement First (World Geography)
Seventh				Houghton Mifflin Harcourt <i>Texas History</i>
Eighth	College Board Springboard	College Board Springboard	College Board PreAP Curriculum & Holt McDougal Biology (supplemental)	Success Academies (US History)

Supplementary and Specials Courses. Students will take Dictado (a spelling and language program), Art, Music, and PE throughout their time at Essence Prep. We will use free open source curriculum – available online and aligned to the TEKS, as necessary – to operate these classes. We have not yet landed on exactly which curricula we will be using for these courses, as our focus has been on determining our core curriculum pieces, but we will do so early in our planning year.

Learning Goals. The learning goals for each course listed here (and for any course we choose to offer at Essence Prep) will be taken directly from the Learning Objectives listed in the Texas Essential Knowledge and Skills (TEKS) standards. The TEKS standards provide a very strong framework for learning, and we are proud to be proposing a school that will teach the TEKS in every classroom. In the interest of space, we have listed only the Learning Goals for Kindergarten ELA below, as listing the essential learning goals of every course would be space intensive. All learning goals can be found on TEA's website at the TEKS (<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>).

- **Example of Learning Goals: Kindergarten ELA¹⁷**

By the end of Kindergarten ELA, students are expected to develop their oral communication by actively listening and asking questions; begin reading and writing by developing word structure knowledge through awareness, print concepts, phonics, and morphology to communicate, decode, and spell; develop and sustain foundational language skills like listening, speaking, reading, writing, and thinking with newly acquired vocabulary expressively; Developing and sustaining foundational language skills through reading grade-appropriate texts independently, self-selecting texts and interacting independently with them for increasing periods of time; use metacognitive skills to both develop and deepen comprehension of increasingly complex text; respond to an

¹⁷ Learning goals taken directly from TEA TEKS standards: <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

increasingly challenging variety of sources that are read, heard, or viewed; recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts; recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts; understand author's purpose and craft using critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts and analyzing and applying author's craft purposefully in order to develop their own products and performances; use the writing process recursively to compose multiple texts that are legible and uses appropriate conventions; use genre characteristics and craft to compose multiple texts that are meaningful; and, engage in both short-term and sustained recursive inquiry processes for a variety of purpose.*Id.*

Critical Thinking Across the Curriculum. Now more than ever it is essential for schools to commit to teaching critical thinking in all courses and across all grade levels. Critical thinking is an essential aspect of the Essence Prep K-8 curriculum. In order to prepare students for high school, college, and beyond, and in order to ensure they are able to advocate for themselves and others through a community development and public policy lens, we need to allow them plenty of practice at thinking critically about the world around them. In order to ensure critical thinking across our curriculum, we will use a model developed by the Aloha High School staff in Hawaii and published as part of the School Improvement Research series in 1985.¹⁸

We will adopt the Aloha team's working definition of critical thinking as "the reasoning, reflection and creativity that produces a decision, action, or belief," and like Aloha High School, we will focus on the explicit thinking skill model, with emphasis on teaching attribution, sequencing, analysis, and inference. We know that certain teaching strategies elicit critical thinking on the part of students, so our implementation plan emphasizes teaching strategies rather than instruction in explicit skills. The strategies we will focus on in each course and at every grade level to increase opportunities for critical thinking are Wait-Time, Everybody Writes, and Questioning. We will also use graphic organizers – thought catchers, flowcharts, etc. – for students to actively record information and to spur on critical thinking during interactive portions of lessons, e.g., getting them to share ideas with a partner, etc.

Wait Time is the act of providing purposeful space for students to think and formulate ideas about critical elements in a lesson. Highlighting Wait Time as a strategy reminds teachers how important it is to make the students do the heavy cognitive lifting in class. Everybody Writes is a similar strategy, except instead of silent time for thinking, teachers provide dedicated time for students to stop and jot their thoughts down. This allows students to organize their thoughts and to think deeply about their answers before they reply or discuss. Finally, Questioning is a strategy whereby teachers script a series of targeted questions for key points in the lesson meant to dig deeper so that students are asked to think increasingly more critically about key aspects of the lesson. Each of these techniques will be taught in summer professional development and used in each Essence Prep classroom to ensure Critical Thinking is being maximized across the curriculum.

¹⁸ <https://educationnorthwest.org/sites/default/files/CriticalThinkingAcrosstheCurriculum.pdf>

Instructional Materials We Will Use. All courses will have a predeveloped curriculum that teachers will use. Teachers receive pacing guides and exemplar lesson plans to study, modify, and use for instruction. We believe it is much more effective for teachers to spend their time planning how to differentiate for their students than writing lessons from scratch. Curricula will more often than not be web-based and will include online programs for students to use. In certain cases, students will use textbooks (i.e., 7th Grade Texas History).

We will supplement our core curriculum with online programs like Reading A-Z, Khan Academy, ST Math, etc. While we have not yet landed on the exact suite of intervention and acceleration software we will use, we are committed to providing ample TEKS-aligned resources to our students and will make final decisions during our planning year. Since we will rely on a diverse selection of online programs to supplement our curriculum, we will also provide one-to-one technology for our students, most likely in the form of Chromebooks provided by the school.

These materials will be appropriate and effective for our target population because they will provide the maximum amount of flexibility necessary to provide a rigorous academic program and high dosage supports. Online programs will allow students to access curriculum in school and at home; one-to-one technology will ensure every student has access to a device to be used for schoolwork. The hard copy materials we use will ensure all of our scholars have ample resources available while at school to support in-class instruction.

What Quality Instruction Will Look Like at Essence Prep. Walk into any Essence Prep classroom, and you will find well-planned and impeccably prepared teachers working with highly motivated, engaged, and disciplined students. Instruction will be upbeat in tempo and aligned to the TEKS standards and STAAR assessment. Teachers will plan their questions to elicit critical, deep thinking responses and spark discussion, they will respond immediately to student error and redirect them appropriately, and they will remain oriented toward growth. Teachers will use What-To-Do Directions, with appropriate Checks for Understanding, and they will narrate the positive as students meet their expectations. They will actively monitor student work and discussion by circulating through the room frequently, and they will offer ample opportunities for students to take risks as they push themselves out of their comfort zones.

Some of the goals of our instructional program will be to make thinking visible through writing as often as possible, supporting arguments with textual evidence instead of opinion, and valuing smart processes in math and not just the correct solutions. These are all signs of an effective, high quality instructional program, and they will allow our teachers to monitor the learning process in real time.

Following are other key instructional strategies we will use in our classrooms and across the school to ensure all students are growing and learning every day.

- **High Expectations with Relentless Support.** Educational research is often contradictory, but one thing we see tremendous alignment on is the fact that all students perform better when they are held to the highest expectations. This was the central thesis of TNTP's paper, *The Opportunity Myth (2018)*, which took the education community by storm

when it asserted that students need the following four key resources in their daily school experiences:¹⁹

1. Grade-appropriate assignments
2. Strong instruction, where students do most of the thinking in a lesson
3. Deep engagement in what they are learning
4. Teachers who hold high expectations for students and believe they can meet grade level standards.*Id.*

In a nationwide study of classrooms in high poverty communities, TNTP found that the majority of classrooms did not provide these key resources to students. Most alarming was the fact that in nearly 4 out of 10 classrooms made up of mostly Black or brown students, there was never a single grade-level appropriate assignment (38%). But we know low-income students, and low-income Black students in particular, thrive when provided with equitable educational opportunities. In fact, “when disadvantage inner city schools adopt the same mindset and inclusive requirements as elite private institutions, they get the same results.”²⁰ Additional research on schools that are showing what is possible for all students indicates that “when teachers had a fixed mind-set, the students who had entered their class as low achievers left as low achievers at the end of the year. When teachers had a growth mindset, however, many of the students who had started the year as low achievers moved up and became moderate or even high achievers.”²¹ Every member of the Essence Prep team – from our Board members to our leaders to our teachers and support staff – will hold our students to high standards in academics and behavior because we know they can achieve more than they ever thought possible when we expect a lot from them, support them every day, and believe in them without reservation. We have explicitly designed the school’s academic, operational, staffing, and financial models around the highest expectations.

- **Gradual Release and Productive Struggle.** The strategy of teacher-led instruction, guided classroom practice, and individual practice with productive struggle for mastery has proven to be a highly effective instructional technique for ensuring all students learn.²² Using this approach, the lesson begins with a short Do Now to activate prior knowledge or to frame students’ thinking around a particular problem. At times, instruction will be teacher-led: the teacher models various methods for completing the problem, often by doing the problem for the class. After sufficient examples have been provided, the teacher allows the class to learn and practice the concept together, either in small groups or on their own. Finally, students practice the concept independently, often on a problem that pushes them outside of their comfort zone, forcing them to productively struggle with the problem before arriving at the correct answer. Students are encouraged to approach the problem from several different angles – often similar to the exemplars shown earlier – to further strengthen their understanding and to help them develop

¹⁹ https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

²⁰ Alex Thomas. The Quad. “The Secret to Education Excellence: High Expectations.” <https://thebestschools.org/magazine/highexpectations-educations-silver-bullet/>

²¹ Carol S. Dweck. “Mindsets and Equitable Education.” Principal Leadership. 2010.

²² <http://www.ascd.org/publications/books/113006/chapters/Learning,-or-Not-Learning,-in-School.aspx>

individual mastery of the material. This allows students to gradually become more independent and responsible for their own learning of the content.

- **Supportive, Targeted Interventions for All.** To meet high academic expectations, students need frequent, data-driven support delivered through targeted interventions every day by qualified teachers who know their content, their students, and their students' needs, and who have the training and support of the school's leadership team. Based on local achievement data from surrounding public schools, we anticipate our students will enter Essence Prep with significant academic gaps. Therefore, students will need robust supports to close gaps and move towards academic success. For our youngest students, those supports will often take the form of small group pull-outs at the half-moon table in the classroom for extra practice. In later grades (3-8), this will often take place in dedicated intervention blocks, used to close gaps for all students.
- **Robust Response to Intervention (RtI) and Multitiered System of Supports (MTSS).** Building on our commitment to interventions for all, we will build and operate strong RtI and MTSS programs. According to Lexia, "RTI is a structured, multi-tiered approach to help identify and support struggling students. It focuses on providing high-quality instruction and interventions, typically at three different levels (i.e. tiers). All students must receive high-quality classroom instruction and screening within Tier 1, and approximately 80 percent of students are expected to reach targeted goals under Tier 1 instruction. Students identified as struggling in this early stage are then provided with targeted interventions that increase in intensity in Tier 2 and Tier 3."²³ Again, according to Lexia, "MTSS is a school model that uses data-driven problem-solving and incorporates system-level change to address both the academic and non-academic needs of all students. This model provides a comprehensive framework for how and when to administer support and allows for the tools and time to implement such strategies."²⁴ All staff will be trained on the three tiers of RtI and the four phases of MTSS, and these programs will take place during the academic day and in dedicated intervention blocks. The Principal will be responsible for ensuring the school's RtI and MTSS systems are run with fidelity and produce results for students.
- **Extended Learning Time.** For children to learn more, we must provide more time for them to learn. Essence Prep's longer school year and our extended school day for all students allows time for the academic instruction and support necessary to meet our ambitious goals. Research shows that a longer school year has a strong, positive impact on the academic achievement of a largely low-income, minority student population.²⁵
- **Intensive Focus on Literacy, Especially in K-2.** Research has shown that students who are not proficient in reading by the end of third grade are four times more likely to drop out of high school than proficient readers.²⁶ In fact, according to this study, "88 percent of students who failed to earn a high school diploma were struggling readers in third grade."²⁷ And Black students are far more likely to be struggling readers in third grade than their peers. Third grade is the final year children are learning to read, after which they are "reading to learn." The study makes it clear that if students are not proficient

²³ <https://www.lexialearning.com/blog/rti-and-mtss-do-you-know-difference-between-these-support-systems>

²⁴ Ibid.

²⁵ Hoxby, Murarka, and Kang, "How New York City's Charter Schools Affect Achievement," August 2009, New York City Charter Schools Evaluation Project

²⁶ Ibid.

²⁷ http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf

readers when they begin fourth grade, as much as half of the curriculum they will be taught will be incomprehensible. For this reason, our instructional program will focus intensely on building reading capacity in all of our students. This will be especially true in K-2, where students will get over three hours of literacy instruction each day, but it will hold true throughout all grades. In the upper grade level classrooms, scholars will experience literacy instruction in their ELA classroom, but also in all other subject areas, as we adhere to the belief that all teachers in elementary and middle school are literacy teachers.

- **Data-Driven Instruction.** We implement standards-based assessments throughout the year to ensure students are reaching academic expectations, enabling us to effectively address student deficiencies in real time. Our comprehensive academic supports will allow us to adjust classroom instruction and materials as needed. This ensures that our students are on pace to meet grade level standards on STAAR assessments at the end of each school year.
- **Flexible Groupings.** After each interim assessment, we will regroup students either in their core classes or, with our older students, in their intervention blocks to group students with similar learning needs. Students will be responsible for mastery of the same concepts and are required to take the same internal and external assessments regardless of grouping. Using differentiated instructional strategies, teachers will maximize the learning of all students. Research suggests the most effective instructional strategies include data-driven interventions and strategic groupings or cooperative groupings, “where students are grouped based on proficiency and performance levels”²⁸

Differentiating Instruction for English Learners, Students with Disabilities, and Other Student Groups. In accordance with our mission, we will provide a variety of supports to ensure all students reach their academic potential. We cannot predict what placements and accommodations our students will need, but we are prepared to offer a full range of special education services. We will provide a Free and Appropriate Public Education (FAPE) and comply with all state and federal statutes including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 (ADA). We plan to use an inclusive and heterogeneous educational model that supports students in reaching their academic potential and prepares them for high school and college, but we also know that should a student with more intensive placement needs enroll at Essence, we need to be prepared to serve them. Placements for students with disabilities may include:

- **Mainstream:** Informed by a student's IEP, this placement has all services provided within the regular education classroom. Instructional techniques such as support from a paraprofessional, co-teaching with a general educator and special educator in the same classroom, small group instruction within the classroom, and one-on-one support from the teacher will support students in this placement.
- **Resource room/services:** If a student requires a separate setting for less than 50% of the school day, he or she will receive services in a resource room. This will usually include small group or one-on-one instruction for targeted support with specific academic skills.

²⁸ Truong, Natalie. *Next Generation Learning Models for English Language Learners: Promising Practices and Considerations for Teaching and Learning*. <https://aurora-institute.org/resource/next-generation-learning-models-english-language-learners/?platform=hootsuite>

- **Self-Contained:** Students may need a separate placement within the campus for 50% or greater of the school day in order to meet their IEP.
- **Homebound:** If required for the education of the student and in accordance with the IEP, this placement involves instruction within the home or at a hospital. The ARD team will determine the best instructional options as necessary with guidance from TEA and IDEA.

Students will also benefit from small group instruction in their general education classrooms and daily intervention instruction.

Students with Limited English Proficiency (LEP) or who are English Language Learners (ELL) will receive the supports necessary to improve their English listening, speaking, reading, and writing skills as well as their mastery of TEKS standards. While many of the supports available for all students will benefit ELL students, we will increase support for students identified as ELL. We will follow all laws under the Texas Education Code, Chapter 29, Section B relating to ELL students as well as Texas Administration Code Chapter 74, Subchapter A containing standards for ELL students. We will fully comply with Title IV of the Civil Rights Act of 1964 and the Equal Opportunities Act of 1974. We will hire staff with ESL certification in all years to provide instruction, push-in support, intervention, and one-on-one support for students at the level required for each student. We will hold all students to high academic expectations, and we will ensure that students have the support systems necessary to reach those expectations.

Students identified as needing ESL services will remain in the general education classroom as part of the immersion method of language acquisition. They will receive opportunities within the classroom to use language with peers, hear and see academic and social vocabulary used, and read English texts. They will receive additional supports (see below) in order to assist them in mastering grad-level standards. Students identified as non-English speakers (recent immigrants) will receive pull-out instruction from a certified ESL teacher when necessary. All teachers at Essence Prep will receive training in English Language Proficiency Standards (ELPS) to support the academic growth and language acquisition of all ELL students.

Social and Emotional Learning. Central to our vision of Essence Preparatory Charter School is our unique social-emotional learning program called Essence VITALS. As we have described previously in this application, the acronym *VITALS* stands for Values, Interests, Temperament, Activities, Life Goals, and Strengths. In this course, we will work with our scholars to reflect on and acknowledge each of these to help them build a more complete understanding of who they are and what they want. It means that the *essence* of our academic philosophy is that scholars must spend time getting to know themselves in order to understand what it means to have a perspective on the world.

Essence *VITALS* class takes place daily in grades K-8. We schedule this daily class dedicated to SEL to ensure that SEL is not an afterthought but, rather, an essential component of our school design. During the daily *VITALS* class, teachers use lessons from the curriculum to approach topics. Teachers will then plan activities to help students apply the skills they are learning in class. Students also get the chance to learn through play and other less “academic” means during *VITALS*. Our youngest students (Grades K-2) will have daily play center activities including blocks, Legos, building kits, art, and other options. Our older students (Grades 3-8) develop skills through

collaborative activities like strategy games, team building activities, scavenger hunts, board games, and group projects like mural painting or community beautification.

VITALS is not the only time we will work on social-emotional learning (SEL). While we believe it is essential to our students' success that they explore their own values, interests, temperament, activities, life goals, and strengths, we also know that SEL must be woven into all aspects of our curriculum and instruction to set students up for success. We will ensure our scholars explore character education in ways that allow them to develop positive, long-lasting individual character strengths. Our social and emotional learning within the curriculum will be organized around our core RISE values – Responsibility, Intellectual Investment, Service, and Excellence. These values will be infused throughout the curriculum, referenced in classroom instruction and around the school, and modeled by all staff. Our Dean of Empowerment and Culture will be responsible for developing and implementing the SEL program through strong character education. We believe successful strategies for interweaving SEL into the curriculum include using common language and establishing a shared understanding of vocabulary; including character SEL into professional development activities; filling the building with quotes that reinforce character; the use of gratitude journals; morning and afternoon routines focused on SEL; character charts; Scholar of the Week; and weekly celebrations and awards in each grade level.

Once we are at scale, we will hire a full-time Social Worker or Counselor (budgeting \$60,000 for this role) to attend to students social and emotional needs, and will work closely with staff to develop strategy, design programs and supports, and implement those plans in response to specific student needs. Until we reach scale, we will contract out our counseling needs to a local entity like AIM (budgeting \$20,000 for these services), who have provided counselors to other startup charter schools in San Antonio and understand well how we want to build our SEL support systems. We have had several preliminary conversations with AIM and feel confident in their ability to meet our needs in this way. Our counselor (or AIM contractor in the early years) will also work with students and families to provide direct supports and interventions and will make referrals and connections between families and other service providers throughout the community when appropriate.

To supplement our own Essence *VITALS*, we will use the Caring School Community SEL curriculum identified in the CASEL Guide of Effective SEL Programs. We chose the Caring School Community because the topics and skills addressed in the curriculum enable students to be successful when working with a rigorous academic curriculum. These skills include reflection on behavior, partner talk, group brain storming, asking for help when needed, and setting norms.

Curriculum Development. The Principal, our expert educator with proven classroom results, will oversee the curriculum development process, with input and direction from the Executive Director. The Principal will begin the collaborative curriculum adoption and/or development process in the Spring of the preceding school year, and detailed training for teachers will occur during the extended 15-day summer institute (commonly known as Teacher Training).

Each Spring after opening, the Principal will work with subject teams to perform a detailed analysis of each subject specific TEKS standard, breaking the standards down into classroom objectives. The Principal will guide the subject team so that teachers understand what scholars

must know and be able to do to prove mastery both in any individual class period and by year's end. The Principal will use the summer months, when school is out of session, to refine the curriculum and to ensure all materials are ready for teacher use during the next school year. This will likely be supported by Subject Area Chairs or Grade Team Leads, who will provide technical support in their areas of expertise.

The result of this process will be the following:

1. Detailed analysis of each TEKS standard broken down into classroom objectives
2. Fully written end-of-year Comprehensive Assessment
3. Quarterly Assessments in each subject
4. Scope and Sequence outlining all of objectives and standards scholars will be taught throughout year

Evaluation and Refinement of Curriculum & Instructional Strategies. The Principal and Executive Director will continually assess the curriculum for strengths and weaknesses, using our data-driven approach to instruction to support this work. The Executive Director and the Principal will use frequent observations and debrief sessions with teachers to ensure instructional techniques are aligned to the school's high academic standards, and they will use data from Exit Tickets to determine if instruction is rigorous enough to push students towards mastery of the TEKS standards. When they determine a teacher (or group of teachers) is struggling, they will implement an improvement plan, considering what their observations and the data tell them. This will ensure the curriculum and instruction are consistently being monitored. Please see the Professional Development and Evaluation section for specific information about how instruction will be refined in the case of underperformance.

The Executive Director, Board of Directors' Academic Achievement Committee, and Principal will collaboratively determine the appropriate time to audit the curriculum, but this will likely start in the Spring and continue through the summer each year. A tentative determination of the curriculum's efficacy will be derived from an item-analysis and response-analysis of the exams, along with feedback from teachers and students provided once per year, following the end-of-year exams. In the youngest grades, feedback from students will be limited (though we will still seek out their input), so we will also send surveys home to families assessing their perception of our curriculum.

STAAR assessment results will be compared to the tentative determination of the curriculum's effectiveness. If the results are not aligned to the team's determination, or if the results and the team's determination both suggest the curriculum is not effectively preparing students for college-level work, the Executive Director will approve a re-writing or re-adoption of the whole curriculum or of the segments of the curriculum deemed ineffective. Curriculum deemed ineffective will be corrected or re-written prior to the next school year, or as quickly as possible.

Strategies for Assessment of Learning and Data-Driven Instruction

Essence Prep, we believe that a rigorous, well-design assessment system is essential for any school that is serious about student success. We have heard TEA Commissioner Morath say, "teaching without some form of assessment is just talking," and we agree.

Assessment is an essential part of the learning process – we need to effectively assess our scholars before, during, and after the learning process in order to understand what they know, are learning, and have retained. Research shows that highly successful urban charter schools serving low-income populations frequently assess student progress to provide multiple opportunities to reinforce learning and improve grades.²⁹ Rigorous and frequent testing sets this pathway for schools by providing quantifiable information about how they are performing relative to the standards at any given time.

How We Will Measure & Evaluate Academic Progress. Essence Prep will use the rigorous TEKS standards as the backbone of every course we teach. In order to prepare our scholars for TEA required assessments, STAAR exams, we will collect data on Exit Tickets, Student Writing, Student Oral Presentations, Long Term Projects, Homework, Quizzes, Unit Exams, Interim Exams, and Comprehensive Exams.

- **Data Collection & Analysis.** Teachers are responsible for collecting assessment data on daily and weekly internal assessments (Exit Tickets, Homework, Quizzes, Unit Exams). The Principal will be responsible for collecting assessment data on major assessments (Interim Assessments and Comprehensive Exams). In Year 2 and beyond, the Dean of Curriculum & Instruction will support the Principal in collecting assessment data on major assessments and will be available to teachers for support on collection of daily and minor assessment data. We will use a school management system (SMS) like Schoology to collect data and to support our analysis of it.

When data is collected, teachers will work through the *Driven by Data* analysis cycle, which includes item analyses to uncover common and unique misconceptions or misunderstandings. This cycle will be introduced and practiced during pre-service professional development and reinforced in planning and data meetings throughout the year.

Our youngest scholars will be assessed in the same way our older scholars are, since we believe tracking progress and uncovering gaps in learning is essential from the earliest grades onward. Kindergarteners will take the Texas Kindergarten Entry Assessment (TX-KEA) as required by the state, to gauge their performance level at the beginning of school. They will then take the nationally normed Northwest Education Association Measure of Academic Progress (NWEA MAP) assessments in reading and math three times per year, to ensure we are on track to meeting our academic goal of each student making significant growth each year. All Essence Prep students, from Kindergarten to 8th grade will take the NWEA MAP.

As a school-wide commitment to data-driven instruction, we will have a minimum of three dedicated data days throughout the school year, during which the entire staff analyzes assessment results to create action plans for scholars, including specific tutoring schedules and approaches based on gaps that may appear in the data.

²⁹ Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations*. 2005: <https://www.amazon.com/Douglas-Reeves-Accountability-Blueprint-Organizations/dp/B008WDEIRS>

But we also know it is not enough to wait for "test days" to measure our scholars' progress; therefore, we measure academic growth through a number of daily data points that support teachers in assessing student achievement. We train teachers to frequently check for understanding in the classroom using quantifiable (rather than qualitative) methods, and we ensure our teachers regularly give Exit Tickets at the end of class periods to determine if the learning they perceive in class is actually translating into measurable student performance.

Teachers also provide teacher-made unit assessments throughout the year to ensure progress towards mastering standards. Essence Prep uses a variety of standards-based in-class, interim, and end-of-year exams to assess student progress throughout the year. The school will use a variety of sources for these exams, to eliminate bias, including expert school staff, outsourced nationally normed assessments (NWEA MAP), state criterion-referenced assessments (STAAR), and detailed reading inventories. As we are committed to continually re-evaluating our assessment tools, and when necessary we may change our tools to reflect the most relevant, rigorous, and equitable data tools available at that time.

- **Alignment of Assessments to TEKS.** All of our assessments have been specifically chosen because they are aligned to the TEKS and have been shown to be good predictors of performance on the STAAR assessment. At the end of every assessment cycle, school performance data will be collected and analyzed by the Executive Director and the Principal to strengthen instruction in alignment with the TEKS and STAAR, refine the curriculum to be even more aligned if necessary, inform professional development, and provide data to the school community. The performance data will be archived and referenced during annual curriculum and instruction reviews, where we test our alignment and reflect on ways to ensure our curriculum, instruction, and assessment program is fully integrating the concepts necessary for our scholars to be successful on the STAAR assessments. The Executive Director and Principal will be adept at planning for school-wide testing, managing the implementation of school-wide testing, analyzing the results of the various tests listed in this section, and reporting data to stakeholders.
- **Formative Assessment.** Teachers will collect, organize, and analyze data through frequent Checks for Understanding, Exit Tickets, Homework, and other instructional methods. This data will be used to drive day-to-day instruction. At the conclusion of each trimester, scholars will take standards-based Interim Assessments in all of their core classes. This formative data will be used to adjust instruction and classroom practices to address gaps in knowledge as they form and to support each student towards mastery of TEKS. Formative data also will allow the school to track scholars' progress over time. Time is provided during weekly professional development sessions for teachers to analyze and plan from formative data. Summative data will be used for long-term planning and as an opportunity for the school to make data-based determinations regarding school-wide goals.

As a school-wide team, teachers, administrators and board members will evaluate the data each year, set goals, and track progress. This data may be used to inform curriculum choices and/or professional development opportunities. The TEKS will be used as a guide in classroom lessons every day, and assessments will demonstrate mastery of appropriate

standards. Assessments are developed utilizing scaffolded backward planning from the grade level STAAR assessments.

- **Schedule of Assessments with Grade Level & Topics**

Assessment Name	Grade(s)	Frequency	Topics Assessed	Rationale
Beginning-of-Year (BOY) TEA Assessments	3-8	1 per year	State-wide, voluntary, normed assessment of TEKS mastery by grade	State created tests aligned to STAAR will provide solid baseline information
NWEA MAP Growth	K-8	3 per year	Nationally normed math and reading assessment of grade level proficiency	Widely used growth measure that is well aligned to STAAR
Texas Kindergarten Entry Assessment (TX-KEA)	K	1 per year	Diagnostic assessment of reading fluency, accuracy, print concepts, comprehension	Required
TPRI Early Reading Assessment	1-2	3 per year	Diagnostic assessment of reading fluency, accuracy, print concepts, comprehension	All schools must use an early literacy assessment.
Reading A-Z	K-4	3 per year	Diagnostic assessment of reading fluency, accuracy, print concepts, comprehension	Widely used reading assessment will ensure make regular progress
Dyslexia Screening <ul style="list-style-type: none"> ● MAP + Reading A-Z for 1st-2nd ● TX-KEA for Kinder ● Texas Middle School Fluency Assessment + MAP for 7th 	K-1 & 7	1 per year K: EOY 1: by Jan 31 7: BOY	Assessment for screening reading difficulties for early intervention	Required
Interim Assessments	2-8	Quarterly	TEKS/STAAR- aligned internal assessments for STAAR tested subjects	Necessary to measure progress toward success on STAAR
STAAR (or STAAR ALT2 for students with severe cognitive disabilities)	3-8	1 per year	State-wide, mandatory, normed assessment of TEKS mastery by grade in state-determined subjects: Grades 3–8 mathematics, Grades 3–8 reading, Grades 5 and 8 science, Grade 8 social studies	Required in listed grades/subjects
TELPAS / TELPAS ALT	K-8	1 per year	ELPS-aligned assessment of English language proficiency in reading, writing, speaking, and listening	Required for ELs

Identifying and Meeting the Learning Needs of Students Performing Below Grade Level. The assessment plan listed above is meant to provide our academic and instructional team with

ample data to know exactly where each student's performance stands at any point in the year. When students are deemed to be performing below grade level, a series of interventions will snap into place. Interventions will include in-class support, small group pull out support, before or after school tutoring, more frequent progress measures, more frequent communication between school and home, and others. Specific interventions will depend on the time of the assessment (baseline, formative, or summative) and the specific student. Data will be tracked in the SIS and the student will remain in intervention until performance indicates it is no longer necessary, typically measured by grade-level performance or better on a similar assessment. The Principal will be responsible for ensuring all gap closing measures are effective.

Supports for Special Populations

At Essence Prep, it is an essential part of our school mission to ensure all students have access to an excellent education. An integral part of achieving this mission is ensuring equal educational opportunities for students with disabilities, that all of our students always receive a free and appropriate public education (FAPE), and that all students' unique learning needs are met in the least restrictive environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA), Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, Title II of the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, Subchapters A and B Texas Education Code (TEC) Chapter 29, and TEA Rules for special populations found in 19 TAC Chapter 89.

Serving Students with Disabilities. Based on the best data available from surrounding districts (See Targeted Community section) and other charter schools that have recently opened in San Antonio, we anticipate that roughly 11% of our student population will receive special education services. We understand our responsibility under Child Find to identify and serve students with disabilities, and we recognize that admission decisions must be made without knowledge of any specific student disability. After a student accepts an offer of admission to enroll at Essence Prep, we will request information on whether the student currently has an Individualized Education Program (IEP) or a 504 plan. When students transfer schools, we will follow all state and federal law to ensure seamless implementation of IEPs, and we will work to create positive relationships with local districts and charters to help ensure the timely transfer of documentation.

During pre-service professional development, the Executive Director and Special Education teacher will meet with all classroom teachers to review the IEPs, 504 plans, and related accommodations and modifications for students in their grade level and cohort. Teachers and leaders will spend professional development time planning such that all students with disabilities receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans from the first day of school onward. On the recommendation of Compass Rose (a TEA Generation 20 charter school located on the Southside of San Antonio) and other recently opened charter schools, we anticipate contracting with Assessment Intervention Management (A.I.M.), a local special education service provider, to provide specialized services to students, including occupational therapy, physical therapy, school psychology, speech, and other supports.

In compliance with Child Find, we will seek out teacher & leader recommendations and family requests to identify students who may have a qualifying disability and who may need or otherwise benefit from an IEP in order to receive FAPE. If a student is suspected of having a disability and may qualify under Section 504 of the Rehabilitation Act of 1973, we will seek parental consent to conduct a Full Individual Evaluation (FIE) and will perform the evaluation as required by law. We will pay for any necessary external evaluation related to the suspected or reported disability. Once testing is complete, the Admissions, Review, and Dismissal Committee (ARD) – composed of a member of the school leadership team, a certified special education teacher, the child's lead classroom or homeroom teacher, and a parent or guardian – meets to determine qualification and, if the student is eligible for special education and related services, develop the student's IEP, which is reviewed at least annually (and more often, as necessary) to ensure the IEP is appropriate and effective. In addition to complying with all IDEA requirements associated with identifying students in need of special education services and establishing their IEPs, we also comply with Section 504 which requires schools to identify all students who, "have a mental or physical impairment that substantially limits one or more major life activities; or have a record of such an impairment; or be regarded as having such an impairment."³⁰

- **Progress Monitoring.** We will provide comprehensive progress monitoring for each student with an IEP – in addition to regular formative and summative progress monitoring that take place for all students in the classroom – to ensure they are making adequate progress toward achieving their individualized program goals. The first monitoring tactic will be regular communication between the family and the school, including the lead teacher, special education teacher, and school leadership. We will also regularly collect data and review individual progress towards benchmark goals. This will happen at the end of each grading period, and data will be shared with each teacher who works with that specific student and with families during parent-teacher conferences. In accordance with the IDEA Act and related Texas laws, we will also hold an annual IEP meeting to review and update IEP goals with the ARD Committee. Finally, every three years the entire IEP will be reevaluated to determine if the student's needs have changed. In addition to all of these progress monitors, the student's family may request a reevaluation at any time.
- **Classroom Setting & Least Restrictive Environment.** In order to provide all students with a free and appropriate education in the least restrictive environment, our goal will be to serve students with a disability in an inclusive environment to the greatest degree possible. While inclusion is our "base case" special education model, we will provide a full continuum of alternative placements and services to students based on their individualized needs. For example, students are pulled out of the mainstream classroom when the use of supplementary aides and services cannot be satisfactorily achieved in the classroom. They will also receive individualized services that are required by their IEP, which may include speech, counseling, occupational therapy, physical therapy and/or intensive academic, executive functioning, and life skills interventions. If students with severe special needs enroll at Essence Prep, we will be prepared to offer a Life Skills class, per TEA guidance. Life Skills (LS) classes are designed to meet the needs of students whose intellectual, developmental and academic levels are so delayed that participation in the general education program, even with modifications and accommodations is unfeasible.³¹

³⁰ <https://www2.ed.gov/policy/speced/leg/rehab/rehabilitation-act-of-1973-amended-by-wioa.pdf>

³¹ <https://www.judsonisd.org/Page/16935>

- **Adequate Staffing.** Our special education teachers, and eventually our Dean of Special Education (when we have grown to the scale where this position is affordable in our staffing model), will all be appropriately certified and licensed, as required by state law, and the maintenance of their licenses will be a condition of their employment in a special education role with Essence Prep. We will maintain a reasonable rate of special education staff (inclusive of teachers, deans, and, if necessary, paraprofessionals) to ensure we are able to cover all of the required hours in our students individualized plan. The actual number of staff we hire will depend directly on the number of students we enroll who require special education services and the types of services they need.
- **Avoiding Misidentification.** There are several reasons why a student might be misidentified as special education, including poor assessment practices, misidentifying educational gaps as special needs, and financial incentives for identifying students as special needs. We will avoid misidentification by using only best practices when it comes to assessments, implementing a strong Response to Intervention and Multitiered System of Supports program to close educational gaps, and regularly auditing our identification and referral practices to ensure there are no discrepancies.

Serving English Learners (ELs). Using data from local independent school districts (See Targeted Community section) and recently opened charters as our guide, we anticipate that roughly 15% of our student population will be ELs. Our enrollment process is inclusive, and all marketing, family communication, and essential forms are provided in both English and Spanish (and may be provided in other languages if necessary). We also communicate to families and prospective families that ELs will have an appropriately certified teacher supporting their progress.

- **Language Proficiency Assessment Committee (LPAC).** In compliance with TAC §89.1220, we will establish a Language Proficiency Assessment Committee (LPAC). In accordance with TEC §29.063, the committee will include a certified bilingual educator or ESL teacher, a general educator, at least one parent of an EL, and a campus leader. Once formed, the LPAC committee will participate in state-approved training provided on TEA's website. The LPAC's primary responsibilities adhere to those in TEC §29.063, and include: Identification, Assessment and Documentation Review, Placement, Instructional Methodologies and/or Interventions, Collaboration, Annual Review, Assessment, and Parental Notification.
- **Identification of ELs.** After a student enrolls at Essence Prep, the school will provide a home language survey (HLS) in both English and the family's home language as part of the initial onboarding package, in compliance with TAC §89.1215. A properly certified staff member will then review each HLS and identify students who should take the state-approved Language Assessment System (LAS) for EL identification. The LPAC then uses the results from the LAS to determine whether the student has been classified as a student with Limited English Proficiency (LEP) and their appropriate placement. If a student has or potentially has a disability, other sources of data may also be used to determine the appropriate placement, including recommendations from that student's ARD Committee. If a student is classified as an EL, the LPAC gives a written notice of the student's classification to their family. The written notice is provided in both English and in the family's home language. Parents have the option to opt out of ESL services but will receive the English Language Proficiency Standards (ELPS) in all content area instruction, including linguistic accommodations.

- **EL Services.** EL students at Essence Prep are placed in a general education classroom with a heterogeneous group of EL and non-EL students. ESL services are generally provided in an inclusion setting, with an ESL-certified teacher (or the equivalent; see below) pushing into the classroom to provide support. However, we also plan to provide small group pull-out supports for ELs, especially those in our youngest grades, where more intensive work on language acquisition can take place. In the elementary school grades, our teachers plan and execute specialized small group lessons for EL students during the daily literacy block that focus on the students' English language development aligned to both the TEKS standards and the ELPS. In the middle school grades, we will utilize our daily Intervention Block as the primary opportunity to do provide small-group instruction to our ELs. In all cases, we will push support into the general education classroom throughout the day. All students will have equitable access to all extracurricular activities, school-wide events, and community partnerships.
- **EL Staffing.** According to TEC Ch. 29, "Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject area TEKS and the ELPS. The ELPS require content-area teachers to build the English-language skills that enable ELLs to understand and use grade-appropriate English in class."³² We will make every reasonable effort to hire appropriately certified ESL teachers (or Bilingual program teachers, should our enrollment require that) in accordance with the TEC §29.061. If, for some reason, we are unable to provide an appropriately certified teacher for our ESL program as required, we will request from the commissioner a waiver of the certification requirements for each teacher who will provide instruction in ESL for English learners. In collaboration with ESC20, we will seek training that provide a framework for: (1) affectively, linguistically, and cognitively appropriate instruction in ESL programs in accordance with §89.1210(b)(1)-(3) (relating to Program Content and Design); and (2) developmentally appropriate programs for English learners identified as gifted and talented and English learners with disabilities.³³
- **Progress Monitoring.** The Texas English Language Proficiency Assessment System (TELPAS) annually measures listening, speaking, reading, and writing to determine the progress ELs make. The LPAC uses the results of the TELPAS to determine the appropriate placement of ELs and, eventually, the graduation of students out of the ESL program. After students exit the program, the school monitors their language progress and performance for two years and reports performance data to TEA.
- **Program Evaluation.** At Essence Prep, the LPAC will be responsible for annually evaluating the efficacy of the EL program. They will use data from student surveys, classroom observations, reading assessment data, and TELPAS results to make their determination. Based on the data they collect, the LPAC will make any necessary changes they feel will best help the program improve for EL students. The LPAC will use TEA's approved program evaluation tool.

Serving Gifted & Talented (GT) Students. According to TEA and TEC Chapter 29, "a gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual,

³² TEA's Educator Guide to TELPAS Grades K-12. Revised 2017. <https://tea.texas.gov/sites/default/files/2018.01.29-ESSAAppendixD-Final.pdf>

³³ <https://tea.texas.gov/sites/default/files/ESL%20Implementation%20Rubric%20Revised%20for%202019-2020.pdf>

creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.” (TEC §29.121) We believe that accurately describes each and every one of our future scholars. We know they all have the capacity to learn at remarkably high levels, academically, intellectually, and artistically, and that they all are capable of the highest levels of achievement.

Our education model at Essence Prep is designed to support all learners as they strive for excellence. For this reason, we do not think it is equitable to offer a traditional GT program. Instead, while we will not have a designated gifted and talented program, all students in our program will be challenged, and their gifts and talents will be elevated, when they are provided the advanced work and appropriate challenges. However, we will still identify students as “Gifted & Talented” so they can maintain maximum flexibility in their education. Students who earn Exceeds on STAAR, are in the top decile of performance on NWEA MAP and read more than two grade levels above their designated grade will be identified as gifted. This allows flexibility for families who, for some reason, decide to remove their students from Essence Prep and want to enroll those students in more traditional GT programming elsewhere.

Yearly, we will reevaluate our decision not to provide GT programming through surveys of families, students, and staff, and through an examination of our enrollment and performance data. If we determine a GT program will substantively benefit our students, we will produce a plan to begin offering it the following year.

School Culture and Safety

Establishing a School Culture. We believe in creating a clearly structured, fiercely positive environment for our scholars. We will hold all scholars to high behavioral and academic expectations within a supportive, joyful, and values-based community, because that is what we believe will ensure we achieve our mission.

Building and sustaining our school culture is a shared responsibility of all staff members at Essence Prep. While the Executive Director and Dean of Empowerment and Culture will be responsible for setting the schoolwide vision for culture, all staff will be equally responsible for living out that vision every day. Specific school culture responsibilities managed by the Executive Director and Dean of Empowerment and Culture include attendance, uniforms, and behavior. Inherent in each of these is our commitment to involving families regularly regarding successes and challenges that arise. Scholars will succeed in our academically rigorous school environment because they: (1) know the rules and expectations of our community;³⁴ (2) clearly receive feedback on their behavior; (3) work with teachers who are consistently kind and supportive; (4) are building personal lives of excellence through the *Essence VITALS* program; and (5) have fun doing it. To create a school community that is structured, safe, and joyful, we believe that we must focus on building character, building community, and building family partnerships.

Core Values. The Essence Prep school culture will be founded upon our RISE core values of Responsibility, Intellectual Investment, Service, and Excellence, which are the character traits

³⁴ Ferguson, Ronald. Teachers' Perceptions and Expectations and the Black-White Test Score Gap. 2003, <http://unamusementpark.com/wp-content/uploads/2015/02/teacher-perceptions.pdf>.

that we model, teach, reinforce, celebrate, and grow in our scholars to help them live lives of academic and personal excellence.³⁵ We use common language to weave the RISE core values daily in our lessons and conversations with scholars and we root our behavioral and academic feedback to scholars in the RISE values.

We use these definitions of our RISE values to underpin our vision for culture:

- **Responsibility.** We hold ourselves accountable to the highest standards of performance in pursuit of success. We know that we must always hold the bar of expectations as high as possible and become comfortable struggling towards achieving our goals because we know that we “grow our brains” best when we are challenged.
- **Intellectual Investment.** We cultivate a culture of intellectual inquiry, personal growth, and achievement, by celebrating scholarship and learning. Our students exemplify this value every day in our classrooms – they push themselves to engage deeply in work worthy of their attention. Our staff exemplifies this value through a commitment to continuous improvement – we are never satisfied resting on our laurels and work hard to learn and get better every day. At Essence Prep, there is no distinction made between the “nerds and the jocks” or the “cool kids and the smart kids.” Here, it is cool to be smart, and we invest intellectually in rigorous work because learning is exciting and rewarding.
- **Service.** We do whatever it takes in service of our mission. For our scholars, this means becoming true change agents in their community by embracing a spirit of selfless service. We see service as inherent to both scholarship and citizenship, and we commit to helping our community, both in school and out of school. For Essence staff, our scholars are at the heart of everything we, and we consider our work an act of service to our scholars, their families, our community, and ourselves. We do not engage in service for personal gain or external accolades; rather, we do so because serving others is the right thing to do.
- **Excellence.** We aim for high-quality and exemplary attention to detail in everything we do. From students’ schoolwork to school culture and behavior to staff lesson planning and beyond, we hold extremely high expectations of everyone at Essence Prep, including English learners, students with disabilities and students at risk of academic failure. We see every task as an opportunity to demonstrate excellence, and we celebrate our own successes and those of others when we achieve lofty goals.

Creating and Sustaining a Positive School Culture. Scholars learn best in calm, safe, and structured classroom environments. Our primary goals are to: (1) Establish an orderly and safe environment for learning; (2) Help children develop self-control and self-discipline; (3) Teach children to be responsible, contributing members in their communities; and (4) Promote respectful, kind, and healthy interactions.³⁶ Every adult is responsible for positively contributing to school culture and will recognize and celebrate positive behaviors while not ignoring behaviors that are detrimental to a child’s learning. Our approach is based on giving scholars clear expectations for behavior and actively teaching and supporting them in meeting and exceeding those expectations. When children demonstrate desired behaviors, they are recognized. Likewise, when a student violates a community norm, teachers use respectful strategies to stop

³⁵ Farrington, Camille, et.al. Teaching Adolescents to Become Learners: Consortium on Chicago School Research. June 2012.

³⁶ Goals are adapted from the *Responsive Classroom* goals for school culture & behavior

the misbehavior and restore positive behavior as quickly as possible so children can continue to learn, and teachers can continue to teach.³⁷

Building strong school culture among scholars starts with staff mindsets and actions. As former TEA Deputy Commissioner, AJ Crabill, became known for saying, “student outcomes don’t change until adult behaviors change.” We believe this aphorism reveals a deep truth about education – adults must build a positive culture so that scholars can succeed.

Staff will take time to build authentic relationships with each scholar as relationships are key for scholars feeling cared for and respected. Scholars will know each teacher cares about them and has their best interests at heart. When scholars do not abide by clearly defined expectations, they will receive a consequence and follow-up conversation.

Consequences allow scholars to reflect on behavior, learn to self-regulate, and take accountability for their actions. Beginning before school opens, teachers and staff will receive extensive training and support around our behavior management systems so that it may be implemented with fidelity. Additionally, the Dean of Empowerment and Culture will provide continued professional development throughout the year based on observed areas of challenge across the school, within small groups of teachers, and for specific individuals that need more support in classroom management.

During our community outreach, one thing we have heard again and again from families is how they want schools to hold high expectations for students, and they want a clear behavior management system in place at their children’s school. They just want to know that the system will be equitable and student-centered. They want their children to receive appropriate consequences for misbehavior, but they also make it clear that those consequences should be respectfully delivered by adults, just as they are respectfully received by scholars.

We have several days during our annual staff summer professional development each year dedicated to building our school culture, and specifically through engaging teachers and all staff in practice of our school’s culture systems and routines. During this time, we focus on indoctrinating our staff into the Essence Culture and providing them the structured guidance and support they need to be ready to live out that culture every day with our scholars.

The first three days of every school year are dedicated to Scholar Orientation, which is an opportunity for scholars to be introduced to their new grade and to our school community, culture, and academic program. Scholars will be oriented to schoolwide behavioral and academic expectations, schoolwide systems and routines, content-specific academic expectations, and our daily and weekly schedule. Schoolwide components of Scholar Orientation are led by the Executive Director and the rest of the Leadership Team with support from all staff members, with classroom-specific components being led by teachers.

Among our key levers for maintaining strong student culture are the following three systems and routines:

- **House Meetings.** Each morning, at the end of breakfast and before the official start of our academic day, classrooms will gather as a community in a circle on the rug in the “community meeting area.” These morning meetings, which we call “House Meetings” at

³⁷ Based on the work of BES charter schools operating in Texas, including Etoile Academy and Bloom Academy in Houston

Essence Prep, begin with a greeting, where scholars practice making eye contact, shaking hands, and greeting their classmates. Scholars then engage in a short community-building activity such as a share or class discussion around a topic or question. The meeting moves to the Morning Message that teachers have pre-written on the white board easel. The Morning Message is always connected to academic and character development. House Meeting is part of our Oral Language program, providing multiple opportunities for scholars to engage in speaking and listening through using their Habits of Discussion. As scholars matriculate into upper elementary and middle school, the elements of this House Meeting ritual will change – for instance, they will no longer meet on the rug. However, the House system will be an essential part of Essence Prep’s school culture and will exist in every classroom, from Kindergarten through 8th grade.

- **RISE Rally.** Each week, on our abbreviated professional development day, our entire school community will come together for a celebratory circle. This celebration will feature a chant from each homeroom, complete with one scholar dressed in college “swag” or as the university’s mascot. These celebrations will incorporate music, singing, schoolwide chants, and other expressions of joy and fun. The celebration will be grounded in our mission and purpose as a school community and will feature academic and behavioral growth awards, shout outs for scholars who are consistently exhibiting core values, and teacher/staff recognitions of excellence.
- **Joy Factor: Cheers & Chants.** We integrate “joy factor” in a variety of ways during daily routines and instruction. Joy factor is expressed through the cheers and chants we weave into instruction, the way we show support to our peers, and the culture of “shout outs” throughout our school community. Throughout instruction you will hear things such as “Way to go, John,” “She got it,” and “Way to work it out,” when scholars give strong answers and effort. Our scholars will show signs of support when their classmates are working through problems, gathering their thoughts, and when they are doing inspiring work. We will support one another, recognize hard work within our community, and use fun and enthusiasm to celebrate our successes. The specific ways we show support will change as scholars get older (i.e. the in-class chanting will decrease as kids get older), but we will maintain defined systems for positive reinforcement from Kindergarten through 8th grade.

Culture for English Language Learners, Students with Disabilities, and At-Risk Students. Our system is designed to serve all students, with English language learners, students with disabilities, and at-risk students provided unique supports for their needs. As we do with our curriculum and instruction choices, we make culture and behavior management decisions with the needs of our special populations in the front of our minds. The program described above is customizable to each student (and to subpopulations of students), so at Essence Prep, the culture and behavior management system will work to support each and every students, rather than work against their growth. School leadership will ensure students who fall into any of these categories are identified for teachers and that all adults in the building are trained on the appropriate scaffolding and individualization each student needs to be successful. While we do not believe in lowering the bar of expectation for any student, we believe deeply in designing systems that are flexible to the needs of our most at-risk scholars, and those who fall into these subpopulations are especially at-risk.

We will hold monthly check-in meetings specifically around school culture for parents and scholars in these subpopulations to ensure that our culture system is working for them, and we will not be afraid to make adjustments or changes as needed.

Anti-Racism and Restorative Practices. According to Brookings, “major racial disparities in student discipline rates have been documented for decades. Most recently, the 2013-14 Civil Rights Data Collection (CRDC) documented that black students, who make up 16 percent of enrollment, accounted for 40 percent of suspensions nationally.”³⁸

Essence Prep is committed to becoming a demonstrably antiracist school. According to the restorative justice philosophy, any misconduct is at its root a violation of people and relationships. Therefore, when misconduct happens, it is necessary to repair the broken relationships. The process engages all involved – scholars who were harmed, scholars who were responsible for the harm, and the community – in providing an opportunity to make things as right as possible.

Many black children live in a state of almost constant fear just for being black in America. At Essence Prep, our scholars will make changes to misbehavior because they care about each other rather than out of the fear of consequences. We will use circles and other restorative practices to reintegrate the student as a productive member of the community. While the community recognizes the undesirable behavior as harmful, Essence scholars who commit violations of our rules are treated as valued members of the community who have the capacity to make different choices in the future.

Aligned with our belief in responsive classrooms and restorative justice, we explicitly teach scholars behavioral expectations, and we support all scholars in meeting and exceeding those expectations. To support these beliefs, we use House Apologies so that scholars have the opportunity to garner community support and restore themselves to their House community. House Apologies take place whenever a scholar action has had a severe negative impact on the classroom. In addition to serving as a logical and appropriate consequence given the behavioral infraction, the scholar will write a House Apology and present it at a House Meeting, with the support of the Dean of Empowerment and Culture, and within a supportive and caring context. The apology will culminate with the scholar being warmly welcomed back to the classroom community by his/her classmates.

Behavior Management & Tracking Discipline Data. Despite our best efforts to build a positive and productive school environment, there will undoubtedly be times when teachers and staff must use a behavior management system to acknowledge, respond to, and track discipline violations.

The program we run is designed through the prism of the Positive Behavior Incentive System (PBIS) framework, with the goal to provide students with the school climate necessary to accelerate learning and growth. This includes a focus on developing a feeling of safety in school, promoting respect, prioritizing engagement in learning, involving students in school life, building

³⁸ <https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/>

a common vision for excellence and culture, and involving all stakeholders – students, staff, and parents, alike – in the culture system of the school.

We have created a progressive behavior management system that recognizes the developmental stages of our scholars and supports them in developing the ability to self-regulate behavior and take ownership for choices. Our system is based on the Assertive Discipline³⁹ system championed by Lee Canter, in which teachers follow a specific progression in lesson delivery meant to maximize clarity and student investment and reduce student misunderstanding and misbehavior. Working within this framework, teachers (1) give clear, concise directions, (2) immediately scan and positively narrate scholars who are meeting expectations for the task, (3) give out non-verbal, emotionally constant reminders, and (4) issue calm, concise, logical consequences when scholars are not meeting expectations.

To track behavior data, we will use either ClassDojo or Deans List, depending on our teachers' preference. Both options offer teachers the chance to incentivize positive behaviors as an early intervention and allow the school to track discipline data by grade level, subject area, teacher, and/or student. Students will be offered the opportunity to appeal any discipline infractions, if they believe it was given in error. Teachers will be trained to “narrate the positive” with the aim for each class to be in about a three-to-one ratio of positive comments to redirections (that is, for every redirection a teacher gives, they should find three opportunities to give positive praise). All of these strategies will be calibrated to be grade-level appropriate.

Teachers will receive comprehensive professional development and numerous opportunities to practice our management system during Summer Orientation, which ensures that they will be prepared to best support scholars meeting high behavioral expectations before they arrive to start the school year. Feedback on behavior will be communicated to families daily through our Lifework folders. We will also send home weekly behavior reports generated directly from ClassDojo or DeansList and aligned with our RISE values. Internally, scholar behavior will be analyzed daily by teachers, the Dean of Empowerment and Culture, and the Executive Director. Data on scholar behavior will be used to identify behavior intervention and professional development needs. Scholars who demonstrate consistent behavior struggles will be individually observed and provided with additional supports in accordance with our Response to Intervention (RtI) system.

All Essence Prep classrooms will have a Reflection Seat – a quiet, protected area of the classroom that is equipped with soothing materials to help a scholar de-escalate when upset. Reflection Seats are important not just because they provide a space for scholars who are having “meltdowns” but, more importantly, because they prevent negative, escalating behaviors from happening in the first place. These sacred classroom spaces provide an area where scholars can go to briefly get away from the frustrating task or overstimulating activity. The Reflection Seat keeps scholars in the classroom and promotes self-calming strategies, which is directly aligned with the vision for our Essence VITALS social-emotional learning framework. It is a positive place that rewards scholars for keeping their emotions in control and using strategies to calm themselves so they can return to learning as soon as possible.

³⁹ Canter, Lee. “Assertive Discipline” Bloomington, IN: Solution Tree Press, 2010.

Individual Supports (Tier 2 & 3). We will track and analyze the behavioral data of our scholars. On a weekly basis, the Leadership Team will examine behavioral data and identify trends by disaggregating data. These trends will influence schoolwide professional development sessions, targeted behavior management supports for specific teachers, and/or the development of additional supports for specific scholars. If a scholar continues to demonstrate behavioral challenges, he/she will progress up the Rtl pyramid and begin to receive targeted Tier 2 and Tier 3 supports. For scholars who will need additional supports, teachers will collaborate with the Executive Director and Dean of Empowerment and Culture to develop a plan of action. Together, the team will determine targeted supports that will help the scholar to be more successful in the classroom. We will use the FAIR Behavior Intervention Plan (BIP) system as outlined in *The Behavior Code*,⁴⁰ which is based on developing a Functional Hypothesis that thoughtfully proposes an explanation for scholar behavior, determining accommodations that will support the scholar's behavioral needs, utilizing specific Interaction Strategies that will allow a BIP to succeed, and identifying strategies that can be used if scholar behaviors escalate.

Responsive Support Services. While we will do everything we can to provide our students with a welcoming, supportive, and positive school environment, we recognize that students will come to school with social-emotional, psychological, and trauma-induced needs that must be fulfilled in order for the students to participate in school to their fullest potential. For this reason, we will provide our students with access to a suite of responsive support services aimed at supporting the whole child. In our earliest years, when we are a small, slowly growing school, we will contract these services out, as we will not be able to afford the full-time staff it might take to meet all of these needs. We are fortunate to work in San Antonio, where AIM Education Services provides best-in-class contract support for psychology, counseling, and other services, and we plan to use them as our preferred mental health partner for any student who needs those services. Later, when we have grown closer to our steady-state enrollment, we plan to hire a counselor and licensed school psychologist.

We also plan to connect our students to community mentors through our Essence Community Partnership program. In communicating with our community on the Eastside, we have heard countless times some version of the saying, “you can’t be what you can’t see.” Parents and guardians want their children to be mentored by local leaders who look like them and come from similar backgrounds so Essence scholars can see that anything is possible when they have the solid foundation of a great K-12 education. Exposure to subject matter, to role models, and to experiences can make all the difference in shaping what our scholars dare to explore for themselves. For that reason, we will engage our community supporters in a formal mentoring program from the first day of school forward. This program will have three main components: Lunch & Learns, One-on-One Mentoring, and Affinity Groups.

- **Lunch & Learns.** Community Partners will come to campus to present to a group of students. These sessions will typically cover the partner’s area of expertise or unique perspective, and they will often happen during school lunch periods. Students will typically be listeners with some question and answer time provided at the end of the sessions.
- **One-on-One Mentoring.** Our one-on-one mentoring program will be reserved for students who are at-risk or need a substantial amount of support, encouragement, or

⁴⁰ Minahan, Jessica. “The Behavior Code” Cambridge, MA: Harvard Education Press, 2016

guidance. Essence leadership will connect community mentors with these students in need and their families, and the mentors will be expected to check in on their mentees frequently (up to once or twice per week, if possible). School board members and other community supporters have already shared their willingness to participate in our One-on-One Mentoring program.

- **Affinity Groups.** We expect to operate several affinity groups in upper elementary and in middle school to support our students' examination of their selves. These may be race/ethnicity based, gender/sex based, or interest based, and we will ask community supporters to participate in order to bring an outside perspective to these conversations.

Student Behavior & Discipline Practices. Essence Prep will provide a safe and orderly environment for all students, and a firm and consistent Discipline Policy, rooted in restorative practices, is the foundation to ensure we can deliver on that commitment. Our Discipline Policy is designed to manage behaviors that are not addressed through our positive community building and behavior management system as described previously in this section. Our Discipline Policy will be consistent with the requirements of due process and with federal laws and regulations regarding students with disabilities.

Informing our Community of Discipline and Behavior Policies. Our Discipline Policy will be included in our Student and Family Handbook which will be distributed to all Essence Prep families annually in their preferred language before the first day of school. The policy will be distributed to staff each summer during staff professional development, where we will annually devote an hour or more of training time to reviewing the policy and discussing any updates or changes that have been made. The policy will be posted publicly on the Essence Prep school website to ensure our community always have access to it, and we will keep hard copies printed and available at the front desk of the school for distribution should a member of our community request a printed copy.

Community Violations (Major Offenses). If a student commits a Community Violation, they will be referred to the leadership team for intervention. We believe that removal from class for minor disciplinary offenses is a form of oppression, so the leadership team will make every effort to ensure students remain in the classroom as they process behavior issues. However, depending on the severity of the violation, some behavior events might result in removal from class for conference:

- Unsafe behaviors, such as hitting, kicking, or biting
- Targeted disrespect of another member the learning community (whether adult or student) including name calling or insulting including (bullying, hazing or harassment of any kind, threats, intimidation, and exclusionary conduct)
- Disrespect of the school, such as defacing school property
- Leaving class without permission
- Use of inappropriate language
- Major disruption of class (defined as behaviors that actively impede the learning of the student or learning of others). Our teachers will be trained how to deescalate and redirect minor disruptions of learning, and these more common incidents will be dealt with exclusively in the classroom.

Essence Prep teachers will be empowered to manage the vast majority of disruptive and off-task behaviors at the classroom level, and they will be supported by the school leadership team when incidents rise to the level of referral listed above. This allows for a balance in behavior management – teachers will feel like they have the tools to manage a host of everyday challenges related to behavior in the classroom, yet they will also feel the support of an engaged and well-trained leadership team when behaviors escalate. The escalation matrix will be consistent and easy to understand so all stakeholders – students, staff, and parents – are clear on which behaviors lead to in-class consequences and which lead to out-of-class referrals. At the same time, the system will ensure teachers have the appropriate training and the confidence to ensure they do not over rely on leadership team members to manage challenging behaviors. Our goal will always be to keep students in the classroom and engaged in learning, and this means we will need to invest heavily in equipping our teachers with strong behavior management tools. As of this writing, we are planning to use a Positive Behaviors Interventions and Supports (PBIS) framework for school culture, discipline, and behavior management, as PBIS “includes a focus on prevention and early intervention; teamwork between all adults; meeting students’ needs; and building a positive school climate.”⁴¹ The particular PBIS system we will use is called *Caring School Community, CASEL-SEL*,⁴² which has been vetted and approved for use in Texas public schools by the Texas Education Agency (TEA).

Our school culture team will be made up of our social workers (in the early years of growth, we will use an external vendor to provide these services), culture coordinators, and the Dean of Empowerment and Culture who support students in reflecting on behavior, navigating emotional triggers, and developing social-emotional awareness. The culture team will partner with the family through the Essence Prep Behavior Response to Intervention process to develop an individualized plan for students who need increased behavior supports.

Suspension. While we will make every effort to keep students in their classrooms and learning, there will be times when behavior and discipline infractions warrant a suspension from classroom activities. In these cases, Essence Prep will employ one of two types of suspension: in-school suspension (ISS) or out-of-school suspension (OSS). When a student is under out-of-school suspension, they are not to be on the campus during the suspension. When suspension is in-school, the student is assigned to a designated school location monitored by Essence Prep staff. For both types of suspension, students will be required to complete their regular classwork and homework. For any suspension, the school will provide the student and parent with oral or written notice of the misconduct and explain the evidence it has that the student committed the misconduct and provide the student an opportunity to present his or their version of the event. Students or parents will be able to appeal short-term suspensions to the Board of Directors. Before the student returns to school, the student, parent and Dean of Empowerment and Culture will meet to address the student’s behavior and create a plan for improvement.

If the suspension is a long-term suspension (i.e., longer than 10 days), the student shall receive the following:

⁴¹ <https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports>

⁴² <https://www.collaborativeclassroom.org/programs/caring-school-community/>

- Written notice of the alleged violation.
- A formal hearing, including the opportunity to verify their version of the incident.
- A record of the hearing maintained by the hearing officer (typically the Executive Director).
- An alternative instruction program for the student to participate in while on long-term suspension.
- A formal re-entry meeting, including the scholar, parent, teacher, Dean of Empowerment and Culture, and Executive Director will meet to address the student's behavior and create a plan for improvement before the student returns to school.

Expulsion. The following are examples of the cause for expulsion: (Note: these examples are not intended as an all-inclusive list.)

Cases where expulsion is discretionary:

- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- Persistent acts of harassment, bullying, or intimidation
- The possession or use of tobacco, alcohol, or drugs
- Hazing, racist acts, or persecution of other students

Cases where expulsion is mandatory:

- Possession of weapons on campus

In the case of expulsion, the school will provide the student and parent written notice of the charges against them. The student will be afforded a hearing, including the opportunity to secure counsel, confront and cross-examine witnesses, and call their own witnesses to verify their version of the incident. According to statute, the hearing must take place within a reasonable timeframe, and Essence Prep will aim to ensure that any expulsion hearings take place within one week of notification of expulsion procedures. After the hearing, the Executive Director will submit a written decision to the student, family, and the school's Board of Directors. The Executive Director will notify the family that they have up to ten (10) days to appeal the expulsion decision. A record of the hearing will be maintained, and the hearing officer's decision is appealable to the Board of Directors. The action of the Board of Directors is final. According to statute, students under ten years old may not be expelled unless they bring a firearm to school.

Harassment, Bullying, and Intimidation. Essence Prep will be a safe space for all students. We consider bullying, hazing, or harassment of any kind a Community Violation. Threats, intimidation, and exclusionary conduct run counter to our mission and our community values. They will be considered a Community Violation and will be dealt with in accordance with our discipline code.

Discipline Policy for Scholars with Disabilities. When applying our discipline policy to scholars who are receiving Special Education services, we will comply with all laws and regulations, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and we will ensure that we are adhering to all accommodations and modifications outlined in a scholar's IEP or 504 Plan.

Essence Prep will ensure that all Behavior Intervention Plans are effectively implemented for all scholars who have one outlined in their IEP. Our Executive Director and Dean of Empowerment and Culture, our Special Education teachers, and our general education teachers will work together to get to know the scholar's specific needs and develop a system and support strategies that will enable the scholar to be successful. We will also provide professional development before the school year begins to all teachers on how to effectively implement BIPs and support all scholars. If a scholar is consistently struggling behaviorally and does not have a BIP in place, we will complete a Functional Behavioral Assessment to better understand the challenges for that scholar and determine if a BIP should be developed. If a BIP is not effective for a scholar, Essence Prep will develop alternate solutions.

If a scholar receiving Special Education Services has a discipline infraction that warrants a suspension, the scholar will be placed in an in-school suspension, where s/he will be provided all missed assignments and be supported in completing them by a member of the leadership team. If a scholar's continuing behavior challenges warrant multiple suspensions that would cumulatively exceed ten (10) school days, a determination will be made as to whether or not the behavior was a manifestation of the scholar's disability or if the behavior occurred as a result of the scholar not being provided with the services and accommodations outlined in their IEP. The school will only move forward with the discipline if it is determined that the scholar is consistently receiving all supports and accommodations, and that the behavior was not a manifestation of the scholar's disability. If the suspension does occur, the scholar, in accordance with FAPE, will still receive the same educational program. The scholar will receive all missed assignments and will be supported by members of the leadership team in completing them. Additionally, the scholar and their family will have a transitional meeting with the Dean of Empowerment and Culture before returning to school to discuss strategies for the prevention of this behavior in the future.

If the behavior was determined to be a manifestation of the scholar's disability, the leadership team will complete an FBA, and either create or update the scholar's BIP. This BIP will be accompanied by a meeting of all key stakeholders (scholar, family, teachers, special education teacher, Dean of Empowerment and Culture, and Executive Director) to discuss the accommodations outlined in the new BIP, and to discuss strategies for preventing this behavior in the future. If a family disagrees with a discipline decision, they have a right to file a complaint and request a hearing.

Uniform Policy.⁴³ We will require and enforce a uniform policy for every day of the school's academic calendar, except for select "spirit" days during which scholars dress according to whatever theme has been pre-determined and communicated with families. Scholars will be required to wear our school uniform on all school field trips. Uniforms are important to our school culture because they create a sense of team, equality, and professionalism. The uniform at Essence Prep consists of an Essence Polo shirt, khaki pants, and closed-toe shoes.

The school's dress standards will prevent disruption, minimize safety hazards, and provide a dress standard that offers flexibility for the parent and scholar. Scholars must come to school wearing

⁴³ Uniform policy derived from BES's decades of experience training school leaders. Language borrowed with permission from policies of Compass Rose, Etoile Academy, and Legacy Prep, among others.

clothing that will not be a health or safety hazard to the student or others, and that will not distract from the educational atmosphere of the school.

A request for school assistance for purchasing uniforms must be made in writing to the Executive Director and families who qualify will be provided uniform assistance. Typically, qualifying families will be those who are on free-or-reduced meals (FRL); however, there are cases where a family not on FRL may qualify for uniform assistance. We will encourage our families to apply if they believe they might qualify regardless of FRL designation. A parent may choose for his or her scholar(s) to be exempted from the requirement of wearing a uniform if the parent provides a written statement that, as determined by the Board of Directors, states a bona fide religious or philosophical objection to the requirement. Id.

Uniform Requirements.⁴⁴ Scholars are expected to be in uniform for every school day. Students should focus on cleanliness, neatness, and safety when preparing to come to school. The following are the uniform guidelines:

- **Footwear** may be of any color but must not include offensive words or graphics.
 - All footwear must have closed toes and closed heels.
 - No high heels, boots, house shoes, slippers, or sandals of any kind are permitted.
 - Note: Students may wear snow or rain boots to school in the event of inclement weather. We will request that they bring uniform-appropriate shoes to change into but will not require it.
- **Socks** must be worn at all times for sanitary purposes, but they may be any color and may have school-appropriate designs (i.e., argyle, stripes, polka dots, etc.).
- **Pants** must be trouser-style and khaki in material and color. Shorts and skorts must also be khaki and must reach the top of the knee in length.
 - The hem may not be frayed, the pants/shorts/skorts may not be ripped in any way, and sweatpants are not allowed.
 - Pants/shorts must be worn at the waist, not the hip.
- **Tights or leggings** may be worn under skorts or shorts of the appropriate length, but they must only be white, beige, or black.
 - Tights with holes, jeggings, and stretch pants are not permitted.
- **Belts** must be worn at all times.
 - Belts may not have logos, studs, or other adornments.
 - Belt buckles should be discreet.
- **Shirts** must be official powder blue, polo-style collared shirts adorned with the school logo.
 - Throughout the year, school-branded t-shirts may be provided as incentives; these t-shirts may be worn instead of the official polo shirt on dress down days (see below).
- **Undershirts** must be white, black or gray.
 - Both short sleeve and long sleeve undershirts are acceptable.
- **Outerwear** (sweaters, sweatshirts, coats and jackets) is optional.

⁴⁴ Uniform policy derived from BES's decades of experience training school leaders. Language borrowed with permission from Etoile Academy and Compass Rose.

- If students choose to wear outerwear, only crewneck sweatshirts with the school logo may be worn inside the building.
- Otherwise, all outerwear must be removed before the student enters the building.
- **Accessories** must be understated and should not call inappropriate attention to the wearer.
 - Headbands must be less than three inches wide.
 - Makeup, if worn, must be natural in color and modest in application
 - All earrings must be smaller than a quarter.
 - Bracelets and other jewelry should not have any inappropriate writing or images.
 - Jewelry worn around the neck should be tucked into the shirt and should not be visible at any time during the school day.
 - No hats, scarves, bonnets, or bandanas may be worn at any time, unless as part of a school-sanctioned theme day or dress down day.
 - No visible tattoos.
- **Religious considerations:** Full uniform must be worn under all religious overgarments.
 - Full body coverings must be solid black, gray, brown, beige or white.
 - Uniform shirts must be worn on top of all full body coverings and must be visible.
 - Religious head coverings are acceptable.
 - All head coverings must be solid black, gray, brown, beige or white.

Dress Down Days. Occasionally, Essence Prep will sponsor dress down days as a reward or fundraiser. While students are afforded more freedom to choose their outfits on a dress down day, the following items are prohibited: open-toed shoes, flip-flops, shirts that do not cover the shoulders or midriff, offensive or inappropriate images and prints, and ripped clothing.

Safety and Security at School. Our scholars' safety, the safety of our staff and community, and the security of our school is one of our highest priorities. Upon approval, one of our first orders of business will be to assemble a school Safety & Security Committee to plan our security measures. At first, this committee will include the Executive Director, members of the Board of Directors, and members of the greater Eastside community. When the school opens to students, the Safety & Security Committee will shift to include one board member, the Executive Director, a school operations leader, two classroom teachers, and two parents or guardians of enrolled students. The committee will develop and implement emergency plans for Essence Prep, periodically provide recommendations to the Board of Directors regarding updating the emergency plans in accordance with best practices, provide guidance on safety and security audits, review each report Essence Prep is required to submit on school safety and security, and consult with local law enforcement on methods to increase law enforcement presence near campus.

In order to maintain the highest levels of safety and security on campus at all times, we will also ensure that we have cameras in strategic locations throughout the school building, an intercom and buzzer for the front door, and all external doors will be locked during the school day. We will

ensure that we have a visitor management system at the front desk, like Raptor or Positive Proof, so we can register all guests that enter the building, screen for sex offenders, and alert staff of custody violations. Classroom doors will have windows to ensure leadership team members can always monitor classroom activities, but these windows will be equipped with shades to be pulled down in an emergency situation. During the school day, we anticipate using a walkie-talkie or other two-way radio system for quick communication between staff. Essence Prep staff will also participate in Active Shooter Response Training.

Evaluating School Culture. The Executive Director and Dean of Empowerment and Culture, supported by the Leadership Team, will use scholar achievement to assess the efficacy of school culture. School culture data will be managed by the Dean, who will review attendance, tardiness, and uniform data, and ensure teachers enter classroom-specific data such as daily scholar resets. Data will be monitored through an online platform like ClassDojo or Deans List to identify scholars requiring additional supports beyond those provided by our schoolwide systems. Scholars who consistently struggle to meet behavior expectations are provided with additional behavioral supports through our RtI system. We will also use this data to inform adaptation to our behavior management and culture-building practices. Typically, this means we will evaluate referral, consequence, and suspension data to ensure our program is working effectively for all students. If the data points to inequities or gaps in our practice, we will make necessary adjustments.

Promotion and Graduation Requirements

We propose to serve students in grades K-8. As a combination elementary and middle school, we believe we are better able to focus on closing gaps for our students so they can successfully matriculate to the high school of their choice and on to the college or career of their dreams.

Philosophy on Promotion & Retention. Communities of color across this country, particularly Black communities, have disproportionately suffered from an overaggressive approach to grade-level retention in schools. Most schools that retain students do so for what they believe are academically responsible reasons – they say they are retaining students so they can have a second chance at learning material. However, studies have routinely shown that grade-level retention has either no net positive or, even worse, a net negative effect on the student who is retained. As an 8th Grade-terminus school, we were particularly interested in a recent study where the data showed students retained in 8th grade were demonstrably more likely to drop out of high school later.⁴⁵ This is unacceptable, which is why we will make every effort to avoid grade-level retention, if possible.

Grade Placement Committee. With that said, it may be the case that retention is considered for a student at Essence Prep. Whether the consideration is initiated by a parent, a teacher, or the school, we believe it is critical to make retention decisions as a team. In compliance with TEC §28.0211, any time a student is recommended for retention, we will assemble a Grade Placement Committee (GPC) composed of a parent or guardian, the student's lead teacher, a school leader, and the child's special education teacher, if applicable. The committee reviews the following data: (1) the parent/guardian and/or teacher's recommendation for retention; (2)

⁴⁵ Jacob, B., & Lefgren, L. (2007). *The effect of grade retention on high school completion*.
<https://www.aeaweb.org/articles?id=10.1257/app.1.3.33>

recommendations from the Admissions, Review, and Dismissal (ARD) committee and/or Language Proficiency Assessment Committee (LPAC), if applicable; (3) the child's academic performance in classes, on interim assessments, STAAR, and/or TELPAS for English Learners; and (4) attendance. In the event that the GPC determines it is in the child's best interest for them to be retained, or if it is required by TEC §28.0211, the child may repeat their current grade level. The Grade Placement Committee, led by the Executive Director and Principal, will make the final determination.

Transition Between Elementary, Middle, & High School. Students transitioning from 5th to 6th grade and from 8th to 9th grade must demonstrate satisfactory academic performance on the STAAR in math and reading to be promoted in accordance with TEC §28.0211 and the Student Success Initiative. Students have three tries to demonstrate proficiency in both math and reading. If, after a third try they have failed to perform satisfactorily, they may be retained in accordance with TEC §28.0211.

Promotion Criteria. Promotion will be determined based on TEA's approved criteria.⁴⁶ In general, we will make every effort to avoid retaining a student, because we know the deleterious effect retention has on students like ours. With that said, all promotion decisions are based upon: (1) end-of-year Grades in core content areas; (2) Assessment results; and (3) Attendance. Students who meet all applicable requirements are automatically promoted to the next grade. Students who do not meet the requirements may become candidates for retention, in which case the GPC process outlined above will take place.

- **Grades K-2: Success in Reading and Mathematics.** Students must demonstrate foundational grade level proficiency in Reading and Mathematics to be promoted to the next grade as measured by earning an overall grade of "meets standard" or higher in both subjects on their Report Card and achieving the minimum expected growth on NWEA MAP.
- **Grades 3-5 Success in all Core Subject Areas.** Students must maintain an overall grade of 70% or higher on their report card in all core subject areas and achieve the minimum expected growth on NWEA MAP. Students in fifth grade must pass the STAAR Reading and Mathematics Test as required by TEA to be promoted to next grade.
- **Grades 6-8 Success in all Core Subject Areas.** Students must maintain an overall grade of 70% or higher on their report card in all core subject areas and earn the minimum expected growth on NWEA MAP. Students in 8th grade must pass the STAAR Reading and Mathematics Tests as required by TEA to be promoted.
- **Attendance Requirements.** K-8 students who have been absent for 10% or more of the total instructional days in the year might not be promoted to the next grade. In alignment with TEC 25.092, we "may not issue a final grade in a class or class credit if a student attends less than 90% of the days the class is offered. In accordance with local policy, a student who attends at least 75% of class days but less than 90% can be given credit or a final grade if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class...If a student has three or more unexcused absences for three or more days or parts of days within a four-week period but less than 10 or more days or parts of days within a six-month period, [Essence Prep] shall initiate truancy prevention measures." *id.*

⁴⁶ TX Association of School Boards (TASB). *TX Promotion, Graduation, and Credit Requirements*. 2018.

Promotion & Special Populations. A student receiving special education services will have an admission, review, and dismissal (“ARD”) committee that determines whether the student will be promoted or retained. For English Language Learners, the Language Proficiency Assessment Committee (“LPAC”) will make final decisions on grade promotion.

Support for Students At-Risk of Retention or Dropping Out. Essence Prep’s academic and instructional program is designed to ensure to the greatest degree possible that all students are prepared to meet promotion standards to the next grade level. By the end of the first grading period each year, we will identify students at risk of retention, which we call “Promotion-in-Doubt” (PID). Students with failing grades or stark declines in grades for any reason (even if they are still passing), and students who are not making adequate growth on internal assessments and/or NWEA MAP, will be placed on the PID list. The PID list is dynamic and will change as grades and data get updated and evolve throughout the year. Creating the list at each grading period provides us with an up-to-date view to identify and carefully monitor students who are falling behind. We then support these students in several ways:

- **Intervention Pull-Outs** Every student has a weekly intervention class period in reading and math. PID students receive small group pull-out support during this time to ensure they are back on track.
- **Intensive Focus on Student Growth.** Teachers use frequent formative assessments and interim assessments to monitor student growth and academic achievement and to inform instructional decisions. They use data from exit tickets, Individual Reading Level Assessment Framework (IRLA), NWEA MAP, and internal TEKS-aligned exams, to plan effective whole-group instruction, facilitate small group pullouts, and identify the need for individual instruction for certain PID students.
- **Parent-Teacher Conferencing.** We believe that educating children must be done alongside the family. For that reason, we will be in frequent contact with all of our families, but especially so with our PID students. Once a student is identified as PID, the school will commit to three-times-per-week contact with parents in the lower elementary grades (K-3), twice-per-week in the upper elementary grades (4-5), and once-per-week in middle school (6-8). This contact will primarily take place via phone call and will be used to update families on student progress, provide support and advice on how families can help their students close gaps, and offer a look ahead at what their student should expect to do in class over the next few days or weeks. When a student is placed on the PID list, parents will be notified immediately.

When Families Will Be Notified of Promotion Standards. Essence Prep families will receive information about promotion criteria upon enrollment in the school. Promotion criteria will be clearly outlined in the Student & Family Handbook, which will be distributed in hard copy to each registered student/family and posted in soft copy on the school’s website. Families will receive ongoing communication about promotion criteria and their children’s progress toward promotion in the form of parent-teacher conferences and regular progress reports. We will ensure we always have clear policies and are in ongoing communication with families, so promotion and retention decisions are never a surprise.

What Students Will Know & Be Able to Do. Students who complete 8th grade at Essence Prep will demonstrate proficiency in all subject areas and graduate with a solid foundation to excel at the high school of their choice, and they will have built the social-emotional skills to understand their place in the world, the advocacy skills to stand up for themselves and others, and the study skills to take ownership of their own learning

Family and Community Engagement

Communication and Engagement with Parents After School is Open. At Essence Prep, family engagement is one of our core strategies for scholar success and involving families at every feasible opportunity will be essential to the success of our school. We have already begun engaging deeply with future Essence families, and we will continue to do so once school opens. We have designed Essence Prep specifically for the Eastside community, and we have built public policy advocacy into the core of our program, so we will prioritize a public design process with our families to ensure community voice is heard and all decisions are made with the best interest of our scholars and our community in mind.

When our doors open in August 2022, parents will have opportunities to participate in daily school activities, after-school activities, school events, and support activities. We will build out an event calendar which allows for the most flexibility possible in scheduling, so working families can attend activities at the school. We will also bring our school into the community as much as possible. We truly believe that COVID-19 has spurred on a new conception of what constitutes “school,” and we intend to view our whole community as our classroom, taking students on field lessons to learn about their neighborhood and our neighbors. The Eastside has so much value and promise, and we intend to allow our scholars every conceivable opportunity to see the strengths of our community in real time.

We will also use the following strategies to build family-school partnerships to strengthen student learning at Essence:

- **Town Hall Meetings.** In these bi-weekly meetings, the Essence Prep team will invite the community to the school talk about current events in the community, introduce community resources, discuss academic programs at Essence, and share stories.
- **Parent-Teacher Conferences.** In these quarterly conferences, teachers will talk to families about scholar's academic and social-emotional progress.
- **Essence Parent Support Committee.** Our Parent Support Committee will act like a PTO and engage families in planning, leadership, and volunteer opportunities.
- **Regular Outreach & Individual Conferences.** We will meet regularly with all families, and even more so with the families of students who are at risk of failing. Teachers will be responsible for calling or otherwise connecting with every family at least once every three weeks (text, email, etc.). When scholars are placed on the ‘Promotion in Doubt’ (PID) list, families will be immediately contacted to ensure we are working together to close gaps and catch scholars up.
- **Volunteer Opportunities.** We will invite families into the school for various community volunteering opportunities, including working in the office, working in the cafeteria, supporting field lessons, and more.
- **Parent Resource Hub.** We will build an online information hub for families so they can easily access school employees and find essential information about the school, their

scholar, and our community. The hub will supplement the access parents will get to scholar grades through or student information system (SIS).

- **Parent Advisory Council.** We will form a working group of parents who are willing to help our school as critical partners on our schoolwide strategic planning and decision-making process.

Gathering Parent Satisfaction and Community Engagement Data to Plan From. Our focus on data driven accountability extends to our family and community engagement strategy. We will provide parents ample opportunity to engage authentically with the school, and we will give them regular chances to provide insight and feedback on how we are doing for their children. We will provide three Family Satisfaction Surveys throughout the year: one at the beginning of the year, one in the middle, and one at the end. These surveys will be designed to elicit both a satisfaction score and constructive feedback from parents. Our goal will be to have over 75% satisfaction by the end of the school year. We will also lead public forums called Town Halls each month for parents to engage with school leaders, hear about new initiatives, and provide live feedback. When we get data back from these sources, our leadership team will analyze the data together to identify trends and will commit to reporting out that data and any trends, along with action plans to solve problems, to the community within a week. We will gather community engagement data by tracking attendance at school-sponsored events and engagement with our social media posts. The ED will be responsible for this, and our goal will be to increase engagement by 50% throughout the year.

Ensuring Access to Families Who Speak Languages Other Than English. Welcoming and engaging all parents, including those who speak another language, is facilitated through written and verbal translation services provided by our front office staff? To ensure that all parents have the opportunity to engage in the school community in whatever way they want to, we will ensure that all of our communication with families is in both English and Spanish. Our website will be translatable, and all printed material will be in both languages.

Dissemination of Information About Academic Progress and Teacher Qualifications. Essence will share information about students' academic progress with students and families via bi-weekly progress reports and quarterly report cards. Hard and electronic copies will be distributed. At the beginning of each school year, Essence will inform parents about the professional qualifications of all staff members via a letter from the Principal. Also, at the beginning of the year, we will host an open house for families and community members, where we will discuss staff qualifications. Staff members' public access files will be available upon request.

Community Resources for Students and Parents. Our founding team is deeply ingrained in the Eastside community, and we plan to use the collection of our connections to ensure our scholars have access to a wealth of community resources. We will engage with the San Antonio African American Community Archive and Museum and the Carver Community Cultural Center upon being awarded a charter to ensure that we can regularly bring scholars to these two places to learn about the history of Black people in San Antonio. We have already developed relationships with various other local and national organizations to help our families and students. Some of these organizations are the City of San Antonio, Boys & Girls Club of America, Girls and Boy Scouts

of America, the YMCA, Mission Library, BiblioTech Library, and Families Empowered. We have garnered community support from organizations like Choose to Succeed, City Education Partners, The Ewing Halsell Foundation, and the George W. Brackenridge Foundation. See Attachment 9 for the support letters already provided. We will continue to gather more support upon approval of this application and plan to formalize relationships with organizations that support the school's education program and meet our students' and families' needs.

Leadership and Governance

Board Structure and Qualifications

Board member	Area of expertise	Brief description of experience in this area
Kim Abernethy	Non-Profit Management, Fund Development	CEO of a non-profit, where she leads fundraising efforts
Brian Dillard	Innovation, Board Governance	Chief Innovation Officer, City of San Antonio; a member or former member serving on various boards
Mike Frisbie	Facility Planning, Finance	Sr. VP at Raba Kistner, Inc., a preeminent engineering consulting firm
Jackie Gorman	Board Governance, Finance, Management	Sits on several non-profit board; Sr. Partner at a best-in-class management consulting firm
Dr. Henrietta Munoz	Data Analysis, Program Management, Education	Manages SB 1882 work as first ever Exec. Dir. of Edgewood ISD's Institute for School & Community Partnerships
George Pedraza	Finance, School Administration	Senior Wealth Advisor at Wells Fargo; former member of the district leadership team at Academica SW, a charter management company
Kanwal Sumnani Lopez	Education, School Administration	Founding teacher at Compass Rose Academy; she is currently the Technology Implementation Specialist at Compass Rose
Mary Gradney	Finance, Community Engagement	COO of Its Your Choice Catering; she leads all of the business development and operations of a diverse food and beverage catering company

Board Structure & Qualifications. The Essence Prep Board will include no fewer than 7 and no more than 13 members, maintain an odd number for voting purposes, will hold the Essence Prep charter, and will ensure accountability to the school's mission, its financial viability, and its adherence to the terms of the charter. According to state law, the governing body of a charter school has the primary responsibility for implementing the school program authorized by the charter and ensuring the performance of the students enrolled in the school in accordance with the Texas Education Code (TEC).⁴⁷

⁴⁷ [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=100&rl=1101](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=100&rl=1101)

The Governing Board will be composed of a diverse, talented, and committed group of San Antonio professionals, including members with technical skills and professional experience in the areas of finance, fundraising, law, education, marketing/public relations, and facilities. Members with diverse backgrounds and professional interests will best ensure that Essence Prep has in place the broad group of leaders necessary to provide independent governance of the school.

The Governing Board will meet each month at least ten times per year, in a public space within the school's zip code with pre-announced meetings in full accordance with all open meeting requirements. The Governing Board will record minutes of all meetings and will publicly post these minutes on the Essence Prep website. The Executive Director will report on school progress to the Board at each of these monthly meetings unless notified ahead of time that his/ her presence is unnecessary. Board members will be sent, without request, quarterly financial information and updates on school activities. The Governing Board will comply with Texas Administrative Code 19 TAC §100.1113 and Texas Government Code §§573.021-573.025 relating to Relationships by Consanguinity or Affinity.

The primary purpose of the Board is to provide oversight while delegating day-to-day management of the school to the Executive Director. The board is not involved in handling the daily operations of the school, handling specific personnel issues, or addressing individual student needs. The Board will set compensation for, hire, oversee, evaluate, and, if necessary, fire the Executive Director, who will oversee day-to-day operations. The Executive Director is the only staff member reporting to the Board. The Executive Director will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that Essence Prep successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement, and that it complies with all applicable local, state, and federal laws. Governance policies at Essence Prep will be designed to ensure delineation of responsibility among appropriate parties and to set standards to measure performance and accountability.

Board Composition, Terms, and Committee Structure.⁴⁸ The Board of Directors of Essence Prep will consist of members who:

- Believe all children can and will succeed in school
- Dedicate their efforts to furthering the vision of the school
- Contribute their experience and knowledge to the governance of Essence Prep
- Serve on one or more Board committees and contribute the time and energy necessary to follow through on assigned tasks and govern the school effectively
- Represent the community and be a voice for the community

Members of the initial governing board will serve staggered terms, with one-half of the Board initially serving a two-year term and one-half initially serving a three-year term. Thereafter, members will be elected to a two-year term to fill the vacancies created by expiring terms. The staggered structure provides stability for the organization while also providing opportunities to

⁴⁸ All board structures and systems have been adopted from Board on Track (<https://boardontrack.com/>) and Charter School Board University by Brian Carpenter; systems have been used by other BES schools across the country and adopted here with permission.

fill board spots with new contributors over time. New officers may be created or filled at any Board of Directors' meeting.

The Board of Directors will include four elected positions to meet specific organizational needs.

The Chair of the Board of Directors leads the Board. Responsibilities include:

- Presiding over all meetings of the Board of Directors and other meetings as required.
- Coordinating with the Executive Director, other Board officers, and Committee chairs to develop the agendas for Board meetings.
- Disseminating important information to the other members of the Board.
- Reviewing organizational efficacy and setting organizational priorities for future development.
- Appointing Committee chairs.
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations.

The Vice-Chair serves in the capacity of the Chair in the event the Chair is absent.

The Treasurer is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee.
- Ensuring the school complies with district, state, federal, and other statutory reporting requirements.
- Working with the Board Chair and the Executive Director to ensure financial records are current and accurate.
- Vetting and recommending an external auditor to the Board for the annual financial audit.
- Working with the school's administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties.
- Reviewing monthly financial statements prepared by the school's leadership.
- Ensuring that required financial reports are prepared accurately and in a timely manner.
- Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization.
- Co-signing any purchases exceeding \$10,000 for the school.

The Secretary is the chief record keeper for the Board. Responsibilities include:

- Certifying and keeping both a hard copy and an electronic copy of up to date bylaws.
- Recording official minutes of all meetings. Minutes shall record the location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings
- Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school 's main office.
- Ensuring that all notices are duly given as described in the bylaws or as required by law.
- Maintaining Board records including agendas and minutes, and ensuring timely and appropriate notice for meetings, per the Texas Open Meetings Act.⁴⁹

Committee Structure. The Board of Directors of Essence Prep will use a proven committee structure. The initial committees will include a Governance Committee, Academic Achievement

⁴⁹ All board officer descriptions have been adopted from Board on Track (<https://boardontrack.com/>)

Committee, Finance Committee, and Development Committee. The Board may establish other committees and/or task forces at any time it deems their creation necessary for carrying out the responsibilities of the Board. Certain tasks will be delegated to the committees which, in turn, will recommend a particular action to the full Board for discussion and vote as required. Each Board Member will serve on at least one committee, based on his or her area of interest and expertise. Committees will work closely with the school leadership, Board Members, and outside individuals and organization, when appropriate, to achieve their objectives.⁵⁰

Operation of the Board. The Essence Prep Board will meet at least once per month to review the school's financials, academics, and operations, hear reports and updates from each Board Committee and the school's Executive Director, consider and adopt policies, and consider requests and concerns from the larger school community. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the directors is present.

The following is the decision-making process for the Board upon identifying the need for a new policy:

- a) *Board level discussion.* The full Board will first discuss the need for the new policy and establish general considerations for the policy.
- b) *Assign who will draft the policy.* Often, the Executive Director will draft the policy for Board review. The Executive Director will take on this role because he/she is most intimately aware of the day-to-day operations of the school.
- c) *Write a first draft of the policy.* The Executive Director will write the first draft of the policy.
- d) *Present draft policy to the board for approval.* The Executive Director will present the draft policy to the Board for discussion and approval.

The Board of Essence prep will be the final arbiter of all conflicts and appeals that cannot be handled at the school level. Should a staff member, student, or family bring an appeal or an objection to a governing board policy or decision, administrative policy, or practice at the school, they will have the opportunity to address the board with their complaint. The board will ask that the complainant provide advanced notice of their desire to be added to the official agenda of the meeting, which is published and publicly posted 72 hours in advance of the meeting. However, if a complainant does not provide enough notice to be added to the agenda, they still may attend the meeting and address the board as a citizen to be heard. The Board of Essence Prep will commit to adjudicating any complaints in a reasonable amount of time – typically within two weeks of hearing the complaint, but at least by the next scheduled board meeting.⁵¹

Board Training, Development, & Expansion. Board training & development is a critical part of creating and sustaining a high-performing school. The Board of Directors of Essence Prep will invest heavily in building an effective governing body, both in necessary funds and in time. This development will include strong orientation and an annual retreat to review the school's performance and the Board's performance and to generate annual strategic plans. Additionally,

⁵⁰ Committee structure adopted from RePublic Schools, a BES-incubated school in TN and MS. Language adapted from them here with permission.

⁵¹ Operation of the board plan adopted from RePublic Schools, a BES-incubated school in TN and MS. Language adapted here with permission.

the Board will participate in a yearly self-evaluation which will help members better understand the Board's strengths and weaknesses; it will also serve as a useful tool for performance improvement. Within one year of their election to the Board, all Essence Prep Board members will complete governance training as required by TEA. Board members will also participate in required training each year they are on the board of Essence Prep.

Orientation will take place whenever a new member joins the board. They will have a playlist of essential trainings to watch, provided by the Texas Public Charter School Association, to ensure they are well-prepared for their role. We will also develop a “Board Hub” which will house links to all essential documents board members will need to know – new board members will be required to read through the Hub prior to joining their first meeting. The Board Secretary will manage the onboarding and orientation process.

As necessary, the Board will secure consultants for retreats, trainings, resource development, and to assist with strategic planning and visioning. The Board of Directors will maintain a standing Governance Committee which will be responsible for planning the training and for identifying potential new Directors, presenting them to the full Board for consideration, and orienting all new members. The Governance Committee, composed of at least three Directors, will cultivate relationships with potential new Directors, present a slate of nominees to the full Board for selection, and orient new Directors to the business of the Board and the school. The Governance Committee will always recruit new Directors according to the best interests of the school. Potential Directors will include community leaders, business leaders, business owners, and individuals contributing other necessary skills to the operations of the Board. We will prioritize finance and real estate expertise, education expertise, strategic planning expertise, non-profit governance experience, and legal expertise when recruiting and considering new board candidates.

When new members join the board of Essence Prep, they will be required to disclose any conflicts of interest, real or perceived, prior to attending their first board meeting. Essence Prep will make every effort to avoid seating board members who have real or perceived conflicts with school operations, but if a conflict of interest arises, the board will take action to eliminate the conflict. This may include asking the conflicted board member to step down from their seat on the board. Board members will attend conflict of interest training upon joining the Essence Prep board and will take a refresher training on it each year. They will also be asked to disclose any conflicts, real or perceived, each year.

Composition of the Board of Directors of Essence Prep. Our Board of Directors is currently made up of eight community members, each of whom lives in San Antonio and is a leader in their field. We will look to increase the number of board members to at least nine in advance of opening. The Governance Committee will be responsible for identifying and interviewing potential new boards members, who will be selected based on their skillsets and interest in serving on a public charter school board. Our board currently has expertise in finance & facilities, community relations & organizing, local and state government, non-profit management & governance, executive management, strategic planning, and education.

- **Kim Abernethy** currently serves as CEO of Childsafe San Antonio, where she oversees the Harvey E. Najim Children & Family Center.

- **Brian Dillard** is the Chief Innovation Officer for the City of San Antonio. He began his career in public service in 2018 as the Smart City Administrator for the city.
- **Mike Frisbie** serves as Raba Kistner's strategic growth leader in San Antonio and Austin and oversees the regional growth of four business lines: engineering consulting, infrastructure, environmental, and project management.
- **Jackie Gorman** is a Senior Partner at Allen Austin Consulting. Prior to joining Allen Austin, Gorman served as CEO of San Antonio for Growth on the Eastside, Inc. (SAGE), a non-profit charged with revitalization and economic development on San Antonio's Eastside.
- **Dr. Henrietta Munoz**, a San Antonio native, was recently appointed as the inaugural director of a ground-breaking partnership focused on strengthening the school-to-college educational pipeline in south Bexar County.
- **George Pedraza** is a Wealth Advisor at Wells Fargo and will act as the Treasurer of the Board for Essence Prep. A native San Antonian, Pedraza graduated from Central Catholic High School and later from University of Texas San Antonio.
- **Kanwal Sumnani Lopez** is an educator who has taught in both ISDs and charter schools. She was a founding teacher at Compass Rose Academy and is currently the district Technology Implementation Specialist for Compass Rose Public Schools.
- **Mary Gradney** is a small business owner who manages the business development and operations of *It's Your Choice Catering*, Mary and her team have a track record of success, awarded multiple city contracts and recognized by the Economic Development Administration(EDA) for her commitment to her local community in innovative hiring practices.

Process, Tools & Metrics to Assess Board Effectiveness. Once approved, the Essence Prep board will determine an evaluation tool to use, with accompanying metrics to be achieved, to assess the effectiveness of the board. At this time, the board believe Lone Star Governance (LSG) may be the best option, but a final determination will not be made until the post-authorization period, as we are continuing to try to fill out our board, and we want any new members to know and understand LSG before we formalize a decision. LSG is preferable because the mission is so well aligned with our own – the program is meant to support board effectiveness in service of improving student outcomes.

Support, Development, and Evaluation of the Executive Director (ED). A strong working relationship between the board of directors and the ED is essential for a high-functioning charter school. As the only member of staff that the board hires, it is integral that they hold the ED accountable for overall school performance; however, in order to be truly successful, the board must also commit to developing and supporting the ED as well.

The board of Essence Prep will provide strong supports for the ED in several ways. First, the board chair will have bi-weekly calls with the ED to get updates on school progress and to problem solve and coach the ED through challenges. Second, the board will contract with an executive coach to specifically support the ED, should the ED ask for such support.

The board's primary goal is to ensure that the ED is provided with all the necessary resources to accomplish the mission and goals of the proposed school. This will undoubtedly take a concerted effort to grow the capacity of the ED, because leading a new charter school is incredibly complex. We are prepared to support this growth and will have regular check points to evaluate the

effectiveness of the supports we are providing. We understand that the ED has the authority and responsibility for the day-to-day operations of the proposed school.

The board will use an evaluation rubric (see **Attachment 14**) to hold the ED accountable for the academic success and financial viability of the school and the school's progress toward achieving its mission and meeting or exceeding the goals outlined in the charter. This includes evaluating on governance and board relations, community relations, staff management, academic performance, finance and operations, and instructional leadership. We will perform a regular check-up on the ED's growth and performance through a mid-year evaluation. If we determine the ED is falling short of expectations or failing to grow in a particular area, we will commit to building a specific growth plan to ensure we close those gaps. We are committed to supporting Mr. Brown in his effort to take on this challenging and essential work.

Essence Prep has a diverse and highly successful board with a range of skills sets. As a governing body, they have the experience and qualifications necessary to oversee implementation of the proposed education plan, the capacity to launch and sustain the school, the ability to steward the public funds properly, and deep ties to our community. The board's planned regular evaluation of the Superintendent ensures that the school will stay on task for achieving its mission of academic success for the students.

Engaging Key Stakeholders. The board will use their personal and professional connections to support Essence Prep's development. We have purposely organized a board of directors with deep ties to the Eastside of San Antonio, and we will use that commitment to the community and the connections they bring to help us with community outreach.

We will also invite key stakeholders into our board meetings. Whether they are Eastside business owners, elected officials, parents, or community members, we will make sure all stakeholders feel welcome to attend and participate in our board meetings. The board chair and secretary will be responsible for setting Stakeholder Outreach Targets each semester, and all board members will aim to meet those targets as a condition of being on the board. We will track our engagements in the Board Hub so we keep good records of who our partners in the community are.

Proposed Superintendent Qualifications

Akeem Brown is the proposed Executive Director of Essence Prep. (Please see Mr. Brown's resume in Attachment 15.)

Over the past several years, Brown has dedicated his career to serving students living in San Antonio's Eastside, a diverse, multilingual area that has experienced significant neglect and increased poverty. By founding a school, he seeks to provide his students with the pathways to opportunity he feels are lacking in many areas of the city. He began his career in education as a social studies teacher in Brooklyn, NY. He has since managed programming and communications for the City of San Antonio's Office of EastPoint and served as the director of operations and interim CEO of San Antonio Growth on the Eastside, where he supported STEM instruction in the San Antonio Independent School District and oversaw a \$23.7 million Promise Neighborhood grant. He has also served as director of communications and policy for San Antonio's City Council District 2. Most recently, Brown was the director of people operations at Compass Rose Academy,

a public charter school on the Southside of San Antonio. Akeem holds a Bachelor of Science in Political Science from South Carolina State University and is pursuing a master's in organizational leadership from Our Lady of the Lake University.

Brown is well-equipped to launch and lead an independent charter school. While he is not a career educator, he has taught in charter schools and he has worked at the district level in a growing charter network here in Texas. He also has deep connections to the Eastside of San Antonio, with his experience at SAGE and San Antonio's City Council District 2 spurring on his interest in building a school serving the Eastside community, where students learn to actively lead in developing public policy that positively impacts themselves and their community.

Brown is currently a Fellow in the prestigious BES Fellowship. BES is a national nonprofit that identifies and prepares school founders to create innovative education environments in their communities. BES has supported over 70 leaders over the years to not only build new schools but to ensure their schools excel and sustain their results over time. Through BES, Brown is able to visit (virtually visit in the time of Covid, of course) high-performing charter schools in Texas and across the country to learn from successful school and network leaders what it takes to build a school of excellence for every child.

BES is a cohort-based program, with over a dozen other leaders from across the country working alongside Brown every day. This provides peer-based support that most charter school founders do not have. Brown also has a system of support in San Antonio, where charter leaders from Compass Rose, Promesa Academy, School of Science and Technology, The Gathering Place, SA Prep, and Prelude Prep have all provided him with much-needed guidance to date.

The board of directors of Essence Prep is confident Brown can launch and manage a school that provides every student on the Eastside of San Antonio with a world-class education. His experience in education, public policy, communications, local government, and executive leadership suggest he has the experience and track record necessary to be a transformational leader for his staff and, ultimately, for the scholars of Essence Prep.

Salary, Per-Student Salary, & How It Was Determined. The starting salary for the Executive Director will be \$100,000, which equates to a per-student salary of \$277.78 per student. This figure was determined by looking at the starting salaries for superintendents of similar startup charter schools in San Antonio. This is reasonable as a starting salary for an Executive Director of a small charter with no prior superintendent experience.

Succession Plan & Leadership Development. Should something happen that makes it impossible for Brown to continue on as Executive Director once the school is operating, the board of directors has agreed upon the following succession plan:

- If a Principal has been hired, s/he will take over as Superintendent on an interim basis, until a permanent replacement for Brown can be identified, interviewed, hired, and onboarded.
- The Principal will have the opportunity to apply for the job, should s/he desire to do so.
- Should the Principal earn the Superintendent job, the Assistant Principal of Instruction (API) will be named interim Principal until a permanent replacement is found.

- The API will have the opportunity to apply for the job, should s/he desire to do so. If the API is hired as Principal, the school will open a search for a new API.

Strong leadership is essential to a healthy school, and a deep bench of leadership is integral to maintaining high quality leadership throughout the school. Essence Prep will partner with BES to train up-and-coming leaders to take on schoolwide leadership roles as the school grows. As part of their effort to help school excel and sustain excellence, BES has a strong track record of training teachers and other school-based staff in preparation for leadership roles. Starting immediately, Essence plans to identify one of two high-potential staff members to take part in BES's Emerging Leaders program. This will ensure a healthy pipeline of leadership is developed as early as possible.

Proposed Instructional Leadership Team

Qualifications for Instructional Leadership Team Members. While we have not yet identified potential instructional leaders, we have a clear vision for what we will expect of each team member.

- **Principal.** The Principal will be the instructional leader of the school, with the Executive Director directly leading school operations. The Principal will be managed by the Executive Director and will manage the Assistant Principal of Operations and Math Content Coach and a cohort of teachers. The Principal should have significant experience – about five years or more – teaching and leading in elementary school (preferably grade K-2). They should have a proven track record of success managing a team to exemplary results and should be a strong match for our school culture and spirit of service ethos. Key responsibilities, aside from direct management of instructional leaders and teachers, are: preparing and executing on PD, interacting with families and students as the school's leader, managing the school's dean and setting the vision for school culture, ensuring teachers are planning well and executing with fidelity to lesson plans, collecting and responding to data, etc. A bachelor's degree is required. A higher degree and/or Texas Principal license is preferred.
- **Assistant Principal of Instruction (API).** The API is responsible for coaching a large number of the school's teachers. The API will coach all teachers K-2 in year one, with the Math Content Coach (see below) providing targeted support in the subject of math throughout all grade levels. In year two, the API will split coaching duties with the principal, with the principal coaching grades K-1 and the API coaching grades 2-3. The MCC will continue to provide targeted support to both coaches in math across all grade levels. In future years as the school grows, we will hire another API for the middle grades and will limit the amount of direct coaching the Principal does with teachers. The API should have a strong track record of success in a lower elementary classroom, with excellent results on STAAR a strong preference for hiring. The person must live our school values every day and must find satisfaction and joy supporting others to achieve excellence. A bachelor's degree is required and advanced degree and teaching license are preferred.
- **Math Content Coach (MCC).** Both Eureka and CGI math require a lot of preparation and on the part of the educator. Schools that struggle to implement these programs (and Eureka in particular) often have not spent enough time truly becoming experts in the curriculum, which leads to implementation failure at the classroom level. For this reason, we will hire a MCC right away. This person will be tasked with becoming the school's math

program expert, in both Eureka and CGI. The MCC will then be responsible for coaching and supporting all teachers to excellence in math. The MCC should have a proven track record in leading students to remarkable results in math, preferably at the lower elementary level. A bachelor's degree is required, and advanced degree and teaching license are preferred.

Timeline for Recruiting and Selecting Instructional Leadership Team, and Criteria to be Used.

We will aim to hire our Principal by mid-year of our Founding Year. That way, the Principal and the Executive Director will have significant time to work together prior to launching the school. We will bring on an API in the spring or summer prior to launch, in order to support with final curriculum preparation, professional development preparation, and the staff onboarding processes. The MCC will start when teachers start, which is on the first day of summer professional development.

In all cases, we will be selecting our leaders based on the criteria listed above. We will also prioritize leaders who are dedicated to our mission and who seem to fit our vision for the kind of team we want to build. Most important will be candidates who are committed to self-improvement and want to be coached. Our hiring process is designed to surface a candidate's comfort level with coaching – we only want to hire leaders who are comfortable both getting feedback and giving feedback. Finally, diversity is essential – we will hire a diverse group of leaders.

Support, Development, & Evaluation of the Instructional Leadership Team. The Essence Prep instructional leadership team is supported, first and foremost, by the Executive Director and by the Principal. Like any member of the school-based staff, instructional leadership team members will be coached regularly, with significant time and effort put into developing them. The Principal will be managed and coached by the Executive Director, and the Assistant Principal of Instruction (API) and Math Content Coach (MCC) will be directly managed by the Principal. (In Year 2 and beyond, the MCC may be coached directly by the API, if the API is a veteran in their position.) They will also be supported through comprehensive and ongoing formal professional development. Each year, professional development will include goal setting for each staff member, and a significant part of the yearly development cycle will be aimed toward helping staff achieve personal individual growth. This is especially true of instructional leaders, who will be driving their own development toward both personal growth goals and schoolwide goals. We also ensure every staff member receives professional development that is targeted to their leadership role. All staff are required to attend a two week on-boarding and professional development session before the start of each school year to recalibrate around the mission, align and refine the curriculum, develop instructional practices, and examine shared goals.

Coaching will take place weekly, typically preceded by an observation by the manager. For instance, the Principal may observe the API in action by joining one of the API's observations of a Kindergarten teacher. The Principal will then debrief the observation with the API, align on the highest leverage coaching points, and help the API plan their feedback session with the teacher. The API would then practice key points of the conversation, gathering feedback from the Principal, before going into the actual meeting with the teacher. The Principal would then join the actual meeting to observe how the API transferred the practice and feedback into action and

how effectively they provide coaching to the teacher. At the end of the coaching meeting, the Principal will provide the API with feedback and insight on how it went, and their coaching interactions will be recorded in the Principal's Coaching Log with notes on strengths and areas for growth to focus on the following week.

Instructional Leadership Team members will be formally evaluated by the Principal or Executive Director twice yearly – in December and June/July. The purpose of the evaluation will be to determine how effectively team members executed on their personal and schoolwide goals for the year. At this time, we have tentatively committed to using the Texas Principal Evaluation & Support System (TPESS) as our evaluation of the instructional leaders of our school, as it is practice-proven and growth-oriented. It is also fully aligned with our mission and goals.⁵²

Proposed Financial and Operations Leadership Teams

Qualifications of Operational and Financial Leadership Team. The operations and finance team at Essence Prep will be led by our Executive Director, Akeem Brown. With several years of experience in executive leadership and operational leadership, the board of directors at Essence Prep believes Brown is the best person to manage this responsibility. Brown's qualifications are outlined in the section entitled **SUPERINTENDENT QUALIFICATIONS**. His resume is available for review as **Attachment 15**.

Currently, the Executive Director is the only operational leadership position for which we have identified a candidate. Other operations and finance team members will be recruited, interviewed, and offered employment during our planning year. They will begin working with Essence Prep in the summer before launch, along with all new Academic/Instruction team members.

Applicant Team's Qualifications for Implementing the Financial Program Effectively. Akeem Brown brings to the founding team significant experience managing budgets in the social sector. As the former Interim CEO of San Antonio for Growth on the Eastside, he was responsible for managing a budget of over \$20 million, which provided him with firsthand experience overseeing significant resources aimed at the improvement of his community.

To support Mr. Brown, the school will contract with an external vendor like ESC 20, the local state education service center, to oversee day-to-day aspects of the financial program, including but not limited to payroll, accounting, and reporting. This allows the school to rely on the decades of experience of Region 20, and their close connection to the Texas Education Agency, to ensure we start off on the best foot possible with regards to our finances. This service is incredibly affordable when we are at our smaller enrollment size in the early years of the school, and according to other charter operators who have used their services at the beginning of their operation, it is worth contracting this service out because of the reliability. If we were to try to hire an internal Finance Manager or CFO in year one, we would be taking a risk that the person we hire is able to do everything they need to do in the context of Texas Public School finance. Using ESC 20 allows us the confidence that we have the benefit of all of their collective experience.

⁵² <https://tpess.org/>

Even though we will not hire a CFO in our initial year, our current CEO and several members of the Essence Prep Board have in-depth knowledge and experience in finance and accounting. This is especially true of board member George Pedraza who has enjoyed a long and successful career as a Wealth Manager and has deep experience with charter schools in the state of Texas. Led by Pedraza as the Board Treasurer, at least three board members will form a Board Finance Committee, to implement our financial plan successfully. All Essence Prep board members will receive charter school accounting and finance training on all performance indicators, including TEA's *Charter FIRST* rating system. This is necessary because the board needs to understand the key financial information required to properly manage the funds distributed to the school by the state.

The team's general and combined experience in the following areas will be essential for a strong launch and sustained success:

- **General Operations.** The Essence Prep board and founder (hereafter referred to as the "team" or "founding team") have deep experience in general operations. Lead Founder Akeem Brown has spent most of his professional career managing various aspects of organizational operations and is well-equipped to lead the school with operational strength and financial integrity.
- **Facilities Acquisition and Management.** The founding team has extensive experience in facilities identification, acquisition, and management. Led by Marques Mitchell, who is responsible for the master planning and development of the Brooks community, the school will organize a facilities subcommittee to support the work of finding an appropriate space for the campus during our planning year. We will also partner with a licensed commercial realtor to lead the facilities search.
- **Recruiting, Hiring, and Managing Staff.** Lead Founder Akeem Brown was responsible for Talent Acquisition and Management in his role as Director of People Operations at Compass Rose Academy. In that role, he learned firsthand what it takes to manage a strong talent program at a public charter school.
- **Policy Development and Implementation.** While the team has deep experience in building and implementing policy in their own work, the board will rely on the support of the school's legal team at Schulman, Lopez, Hoffer, and Adelstein (SLHA) and the Texas Public Charter School Association (TPCSA) for policy development. The school-based team will be required to get trained in effective policy implementation each year.
- **Contract Management.** The school team will rely on the support of the governing board to ensure successful contract management. ESC 20 will also provide direct support on contracts as part of their services.
- **Reporting Data in PEIMS.** PEIMS is an essential function for any public school in Texas, and as such, the founding team of Essence Prep will ensure the person hired to manage PEIMS for the school will be deeply knowledgeable and experienced in the application. This position is budgeted at a higher salary than other operations team positions because it is so essential to the effectiveness of the school program. We will hire the position by midyear of the founding year to ensure we register students effectively for year one. (See below for qualifications.)
- **Student Recruitment & Enrollment.** During the founding year, the Executive Director, Principal, and PEIMS Coordinator will be responsible for student recruitment and enrollment. When hiring a Principal and PEIMS coordinator, the school team will prioritize

people who have successfully recruited and enrolled students at charter schools in San Antonio.

- **School Safety.** In year one, the Executive Director will be responsible for school safety, with the support of the Principal and Office Manager. The board has strong experience in safety operations (Dillard, Mitchell, and Pedraza have all been responsible for ensuring safety at various facilities), and they will oversee the work of the Executive Director.
- **Budget Development, Financial Management, Accounting & Internal Controls.** In the early years, we will contract with ESC 20 to manage our finance and accounting. As a governmental agency with a close relationship with TEA, ESC 20 has deep expertise in all school finance domains.
- **Fundraising/Development.** Lead Founder Akeem Brown has heretofore managed fundraising and development for the school. He has successfully secured several grants for the school and will continue to manage this work after the school opens.

Other members of the operations and finance team have not been identified and will not be hired until the central office is established after Year 5. These positions will be filled once the organization has reached an enrollment large enough to sustain the positions efficiently. Job descriptions of these positions are listed in **Attachment 20**.

Qualifications are as follows:

- **Office Manager.** The Office Manager at Essence Prep must be committed to exceptional customer service. Office Managers directly support students, families and team members by providing excellent customer service and serving as the first point-of-contact for visitors and phone inquiries. The Office Manager will be tasked with greeting visitors, and coordinating any team member meetings as well as making certain that information is shared with families. They will also manage administrative tasks for the Executive Director and Principal and will support all staff with day-to-day operational needs. They will maintain an excellent front office environment and will be directly managed by the Executive Director.
- **PEIMS Coordinator.** The PEIMS Coordinator manages attendance data, academic recordkeeping, personnel recordkeeping, and financial recordkeeping and reporting. The ideal PEIMS Clerk loves data, accuracy, numbers, and following the rules. They enjoy communicating with campus leadership in order to report accurately and ensure compliance. This position requires at least a high school diploma and several years of experience managing or supporting PEIMS at public schools in Texas to ensure data is reported accurately so that Foundational School Program funds are received. A bachelor's degree is preferred.
 - **Training the PEIMS Coordinator:** Because PEIMS is a critical function of school operations, the team will invest in the position from the outset. We will hire a PEIMS Coordinator with experience, as we mentioned previously, but we will also require that person to regularly attend training. Trainings are frequently offered at ESC 20, and we will require the PEIMS coordinator to attend one within one month of hire. We will also require that this person take advantage of regular training opportunities as often as feasible, but no less than semesterly. Our budget includes a line item for technical training.
- **Registrar.** While the PEIMS coordinator will be the first operations team member hired and will tackle student registration early in the founding year, the school will hire a

registrar to manage and execute that work when school opens. The registrar will be responsible for taking daily attendance from teachers and inputting it into the student information system for the PEIMS clerk to code. They will also register newly enrolled students and manage the process when a student chooses to withdraw from school. For this role a high school diploma is required.

Performance Management

Tracking School Performance at the End of the School Year and End of the First Charter Term.

First and foremost, Essence Prep will look to TEA's Academic Accountability system for guidance around academic performance. Our goal is to be the best school we can possibly be for our students, and that begins with strong academic performance on the STAAR assessments. We will aim for an overall A-rating, and we will set goals of 90% or better in each domain. With Domain I covering absolute achievement, Domain II covering growth, and Domain III covering the performance of subpopulations relative to the whole population, we believe this sets ambitious but reasonable goals for our academic performance. The Charter School Performance Framework (CSPF) also provides guidance for our school board to set meaningful performance goals and periodically monitor progress to hold us accountable for academic success, financial stability, and operational effectiveness. We will use this framework as baseline to assess overall school performance. Our goal will be to be a Tier I school on CSPF, which would require strong results in each of the academic, operations, and finance domains.

In order to manage progress toward academic goals, we will use externally created interim assessments and benchmarks to measure progress well before our students take their STAAR assessments in the spring. This will create a cycle of continuous accountability and data analysis for our teachers, school leaders, and governing board members. The Essence board will also set and review academic, financial, and operational, performance indicators three times a year. The Executive Director will present these performance indicators at the beginning, middle, and end of the school year as they become available. We will adopt a data dashboard to ensure school leadership and the board are consistently seeing the most current available data.

Academic, Operational, & Financial Performance Indicators

Categories	Outcomes
School Performance	
State School Rating (either "Met Standard" or A-F)*	Met Standard, B or better
TEA Charter FIRST Rating (financial)	Passing designation received
Discipline Referrals (max % receiving more than one referral)	8% of students
Student Mobility (Max % - measured fall to fall)	88% retention rate
Student Average Daily Attendance (ADA)	95% ADA
Teacher Performance	
Teachers Performance Ratings (according to internal evaluation systems)	85% of teachers meet "acceptable" or "effective" evaluation criteria
Teachers Retained (of those invited back)	90% of teachers
Student Performance	

STAAR: Domain I	70% of students earn Approaches or better on achievement in tested subjects
STAAR: Domain II	70% of students earn Approaches or better on growth in tested subjects
STAAR: Domain III	School earns an 80 or better on Domain III
Performance at Advanced Level III (mean of all STAAR assessments)	18% of students Master grade level in tested subjects
NWEA/MAP	70% average median conditional growth percentile
Student Attitudinal Survey about the school	75% of surveyors are "satisfied" or "very satisfied" with overall school performance
Parent Engagement	
Community/Parent Satisfaction	75% of surveyors are "satisfied" or "very satisfied" with overall school performance

HB-3 Specific Goals. House Bill 3 (HB-3) specifically requires schools to adopt detailed plans developed by their management teams that achieve goals in two key areas: Early childhood literacy and mathematics (EC-LM) proficiency, and College, career, and military readiness (CCMR). (*TEC11.185 and 11.186*) The goals must cover a five-year timeframe.

- **Proposed Board Goal #1: Early Childhood Literacy.** The percentage of 3rd grade students who score Meets or above on the STAAR Reading assessment will exceed 60% by June 2026.
 - This is an aggressive goal, as “Meets” represents the second tier of passing on STAAR (with Approaches considered the first tier of passing).

We cannot know the demographic makeup of our students until they enroll with us, so we will develop Closing the Gaps targets for this goal when in operation. The percentage of students who score “on-track” on the TX-KEA progress measure will grow by at least fifteen percentage points between the Fall administration and the Spring administration of the test. The percentage of students who earn “proficient” on NWEA MAP in reading will grow by at least 25 percentage points by 2026.
- **Proposed Board Goal #2: Early Childhood Mathematics.** The percentage of 3rd grade students who score Meets or above on the STAAR Math Assessment will exceed 60% by June 2026. We cannot know the demographic makeup of our students until they enroll with us, so we will develop Closing the Gaps targets for this goal when in operation. The percentage of students who score “on-track” on the TX-KEA progress measure will grow by at least fifteen percentage points between the Fall administration and the Spring administration of the test. The percentage of students who earn “proficient” on the NWEA MAP assessment in math will grow by at least 25 percentage points by 2026.
- **Proposed Goal #3: College, Career, and Military Readiness.** As a proposed elementary and middle school with no high school, we believe we are not required to create CCMR goals as a result of HB-3. Should we discover we are incorrect about this, we will work with our partners at ESC 20 and TEA to ensure we have a strong goal in place prior to commencement of operations.

The Continuous Improvement Process at Essence Prep. The Essence Prep board and school leadership team will use a data dashboard displaying our goals and progress toward achieving those goals to monitor our school's performance and to guide the process of continuous improvement at school. This data will provide a road map for the team to identify areas for growth and to inform decisions about changes that will be made to improve our academic, financial, and operational performance. Each of these three functional areas will have their own goals and metrics to achieve each year, and we will employ a "Progress to Goals (PtG)" framework in these continuous improvement meetings. PtG meetings will focus on assessing the progress the school is making toward each specific goal, determining if that progress is sufficient to put us on a track to achieving that goal, and action planning when it is determined we are off track. Each goal will have benchmark metrics associated with it, which will determine whether we are on or off track.

Essence teachers and school leaders will be trained on processes and protocols for holding regular data meetings as part of their coaching and professional development cycles. These meetings will be team-wide, with the purpose of reviewing trends and performance gaps and to highlight strong practice and exceptional performance by students and staff.

Professional learning communities (PLCs) will play a critical role in making sure teachers own their classroom data and know how to act on it in meaningful and effective ways. PLC time will include data analysis, sharing/modeling instructional strategies, creating common formative assessments, and making Response to Intervention (Rtl) plans. When our classrooms fall short of academic expectations, we will look at data, talk to teachers and so-teachers, do a root cause analysis if needed, and develop an action plan to improve. These plans will most likely include some of the following corrective actions: targeted professional learning, revising/upgrading our curriculum, adding new resources for teachers, investing in team building, social-emotional learning, and strong Rtl practices.

Talent Management and Development

Lead Founder, Akeem Brown, gained invaluable experience in recruiting and hiring top-quality talent in San Antonio while working as the Director of People Operations at Compass Rose Public Schools, where he was solely responsible for the recruitment, interview, and hiring process for school-based staff. Much of the talent management plan that follows is modeled directly on the process Mr. Brown ran while at Compass Rose.

Philosophy on Recruitment & Hiring. The recruitment, interview, and hiring process at Essence Prep acts as a series of filters that connect us with the best possible candidates for open positions. Ultimately, our goal is to assemble a game-changing team of highly qualified teachers for our students on the Eastside of San Antonio. What that team looks like depends in part on the applicant pool we are able to build. But it certainly includes teachers who come from diverse backgrounds – including backgrounds similar to our students' own backgrounds – who are experts in their fields and are passionate about working at a school on the Eastside. We will hire a majority of staff members who check all three of those boxes. We will hire a mix of experienced

teachers with a track record of success and newer teachers who are towards the beginning of a promising teaching career. Our goal will always be to hire career teachers who want to grow as professionals and to develop with the school over time, because we know how important consistency is.

We have budgeted \$500 per staff member for recruitment, based on best practices in the local market. The majority of this budgeted money will go to posting on job boards and advertising on social media and more traditional media. San Antonio is the seventh largest city in the country and boasts a prodigious pool of talent. We also know that talented teachers are often willing to relocate for the right professional opportunities. We will commit to both a local and a national search for high-quality teaching talent, with the explicit goal of selecting the most capable local talent while also trying to bring more talent to a strong and growing local education community. We will do what it takes to ensure we identify high quality staff who will effectively serve all students.

Where We Will Find Talent. We will recruit from a variety of networks including: City Education Partners' *Educate210*, Relay Graduate School of Education in San Antonio, Teach For America (TFA) corps members and alumni, the National Association of Black Educators, the National Board for Professional Teaching Standards, New Leaders for New Schools, local education schools (UTSA, Trinity, UT, etc.), notices to undergraduate career services offices at local colleges and universities, advertising in national and local publications like TFA's *One Day*, web site postings and advertisements on sites including the Texas Charter Schools Association, Facebook, Indeed.com, Idealist.org, the Center for Education Reform, ZipRecruiter.com, and our school's own website. Upon approval, we will develop relationships with local colleges and universities like University of Texas San Antonio, Trinity University, University of the Incarnate Word, Texas A&M University San Antonio, Texas State University and University of Texas Austin. Throughout our local and national search, we will consistently cultivate relationships and use resources to locate individuals who come highly recommended to us from trusted sources.

Timeline for Recruitment & Hiring. Our official recruiting season will begin each year on November 1, and we will recruit, interview, and hire people on a rolling basis until all positions are filled for the following year. Our goal will be to get to 100% hired by one month prior to the first day of pre-service professional development, which will typically mean the first day of July. This will give us enough time to onboard all new staff members effectively and will ensure that all of our staff members get the full benefit of our pre-service professional development program. We understand that in the competitive hiring season, we will need to act quickly to hire high-capacity candidates; we will do this not by skipping recruiting steps, but by ambitiously condensing the amount of time between them when we are particularly excited about a candidate. A rigorous interview process, including resume screening, applicant questions, phone interview, demonstration lesson, feedback, re-teaching of the lesson based upon the feedback, followed by completion of a full in-person interview, will be used to ensure the high quality of all staff candidates before offering a position.

While there will be significant overlap in our hiring process for teachers and the processes for school leaders, special populations staff, and school operations team members, these positions will also have some unique aspects in the process:

- **Recruiting & Hiring School Leadership**

Our Leadership Team will consist of experienced educators with a track record of success in the classroom and in leading adults. We will use the same recruiting techniques to locate and recruit those individuals as we do our teachers. Our interview process consists of short-answer essay questions, phone screen, in-person interview, role plays, and a live teacher coaching demonstration with feedback and re-coaching.

- **Recruiting & Hiring Staff Serving Students with Disabilities and English Learners**

Our special populations team will consist of experienced educators with the federally- and state-mandated license or certification and a track record of success in the classroom serving special populations. In general, we will use the same recruiting techniques to locate and recruit these individuals as we do our general education teachers. However, we also plan to build a relationship with Relay Graduate School of Education, located in San Antonio, who have a strong track record of success in developing special education and English as a second language staff. We will rely on this relationship to ensure we have a diverse pool of candidates for our special populations roles.

- **Recruiting & Hiring Operations Staff**

Our Operational Staff will consist of individuals with experience in finance and operations, as well as education. We will recruit from local graduates of MBA programs as well as individuals with school operational experience looking for a new opportunity. Our interview process will include short-answer essay questions to determine alignment with our mission and vision as well as general capacity, phone screen, in-person interview, case studies and task performances drawn from common experiences facing school operations staff, and role plays.

General Recruitment and Hiring Process. For all positions, recruitment in the planning year will be led by the Executive Director, who will establish a hiring committee consisting of leaders and teachers. The general hiring process will include the following steps:

1. **Outreach.** We will use a variety of methods to reach out to potential staff members, many of which are listed previously in this section. This step of the recruitment process will be managed by the Executive Director in startup. As the school grows, this process will be managed by the Principal with oversight from the Executive Director.
2. **Resume Review.** Resumes will be screened by the Executive Director, Principal, or their designee, for alignment to the school's mission and for fit. If the candidate seems like a good fit based on the resume review, they will move on to the phone screen.
3. **Phone Screen.** During this phase of the hiring process, we will use targeted interview questions to gather more information about the candidate. Questions will cover essential items like mindset alignment, experience with at-risk students, propensity towards teamwork, and ability to take and implement feedback.
4. **Demo Lesson, Feedback, Re-teach, and Detailed Interview.** Demos will occur either in person or via video. We will leverage our local partners to provide opportunities for live demo lessons since we will not yet have our own classrooms. During this part of the process, we are looking for strong classroom presence, dynamic teaching, and content expertise. The detailed interview will include feedback on the lesson, with an opportunity for the teacher to practice implementing that feedback, generally through a re-teaching session. This gauges the candidate's capacity to take feedback well and to put it to work quickly.

5. **Reference Checks.** We will check three references for all candidates who are identified as contenders for positions following the Demo Lesson and Detailed Interview.
6. **Offer.** When a candidate has passed through all of the previous steps in the interview process, we will make an offer of employment. All offers will be contingent upon satisfying requirements for fingerprint checks, as required by TEA, and all employees will be hired at-will and may be dismissed with or without notice in accordance with state law. All special education and ESL teachers will be asked to provide evidence of certification to ensure compliance with state certification requirements
7. **Criminal Background Checks.** This is an essential part of the hiring process and will be part of our internal checklist of tasks to complete before we consider a new staff member officially hired. We will use background check software that the Texas Department of Public Safety has decided up, IDEMIA, to conduct these background checks.

Metrics for Evaluating the Success of our Recruitment & Hiring Program. Essence Prep will use data-driven measures to track and monitor the efficacy of our staff recruitment and hiring process. We will use data from advertising platforms like Facebook and other recruitment activities (like job fairs) to track and monitor the rate of return on new hires. We will also create benchmarks for hiring by month, from the start of our hiring season in November until the completion of our last hire of the season, which should occur around the beginning of July. Benchmarks will be set for total number of staff hired, diversity, years of experience, and more. Our Executive Director will present our progress toward goals on these metrics at each meeting of our governing board, and board members will provide critical feedback needed to adapt processes if it looks like we are off track. Finally, we will create and disseminate surveys for feedback on our hiring process to all new hires and will conduct exit interviews when staff members choose to leave us. The goal of these surveys will be to identify strengths and areas for improvement in the process.

Contingencies in the Case of Unforeseen Staff Shortages. It may be the case that, despite our best efforts, we will face unforeseen staffing shortages. We have developed the following contingencies to support normal operations should that occur.

- **Increasing Recruitment & Hiring Budget.** The first and most logical contingency should we face an unexpected staffing shortage would be to increase our budget for recruitment and hiring in an effort to develop a deeper talent pool. We do not want to throw money at every problem, as we know school budgets are always tight. But this is one area where a slight, or even a significant, increase in investment has a high likelihood of producing the positive results we want. If we increase resources for recruitment and hiring, we are very likely to get a deeper pool of candidates.
- **Contracting with a Consultant.** A cottage industry of recruitment and hiring consultants specializing in headhunting for schools has developed in San Antonio over the last few years. If we find ourselves in a hiring shortfall, we will consider contracting with one of several consultants doing primarily education work, like VerdantEDU.⁵³
- **Arranging a Shared Services Agreement with A Peer Charter.** One of the benefits of being in the charter school community in San Antonio is that charter schools in the city tend to work together to overcome challenges. Should we experience an unforeseen shortage of staff, we would consider entering into a shared services arrangement with a local peer

⁵³ <http://www.verdantedu.org/>

school, where we agree to pay the school to benefit from their recruitment efforts. This is an especially valuable arrangement for a small school like Essence Prep, where we will have limited resources to attract interested candidates. Larger schools have more reach because they have more resources, and they often end up with far more applicants than positions available. Should we need to consider this option, Mr. Brown's former school, Compass Rose, has expressed initial interest in negotiating this kind of arrangement.

Benefits Package & Incentive Structure. At Essence Prep, we will strive to be a world-class employer, which means we will need to provide excellent benefits for all of our staff. In our early years, we plan to work with an insurance broker like Marsh Wortham to ensure we land on the best possible benefits package available to us. We will offer medical insurance and dental insurance to all employees, and we will also work to offer vision, life, and disability from year one onward, if possible. The goal will be to build an insurance plan that is comprehensive, affordable, and attractive to potential employees. In the early years, when we are a small school without a lot of purchasing power in the insurance market, this might be challenging to achieve on our own. For that reason, we will consider joining an insurance coop managed by one of the Education Service Centers in Texas.

While we would like to eventually offer an incentive structure for staff members, including some measure of performance pay, we know that resources will be very tight for the foreseeable future. As a slow-growth model school, we have come to grips with the idea that we will be operating on a very tight budget until our school is nearly full scale. For that reason, our vision for incentive pay will not become reality for several years.

Strategies for Retaining High-Performing Employees. First and foremost, we believe our strong recruitment and hiring process will help us make mission-aligned selections. Teachers value being part of a mission-driven organization, and we will provide our staff with a clear and compelling mission and work hard to set and maintain a positive and productive organizational culture. Second, we will have frequent conversations with all staff members about their career trajectories, and we will provide access to training and support that will help them achieve their professional goals, whether they want to become a master teacher or to grow into a school leader. These meetings will happen twice per year (mid-year and end-of-year) with the staff member's manager, and they will allow staff members to see our investment in their growth. We also believe our strong coaching and professional development program will help us retain great staff members. All motivated people want to feel like they are getting better at their craft – we have strategically built our development plan to ensure our staff always feel like they are improving. (See the next section in this application for more information about our professional development plan.)

Finally, we intend to create a "Loyalty Schedule" as part of our staff salary schedules. Taken from Compass Rose's proven compensation strategy of the same name, our Loyalty Schedule will kick when a staff member has been with us for five years. At that point, they will jump from the general salary schedule to our "Loyalty Schedule," which will increase their pay by three or four steps on the general scale. We incentivize longevity by offering a relatively significant jump in pay for staff members who stay with us into their fifth year.

Philosophy on Managing or Firing Low-Performers. When we recognize a teacher is underperforming, our first goal will always be to help the staff member recognize the underperformance and make steps to improve. We want to provide everyone the chance to be successful, even when they do not initially provide the impact we expect.

The first intervention is a crucial conversation between the underperforming staff member and their manager. In this conversation, the manager will clearly name the areas that need improvement and will work with the employee to identify a pathway to improved performance, with the goal of getting to a shared commitment to rapid growth and improvement. Should the underperformance continue after this conversation, the staff member will likely get a formal warning and would be asked to revisit the shared commitment to improvement with their manager to ensure there are no gaps. Should this still not rectify the situation, the employee may be placed on a formal Performance Improvement Plan (PIP). PIPs will be written by the manager, will last for a predetermined length of time, and will have clear goals that the employee must achieve. During this time, teachers on a PIP will have twice weekly meetings with their coach/manager where they will get intensive support in the form of modeling lessons, co-teaching lessons, and observing other teachers. At the end of the PIP's duration, the manager will determine if the employee has met the goals of the PIP or not. If they have met the goals, the PIP will be removed, and the employee will resume normal operation. However, if the goals have not been met by the end of the PIP, the manager will decide whether to extend the PIP or move to terminate the employee.

Professional Development and Evaluation

Philosophy on Professional Development. Great teachers are at the heart of great schools. We invest in the development of our teachers and staff because we believe in the importance of continuous improvement. The majority of our professional development will be done internally by our academic leadership team (Principal, Assistant Principal of Instruction, etc.) and our Executive Director, and we will devote \$500 per staff member per year for all development activities.

Before each school year, our Leadership Team will create a scope and sequence of Professional Development, including Monthly Professional Development Days, Data Days, and Friday Professional Development. Our professional development program has five core elements:

1. **Summer Pre-Service Training.** Summer Pre-Service is a 10-day professional development period for staff to prepare for the coming year. This follows the practices of a number of the highest performing charter schools in Texas, which implement a similar summer professional development structure. During Summer Pre-Service, we cover the following topics:
 - **Week 1:** Mission/Vision/Values, School Model, School Culture and Building Positive Relationships with Students, Restorative Practices, Essence Instructional Vision (classroom presence, classroom management, etc.), Curriculum Introductions including initial Eureka Math deep dive, Data Driven Instruction, VITALS
 - **Week 2:** Curriculum Deep Dive by content, Schoolwide Systems (Arrival/Dismissal, Nutrition, Bathroom, etc.), Classroom Routines & Procedures, Students with Disabilities & English Learners, Centers, Classroom Libraries, School Safety, Family Communication

2. **Weekly Professional Development.** On Fridays, staff will have 90 minutes dedicated to professional development. These weekly Professional Development sessions will typically contain both a proactive (building new skills) and a responsive (practicing to improve areas of relative weakness) component.
3. **Data Days.** Each year, we will have at least three full day “data days” during which we focus on the analysis of interim assessments and action planning for ongoing instruction of our students. We schedule a minimum of three such days per year as part of our Professional Development Days Calendar, which will generally take place immediately after Thanksgiving Break, Winter Break, and Spring Break. During these days, staff reviews the results of student assessments, analyzing them on question-by-question, standard-by-standard, student-by-student, cohort-by-cohort, subject-by-subject, and grade-by-grade bases. The team then uses that analysis to action plan for whole group, small group, and individualized student needs.
4. **Regular Individualized Coaching.** All teachers at Essence Prep will benefit from a weekly observation-feedback cycle. Each teacher will be observed at least once and have at least one feedback and action planning session with their coach each week. This will allow teachers to focus on getting better in small increments, which can lead to sustained growth over time. We will use Bambrick-Santoyo’s *Get Better Faster* framework as the backbone of our coaching process.
5. **External Professional Development.** Access to outside professional development such as conferences or excellent school visits will depend upon the ability of the Professional Development Budget to take on those costs. Thus teacher requests will be considered on a case-by-case basis.

How PD Components are Aligned to Our Mission, Goals, and Education Program. It is essential to the Essence Prep vision that our staff engage in a continuous improvement process. The professional development components listed above are specifically designed to bring that aspect of the program to life every day. From before teachers ever step foot in an Essence Prep classroom, they will be well-prepared to deliver high-quality lessons to students, so our scholars are working hard on work worth doing. This preparation is in both curriculum and instruction – teachers need time to understand the curriculum and develop lessons plan, but they also need time to practice key skills and rehearse their lessons. This is where weekly team professional development comes into play – we provide our staff room to do all of those things on a regular basis.

We also know that everyone is on a different development path, which is why we differentiate growth through our regular individualized observation-feedback-coaching cycle. This ensures that every staff member has the opportunity to move at their own pace while also aligning on key development pieces with the rest of the team.

Finally, we have identified data driven instruction (DDI) as a key lever of success. By making sure we dedicate several professional development days to data, we show our staff that we really mean it when we say we will be a data driven school.

Plan for Providing Teachers with Formative and Summative Feedback. As identified above, the professional development plan will include ample opportunities for teachers to receive formative

and summative feedback on their performance. The primary vehicle for formative feedback will be the Regular Individualized Coaching. This will allow teachers a regular touchpoint with their coach to ensure they are progressing as necessary to achieve our goals. Teachers will also get a mid-year evaluation as part of our standard evaluation plan. This will be used to chart the course for growth over the second semester. The end-of-year evaluation will be the primary vehicle for summative feedback. Please see the subsection below, “Philosophy on Evaluation,” for more information.

Amount of PD and How that Time Will Be Used. Overall, staff at Essence will get roughly 160 hours of Professional Development, annually (two weeks of Pre-Service, three full data days, 90 minutes weekly for 36 weeks), and topics will include the following: Teacher Taxonomy, Curriculum, Diversity/Equity/Inclusion, Diverse Learners, School Culture, Data Collection and Analysis, School Systems and Procedures, and School Operations. We will use data on student performance to guide weekly PD and teacher evaluation and coaching observations to guide our one-on-one weekly coaching. Teachers will be trained to support the unique needs of all students through a combination of internally created PD and support from external partners like ESC 20. We will use the myriad PD opportunities that ESC 20 provides to specifically supplement our programming around English learners and students with disabilities.

How the Calendar and Staffing Structure Support PD Plans. As we stated previously, our schedule will be built to allow for 90 minutes of professional development each week. Professional Development will be planned and executed by the Principal and Executive Director in Year One. This responsibility will be shifted to the Assistant Principal of Instruction in Year Two, when that position is hired. Staff will have weekly grade team meetings after school, led by Grade Team Leaders (teachers who take on this leadership role on top of their full teaching load).

Evaluating the Effectiveness of the PD Program. The Executive Director will be responsible for ensuring the professional development program is effective at increasing the capacity of all staff and improving outcomes for students. This will be measured through student results data and teacher survey data. The Principal will support the Executive Director in developing a Scope and Sequence for Professional Development and will be the primary deliverer of Curriculum, Instruction & Culture Professional Development. In year one, the Executive Director will be the primary deliverer of Operations and Family Engagement Professional Development, and in future years this responsibility will be passed on to the Assistant Principal of Operations, when that position is hired. The Principal will collect the results data and analyze the quality of Professional Development quarterly, reporting their findings to the Executive Director. If it is determined the Professional Development is not meeting its goals, the Executive Director and Principal will work together to reorganize the Scope and Sequence to improve results.

Philosophy on Evaluation. At Essence Prep, we believe a strong, well-designed evaluation system calibrated to the unique vision of the school and individual needs of the teacher can drive remarkable results in the classroom. However, poorly designed evaluation systems do more harm than good.

At Essence Prep, we will destigmatize the evaluation process by framing it as a growth tool. We will preview the evaluation rubric with teachers during Pre-Service PD, allowing them the chance to see the tool before they ever set foot in an Essence Prep classroom. That way, when their first evaluation occurs at the mid-year point, they will already be comfortable with the content.

All staff will be evaluated twice per year by their manager. The mid-year evaluation will occur in January, and the end-of-year evaluation will occur in May or June, depending on testing calendars. While we have

not yet decided on a specific evaluation that we will use, we are strongly considering the Marzano Teacher Evaluation Model.⁵⁴ The Marzano Model provides data-based insight into how student performance is directly impacted by teacher evaluation, which aligns with our data-driven approach to curriculum and instruction.

Addressing Unsatisfactory Performance. Should teachers fail to meet our expectations for performance, they will be provided a suite of supports to get them back on track. Coaching will be intensified, with multiple classroom observations weekly. Their coach will also co-plan lessons with them and will practice lesson delivery to support internalization. If necessary, the coach will co-teach classes with the struggling teacher. In the rare cases where these supports do not work, the teacher will be placed on a Performance Improvement Plan (PIP) with very clear criteria for success and a specific timeline. If at the end of the PIP's designated time the teacher still has not met expectations, they may be dismissed from employment. We will commit to ensuring we have exhausted every reasonable intervention for support before we dismiss a teacher for unsatisfactory performance.

⁵⁴ https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Operational and Financial Plans

School Calendar and Schedule

At Essence Prep, we have purposely planned our calendar and schedule to maximize learning time, social-emotional development, and physical activity for our scholars. Please see **Attachment 25: School Calendar** and **Attachment 26: Schedule** for more information.

Annual School Calendar. Our first day of the school is August 15, 2022, and the last day of school is June 2nd, 2023. Both of these align with local districts start and end dates. Our school year covers 39 school weeks and 180 instructional days (please see **Attachment 25**). The yearly total minutes will be 85,680, over 10,000 minutes more than the state-mandated minimum of 75,600 minutes. Those extra minutes roughly equal 20 additional instructional “days” for Essence students (10,000 minutes divided by 495 minutes in an Essence school day), or one full month of instructional time. Those additional minutes of instruction will undoubtedly help our students accelerate ahead, spending significantly more time working to improve their Literacy and Math skills than their peers at other schools. We believe this will be an essential step in closing the achievement gap for our students.

Our extended hours also allow us to spend significant time in our Essence *VITALS* social-emotional learning block each day. This is a core part of our program, and our calendar and schedule have been purposely built to allow students regular time to build their capacity to understand themselves and their place in the world. We also spend a significant amount of time each day in unstructured play in our lower elementary grades. With three different recess or break periods built into the day, our students will have lots of opportunities to exercise and get their energy out. In upper elementary and middle school grades, this extra time is used for intervention periods and elective classes.

We have a total of 13 full professional development (PD) days built into our calendar, along with 38 early release days, where students go home at 1:30 so teacher can participate in 90 minutes of PD. This amounts to 9,660 minutes of professional development each year, which is aligned to our commitment to continuous improvement at all times across the school. Teachers will have at least 45 minutes of planning time and a 30-minute duty-free lunch period daily.

Daily and Weekly Schedules. The school day will start at 7:45am and will end at 3:45pm, totaling 480 minutes of school time each day. The students will have five instructional days per week. In year one, we will serve Kindergarten through 2nd grade. In Kindergarten, students will have 75 minutes per day of math, 150 minutes of reading, and 40 minutes of science or social studies (alternating by quarter) each day. They will also have 30 minutes of social-emotional learning and 30 minutes of physical education. In first and second grade, students will have 100 minutes of math, 120 minutes of reading, 40 minutes of science, 40 minutes of social studies, 30 minutes of social-emotional learning, and 30 minutes of physical education each day. In our upper elementary and middle school grades, students will take 90 minutes of math, 90 minutes of reading, 50 minutes of science, 50 minutes of social studies, 50 minutes of computer science, 30 minutes of social-emotional learning, and 30 minutes of physical education each day.

We will open our doors each morning at 7:15am to allow for early drop off, if parents need to do so. Breakfast will be available to all students starting at 7:15. Students who are dropped off early will be able to practice reading or math or quietly visit with friends during “before-school care,” held daily in the cafeteria or another spacious room. All students will be expected to be in their classroom ready for instruction by the start of the school day at 7:45. While schedules for the different grade levels will look slightly different, the school day will be consistent – regular days will run from 7:45 to 3:45 and shortened PD days will run from 7:45 to 1:30. Early release days for PD are essential for our commitment to continuous improvement. We need the time each week to ensure lessons are well-planned and our teachers are prepared to provide excellent instruction each week. In order to support families who are not able to pick up students early, we will plan to partner with an organization like Be a Champion (BAC) who provides after school programming for students. BAC provides a snack program through the Texas Department of Agriculture which underwrites the program so it is free of cost for the school and families.

Our schedule and calendar have been specifically designed to allow us to close gaps and accelerate students ahead in order to meet our ambitious mission of preparing every scholar for success in high school, college, and beyond.

Student Recruitment and Enrollment

Timeline. Our Lead Founder, board members, and various volunteer supporters have already started the student recruitment process. As we outlined in the Community Engagement section, we have used two effective strategies to spread the word about Essence Prep: Door-to-Door Canvassing with social distancing protocols in place and Virtual Town Halls. We have planned to spend about \$100 per student on recruitment activities.

Obviously, this is a year unlike any other, and we are feeling the strain of operating in this brave new world as we try to launch a school under the most challenging circumstances imaginable. The typical student recruitment and enrollment strategies will have to be rethought and redesigned to ensure that we are able to reach families where they are this year. In past years, we might have planned a recruitment and enrollment campaign around tabling at local superstores (HEB, Walmart) and attending large community events (mercados, holiday gatherings). However, many of those options are no longer available. Stores have told us they are unlikely to allow tabling until the virus subsides, and many of the big local events have been canceled or postponed indefinitely. With that said, we have had tremendous success using our two core engagement strategies, and we are prepared to organize nearly all of our recruitment and enrollment initiatives around canvassing and virtual town halls. To date, we have not only been able to raise awareness about our school in the community, but we have also been able to start the recruitment process with families. As we said in the Community Engagement section, we have knocked on over 500 doors and have collected contact information for over 150 interested families of students in the grade levels we will serve in year one. We are proud of this progress and expect to see similar returns as we continue to execute on our strategy.

Should we be approved to operate, we will follow this timeline for student recruitment and enrollment:

- **Immediately upon approval:** Email notification to all of our families and supporters who have signed up to be part of our mailing list announcing the news that we are officially approved to open Essence Prep.
- **September 2021:** Team will continue targeted door-to-door canvassing in the Eastside neighborhoods in which we hope to open.
- **October 2021:** Our enrollment application officially opens in SchoolMint, and we start converting families on the interest list to applicants.
- **October – November 2021:** Email marketing campaign and targeted ads on social media launch.
- **December 2021 – January 2022:** We will hire our Principal, and s/he will take on an active role in student recruitment. This is where and how we will double down on Virtual Town Halls – the Principal will host a town hall-style meeting at least biweekly via Zoom to ensure our community is updated on our progress to opening.
- **January – March 2022:** Other members of the launch team are hired, and door-to-door canvassing with social distancing continues in earnest, likely at least weekly.
- **March 2022:** Should we have more applications than open seats by March 31, we will hold our annual lottery that day. Families who get a spot via the lottery will be notified via phone call and email. Families who are waitlisted will be notified of this by phone or email, too, and they will be told their specific number on the waitlist.
- **March – June 2022:** While we will continue to canvass for new applicants, we will also spend a significant amount of this time converting the applications we have to full registrations. We will start a phone call campaign to make sure we reach every family on our interest list or application list at least bi-weekly.
- **June 2022 – August 2022:** Final push to full enrollment. Should the virus subside by this time, we would shift our outreach strategy to include tabling at local stores, presenting at church and community groups, leaving flyers at local businesses, and tabling at libraries.

Outreach to Specific Populations of Students. We are proposing to open Essence Prep on the Eastside of San Antonio, traditionally among the most resource-starved parts of the city. We expect our student body to be over 90% low income, and we do not anticipate having any trouble reaching families in need on the Eastside. While we won't know any identifying information about our students until they are fully enrolled and attending Essence Prep, we will ensure equitability of access to the school for academically underperforming students, English language learners, students with disabilities, and other at-risk students by strategically targeting the highest needs communities for our door-to-door canvassing efforts. While living in poverty is by no means a guarantee that a student will fall into one of the aforementioned subpopulations, we know that it is correlated with each of them. By targeting the areas of highest needs, we will ensure we are equitably reaching all students who may need a school like Essence Prep. These students will benefit from Essence Prep's commitment to social-emotional learning and the specific design of our academic program, where we combine rigorous expectations with relentless supports.

Metrics We Will Use to Evaluate the Recruitment Process. Based on historical enrollment patterns for new charter school in San Antonio, we believe we will need to collect at least three times as many applications as we have seats open for enrollment. This means with 360 open seats in year one, we will be looking to collect at least 1,080 applications.

With that in mind, we will share updated recruitment and enrollment number weekly within the team and biweekly with the board. That way every has an accurate understanding of where we stand in our progress toward our goal of full enrollment on the first day of school (FDOS). We will also set the following benchmark enrollment targets: Roughly 25 applications per week (or five per day) from November through January (excluding holiday weeks); roughly 50 applications per week from February through July; 225 total applications by January 31, 2022; 720 total applications (double enrollment) by April 15, 2022; 1080 total applications by July 31, 2022; Better than a 1 out of 4 conversion rate for actual enrollment from applications.

Mitigation Strategies. School leadership will track the neighborhoods we have canvassed and keep notes on every point of contact we have with interested families. If at any time we notice that our application numbers are lower than expected, we will review where we have had the most success converting applications to enrollment (what neighborhoods, apartment complexes, grade levels/ages, etc.) and we will double down in those areas. We will also recruit heavily around our bus stops, as we know ease of travel is important.

With our strong data tracking system using the enrollment software SchoolMint, we should have a very good idea if we are on track or off track for hitting our first day enrollment target throughout the entirety of the recruitment and enrollment process. If we recognize early at any point during the spring or summer that we are wildly off track for enrollment, we will make budget shifts to prepare for lower enrollment. This will likely include not hiring as many teachers and support staff (and for this reason, we will make sure that we are not over-hired early in staff recruitment and hiring season – we want some flexibility to not hire positions if we fall a little short of enrollment). We may also make a slightly different change, which would be to allocate more money to transportation in an effort to recruit more students to ride our buses. Recent startup charter schools in San Antonio have found success boosting enrollment by expanding transportation options.

However, if after the first day of school we realize that our student enrollment is much lower than we expected, we will make some difficult but necessary financial decisions. These types of decisions might include reducing school leadership salaries, laying off non-instructional personnel, limiting non-instructional and non-core programming, and, as a last resort, laying off non-essential instructional personnel. We will also reach back out to our local philanthropic supporters to try to raise money to avoid any layoffs and protect mission-aligned priorities that are non-negotiable.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease <input checked="" type="checkbox"/> Purchase <input type="checkbox"/>

The Board of Directors for Essence Prep intends to enter into a lease agreement for our founding campus. Limiting the cost of a startup facility is among the highest impact operational decisions a new charter school can make. For that reason, we will not pursue new construction, even with the support of a developer. We value the financial flexibility that comes with low facilities costs in the earliest years of growth. In our minds, a school is so much more than the building it occupies. While we will make sure to find a suitable facility that we can renovate into an exceptional school building, we will not leverage our future success for a brand-new facility right away.

Based on best practices in the market, we will aim to keep our facilities costs close to two important metrics: (1) Facilities should not exceed 15% of our operating budget, with utilities included, and (2) Facilities should cost roughly \$1,000 per student or less. Both of those numbers may be slightly higher in the earliest years of operation, as we slowly grow into our full size. But the overall costs of the lease over its full lifespan should be roughly equivalent to those numbers or better. This will allow us to ensure we are committing the vast majority of our state funding to the classrooms themselves in the form of staffing and curriculum and assessments. It will also allow us the flexibility we need to run transportation for our students, which is something we believe in strongly (see next section).

Essence Prep has not yet finalized a site for the school and is pursuing a variety of facility options. We will ensure that the facility has enough space to meet the needs of the school, including the number and type of classrooms, administrative offices, any program-specific space (science labs, art workshops, etc.), meeting space, and kitchen or serving area. In year one, the facility will include at least twelve (12) core classrooms, four (4) administrative offices, a common area for food service and assemblies, and pull-out rooms for support services. We would also like the facility to include one larger classroom for science, one larger space for indoor physical education (although in Texas we know we can use the outdoors nearly year-round), and a smaller classroom-type space for our community engagement office. Our facility will meet all Americans with Disabilities Act (ADA) and life safety requirements.

We are in the process of selecting a local realtor to assist in the search and have spoken with representatives of JLL and Savills, both nationally recognized commercial realtors, among others. The search is driven by the program requirements for the school. In year one, roughly 27,000

square feet of useable space will be needed. This equates to roughly 75 square feet per enrolled scholar. According to best practices, we would not want to drop below 75-feet per child, but we could get more efficient in the building if necessary. By year three, 45,000 square feet will be needed, and by year five, 63,000 square feet will be necessary to educate our enrollment. At full enrollment, we will need 81,000 square feet of space.

Our facilities acquisition plan will be to enter into a ten-year lease on a facility of roughly 50,000 square feet with an option to purchase by at least the third year of the lease and a five-year option to renew if we do not purchase. When our enrollment exceeds the available space in the building (probably in Year 4), we would place portable buildings on the grounds of the facility to cover the overage. Around Year 5 of operation, we expect to have the enrollment and strong balance sheet, along with the excellent historical academic and financial results, necessary to access the Permanent School Fund bond market, which is the best bond program that charter schools have access to in the country. At that point we would want to purchase the site or another nearby site and develop a new 81,000 square foot facility to house our entire K-8 program.

In order to meet the best practice conditions we listed at the beginning of this section (roughly less than 15% of the budget goes to facilities costs; roughly \$1,000 per student toward facilities), we will negotiate an escalating rent schedule and take down only part of the space at one time – 30,000 square feet in year one, 40,000 square feet in year two, and 50,000 square feet in year three and beyond. We would also likely start out at a below market lease rate so we can afford the space in year one. The per-foot rental rate would then increase each year thereafter until it reaches the market rate. In these types of deals, schools typically need to pay slightly above market in the later years of the deal to get slightly below market rent in the earliest years. We would budget for this eventuality. We will pursue facilities within our target area on the Eastside of San Antonio, in either San Antonio ISD or East Central ISD.

Because sports are an essential part of our school vision, we will look for a facility that either has its own outdoor and field space or is very close to a park. We know that charter schools often cannot afford to build gymnasiums at their property until several years into operation, when enrollment hits a certain level, so we will look for a property that is convenient for partnerships with the YMCA or another community organization with gym space. We will plan to build our gym after we purchase the building.

Executive Director Akeem Brown is taking the lead in the facility search, with the strong support of the board's facilities subcommittee led by Mike Frisbie. Procurement and any necessary improvements to the site will be completed with board approval of any final financial commitments. Ideally the owner would complete any required up-fit and recapture the cost through the rent. All budget costs are provided within the financial workbook.

For budgeting purposes, the following assumptions are made on a square foot basis:

- Building Lease \$12
- Insurance \$0.75

- Janitorial Services \$0.75
- Repairs and Maintenance \$0.75
- Utilities \$1.25

Transportation

We consider transportation to and from school to be an equity necessity, and as such, we will commit to buses starting in year one of operation. In order to be a truly “public” school, we need to ensure that all students have access to Essence Prep. This means we must run bus lines so that students with families who cannot drive them to school each day – because they do not have transportation, live too far away, work during drop off and pickup times, etc. – still have a way to get to school should they choose to attend.

We have seen charter schools in San Antonio successfully run bus lines that make a few stops in strategic pickup locations. Families then ensure their child gets to the pickup spot – either by car or by foot – so that they can get picked up by the bus. The bus makes three or four such stops on a route and then drops students off at that same location.

In his experience at Compass Rose, Essence Prep Lead Founder Akeem Brown learned that such a bus route likely costs a school about \$5,000 per month. In order to budget conservatively in year one, we would like to be creative about busing. Our team has approached Compass Rose, which currently operates a campus on the Southeast side of San Antonio and will open a campus on the Northeast side in August 2021, about sharing buses. Essence Prep and Compass Rose would share the same pickup and drop off locations, and our students would ride the same buses. If the locations are strategically chosen, we can each save money on the cost of routes. Buses are often under-used in the early years of a campus (meaning they operate at less than 100% capacity), so sharing the service would help each of our schools be most efficient.

Our initial estimation is that we might be able to save about 50% with a shared service arrangement on transportation. That would allow us to run two separate bus routes for students, reaching twice as many neighborhoods. This cost is reflected in the transportation line in the Budget Workbook. Because the allocation of state-provided Transportation Funding would need to be agreed upon in the shared services arrangement, and because that number is likely to be relatively small regardless, we have not projected any revenues from transportation.

We will also provide VIA Metropolitan Transit vouchers for any student who may want to take a city bus to school. Since we are opening with only grades K-2, we do not expect that parents will allow their children to ride VIA buses to school during our first year, so we have not proactively budgeted for this. The number will likely remain vanishingly small until we reach out middle school years, at which point (about five years into our operation or more), we will budget roughly \$1,000 per year for vouchers.

We will contract with a local bus vendor to provide transportation to any student whose IEP requires it, as we are required to do by law. This may be part of a shared service arrangement

with another charter school or it may be a separate contract, but either way we will ensure that all of our students who are lawfully entitled to transportation each day get access to it. We have budgeted about \$10,000 for SPED transportation based on the experience of other startup charter schools in the city.

Likewise, we have budgeted about \$5,000 for field trips and other transportation needs in Year 1, when we will be serving grades K-2. This should ensure that we are able to provide access to local amenities in San Antonio and may allow us to make one or two longer trips per year. Sports is an essential part of our vision for Essence Prep, so this line item increases significantly as our scholars grow into upper elementary and middle school, when they might travel to interscholastic sports games via bus. We would consider those trips to be “field trips” in our budget.

Start-up Plan

Anticipated Costs in Year 0. Through Lead Founder Akeem Brown’s Fellowship with BES, Essence Prep has been approved for a \$75,000 Walton Family Foundation Public Charter Startup grant to be awarded immediately upon charter approval by TEA and the State Board of Education. We will use this grant money to fund part of our operations in our planning year to ensure the school gets off to the best start possible. We have also experienced tremendous support to date from local foundations like Choose to Succeed, George W. Brackenridge Foundation, and the Ewing Halsell Foundation, and we expect that we can raise another \$50,000 locally for startup operations. (Please see evidence of financial support Attachment 33). Finally, we are applying for the CSP grant and are budgeting on the assumption we will be approved for that grant. With that in mind, we have built our startup plan budget on an estimated revenue of \$525,000. We expect the following costs in startup:

- **Personnel Costs:** \$238,027 (salaries for full-time Executive Director, half-time Principal, half-time PEIMS Coordinator, quarter-time API, quarter-time Dean, and quarter-time Office Manager, plus benefits pro-rated at about 10% of salaries)
- **Contracted Services:** \$12,500 (for legal and payroll)
- **Student Recruitment:** \$36,000 (estimated at \$100 per student)
- **Other School Operations:** \$120,700 (for office expenses, technology, professional development, etc.)
- **Facility Acquisition, Operation, and Maintenance:** \$15,000 (for temporary office space to conduct enrollment meetings, registration, etc., at about \$1,500 per month for ten months) plus \$4,850 in other facilities related expenses

Total startup expenses listed here would be \$432,000, which would allow us to carry forward \$92,923 of our startup funding into year one of operation.

In the event that we lease a facility, we would be very clear with the owner that state funding does not begin flowing to schools until the end of September, and we would expect lease payments to begin in October.

Monitoring the Startup Plan. A detailed startup plan is provided at **Attachment 30** in this document. Upon approval of our charter, the Essence board will divvy up oversight of startup work across the four committees:

- **The finance committee**, along with a facilities subcommittee, will oversee the facility search and acquisition process.
- **The academic achievement committee** will oversee the Executive Director and, eventually, the Principal's curriculum adoption and development process.
- **The development committee** will monitor the use of startup grant funds, including the Federal Charter School Program (CSP) grant, if awarded to us, to ensure that we are in compliance with grant covenants.
- **The governance committee** will monitor the progress of the Executive Director in building his team and will help troubleshoot any issues that arise along the way.

The Executive Director will provide the full board detailed reports on the startup plan's progress and will review budgeted expenses during monthly board meetings and committee meetings. The ED is ultimately responsible for the timely and successful launch of the school and all start-up activities, but he may delegate the execution of some of those duties to the Principal upon hire. The Principal, Assistant Principal of Instruction, Dean of Empowerment and Culture, PEIMS Coordinator, and Office Manager will all play a crucial role in developing the school and providing logistical support for startup activities. Job descriptions and salary ranges for these positions are provided in **Attachment 23**.

Contingency Plan. We will attempt to secure a line of credit with our bank to cover any contingency needs we may have. It is rare that a bank would grant a significant credit line to a startup school, so we will try to get one of the local foundations who support us to guarantee the line.

Financial Planning

1. Identify the fiscal year for the sponsoring entity .	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input checked="" type="checkbox"/>
2. Identify the fiscal year for the proposed charter school .	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input checked="" type="checkbox"/>

Finance Systems, Policies, and Processes. The board holds fiduciary responsibility for the school and is ultimately responsible for ensuring the school is operated efficiently and ethically. They carry out this responsibility by holding the Executive Director responsible for the financial health and well-being of the school. The Executive Director is responsible for carrying out the financial operations of the school. In the earliest years, the school will contract day-to-day finance work to ESC 20.

The Essence Prep board committed to creating a fiscally sound budget. As seen in the budget, Essence Prep has a well-designed balanced budget for the first five years. Our budget was

prepared based on best the best practices and guidance of both local startup charter schools in San Antonio and the Texas Education Agency's own best practices and advice. Our Executive Director, Mr. Brown, along with Essence Prep's Board Finance Committee members and the contractors at ESC 20, will be leading the development and preparation of our annual budget. This process will begin in February each year and will include multiple rounds of drafts and feedback between the school team, the contracted financial officers at ESC 20, and the Finance Committee.

Essence Prep will maintain its financial records in accordance with Generally Accepted Accounting Principles (GAAP) and our financial policies and processes will provide strong financial controls for the school. We know that successful charter schools are not just good at teaching students; they are also good at managing their finances and staying on budget. The Executive Director will be responsible for establishing the school's financial systems and enforcing financial controls at the school level. He will be assisted by contracted support at ESC 20 and overseen by the Board's Finance Committee. We intend to use the TXEIS software system that utilizes an online system, which will synchronize nicely with the support we receive from ESC 20, since TxEIS is their product. Contracting with ESC 20 will allow the school to maintain "segregation of duties" in our financial control procedures, despite being too small to hire our own Chief Financial Officer in our early years of operation.

Accounting, Purchasing, and Payroll. Since we will be contracting with ESC 20, a related party to TEA and a trusted service provider, we will follow their guidance for accounting, purchasing, and payroll. Upon authorization, the Essence Prep board will approve a purchase manual, drafted by ESC 20, which will ensure we have policies in place for purchases immediately. As is typically the case with startup charter schools, ESC 20 has suggested with run one payroll period per month, at the end of every month, immediately following payment from TEA. ESC 20 will manage all payroll processes for us, but the Executive Director will approve payroll monthly to make sure we are always accurate.

Budget Adoption and Annual Financial Audit. The budget prepared by the school will be designed according to the classification and purpose of the expenditure in the format required by TEA and will be prepared according to GAAP and the financial rules and regulations adopted by TEA. In June of each year, the budget will be formally approved and adopted in a full public meeting of the Essence board. Board minutes will be used to record the adoption of the budget and any amendments to the budget. The board will also have the school accounts audited annually at the school's expense.

Contracted Services. Over the course of our first five years, we plan to contract the following services to outside vendors: transportation, food, janitorial, and finance, payroll, & accounting services. All of these contracted services will begin in Year 1. All vendors will be selected and approved according to federal and state procurement laws, and in accordance with our board policies. In the earliest years, most contracts should be small enough that we can select vendors based on the best fit for the role. We will be prepared to operate a competitive bidding process for vendor services as well, likely necessary for our food vendor. In order to be selected, our

vendors will have to possess all required certifications and have strong references. Region 20 will provide the following services:

- **Accounts Payable:** Check writing, posting account records, preparation of year-end reports (including 1099s)
- **Payroll:** Check writing, preparation of payroll tax deposits, electronic TRS deposits, preparation of required state and federal payroll tax reports, preparation of W-2 forms
- **Budgeting and Forecasting:** Preparation of the annual budget, projection of future state revenue, assistance in the preparation of cash flow projections
- **Federal Funds and Grants:** Managing, accounting, and reporting for federal grant programs

Fundraising Efforts. To date, our Executive Director, Akeem Brown, has secured \$125,000 in philanthropy (see **Attachment 33**). Mr. Brown and the Essence Prep board members will be chiefly responsible for managing the school's fundraising efforts. While we will build a sustainable financial plan that does not rely on philanthropy for us to operate effectively, we will look to raise supplemental funds nonetheless to ensure we can always provide the best, most expansive educational opportunities for our students. We are lucky to enjoy a strong relationship with several foundations in San Antonio who support schools of choice, including The Brackenridge Foundation, Choose to Succeed, City Education Partners, and the Ewing Halsell Foundation. Please see Financial Plan Workbook in Attachment 31, Budget Narrative in Attachment 32, evidence of financial support letters in Attachment 33, unaudited financial reports in Attachment 34, most recent credit report in Attachment 35, and most recent IRS Form 990 in Attachment 36.





Attachments

Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 20, 2021**.

Texas Certificate of Filing

Texas Certificate of Formation

<div style="display: flex; justify-content: space-between;"> <div style="font-size: small;"> Corporations Section P.O. Box 13697 Austin, Texas 78711-3697 </div> <div style="text-align: center;">  </div> <div style="text-align: right;"> Carlos H. Cascos Secretary of State </div> </div> <p style="text-align: center;">Office of the Secretary of State</p> <p style="text-align: center;">CERTIFICATE OF FILING</p> <p style="text-align: center;">OF</p> <p style="text-align: center;">***Redacted***</p> <p style="text-align: center;">File Number: ***Redacted***</p> <p style="font-size: x-small;">The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.</p> <p style="font-size: x-small;">ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of ***Redacted***</p> <p style="font-size: x-small;">The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.</p> <p style="font-size: x-small;">Dated: 07/24/2015 Effective: 07/24/2015</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Carlos H. Cascos Secretary of State</p> </div> </div> <div style="font-size: x-small; margin-top: 20px;"> <p>Phone: (512) 463-5555 Come visit us on the internet at http://www.sos.state.tx.us Dial: 7-1-1 for Relay Services</p> <p>Prepared by: Debbie Gustafson Fax: (512) 463-5709 TDD: Document: ***Redacted***</p> </div>	<div style="display: flex; justify-content: space-between;"> <div style="font-size: small;"> Form 202 (Revised 05/11) Submit in duplicate to: Secretary of State P.O. Box 13697 Austin, TX 78711-3697 512 463-5555 FAX: 512/463-5709 Filing Fee: \$25 </div> <div style="text-align: center;">  </div> <div style="font-size: x-small;"> This space reserved for office use. </div> </div> <p style="text-align: center;">Certificate of Formation</p> <p style="text-align: center;">Nonprofit Corporation</p> <p style="text-align: center; margin-top: 20px;">Article 1 – Entity Name and Type</p> <p style="font-size: x-small;">The filing entity being formed is a nonprofit corporation. The name of the entity is:</p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p style="text-align: center; margin-top: 20px;">Article 2 – Registered Agent and Registered Office <small>(See instructions. Select and complete either A or B and complete C.)</small></p> <p style="font-size: x-small;"> <input type="checkbox"/> A. The initial registered agent is an organization (cannot be entity named above) by the name of: </p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p style="font-size: x-small;">OR</p>
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Office of the Secretary of State

CERTIFICATE OF FILING OF

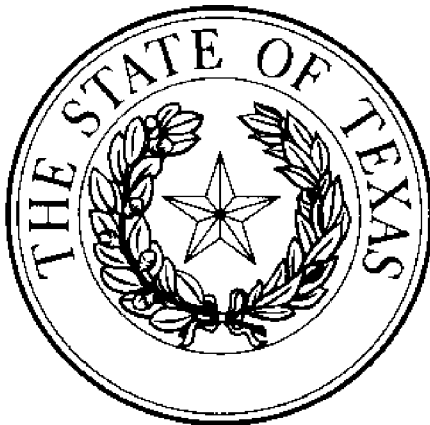
Essence Prep, Inc.
File Number: 803832344

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

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

Dated: 01/18/2021

Effective: 01/18/2021



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

Ruth R. Hughs
Secretary of State



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

Filed in the Office of the
Secretary of State of Texas
Filing #: 803832344 01/18/2021
Document #: 1021124200003
Image Generated Electronically
for Web Filing

PERIODIC REPORT - DOMESTIC NONPROFIT CORPORATION

File Number: **803832344**

1. The name of the corporation is: **Essence Prep, Inc.**
2. It is incorporated under the laws of: **TEXAS, USA**
3. The name of the registered agent is: **Akeem Brown**
4. The registered office address, which is identical to the business office address of the registered agent in Texas, is:
200 Melrose PL, 500, San Antonio, TX, USA 78212

Consent of Registered Agent

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

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

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

Director 1: (Individual Name)	Jackie Gorman
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 2: (Individual Name)	Mike Frisbee

Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 3: (Individual Name)	Kim Abernathy
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 4: (Individual Name)	Henrietta Munoz
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 5: (Individual Name)	George Pedraza
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 6: (Individual Name)	Kanwai Sunanami-Lopez
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 7: (Individual Name)	Brian C Dillard
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212
Director 8: (Individual Name)	Mary Gradney
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212

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

Officer 1: (Individual Name)	Akeem Brown	Title:	CEO
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212		
Officer 2: (Individual Name)	Brian C Dillard	Title:	President
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212		
Officer 3: (Individual Name)	Jackie Gorman	Title:	Secretary
Address:	200 Melrose PL, 500 San Antonio, TX, USA 78212		

Execution:

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

Date: **January 18, 2021**

Akeem Brown

Signature of authorized officer

FILING OFFICE COPY



Office of the Secretary of State

CERTIFICATE OF FILING OF

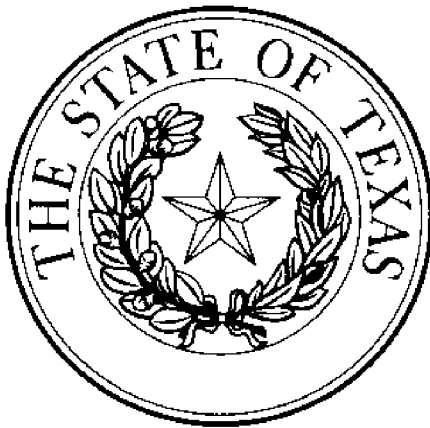
Essence Prep, Inc.
803832344

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

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

Dated: 01/12/2021

Effective: 01/12/2021



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

Ruth R. Hughs
Secretary of State

**AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ESSENCE PREP, INC.**

1. **ESSENCE PREP, INC.**, a Texas nonprofit corporation (the “Corporation”), pursuant to the provisions of Sections 22.105 to 22.108 of the Texas Business Organizations Code, hereby adopts this Amended and Restated Certificate of Formation which accurately copies the Certificate of Formation as amended by such Amended and Restated Certificate of Formation as hereinafter set forth.

2. The Certificate of Formation of the Corporation is amended and restated in its entirety by this Amended and Restated Certificate of Formation, as summarized below:

Article III has been amended.

3. Each such amendment made by this Amended and Restated Certificate of Formation has been effected in conformity with the provisions of the Texas Business Organizations Code and the Corporation’s governing documents and was duly adopted by unanimous written consent of the directors of the Corporation.

4. The Amended and Restated Certificate of Formation of the Corporation accurately states the text of the Certificate of Formation being restated and each amendment to the Certificate of Formation being restated that is in effect, and as further amended by the Amended and Restated Certificate of Formation. The attached Amended and Restated Certificate of Formation does not contain any other change in the Certificate of Formation being restated except for the information permitted to be omitted by the provisions of the Texas Business Organizations Code applicable to the filing entity.

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**AMENDED AND RESTATED
CERTIFICATE OF FORMATION
OF
ESSENCE PREP, INC.**

ARTICLE I

The name of the corporation is Essence Prep, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 200 Melrose PL 500, San Antonio, Texas 78212 and the name of its registered agent at such address is Akeem Brown.

ARTICLE III

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

Brian C. Dillard
200 Melrose PL 500
San Antonio, Texas 78212

Mary Gradney
200 Melrose PL 500
San Antonio, Texas 78212

Jackie Gorman
200 Melrose PL 500
San Antonio, Texas 78212

Marques Mitchell
200 Melrose PL 500
San Antonio, Texas 78212

Mike Frisbee
200 Melrose PL 500
San Antonio, Texas 78212

George Pedraza
200 Melrose PL 500
San Antonio, Texas 78212

Kim Abernathy
200 Melrose PL 500
San Antonio, Texas 78212

Kanwai Sunanami-Lopez
200 Melrose PL 500
San Antonio, Texas 78212

Dr. Henrietta Munoz
200 Melrose PL 500
San Antonio, Texas 78212

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to provide high-quality educational experiences for public school students.

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

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

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

ARTICLE VI

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

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational

organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

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

ARTICLE VIII

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

ARTICLE IX

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

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

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision

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

ARTICLE XI

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

Dated: January 12, 2021

Essence Prep, Inc.

By: /s/ Akeem Brown
Akeem Brown, CEO



Office of the Secretary of State

CERTIFICATE OF FILING OF

Essence Prep, Inc.
File Number: 803832344

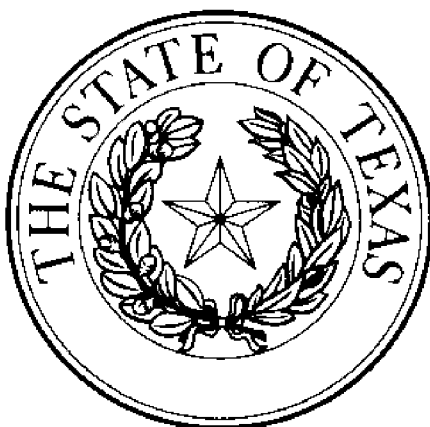
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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

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

Dated: 11/13/2020

Effective: 11/13/2020



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

Ruth R. Hughs
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

NOV 13 2020

**CERTIFICATE OF FORMATION
OF
ESSENCE PREP, INC.**

Corporations Section

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

ARTICLE I

The name of the corporation is Essence Prep, Inc. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 200 Melrose PL 500, San Antonio, Texas 78212 and the name of its registered agent at such address is Akeem Brown.

ARTICLE III

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

Brian C. Dillard
716 Hays Street
San Antonio, Texas 78202

Jackie Gorman
4928 Beck Road
San Antonio, Texas 78202

Mike Frisbie
PO Box 690287
San Antonio, Texas 78269

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to provide high-quality educational experiences for public school students.

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

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

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

ARTICLE VI

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

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

ARTICLE VII

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

ARTICLE VIII

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

ARTICLE IX

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

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

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

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

Dated: 11/12/20

Essence Prep, Inc.

By: Akeem Brown
Akeem Brown, Organizer

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

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

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 20, 2021**.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **April 8, 2021**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

From: notification@pay.gov
Subject: Pay.gov Payment Confirmation: Form 1023
Date: December 9, 2020 at 10:41:29 AM CST
To: [REDACTED]

An official email of the United States government

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: [REDACTED]
Agency Tracking ID: 76057571066
Transaction Type: Sale
Transaction Date: 12/09/2020 11:41:28 AM EST
Account Holder Name: Tina Ashmore
Transaction Amount: \$600.00
Card Type: AmericanExpress
Card Number: * [REDACTED]

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.

Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

Note: If exempt status is approved, this application will be open for public inspection.

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I	Identification of Applicant
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1a Full Name of Organization (exactly as it appears in your organizing document) ESSENCE PREP INC				b Care of Name (if applicable)	
c Mailing Address (Number, street and room/suite) 200 MELROSE PL 500		d City SAN ANTONIO		e Country UNITED STATES	
f State TEXAS		g Zip Code + 4 78212	h Foreign Province (or State)		i Foreign Postal Code
2 Employer Identification Number 85-3931348		3 Month Tax Year Ends AUGUST		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative) DENISE PIERCE	
5 Contact Telephone Number 210-538-5385		6 Fax Number (optional) 210-538-5384			7 User Fee Submitted \$600.00
8 Organization's Website (if available): N/A					
9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.					
First Name: BRIAN		Last Name: DILLARD		Title: DIRECTOR	
Mailing Address: 716 HAYS STREET		City: SAN ANTONIO			
State (or Province): TEXAS		Zip Code (or Foreign Postal Code): 78202			
First Name: JACKIE		Last Name: GORMAN		Title: DIRECTOR	
Mailing Address: 4928 BECK ROAD		City: SAN ANTONIO			
State (or Province): TEXAS		Zip Code (or Foreign Postal Code): 78202			
First Name: MIKE		Last Name: FRISBEE		Title: DIRECTOR	
Mailing Address: PO BOX 690287		City: SAN ANTONIO			
State (or Province): TEXAS		Zip Code (or Foreign Postal Code): 78269			
First Name: AKEEM		Last Name: BROWN		Title: CEO	
Mailing Address: 200 MELROSE PL 500		City: SAN ANTONIO			
State (or Province): TEXAS		Zip Code (or Foreign Postal Code): 78212			
First Name:		Last Name:		Title:	
Mailing Address:		City:			
State (or Province):		Zip Code (or Foreign Postal Code):			

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

- 1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

☒ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

☐ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

☐ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

☐ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2** Enter the date you formed. (MM/DD/YYYY)

11/13/2020

- 3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Texas

- 4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

☒ Yes

☐ No

- 5** Are you a successor to another organization?

☐ Yes

☒ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Page 1/Article V/Paragraph 1

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Page 2/Article VI/Paragraph 2

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document. For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

Essence Prep, Inc. was incorporated as a Texas nonprofit corporation on November 13, 2020. Article V of the Corporation's Certificate of Formation provides that the Corporation is organized and at all times will be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. No part of the Corporation's net earnings will inure to the benefit of any director or officer of the Corporation. Furthermore, no part of the Corporation's net earnings will inure to the benefit of any other private individual, except for payments and distributions in furtherance of the Corporation's charitable, educational or other purposes.

The Corporation will seek to own and operate a Public Open-Enrollment Charter School to open in the fall of 2022. If awarded an open-enrollment charter by the State of Texas, the Corporation provide an innovative and rigorous educational program to student in and around the San Antonio Texas area. The Corporation will include appropriate and legally required school programs for disabled, disadvantaged and all other at-risk youth as prescribed by state and federal law and will follow the required curriculum for the grade levels it serves as required by Texas law. The School will be open to all eligible students without regard to sex, national origin, ethnicity, religion, disability, academic, artistic, athletic ability or any other protected classification. If awarded a charter, the Corporation will allocate 100% of its time to operating the school. The school would be primarily funded through the Texas State Foundation School Program, and fundraising and grant opportunities.

Part IV**Your Activities** *(continued)*

- 2 Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

☐

- 3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☒ Yes ☐ No

If awarded a charter by the state of Texas, the educational services provided by the Corporation will be limited to students who reside in Texas and within the geographical boundaries to be approved by the State of Texas. The Corporation will not discriminate as to these students on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability.

- 4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

- 5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain. ☐ Yes ☒ No

- 6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation. ☐ Yes ☒ No

Part IV Your Activities *(continued)*

- 6a** Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No

- 7** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☒ Yes ☐ No

The Corporation, at this time, does not own any intellectual property. However, in the course of operating a public school, the corporation will own any intellectual property created by its employees or agents under the work for hire doctrine, and in accordance with federal and state law. If and when intellectual property is owned by the Corporation, fees will be approved by the Board of Directors in accordance with usual and cursory practices associated with intellectual property.

- 8** Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. ☐ Yes ☒ No

- 9** Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. ☐ Yes ☒ No

9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes.

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10.

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately.

Part IV Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships. ☐ Yes ☐ No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ☐ Yes ☐ No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ☐ Yes ☐ No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary? ☐ Yes ☐ No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11. ☐ Yes ☒ No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ☐ Yes ☐ No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ☐ Yes ☐ No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary? ☐ Yes ☐ No

Part IV Your Activities *(continued)*

- 11** Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. ☐ Yes ☒ No

- 12** Do you or will you operate a school? ☒ Yes ☐ No
If "Yes," complete Schedule B.

- 13** Is your principal purpose or function to provide hospital or medical care? ☐ Yes ☒ No
If "Yes," complete Schedule C.

- 14** Do you or will you provide low-income housing? ☐ Yes ☒ No
If "Yes," complete Schedule F.

- 15** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☒ No
If "Yes," complete Schedule H - Section I.

- 16** Check any of the following fundraising activities that you will undertake (check all that apply):

☒ Website, mail, email, personal, and/or phone solicitations

☒ Foundation grant solicitations

☐ Receive donations from another organization's website

☒ Government grant solicitations

☐ Bingo

☐ Other (non-bingo) gaming activities

☒ Other (describe)

Periodic sales, charitable auctions, tournaments, dinners/galas, school souvenir sales, school event sponsorship, online Rocketfueling/Gofundme events and other miscellaneous events.

☐ We will not engage in fundraising activities.

- 17** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ☐ Yes ☒ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☐ Yes ☐ No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? ☐ Yes ☐ No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? ☐ Yes ☐ No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☐ Yes ☐ No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ☐ Yes ☐ No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? ☐ Yes ☐ No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ☐ Yes ☐ No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ☒ Yes ☐ No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

☐ Yes ☒ No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

☐ Yes ☒ No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements *(continued)*

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ☒ Yes ☐ No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

If awarded a charter, the Board of Directors of the Corporation may enter into agreements with other school service entities deemed necessary and appropriate by the Board for education, curriculum and operational support services related to the daily operational activities of its schools. The agreements will be negotiated at arms-length for fair and reasonable prices and, where required in accordance with Texas law, will be subject to review, scrutiny and approval of the Texas Education Agency and the State Agency's attorneys before the contract is binding and given effect. The Corporation will at all times remain legally responsible to the Texas State Board of Education and Texas Education Agency for the operations and management of its schools and for ensuring that the terms and conditions of the charter are satisfied. Any agreements will be subject to, and incorporate by reference, the terms and conditions of the Charter.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ☐ Yes ☒ No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- ☒ You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 11/13/2020 To: 08/31/2021	From: 09/01/2021 To: 08/31/2022	From: 09/01/2022 To: 08/31/2023	From: _____ To: _____	From: _____ To: _____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$3,800	\$75,000	\$0		
2 Membership fees received					
3 Gross investment income					
4 Net unrelated business income					
5 Taxes levied for your benefit					
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)			\$3,000,000		
8 Total of lines 1 through 7	\$3,800	\$75,000	\$3,000,000	\$0	\$0
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)					
10 Total of lines 8 and 9	\$3,800	\$75,000	\$3,000,000	\$0	\$0
11 Net gain or loss on sale of capital assets (provide an itemized list below)					
12 Unusual grants (provide an itemized list below)					
13 Total Revenue (add lines 10 through 12)	\$3,800	\$75,000	\$3,000,000	\$0	\$0
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses					
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)					
16 Disbursements to or for the benefit of members (provide an itemized list below)					
17 Compensation of officers, directors, and trustees					
18 Other salaries and wages		\$50,000	\$2,000,000		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)			\$200,000		
21 Depreciation and depletion					
22 Professional fees	\$3,800	\$15,000	\$25,000		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)		\$5,000	\$50,000		
24 Total Expenses (add lines 14 through 23)	\$3,800	\$70,000	\$2,275,000	\$0	\$0

25 Itemized financial data

Line 7 - State Funding (this is dependent upon the state of Texas awarding a charter to the Corporation) Line 23 - Office supplies, marketing and advertising materials; classroom supplies, furniture, computer equipment (3rd year only).

Part VI Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 12/31/2020
Assets		
1	Cash	\$0
2	Accounts receivable, net	\$0
3	Inventories	\$0
4	Bonds and notes receivable (provide an itemized list below)	\$0
5	Corporate stocks (provide an itemized list below)	\$0
6	Loans receivable (provide an itemized list below)	\$0
7	Other investments (provide an itemized list below)	\$0
8	Depreciable assets (provide an itemized list below)	\$0
9	Land	\$0
10	Other assets (provide an itemized list below)	\$0
11	Total Assets (add lines 1 through 10)	\$0
Liabilities		
12	Accounts payable	\$0
13	Contributions, gifts, grants, etc. payable	\$0
14	Mortgages and notes payable (provide an itemized list below)	\$0
15	Other liabilities (provide an itemized list below)	\$0
16	Total Liabilities (add lines 12 through 15)	\$0
Fund Balances or Net Assets		
17	Total fund balances or net assets	\$0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$0

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☒ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ☐ Yes ☐ No
If "Yes," complete Schedule H - Section II.

1c Are you a private operating foundation? ☐ Yes ☐ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

1d Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2 If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A?

☐ Yes ☐ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization?

☐ Yes ☐ No

2a If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive amounts from any disqualified persons?

☐ Yes ☐ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses?

☐ Yes ☐ No

iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income?

☐ Yes ☐ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1 Are you submitting this application within 27 months of the end of the month in which you were legally formed?

☒ Yes ☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?

☐ Yes ☒ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Akeem Brown

(Type name of signer)

CEO

(Type title or authority of signer)

12/09/2020

(Date)

Upload checklist:

- ☒ Organizing document (and any amendments)
- ☒ Bylaws, if adopted
- ☒ Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- ☐ Form 8821, Tax Information Authorization (if applicable)
- ☒ Supplemental responses (if applicable)
- ☐ Expedited handling request (if applicable)

Schedule B. Schools, Colleges, and Universities

1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? ☒ Yes ☐ No

2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. ☒ Yes ☐ No

2a Select the best description(s) of your school:

- ☐ Elementary school
- ☐ Secondary school
- ☒ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe)

3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☒ Yes ☐ No

A Texas open-enrollment charter school is funded by the State of Texas through a funding system known as the Foundation School Program. The FSP is one of the primary state revenue sources for all public schools in Texas, including school districts and open-enrollment charter schools. See Texas Education Code section 42.001 et. seq.

4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ☐ Yes ☐ No

State where the policy is located or if adopted by resolution of your governing body.

8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ☐ Yes ☐ No

8a ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities (continued)

- 9** Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10. ☐ Yes ☐ No

- 9a** ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

- 10** Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

- 11** Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 12** In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities (continued)

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the [Subchapter D New Operator Application](#) page and provide the [Certificate of Review Documents](#).¹

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 30, 2020 and November 6, 2020. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

¹ <https://tea.sharefile.com/d-sbbf281662674f0a9>

From: CharterApplication CharterApplication@tea.texas.gov
Subject: TEA Generation 26 Charter Application Information: Confirmation of Attendance
Date: November 13, 2020 at 2:49 PM
To: CharterApplication CharterApplication@tea.texas.gov
Cc: Garland, John John.Garland@tea.texas.gov

C

Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,



New Schools Team

Division of Charter School Authorizing and Administration

(512) 463-9575

charterapplication@tea.texas.gov

[TEA Charter School Webpage](#)



**For the best experience, open this PDF portfolio in
Acrobat X or Adobe Reader X, or later.**

[Get Adobe Reader Now!](#)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc.

SPONSORING ENTITY (NAME)

HAS REVIEWED
SELECTED LEGAL TOPICS.PPT

12/17/20

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc

SPONSORING ENTITY (NAME)

HAS REVIEWED
CURRICULUM OVERVIEW.PPT

12/18/20

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc.

SPONSORING ENTITY (NAME)

HAS REVIEWED
SPECIAL EDUCATION.PPT

12/18/20

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc.

SPONSORING ENTITY (NAME)

HAS REVIEWED
ENGLISH LEARNERS OVERVIEW.PPT

12/20/20

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc.

SPONSORING ENTITY (NAME)

HAS REVIEWED
STATE ACCOUNTABILITY OVERVIEW.PPT

12/20/20

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

Essence Prep Inc.

SPONSORING ENTITY (NAME)

HAS REVIEWED
FINANCIAL ACCOUNTABILITY OVERVIEW.PPT

12/18/20

(DATE)

Attachment 4: Evidence of Community Demand

Provide the following:

- **Evidence of support.** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- **Meeting Agenda.** The formal agenda that was followed during each required public, meeting.
- **Public meeting protocol.** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- **Letter(s) of support.** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

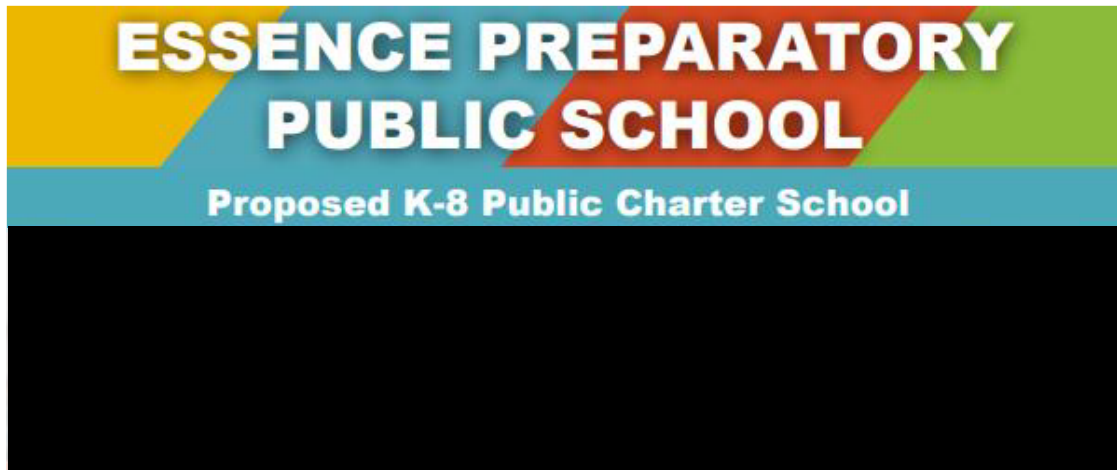
Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.

Essence Preparatory Charter School
Attachment 4- Evidence of Community Demand

Marketing Document



OUR MISSION

Essence Preparatory Charter School, through rigorous academics, intentional character development, and cultivating student knowledge of self, prepares all kindergarten through eighth grade students for high school, college, and beyond as leading agents of change in their communities.

WE BELIEVE

- Taking ownership fulfills our responsibility to ourselves and our community.
- Culturally affirming curriculum prepares students to participate as global citizens.
- Rigorous instruction drives academic success.

JOIN US

We need members of our community to lend their time, insight and support to help design our school to meet all of our students' needs.



LEAD FOUNDER

Akeem Brown (he/him/his) has dedicated his career to serving students living in San Antonio's Eastside. By founding a school, he seeks to provide his students with the pathways to opportunity he feels are lacking in many areas of the city. His proposed school will utilize a project-based learning model that focuses on public policy. Students will grapple with real-world issues and develop the skills necessary to be effective agents of change. The school will also adopt community-building traditions like morning circle meetings and weekly family gatherings and will use a "whole self" curriculum to teach social and emotional learning skills.

CONTACT US

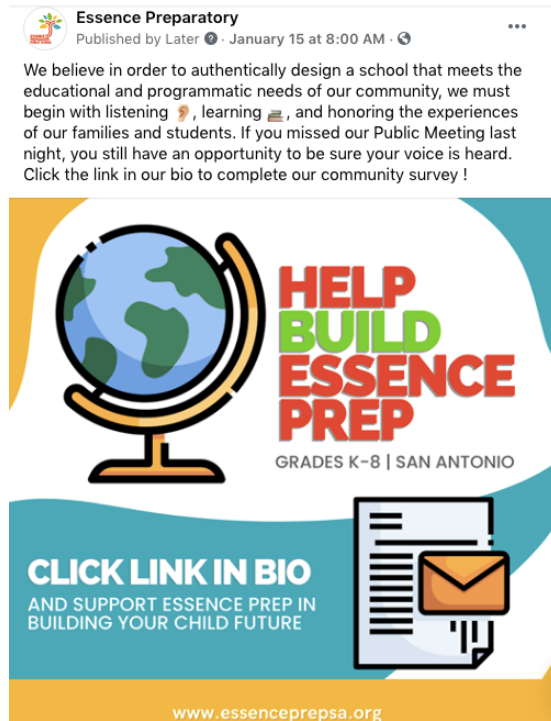
Akeem Brown - Lead Founder

210.788.6565

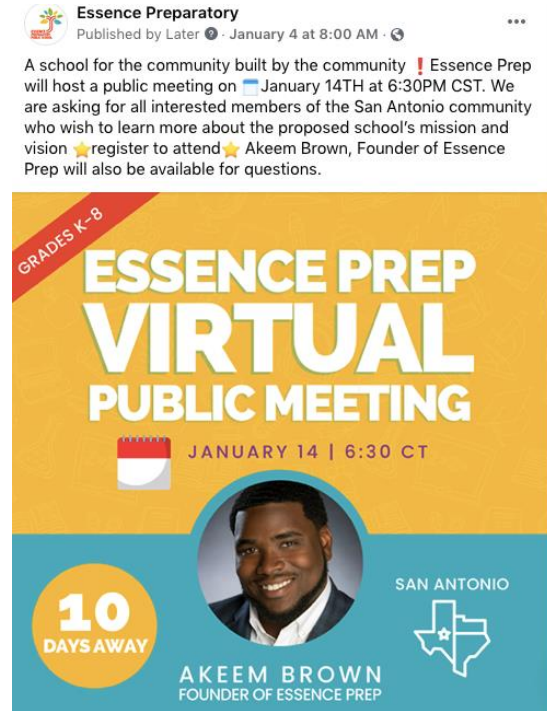
abrown@fellow.bes.org

Social Media Campaign

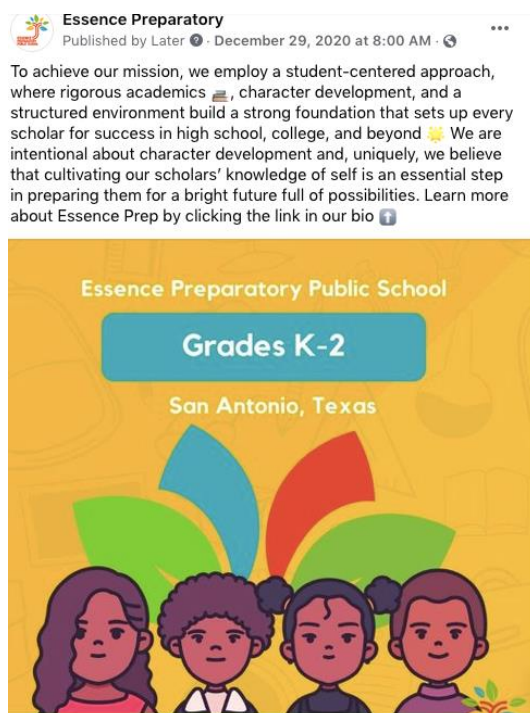
Post Public Meeting 1/15/21



Public Meeting Countdown 1/4/21



Social Media Post 12/29/20

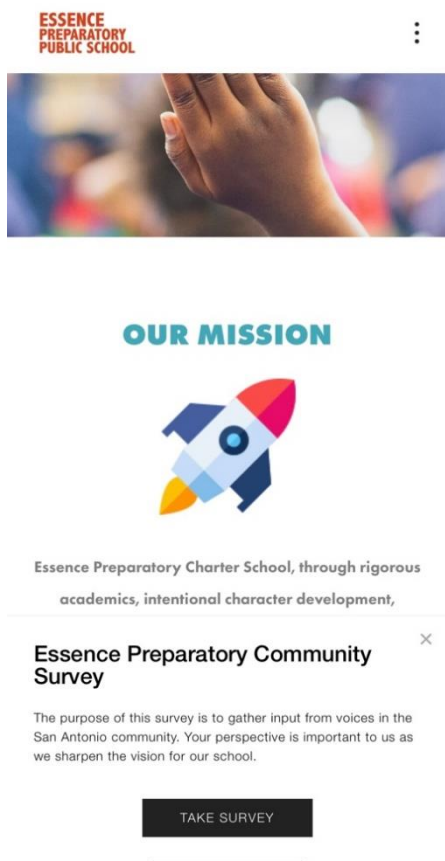


Christmas Giveback, 280 participants



Community Survey

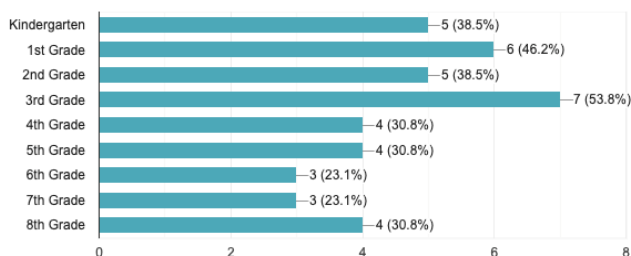
Community Survey conducted electronically through our website, 68 responses in total.



The screenshot shows the survey form titled 'Essence Prep Community Survey'. It includes a thank-you message, a description of the survey's purpose, and a required email address field. A 'Request edit access' link is also present.

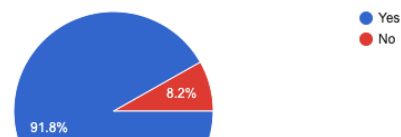
What grade levels are you interested in?

42 Responses



Do you live in San Antonio, Texas?

61 responses



Essence Preparatory Charter School
Attachment 4 - Evidence of Community Demand

Public Meeting Agenda

**ESSENCE
PREPARATORY
PUBLIC SCHOOL**

**Meeting Agenda
{Location, Date, Time}**

1. Welcome and Introduction of Founding Board Members
2. Overview of the Meeting
 - a. Introduction of Essence Preparatory Charter School
 - b. Community Input
 - c. Q&A-community areas of interest and concern
3. Introduction of Essence Preparatory Charter School
 - a. Proposed location
 - b. Grade Levels
 - c. Timeline
 - d. Mission
 - e. Educational Models
4. Community Input

Public Meeting Protocol

ESSENCE PREPARATORY PUBLIC SCHOOL

Public Meeting Protocols

We commit to thoughtfully seek and support solutions that will provide the greatest benefit to scholars. We commit to listening to and incorporating ideas and priorities from the community and local families into the school proposal.

1. What do you want to see in a school coming to the community?
2. What would make you interested in our school?
3. What would you change about your child's school?
4. How often do you want your child's school to communicate with you?
5. What is most important to you concerning your child's education?
6. What are your thoughts about college for your child?
7. What would you like to see at Essence Prep that's not currently being offered?
8. Are buses important to you? Does your child currently ride the bus?
9. What are your thoughts on our two-teacher specialization model?
10. How do you feel about a longer school/year/day?

Essence Preparatory Charter School
Attachment 4- Evidence of Community Demand

Letters of Support

Through our engagement with the community, we have garnered 30 letters of support from a variety of stakeholders, listed below and enclosed on subsequent pages.

1. Commissioner Tommy Calvert, Bexar County Commissioner PCT 4
2. Chawana Chambers, Ph.D., Chief Academic Officer, Compass Rose Academy
3. Nora Walsh, Executive Director, Brackenridge Foundation
4. David Roth, Board Member, Brackenridge Foundation
5. Ann Star, Chief Operating Officer, Families Empowered
6. Ryan York, Founder, CEO, The Gathering Place
7. Tony Gradney, CEO Chelsea Catering
8. Inga Cotton, Executive Director, San Antonio Charter Moms
9. Dr. Abby Hasberry, Educational Leadership Coach
10. Jackie Moczygemba, Executive Director, Ewing Hassel Foundation
11. Leo Gomez, CEO Brooks City Development Corporation
12. TJ Mays, Partner, Phipps Mays LLC
13. Greg Kowalski, President & CEO, RK Group
14. Mehmet Nalcaci, Superintendent, School Science and Technology
15. Sheryl Sculley, Former City Manager, City of San Antonio
16. Dr. Cynthia Warrick, President, Stillman University
17. John Cooley, COO Terramark Construction
18. Donovan Duncan, Executive Vice President, Urban Strategies
19. Jeff Arndt, CEO, VIA Metropolitan Transit Authority
20. Aubrey Lewis, President, Denver Heights Neighborhood Association
21. Dalia Contreras, Interim CEO, City Education Partners
22. Henry B. Gonzalez III, Board Member, Choose to Succeed
23. Steven C. Lewis, Chairman Jefferson Bank, President, Choose to Succeed
24. Tom Torkelson, CEO, Choose to Succeed
25. William Harte, Vice Chair, Choose to Succeed
26. Danielle Campbell, CEO, San Antonio Ballet
27. Rev. Patrick Jones, San Antonio Baptist Ministers Alliance
28. Courtney Sales, Founder/Superintendent, Bloom Academy
29. Stephanie Felon-Cortez, Chief Development Officer, Girl Scouts of South Texas
30. Luke VanDeWalle, Senior Director of Leadership Development, BES



TOMMY CALVERT
Bexar County Commissioner, Precinct 4

January 4, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Essence Preparatory Charter School, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

I have been advocating for children with learning disabilities to have schools that can teach to their special needs and I am excited that this is a challenge that Essence Preparatory will tackle.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me at 210-335-2614.

Sincerely,

A handwritten signature in blue ink that reads "Tommy Calvert". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Commissioner Tommy Calvert
Bexar County Commissioner, Precinct 4



COMPASS ROSE

17 December 2020

RE: Essence Preparatory Public Schools Letter of Support

Texas Education Agency
Charter School Division
1701 N. Congress Ave.
Austin, TX 78701

To Whom it May Concern:

I am writing this letter to express my support for Essence Preparatory Public School, a proposed K-8 charter in San Antonio. As a native San Antonian and K-12 educator, I know firsthand the importance of providing high-quality education to children in our community. The city of San Antonio has a deep history of educational inequity and racial segregation, which has not only caused generations of trauma to subgroups of the population, but it has also contributed to the lack of college readiness, college enrollment, and general educational attainment in its high school graduates.

While there is no “silver bullet” to rectifying the multitude of transgressions, one thing we can do is work to ensure that our students have equal opportunities to receive a high-quality education that prepares them for any path they choose to create for themselves. It is also extremely important for us to create schools that embrace the whole child—including their cultural background and interests. My experiences in San Antonio, Texas public schools as a student, teacher, leader, and parent influence every thought that I have about the ways we can do better by all of our children.

I believe that Essence Preparatory Public School gets us one step closer to achieving a truly rigorous and inclusive education system. My commitment to my community and Essence Preparatory is to ensure that I provide my time and talents to supporting quality institutions that move the needle on educational equity and excellence for Texas children.

It is my belief that this proposed school will do just that.

In service,

Chawanna B. Chambers, Ph.D., NBCT
Chief Academic Officer
Compass Rose Public Schools
(210) 473-7281



GEORGE W. BRACKENRIDGE
FOUNDATION

December 8, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Essence Preparatory Charter School, a proposed K-8 high-quality, open-enrollment charter school in San Antonio. Led by the highly capable Akeem Brown, I see a clear market for the kind of opportunity Essence Preparatory will provide.

As a supporter of charter schools in our city I know firsthand of the extensive waiting lists that exist for quality seats. I also know of the deep frustrations shared by parents who desire quality options for their children but do not have the means to pay for private education. As a parent who did not have these charter school options at the time my own children were in elementary school, I am ecstatic to see the charter sector grow. I am a true believer that your zip code should not dictate where you go to school. School choice has always been an option for some – those that can afford to write a check for a private school education. I hope to see every parent have access to quality school choice options for their child.

Akeem Brown has dedicated his career to serving students living on the eastside of San Antonio. By founding a school with a project-based learning model and an emphasis on public policy, he seeks to provide his students with pathways to opportunity that they otherwise would not have access to.

I am happy to recommend Essence Preparatory Charter School. I sincerely hope you see the benefit this school will bring to San Antonio students and their families.

Sincerely,

Nora J. Walsh
Executive Director



GEORGE W. BRACKENRIDGE
FOUNDATION

December 29, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

As a trustee for the George W. Brackenridge Foundation, I know how critical high-performing charter schools are for San Antonio students and their families. Since I joined the board in 2012, our portfolio of high-performing charter schools has grown from three schools serving around 800 students to 63 schools serving over 33,800 students. Imagine if every single student enrolled at the University of Texas at San Antonio in Fall 2020 was given one option for where to attend college? At 34,742 students, their enrollment is less than one thousand students more than those currently served by high-performing charter schools in San Antonio.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me at (210) 424-4531 or

Sincerely,

David H.O. Roth



Families
Empowered

January 5, 2021

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

Dear Commissioner Morath:

I am very pleased to submit this letter of support for Essence Preparatory Charter School, a proposed charter school serving grades K - 2 for families in San Antonio, led by Mr. Akeem Brown. As Families Empowered, we serve and advocate for families to have access to quality school options that work for them.

As Families Empowered's Chief Program Officer, I have had the pleasure of getting to know Mr. Brown and have learned about his innovative and thoughtful plans for this new school. Essence Preparatory will provide families in an underserved area of San Antonio with a much-needed schooling option designed to propel all students' curiosity and desire to learn about the world around them.

Essence Preparatory will be a school for the community build by the community. Their model will ensure that all students graduate from their school equipped with the knowledge and skills they need to be successful and become agents of change. There is a student-centered approach – focused on rigorous academics, character development, and a safe, structured environment.

I am proud to recommend Essence Preparatory Charter School without reservation. I truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at 512-595-0704 [REDACTED]

Sincerely,

Ann Starr
Chief Program Officer, Families Empowered

11/27/2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

Essence Prep has a focus on addressing the educational inequities that exist in San Antonio. They are specifically focused on engaging in project-based learning that is rooted in service and public policy. Engaging kids in the systems around them to create meaningful change in their community is needed all across San Antonio, and especially in San Antonio's east side which still lives in the shadow of red-lining and institutional inequity.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me at 615-631-0479 or ryan@thegatheringplacek12.org.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan York', with a stylized, flowing script.

Ryan York
Co-Founder and Co-Leader of The Gathering Place

Commissioner Mike Morath
Texas Education Agency
1707 N. Congress Ave
Austin, TX. 78701

Kevin Ellis
Chairman State Board of Education
1701 N. Congress Ave
Austin, TX 78701

Dear Commissioner, Morath and Chairman Ellis:

I am writing to express my strong support for the proposed essence prep charter school, a proposed k-8 enriched open-enrollment charter school to be located in the heart of San Antonio's long neglected eastside.

This community has experienced decades of a lack of quality education and low levels of student achievement. Ultimately, this quality educational gap has affected not only students, but negatively affects the business community in this area, who desires to provide employment opportunities to those wishing to thrive in this community. It is no secret that those early years are the absolute key to success over the long haul. That is the reason that I am so excited to support the essence prep charter school program, at the K-8 level.

Essence prep will focus on a strong and rigorous program designed to get these young people ready for a college level experience and civic engagement, as a value added. Its curriculum will lay the foundation for overcoming future challenges that will face these students. As a business owner in this community, I am always seeking to mentor and hire young people-as that gets them prepared for the business world. We are competing in a global environment and every child must be prepared to face what lies ahead. Essence prep charter school has put in place a strong board of trustees, who fully understand that board governance is the essential element for success.

Please give their application for this much needed educational facility serious attention. This community supports this much need school and pray that you all will grant the charter. Our precious children need your support. A quality education is the only way to lift these kids out of poverty.

Please don't hesitate to contact me should you need further information about my support for this initiative. I can be reached at: [REDACTED] or 210-204-1330



Tony Gradney, CEO Gradney Food and Beverage



Inga Cotton, Founder & Executive Director
708 West Summit Avenue
San Antonio, Texas 78212
210.725.1029

January 15, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

I am proud to write this letter of support for Royal Public Schools, a proposed network of K-12 open-enrollment charter schools for students and families in San Antonio.

My journey as an education advocate began as a parent of two children, now ages 12 and 10—one of whom is on the autism spectrum. As the Founder and Executive Director of San Antonio Charter Moms, I work to help other families have an easier journey to find schools where their children can thrive, be happy, feel safe, and have a sense of belonging.

Growing the supply of seats at high-performing charter schools in San Antonio is critical. Our current set of schools is not supplying enough graduates who are college-ready or who can jump in to the skilled jobs that employers are trying to fill. The prosperity of everyone in San Antonio depends on raising the quality of public education here, and soon.

As I learned about the educational philosophy of Royal Public Schools, I was so impressed with their level of thoroughness and preparation. They have high expectations for all students to learn and achieve. Royal's leadership team has developed unique approaches including TIP (an academic mindset emphasizing Target, Intentional, and Purposeful thinking), Royal Block (time within the day for students to receive personalized support, and STREAMS-360 (Royal developed approach to deliver targeted and rigorous instruction).

I have no reservations about recommending Royal Public Schools and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210-725-1029 or [REDACTED]

Inga Cotton
Founder & Executive Director
San Antonio Charter Moms

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

As a parent and a former charter school founding principal, I know how critical high-performing charter schools are for San Antonio students and their families. Specifically, I understand the need for different types of schools for different types of kids, and even for different stages in their development. My three children attended private, traditional public, and public charter schools during their Pre-k to 12 experience. I understand the need for school choice options that are as unique as each of my children. As a child I was able to attend private and public schools as they fit my needs, and I am grateful that I was afforded that choice. One of the things that my educational experiences taught me early on was that there was a huge disparity between what white and affluent kids were receiving in traditional public schools vs. what children of color and those from lower socioeconomic backgrounds were receiving- often within the same school building. Essence Prep will address that achievement gap by offering innovative and rigorous academics to scholars in historically underserved communities. Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me at 210-870-8688 or [REDACTED]

Sincerely,



Abigail K. Hasberry, Ph.D.
Educational Leadership Coach, College Professor, and Parent



711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

December 17, 2020

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

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

Re: Letter of support for Essence Preparatory Charter School

Dear Commissioner Morath and Dr. Ellis:

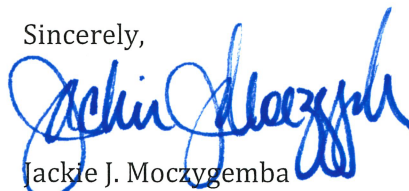
I am writing to you on behalf of the Ewing Halsell Foundation, in regard to Essence Preparatory Charter School, a proposed open-enrollment public charter school for students and families in San Antonio, Texas as presented by Akeem Brown and the founding board.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation has been focused on improving K-12 educational opportunities for students, families and educators in San Antonio over the past several years. The Foundation has made substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options continues to increase across the region.

Essence Preparatory, a proposed kindergarten through eighth grade school, aims to immerse students in a culturally affirming curriculum to foster growth and prepare students for their next steps in life. The structured environment with the community-building traditions incorporated in Essence Preparatory's model will teach social and emotional learning skills. A unique blend of rigorous college preparatory instruction, character development and athletics is likely to produce well rounded individuals.

The Foundation sincerely hopes you see the benefit Essence Preparatory Charter School will bring. San Antonio students, and the many more across Texas, deserve more quality public education options. If I can be of any assistance, please do not hesitate to contact me at j [REDACTED] or call our office at (210) 223-2649.

Sincerely,



Jackie J. Moczygemba
Executive Director

December 18, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Essence Preparatory Charter School, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

As the President & CEO of Brooks, we're home to four schools from PreK through higher education, to include: Compass Rose Academy, CAST Med High School, Brooks Academy of Science & Engineering, and the University of Incarnate Word School of Osteopathic Medicine. The four educational campuses, including two charter schools, currently total more than 2,300 students, and once they're at full capacity we're projecting more than 6,000 students on the Brooks campus.

Brooks' mission is to promote and develop a vibrant, sustainable community that serves as a catalyst for progressive economic development and regional prosperity. As we develop and focus on attracting marquee employers to the 1,308-acre campus, it's key to ensure we build a pipeline of the future workforce for our businesses. Today, we have 3,300 employees, and will be adding another 2,000 within the next 3-5 years targeted in the medical and manufacturing industries. It is our goal for Brooks and San Antonio to supply the necessary local talent to fulfill these high-paying jobs.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me personally at 210-323-6555 or at

Sincerely,



Leo Gomez, President & CEO



PHIPPS MAYES PLLC

November 30, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

As a product of public schools who remains active with several Bexar County school districts, I believe that we should open new charter schools only when they are run by the best and most dedicated community leaders and fill a critical need. This is the case with Essence Preparatory Charter School. The need in the 78202 zip code is enormous, and the topnotch Essence Preparatory leadership is stepping up. Now more than ever, we need a workforce equipped with skills to compete in a quickly evolving and global economy. Essence Preparatory Charter School will help us fill critical gaps through rigorous, college preparatory instruction and character development.

Culturally affirming curriculum is especially important in a community that prides itself as a “confluence of cultures.” With a culturally affirming curriculum, Essence Preparatory will foster students’ growth as leaders while preparing them to participate as global citizens.

I recommend Essence Preparatory Charter School without reservation. Please do not hesitate to contact me at 210-215-2386 or [REDACTED]

Sincerely,

T.J. Mayes



December 08, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio. As a longtime San Antonio business leader working on the Eastside to improve the economic realities of the community, I have witnessed the achievement gap and need for skilled workers, and also know how critical high-performing charter schools are for San Antonio students and their families.

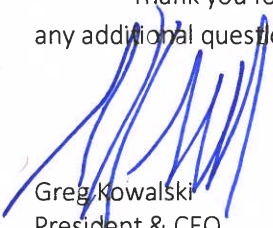
I trust that Essence Prep's focus on rigorous academics and character development within a structured, student-centered environment will help build a strong foundation for cultivating scholars as well as future community leaders. Improving academic achievement and ensuring a bright future full of possibilities is of critical importance for each and every student, especially in the predominantly low-income Eastside community of San Antonio.

Existing schools in the targeted service area for Essence Prep (78202) are not adequately serving the needs of our local students through the district, as evidenced by recent statewide academic performance reporting. In fact, Bowden Academy in the Eastside Promise Zone and Smith Elementary School in the Denver Heights neighborhood, each earned "F" ratings on their 2019 School Accountability Ratings (see [TAPR link](#); Bowden Academy Campus#: 015907147; Smith EL Campus#: 015907165)

Providing a strong foundation in literacy is of critical importance that can significantly transform life outcomes. I believe Essence's approach of having scholars develop a strong sense of agency over their learning, while providing opportunities to personalize aspects of their educational experience, will help advance and accelerate that foundation in literacy and love of reading. As students grapple with difficult and worthy material, read complex texts, and solve challenging mathematical problems that are within their zone of proximal development, their capability and confidence will have opportunities to thrive.

I consider **Essence Preparatory Charter School** as having great potential to foster students' growth as leaders, while preparing them for higher education and to contribute to their communities and as global citizens. I recommend Essence Preparatory Charter School without reservation, and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

Thank you for your consideration, and please do not hesitate to contact me at (210) 223-2680 should you have any additional questions. Sincerely,



Greg Kowalski
President & CEO
The RK Group

December 8, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

The School of Science and Technology believes in increased school choice to better serve students and parents. Because of the benefits school choice offers, I am pleased to offer support for Essence Preparatory Charter School, a proposed kindergarten through eighth grade school of choice in San Antonio.

Charter schools provide options for all parents and in particular for those families that cannot afford a private school tuition when the neighborhood public school does not meet the needs and interests of their children. The School of Science and Technology is not the best fit for every student, and that holds true for traditional public schools, private schools and home schooling. Essence will provide another option that can better serve some children.

School choice makes schools stronger and increases accountability for parents. Parents are generally more satisfied and more involved when they choose a school that best suits their children and instruction is more tailored to their needs and interests. This leads to higher achievement and higher graduation rates. The significant achievement gaps documented in San Antonio can be narrowed and closed. Significantly, students can be prepared to postsecondary opportunities and for high demand, high paying positions to support a vibrant economy.

Sincerely,



Mehmet Nalcaci
Superintendent

Sheryl Sculley
San Antonio, TX

December 10, 2020

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

The Honorable Dr. Keven Ellis
State Board of Education Chair
1701 N. Congress Avenue
Austin, TX 7801

Dear Commissioner Morath and Dr. Ellis:

This letter is written in support for Essence Preparatory Charter School, a proposed K-8 high-quality, open-enrollment charter school in San Antonio. As the former city manager of San Antonio for 14 years, I understand the necessity for a well-educated and trained workforce.

Working on business retention and expansion in our community, the first question I was always asked was about workforce readiness. Our public educational institutions are working hard on quality and performance. Yet, our low-income families struggle to escape the cycle of poverty. This is especially prevalent on the city's Eastside.

Essence Preparatory will help prepare our future workers through rigorous college preparatory instruction as well as character development. It will be located on the city's Eastside where the needs are some of the greatest in San Antonio. I recommend Essence Preparatory Charter School for approval.

Sincerely,


Sheryl Sculley
Former City Manager 2005-2019

December 28, 2020

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

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

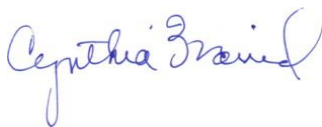
Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio. As a graduate of San Antonio's public schools and President of a liberal arts college, I know how important a critical high-performing charter school is for San Antonio students and their families. I also know the Board Members and organizers for this Charter School and can attest to their commitment for excellence in education, especially for those students who lack the resources to demand their right to a quality educational experience and environment.

Stillman College has board members residing in San Antonio; and given that it is my hometown too – we are establishing partnerships to facilitate the pathway to the bachelor's degree. A partnership between our School of Education that specializes in Elementary Education and Essence Preparatory will bring innovative teaching and learning programs to Essence as they foster students' growth as leaders while preparing them to participate as global citizens.

I recommend Essence Preparatory Charter School without reservation and believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity. Please contact me at [REDACTED] (301)526-1730 mobile, for additional information.

Sincerely,



Dr. Cynthia Warrick
President

3601 Stillman Boulevard • Tuscaloosa, AL 35401
www.stillman.edu



November 30, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

Please find this letter in strong support for Essence Preparatory Charter School, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

Our company, Terramark Urban Homes, offices in east San Antonio and we work hard to improve lives by providing safe, efficient, and affordable homes for residents throughout downtown. Over the years we have had the pleasure of working closely with many of the leaders now collaborating for Essence and the group is impressive. Quality competition and options for young developing minds is critical to the future success of our city and country, so we strongly support the work proposed by Essence Preparatory Charter School.

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

If you have any questions or concerns, please do not hesitate to contact me at 210-588-9212 or via email at [REDACTED]

Regards,

A handwritten signature in blue ink, appearing to read "John T. Cooley Jr.", is written over a circular blue ink stamp.

John T Cooley Jr.
Chief Operating Officer
Terramark Urban Homes

December 8, 2020

Texas Education Agency
William B. Travis Building
Congress Ave
Austin, TX 78701

Greetings,

It is a pleasure to share with you this Letter of Support on behalf Essence Preparatory Charter School (Essence Prep), Urban Strategies, Inc (USI) understands the philosophy and supports the mission of Essence Prep. Offering the youth of San Antonio's east side an opportunity to an education and curriculum that addresses the systemic inequalities of living in one of the poorest zip codes in the City, is essential in interrupting the school to prison pipeline.

USI is a national, not-for-profit corporation with 40 years of experience helping communities build safe neighborhoods using cradle to college career strategies and a range of comprehensive, people-centered human service supports, filtered through a lens of race and equity. Our mission is All children and families will be STABLE and THRIVING. We have been an integral part of the work in San Antonio for close to a decade.

Our work on the east side of San Antonio has provided an intimate experience in working with children experiencing the trauma of growing up in poverty, often broken homes, incarcerated family members, the inequities of the traditional school systems, are a few of the challenges households experience in supporting youth's success in school. The foundational pillars of Essence Prep that allows scholars the opportunity to share in their learning, experience pride in their culture as an integral part of their learning while promoting academic success with an ultimate result of exceling in higher academics, is a refreshing approach.

Urban Strategies, Inc. believes Essence Preparatory Charter School will change the trajectory for youth on San Antonio's eastside. With the support of the application Texas Education Agency will have a key role in creating future leaders of San Antonio and beyond. If you have any questions regarding this correspondence please feel free to contact, Alicia Walter, Director of Operations San Antonio at [REDACTED] or you may give her a call at 210-259-5662.

Sincerely

Donovan Duncan

Donovan Duncan
Executive Vice President

December 1, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

Quality K-8 education provides the foundational skills and tools to permit students to link to opportunity during their high school years and beyond. I am the proud parent of a middle school teacher who has shared with me how she is part of changing her students' lives.

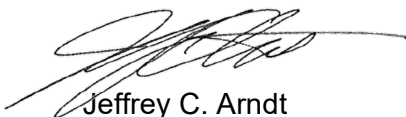
Essence Preparatory Charter School is focusing on the low-income community on San Antonio's Eastside. I am a board member for SAGE (San Antonio for Growth on the Eastside) and I am intimate with the deep needs of that community. Current area schools are underperforming, leaving students in need behind. Essence Preparatory Charter School will fill a critical educational gap in the Eastside.

Essence Preparatory will provide both a rigorous educational program, designed to prepare students to eventually enjoy a successful college career; and a culturally affirming environment that will shape the character and leadership abilities of their students. A talented and focused Board and management team will ensure that the student experience is transformational.

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

If you have any questions or concerns, please do not hesitate to contact me at 210-299-5858 or [REDACTED].

Sincerely,



Jeffrey C. Arndt
President and CEO

January 12, 2021



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

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

Dear Commissioner, Morath and Dr. Ellis:

I am happy to write a letter of support for **Essence Preparatory Charter School** (Essence Prep). Essence Prep is a K-8 high-quality open-enrollment charter school based in San Antonio. I write on behalf of the Denver Heights Neighborhood Association. We are excited about the school becoming a part of the community because of what they represent. A school focused on breaking the cycle of social-emotional trauma by re-centering education for Black and brown scholars as individuals. Our community is the collection of dreams and hopes of its children, a hope that sometimes goes unrecognized. The manifestation of Essence's Prep dedication to the individuals in this community through education is something.

The members of our association voted with confidence during a virtual meeting to support Essence Prep. I personally believe in the mission and look forward to seeing the school blossom in the community I have called home for 66 years and counting. It is because of their focus and dedication to the core essence of its future students that Denver Heights Neighborhood Association is honored to provide this letter of support for the Essence Preparatory Charter School and its efforts to bring a more culturally responsive curriculum to the students in our community.

Sincerely,

Aubry C. Lewis, President
Denver Heights Neighborhood Association
P.O. Box 10880
San Antonio, Texas 78210
210-957-1271




CITY EDUCATION PARTNERS

December 20, 2020

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of Essence Preparatory Charter School in San Antonio. Essence Preparatory is led by a strong community leader Akeem Brown, who has a deep desire to create an equitable education for all students. He hopes to achieve this through the creation of a culturally affirming curriculum while continuing to prepare students to be global leaders. As the Chief Executive Officer of City Education Partners, I believe they will be a great addition to our ecosystem.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. With the achievement gap increasing and a steep economic divide, we need great options for all of our students regardless of which zip code they live in. If authorized, CEP will support the school's leadership team to reach the appropriate milestones necessary in year 0 to launch successfully in the fall of 2022.

Thank you for your consideration of Essence Preparatory and we look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,

Dalia Flores Contreras
Chief Executive Officer



GONZALEZ CHISCANO
ANGULO & KASSON, PC

9601 McAllister Fwy., Suite 401, San Antonio, TX 78216
www.gcaklaw.com

Henry B. Gonzalez III
Direct Tel: 210-569-8489
[REDACTED]

January 11, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

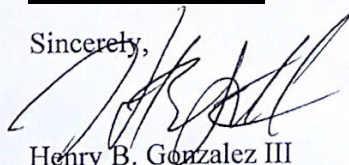
I have had the pleasure to get to know Essence Prep's lead founder, Mr. Akeem Brown, as he has developed his application for the school over the last year, and I have no doubt he will be successful in his mission to open an excellent school for the students of the Eastside. I am particularly impressed with Mr. Brown's commitment to the Eastside – as a native San Antonian, I am deeply aware of the legacy of inequity on the Eastside. The authorization of Essence Prep will be an essential step forward for a community that deserves access to excellent schools.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens. This vision aligns with the ethos of the Eastside, and I am proud to support Mr. Brown and his team as they build their unique school.

I recommend Essence Preparatory Charter School without reservation and believe they will provide San Antonio students and their families another essential high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at 210.569.8489 or [REDACTED]

Sincerely,



Henry B. Gonzalez III



Steve C. Lewis

Chairman of the Board

6015 Broadway
San Antonio, Texas 78209-4560

DIRECT (210) 736-7796
FAX (210) 736-7748

January 13, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

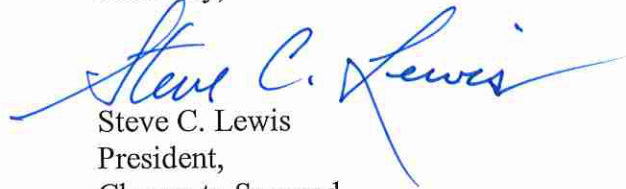
Essence Prep's founder, Mr. Akeem Brown, recently presented at a Choose to Succeed board meeting. I was impressed with the quality of the program, clarity of Mr. Brown's vision for excellence, and the passion with which he speaks of the work. I have no doubt that he will be successful in his effort to build a game-changing school for students on the Eastside, and I am proud to support his work.

The program stands out to me as particularly well-suited for the target location. Essence Prep will teach a rigorous, college preparatory curriculum and intentionally build character to prepare all students for success in high school, college, and beyond. Their culturally affirming curriculum is inspiring.

I recommend Essence Preparatory Charter School strongly. We need more schools like this one in San Antonio, and I am thrilled Mr. Brown and his team is proposing this high-quality educational opportunity for our students.

If you have any questions or concerns, please do not hesitate to contact me at 210.736.7797 or
[REDACTED]

Sincerely,



Steve C. Lewis
President,
Choose to Succeed



CHOOSE *to* SUCCEED

January 10, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

I am pleased to write this letter of support for **Essence Preparatory Charter School**, a proposed open-enrollment charter school in San Antonio.

The shameful history of education inequality in San Antonio is well-known. I am encouraged by the resolve of people like the Essence Prep team and their Founder and Executive Director, Mr. Akeem Brown, to attack our disgraceful history head on. Essence Prep will provide a much needed high-quality option on the Eastside of San Antonio, historically one of the most underserved neighborhoods in the city, and I am proud to support their efforts.

The Essence Preparatory academic program promises to embrace joy and excellence in equal measure through rigorous, college preparatory instruction and character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders in their community while preparing them to participate as global citizens.

I recommend Essence Preparatory Charter School without reservation. I believe this school will provide San Antonio students and their families another pivotal high-quality educational opportunity which will help us continue to fight back against our history of educational inequality.

If you have any questions or concerns, please do not hesitate to contact me at 210.865.4007 or

[REDACTED]

Sincerely,

Will Harte
Vice Chairman
Choose to Succeed



January 14, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

As Director of, San Antonio Ballet School, I know how critical high-performing charter schools are for San Antonio students and their families. As a young ballet student, I was fortunate enough to receive a scholarship to board at Walnut Hill School in Natick, MA. The instruction, training and overall environment helped prepare me for a professional career in dance and now as a business owner.

I founded San Antonio Ballet School(SABS) in June of 2016 after recognizing a need for access to pure classical ballet instruction in San Antonio. Upon opening the ballet school, I later created the DanceReach community outreach program where each week instructors from SABS serve the greater SA community by teaching free and low cost tuition classes in public schools. At SABS, we believe every child can dance and should be afforded that opportunity regardless of ability, age or ethnic heritage. Our school follows the official American Ballet Theatre(ABT) National Training Curriculum, which combines scientific principles with elements from the classic French, Italian and Russian schools of training. American Ballet Theatre has been designated by Congress as America's National Ballet Company and their curriculum recognized by the Department of Education. San Antonio Ballet School is the only arts organization with a fully certified ABT instructor in San Antonio. This is to ensure that every student we train is given the highest quality of instruction with the most comprehensive information available.

I believe **Essence Preparatory Charter's** performing arts programming will directly affect young African American student's quality of life, socially and economically in San Antonio. Specifically, the art of dance will help teach children focus, creativity, and discipline, all of which are necessary in any area of education. Dance awakens and enhances new skills of perception, observation, and concentration in children which will undoubtedly help them learn in all of their school subjects and think in new ways

2106 NW Military Hwy. San Antonio, TX 78213 | 210.802.7931 (office) | info@sanantonioballetschool.com
www.sanantonioballetschool.com



Essence Preparatory will instill and embrace joy and excellence in its students through rigorous, college preparatory instruction as well as character development. With a culturally affirming curriculum, Essence Preparatory will foster students' growth as leaders while preparing them to participate as global citizens.

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

If you have any questions or concerns, please do not hesitate to contact me at 773.991.8563 or



Sincerely,

Danielle Campbell Steans
Director
San Antonio Ballet School & Youth Ballet

December 27, 2020

Pastor. Patrick Jones
President
San Antonio Baptist Ministers Union
6531 FM 78,
San Antonio, TX, 78220

Dear Chairman Ellis,

There is no doubt that schools are an essential service, and we all have a stake in the future of schools as they shape and mold the minds of our future leaders. **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school is just that for San Antonio. As a chamber, we work daily to provide the tools and resources to businesses that need access to support. It's essential that we do the same for our education system, for our students, and for our community.

As an association of Churches serving our community, the San Antonio Baptist Ministers Union has long supported an education that enables our children to succeed. We know that education is the essential building block of our economy. The education philosophy of Essence Prep encourages students to take ownership of their education, understands that the pathway to college and career starts early, and builds their knowledge of self prepares them to also be exceptional professionals.

Based on the aforementioned reasons, the union supports the establishment of Essence Prep, but also believes the community of San Antonio; residents, businesses, and consumers alike will be impacted positively by its establishment.

Sincerely,

A handwritten signature in black ink that reads "Rev. Patrick Jones". The signature is written in a cursive, flowing style.

Rev. Patrick Jones
President
San Antonio Black Ministers Alliance



January 8, 2021

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

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

Dear Commissioner Morath and Dr. Ellis:

Texas has the most rigorous charter application process in the country – as it should. Entrusting adults with the important responsibility of providing a safe and rigorous environment for *all* children should not be taken lightly. As a Generation 23 charter school founder, I can personally attest to the tenacity and high capacity necessary to successfully launch an elementary school in our high-needs communities. The proposed Essence Preparatory Charter School team has the characteristics, experience, credentials, and passion necessary to create a truly inclusive and impactful educational environment for students in San Antonio.

Essence Preparatory Charter School is designed by and for the Eastside community of San Antonio. Its ambitious mission “through rigorous academics, intentional character development, and cultivating scholar knowledge of self – prepares all kindergarten through eighth grade scholars for high school, college, and beyond as leading agents of change in their communities” seeks to provide opportunities to historically marginalized students and focuses on developing them to become productive and impactful citizens of Texas.

It is therefore without reservation that I write this letter of support for Essence Preparatory Charter School.

If you have any questions or concerns, please do not hesitate to contact me at 346-333-1320 or csales@bloomacademy.org

Sincerely,

A handwritten signature in black ink that reads "Courtney Sales". The signature is written in a cursive, flowing style.

Courtney Sales
Founder & Superintendent
Bloom Academy Charter School

January 11, 2020

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

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

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Essence Preparatory Charter School**, a proposed K-8 high-quality, open-enrollment charter school in San Antonio.

I have spent my career championing girls and the long-term vision of gender-balanced leadership. Texas ranks an alarming 42nd in the nation when it comes to the well-being of girls. Our state has fewer girls enrolled in preschool, more girls not proficient in reading and more girls dropping out of high school compared to girls nationwide. These disparities are even more apparent for Black and Hispanic girls, with more girls ages 5-17 living in poverty than 10 years ago. As an expert in youth development, I understand how critical public education is and how high-performing charter schools are a promising option for San Antonio students and their families.

Essence Preparatory will instill and embrace joy and excellence in its students through rigorous instruction and character development. Students will gain a strong sense of self and learn to lead with empathy so they are positioned to make a difference in the world.

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

If you have any questions or concerns, please do not hesitate to contact me at 210-232-1715 or [REDACTED]

Sincerely,



Stephanie Finleon Cortez
Native San Antonian &
Chief Development and Communications Officer
for Girl Scouts of Southwest Texas

January 15, 2021

Texas Education Agency:

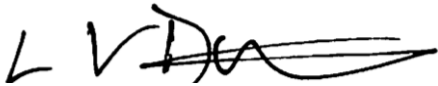
It is with confidence that I support the charter application for Essence Preparatory, and Lead Founder, Akeem Brown.

Currently, Akeem Brown is a Fellow with BES, a nationally recognized non-profit that trains high-capacity leaders to found urban charter schools. His strong experience as a leader has demonstrated a true commitment to growth and learning, setting him up for success as he prepares to open Essence Preparatory. He is a practical, experienced, and driven educator with expertise in school leadership, community building, and non-profit management.

Mr. Brown has brought together a diverse team of individuals in finance, education, law, and facilities who are committed to making Essence Preparatory a reality. He holds firm his expectations for himself and the team, understanding the urgent work ahead. A proven facilitator, Mr. Brown will bring together an incredibly diverse and talented group of leaders and teachers for the students of San Antonio.

It is a privilege to work closely with Mr. Brown and I have confidence that his leadership coupled with Essence Preparatory's intentional school design will lead to strong student achievement.

It is without reservation that we support Essence Preparatory and Lead Founder, Akeem Brown.

A handwritten signature in black ink, appearing to read 'L VanDeWalle', with a stylized, sweeping flourish extending to the right.

Luke VanDeWalle
Senior Directory of Leadership Development, BES
(317) 605-2571

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted. Mailing address **must** include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district, state senate, state house of representatives, and state board of education members. Limit six receipts per page.

Statement of Impact Forms are available in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#). The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<p>■ Complete items 1, 2, and 3.</p> <p>■ Print your name and address on the reverse so that we can return the card to you.</p> <p>■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">SAMPLE</p> <p>9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from service label)</p>		<p>A. Signature X</p> <p>B. Received by (Printed Name)</p> <p>C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>3. Service Type</p> <p><input type="checkbox"/> Adult Signature <input type="checkbox"/> Priority Mail Express®</p> <p><input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail™</p> <p><input type="checkbox"/> Certified Mail® <input type="checkbox"/> Registered Mail Restricted Delivery</p> <p><input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation™</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p><input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)</p>			
PS Form 3811, July 2015 PSN 7530-02-000-9053		Domestic Return Receipt	

Certified Mail Receipt

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<p>Postage \$</p> <p>Certified Fee \$</p> <p>Return Receipt Fee (Endorsement Required) \$</p> <p>Restricted Delivery Fee (Endorsement Required) \$</p> <p>Total Postage & Fees \$</p>	<p>Postmark Here</p>
<p>Sent to:</p> <p>(Street, Apt. No.)</p> <p>or PO Box No.</p> <p>City, State, ZIP+4</p>	
<p>PS Form 3800, January 2001</p> <p>See Reverse for Instructions</p>	

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☐ Certified Mail Restricted Delivery \$
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☐ Adult Signature Restricted Delivery \$

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City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047



Ms. Marisa Perez
 Texas State SBOE District 3
 P.O. Box 1055
 Converse, TX 78109

See Reverse for Instructions

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☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

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City, State, ZIP+4®

PS Form 3800, April 2015 PSN 7530-02-000-9047



Rebecca Bell-Metereau
 Texas State SBOE District 5
 P.O. Box 425
 San Marcos, TX 78666

See Reverse for Instructions

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PS Form 3800, April 2015 PSN 7530-02-000-9047



Donna Bahorich
 Texas State SBOE District 6
 P.O. Box 79842
 Houston, TX 77279

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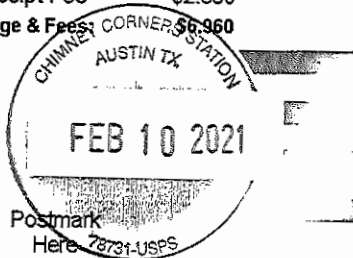
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FEES

Postage per piece	\$0.510
Certified Fee	\$3.600
Return Receipt Fee	\$2.850
Total Postage & Fees:	\$6.960

ARTICLE ADDRESS TO:

The Honorable Dawn Buckingham
Capitol Station
P.O. Box 12068
Austin TX 78711-2068

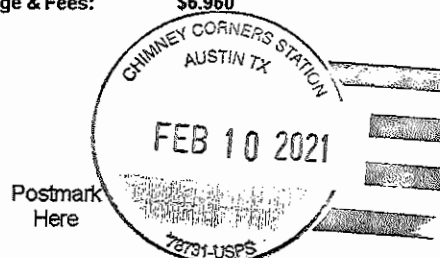
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FEES

Postage per piece	\$0.510
Certified Fee	\$3.600
Return Receipt Fee	\$2.850
Total Postage & Fees:	\$6.960

ARTICLE ADDRESS TO:

Representative Kyle Biedermann
P.O. Box 2910
Austin TX 78768-2910

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FEES

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Certified Fee	\$3.600
Return Receipt Fee	\$2.850
Total Postage & Fees:	\$6.960

ARTICLE ADDRESS TO:

Representative Ryan Guillen
P.O. Box 2910
Austin TX 78768

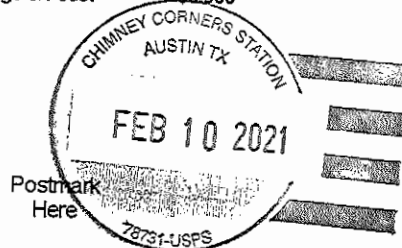
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Total Postage & Fees:	\$6.960

ARTICLE ADDRESS TO:

Representative Andrew Murr
P.O. Box 2910
Austin TX 78768-2910



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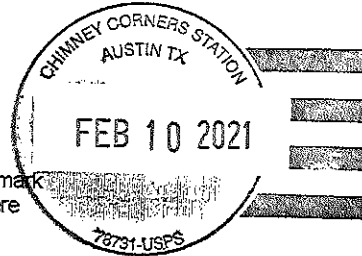
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Certified Fee	\$3.600
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Total Postage & Fees:	\$6.960

ARTICLE ADDRESS TO:

State Board Member Marisa Perez-Diaz
TEXAS EDUCATION AGENCY
1701 N. Congress Avenue
Austin TX 78701-1494

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David d Hornberger
 Board President-Alamo Heights ISD
 7101 Broadway
 San Antonio, TX 78209

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Dr. Dana Bashara
 Superintendent-Alamo Heights ISD
 7101 Broadway
 San Antonio, TX 78209

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John Massengale
 Board President-East Central ISD
 6634 New Sulphur Springs Road
 San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Sent To
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Roland Toscano
 Superintendent-East Central ISD
 6634 New Sulphur Springs Road
 San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Martha Castilla
 Board President-Edgewood ISD
 5358 W Commerce Street
 San Antonio, TX 78237

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Total Postage and
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Dr. Eduardo Hernandez
 Superintendent-Edgewood ISD
 5358 W Commerce Street
 San Antonio, TX 78237

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Willie E. White Jr.
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 San Antonio, TX 78234

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Gary Bates
 Superintendent-Fort Sam Houston ISD
 4005 Winans Rd.
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Gerardo Soto
 Superintendent-Harlandale ISD
 102 Genevieve
 San Antonio, TX 78214

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☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00
 Postage \$0.55
 Total Postage \$
 Sent To \$
 Street and Apt. No. \$
 City, State, ZIP+4 \$

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Norma Cavazos
 Board President-Harlandale ISD
 102 Genevieve
 San Antonio, TX 78214

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☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$
 Postage \$
 Total Postage and \$
 Sent To \$
 Street and Apt. No. \$
 City, State, ZIP+4 \$

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Renee A. Paschall
 Board President-Judson ISD
 8012 Shin Oak Drive
 San Antonio, TX 78233

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$
 Postage \$
 Total \$
 Sent \$
 Street \$
 City, \$

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Jeanette Ball, Ph.D.
 Superintendent-Judson ISD
 8012 Shin Oak Drive
 San Antonio, TX 78233

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☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage

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Sent To

\$

Street

City, State

Sean Maika, Ed.D
Superintendent-Northeast ISD
8961 Tesoro Drive
San Antonio, TX 78217

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☐ Return Receipt (electronic) \$
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☐ Adult Signature Restricted Delivery \$

Postage

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Street and

City, State

Pedro Martinez
Superintendent-San Antonio ISD
141 Lavaca St.
San Antonio, TX 78210

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☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage

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Street and

City, State

Shannon Grona
Board President-Northeast ISD
8961 Tesoro Drive
San Antonio, TX 78217

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage

\$

Sent To

\$

Street and

City, State, Zip

Brian Woods
Superintendent-Northside ISD
5900 Evers Rd.
San Antonio, TX 78238

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage

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Sent To

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Street and

City, State, Zip

Carol Harle, Ph.D.
Board President- Northside ISD
5900 Evers Rd.
San Antonio, TX 78238

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage

\$

Total Postage

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Sent To

\$

Street and

City, State

Patti Radle
Board President-San Antonio ISD
141 Lavaca St.
San Antonio, TX 78210

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☐ Adult Signature Restricted Delivery \$



Postage \$
Total Postage \$
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Street and Apt. No.
City, State, ZIP+4®

Dr. Clark Ealy
Superintendent-Schertz-Cibolo Universal
1060 Elbel Rd.
Schertz, TX 78154

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☐ Adult Signature Required \$
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Amy Driesbach
Board President- Schertz-Cibolo Universal
1060 Elbel Rd.
Schertz, TX 78154

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☐ Return Receipt (electronic) \$
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☐ Adult Signature Restricted Delivery \$



Postage \$
Total Postage \$
Sent To \$
Street and Apt. No.
City, State, ZIP+4®

Dr. Alexandro M. Flores
Superintendent-South San Antonio ISD
5622 Ray Ellison
San Antonio, TX 78242

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☐ Adult Signature Restricted Delivery \$



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Street and Apt. No.
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Gilbert Rodriguez
Board President-South San Antonio ISD
5622 Ray Ellison
San Antonio, TX 78242

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$



Postage \$
Total Postage \$
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Street and Apt. No.
City, State, ZIP+4®

Rolando Ramirez
Superintendent-Southside ISD
1460 Martinez Losoya Rd.
San Antonio, TX 78221

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☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$



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Dolores Sendejo
Board President-Southside ISD
1460 Martinez Losoya Rd.
San Antonio, TX 78221

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<input type="checkbox"/> Return Receipt (hardcopy)	\$
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

\$

Total Postage and

\$

Sent To

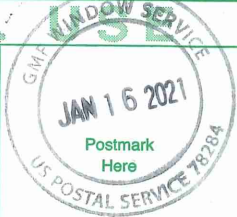
Street and Apt. No.

City, State, ZIP+4®

Lloyd Verstuyft, Ed.D
 Superintendent-Southwest ISD
 11914 Dragon Lane
 San Antonio, TX 78252

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Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

\$

Total Postage and

\$

Sent To

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Sylvester Vasquez Jr.
 Board-President-Southwest ISD
 11914 Dragon Lane
 San Antonio, TX 78252

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<input type="checkbox"/> Return Receipt (hardcopy)	\$
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

\$

Total Postage and

\$

Sent To

Street

City, State

Congressional District 15
 Congressman Vicente Gonzalez
 131 W. Main St
 Benavides, TX 78341

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<input type="checkbox"/> Return Receipt (hardcopy)	\$
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

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Congressional District 20
 Congressman Joaquin Castro
 727 E. Cesar E. Chavez Blvd Suite B128
 San Antonio, TX 78206

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<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
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Congressional District 21
 Congressman Chip Roy
 1100 NE Loop 410
 San Antonio, TX 78209

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<input type="checkbox"/> Return Receipt (hardcopy)	\$
<input type="checkbox"/> Return Receipt (electronic)	\$
<input type="checkbox"/> Certified Mail Restricted Delivery	\$
<input type="checkbox"/> Adult Signature Required	\$
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

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Total Postage and

\$

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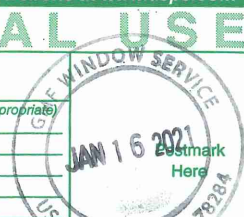
Street

City, State, ZIP+4®

Congressional District 23
 Congressman Tony Gonzalez
 727 E. Cesar Chavez Blvd
 San Antonio, TX 78206

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☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

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Congressional District 28
Congressman Henry Cuellar
615 E. Houston Street Suite 563
San Antonio, TX 78205

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☐ Return Receipt (electronic) \$
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☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage
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Congressional District 35
Congressman Loyd Doggett
217 W. Travis St.
San Antonio, TX 78205

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☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

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Senator Ted Cruz
9901 IH-10W Suite 950
San Antonio, TX 78230

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage
 \$

Total Postage and Fees
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Texas State Senate District 19
Senator Roland Gutierrez
P.O. Box 12068
Austin, TX 78711

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☐ Return Receipt (hardcopy) \$0.00
☐ Return Receipt (electronic) \$0.00
☐ Certified Mail Restricted Delivery \$0.00
☐ Adult Signature Required \$0.00
☐ Adult Signature Restricted Delivery \$0.00

Postage
 \$0.55

Total Postage and Fees
 \$4.10

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 Street and Apt. No., or P.O. Box
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Texas State Senate District 21
Senator Judith Zaffirini
P.O. Box 12068, Capitol Station
Austin, TX 78711

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☐ Return Receipt (electronic) \$
☐ Certified Mail Restricted Delivery \$
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$

Postage
 \$

Total Postage and Fees
 \$

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Texas State Senate District 25
Senator Donna Campbell
13750 San Pedro, Suite 250
San Antonio, TX 78232

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
<input type="checkbox"/> Adult Signature Required	\$	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$	

Postage

\$

Total Postage

\$

Sent To

Street and Apt. No.

City, State, ZIP+4®

Texas State Senate District 26
Senator Jose Menendez
4522 Fredericksburg Road A-3
San Antonio, TX 78201

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Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
<input type="checkbox"/> Adult Signature Required	\$	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$	

Postage

\$

Total Postage

\$

Sent To

Street and Apt. No.

City, State, ZIP+4®

Texas State House District 44
Representative John Kuempel
523 E. Donegan #102
Seguin, TX 78155

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Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$	
<input type="checkbox"/> Return Receipt (electronic)	\$	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$	
<input type="checkbox"/> Adult Signature Required	\$	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$	

Postage

\$

Total Postage and

\$

Sent To

Street and Apt. No.

City, State, ZIP+4®

Texas House District 116
Trey Martinez Fisher
4522 Fredericksburg Road, Suite A12A
San Antonio, TX 78201

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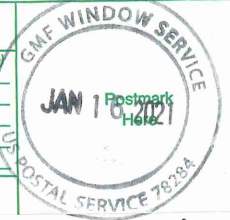
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San Antonio, TX 78238

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Ms. Marisa Perez
 Texas State SBOE District 3
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 Converse, TX 78109



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Rebecca Bell-Metereau
 Texas State SBOE District 5
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 San Marcos, TX 78666



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Donna Bahorich
 Texas State SBOE District 6
 P.O. Box 79842
 Houston, TX 77279



Attachment 6: Published Notice(s) of Public Meeting

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 26 open-enrollment charter school.

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must contain directions to access and participate in the meeting (link, website, etc.)

Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 20, 2019** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 20, 2021**.

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

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

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

ADDITIONAL REQUIREMENT: Applicants must notify within 5 business days, via their government email, all members of the [Texas State Board of Education](#) (SBOE) and the [Texas State Legislature](#) who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email.* Each email must include:

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

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<u>Sales Rep.</u> 1202-SAE	<u>Customer Account</u> 20041716	<u>Pavor Account</u> 20041716	<u>Ordered By</u> akeem brown
<u>Order Taker</u> ccastillo	<u>Customer Address</u> 200 MELROSE PL 500 SAN ANTONIO TX 78212 USA	<u>Pavor Address</u> 200 MELROSE PL 500 SAN ANTONIO TX 78212 USA	<u>Customer Fax</u>
<u>Order Source</u> Rep	<u>Customer Phone</u> 2107886565	<u>Pavor Phone</u> 2107886565	<u>Customer EMail</u> al
			<u>Special Pricing</u>

<u>Tear Sheets</u> 0	<u>Proofs</u> 0	<u>Affidavits</u> 1	<u>Blind Box</u>	<u>Promo Type</u>	<u>Materials</u>	
<u>Invoice Text</u> Akeem Brown						
<u>Gross Amount</u> 368.78	<u>Net Amount</u> \$368.78	<u>Tax Amount</u> \$0.00	<u>Total Amount</u> \$368.78	<u>Payment Method</u> Credit Card	<u>Payment Amount</u> \$368.78	<u>Amount Due</u> \$0.00

<u>Ad Number</u> 0034084025-01	<u>Ad Type</u> Legal	<u>Production Method</u> AdBooker	<u>Production Notes</u>
<u>External Ad Number</u>	<u>Ad Attributes</u>	<u>Ad Released</u> No	<u>Pick Up</u>

<u>Ad Size</u> 1 X 22 li	<u>Color</u>
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<u>Product</u> SAE Express-News	<u>Placement</u> Legals	<u>Position</u> Legal Notices	<u>First Run Date</u> Monday, January 11, 2021	<u>Last Run Date</u> Monday, January 11, 2021
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Public Meeting Notice Language
Essence Preparatory, Inc., and its founding Board of Directors will hold a virtual public informational meeting at 6:30 p.m. on Thursday, Jan. 14, 2021. The meeting will be conducted through a telephone-townhall format that will be simulcast on the Essence Preparatory website. To register and participate, visit <https://www.essenceprepsa.org/public-meeting>. The meeting will provide information and answer questions about Essence Preparatory Charter School, a proposed open-enrollment charter school for grades Kindergarten through 8th in San Antonio and Bexar County, 78202. If approved, Essence Preparatory will open for the fall semester of 2022. Members of the school board include Kim Abernathy, Brian Dillard, Mike Frisbie, Jackie Gorman, Mary Gradney, Marques Mitchell and George Pedraza.

BUSINESS

Greg Jefferson, Business Editor: greg.jefferson@express-news.net, 210-250-3159

Semiconductor shortage hits automakers

By Tom Krisher
and Michael Liedtke
ASSOCIATED PRESS

DETROIT — A widening global shortage of semiconductors for auto parts is forcing major vehicle companies to halt or slow production just as they were recovering from pan-

ville, Ky., but moved it ahead to last week. The plant makes the Ford Escape and Lincoln Corsair small SUVs.

Fiat Chrysler has temporarily closed car factories in Brampton, Ontario, and a small-SUV plant in Toluca, Mexico. Volkswagen said last month that it was



orders filled for laptops for students still largely going to classes remotely as personal computer-makers struggled to secure processors and other components.

The problems started when overseas factories making the chips were forced to shut down in the pandemic's early stages.

Public Meeting Notice Language

Essence Preparatory, Inc., and its founding Board of Directors will hold a virtual public informational meeting at 6:30 p.m. on Thursday, Jan. 14, 2021. The meeting will be conducted through a telephone--townhall format that will be simulcast on the Essence Preparatory website.

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STATE OF TEXAS:
COUNTY OF BEXAR

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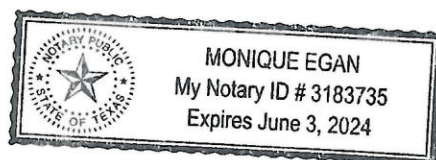
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20041716	ESSENCE PREP. PUBLIC CHARTER	34084025	SAE Express-News	01/11/21


Geena Garza
Bookkeeper

Sworn and subscribed to before me, this 11 day of Jan. A.D. 2021

Notary public in and for the State of Texas





Public Meeting Notice Language
Essence Preparatory, Inc., and its founding Board of Directors will hold a virtual public informational meeting at 6:30 p.m. on Thursday, Jan. 14, 2021. The meeting will be conducted through a telephone-townhall format that will be simulcast on the Essence Preparatory website. To register and participate, visit <https://www.essenceprepsa.org/public-meeting>. The meeting will provide information and answer questions about Essence Preparatory Charter School, a proposed open-enrollment charter school for grades Kindergarten through 8th in San Antonio and Bexar County, 78202. If approved, Essence Preparatory will open for the fall semester of 2022. Members of the school board include Kim Abernathy, Brian Dillard, Mike Frisbie, Jackie Gorman, Mary Gradney, Marques Mitchell and George Pedraza.

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).

Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).

First Grade Close Reading Scope and Sequence

ESSENCE PREPARATORY			
Content Area: Close Reading			GRADE: 1
Week #	# of Days	Subject Scope & Sequence	Major Assessments
1	5	BOY Routines and Procedures	BOY MAP Window TX-KEA
2	5	Unit 1: Reading for the Central Idea, Lessons 1-4 (1 Flex Day)	BOY MAP Window TX-KEA
3	5	Unit 1: Reading for the Central Idea, Lessons 5-8 (1 Flex Day)	BOY MAP Window TX-KEA
4	4	Unit 1: Reading for the Central Idea, Lessons 9-12	
5	5	Unit 1: Reading for the Central Idea, Lessons 13-16 (1 Flex Day)	
6	5	Unit 1: Reading for the Central Idea, Lessons 17-20 (1 Flex Day)	
7	5	Unit 1: Reading to Discover Ideas, Lessons 21-24 (1 Flex Day)	
8	5	Unit 1: Reading to Discover Ideas, Lessons 25 (4 Flex Days)	Interim Assessments Window
9	4	Unit 2: Reading for Craft & Structure, Lessons 1-4	Interim Assessments Window
43			
10	4	Unit 2: Reading for Craft & Structure, Lessons 5-8	
11	5	Unit 2: Reading for Craft & Structure, Lessons 9-12 (1 Flex Day)	
12	5	Unit 2: Reading for Craft & Structure, Lessons 13-16 (1 Flex Day)	
13	5	Unit 2: Reading for Craft & Structure, Lessons 17-20 (1 Flex Day)	
14	5	Unit 2: Reading for Craft & Structure, Lessons 21-24 (1 Flex Day)	
15	5	Unit 2: Reading for Craft & Structure, Lessons 25-28 (1 Flex Day)	
16	5	Unit 2: Reading for Craft & Structure, Lessons 29-32 (1 Flex Day)	Interim Assessments Window
17	5	FLEX WEEK	Interim Assessments Window
18	4	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 1-4	
43			

19	5	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 5-8 (1 Flex Day)	MOY MAP Window
20	4	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 9-12 (1 Flex Day)	MOY MAP Window
21	5	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 13-16	MOY MAP Window
22	5	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 17-20	
23	5	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 21-24 (1 Flex Day)	
24	4	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 25-28	
25	5	Unit 3: Building Independence in Reading for the Central Idea and Craft and Structure, Lessons 29-32 (1 Flex Day)	Interim Assessments Window
26	5	FLEX WEEK	Interim Assessments Window
	38		
27	4	Unit 4: Craft and Structure Detectives: Building Flexibility with Genres, Lessons 1-4	
28	5	Unit 4: Craft and Structure Detectives: Building Flexibility with Genres, Lessons 5-8 (1 Flex Day)	
29	4	Unit 4: Craft and Structure Detectives: Building Flexibility with Genres, Lessons 9-12	
30	5	Unit 4: Craft and Structure Detectives: Building Flexibility with Genres, Lessons 13-16 (1 Flex Day)	STAAR
31	5	Unit 4: Craft and Structure Detectives: Building Flexibility with Genres, Lessons 17-20	
32	5	FLEX WEEK	Interim Assessments Window
33	4	Unit 5: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits, Lessons 1-4	
34	4	Unit 5: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits, Lessons 5-8	
35	5	Unit 5: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits, Lessons 9-12 (1 Flex Day)	STAAR
36	5	Unit 5: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits, Lessons 13-15 (2 Flex Days)	
37	5	FLEX WEEK	EOY MAP Window
38	5	FLEX WEEK	EOY MAP Window
	56		
	180		

Units Overview

ESSENCE PREP		
Content Area: Close Reading		Grade Level: 1
Unit #	Unit Theme/ Title	# of Lessons
1	Reading for the Central Idea	25
2	Reading for Craft & Structure	32
3	Building Independence in Reading for the Central Idea and Craft and Structure	34
4	Craft and Structure Detectives: Building Flexibility with Genres	20
5	Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits	15
Total Days:		126

Unit 1

Essence Prep

Unit Title:	Reading for the Central Idea
Unit Duration:	25 Lessons
Content Area & Grade Level:	1, Close Reading

Overview

In this first unit of the year, scholars will learn to use their genre based thinking jobs to read and articulate the central idea of fiction, fables, folktales, and nonfiction texts. Scholars will see the same genre across the entire week and Days 1-4 will be heavily teacher guided in order to set up strong reading and writing habits. By focusing entirely on reading for the central idea, scholars will establish a firm foundation to build upon for the remainder of the year.

Student Mastery Benchmarks

Students accurately name genre and thinking job. [Challenge 1-Central Idea] (All reading courses) (MOU)

Students orally articulate a level 1 central idea. [Challenge 1-Central Idea] (All reading courses) (EOU)

Structure of the Week

Day 1-4: Teacher guided with scholar independence increasing on the central idea jot throughout the week.

Standard Alignment (Key focus standards are bolded below)

Literature: 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C, 1.9A, 1.9C, 1.10B

Informational : 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.9Di, 1.9Dii, 1.9F, 1.10B, 1.10C

Language: K.2E, 1.11Di, 1.11Diii, 1.11Diii, 1.11Dix, 1.11Dx, 1.2Ci, 1.2Cii, 1.2Ciii

Alignment

Genre Alignment: In this Close Reading unit, scholars will read fiction, fables, folktales and non-fiction texts. In the first TRD unit, scholars will read fables and fiction stories. Then, in the second unit in TRD, scholars will read non-fiction texts about the human body. Close Reading unit 1 will introduce scholars to how to use GBTJ across both fiction and non-fiction so TRD will be a great opportunity for scholars to apply this learning.

Theme Alignment: n/a

Essential Questions

What do strong readers do when they encounter a new text?

What are the characteristics of fiction and non-fiction texts? What can we expect to encounter in each genre?

How do strong readers glean meaning from any text as they read? After they finish reading?

How do strong readers articulate a strong central idea after they finish reading?

Enduring Understandings

Whenever readers pick up a new text, they identify the genre and can immediately predict what they may likely encounter as they read.

Then, as readers dive into the text, they can use this "genre based thinking job" to guide them as they read for meaning.

After readers finish reading a text, they pause to consider the central idea of the text. Revisiting the genre based thinking job helps readers to synthesize the most important understandings.

Strong central ideas are contextualized and get at the deeper meaning of text.

Pacing Calendar		
Unit 1	Genre	Title
Lesson 1	Fiction	The Very Hungry Caterpillar
Lesson 2	Fiction	The Snowy Day
Lesson 3	Fiction	Henry and Mudge (an excerpt from the first book)
Lesson 4	Fiction	Henry and Mudge (second excerpt)
Lesson 5	Fiction	The Carrot Seed
Lesson 6	Fiction	The Rainbow Fish
Lesson 7	Fiction	The Very Busy Spider
Lesson 8	Fiction	Sing Softer Maggie
Lesson 9	Nonfiction	How Animal Babies Stay Safe
Lesson 10	Nonfiction	Fossils
Lesson 11	Nonfiction	Rock Secrets
Lesson 12	Nonfiction	Slithering Snakes
Lesson 13	Nonfiction	Animal Ears
Lesson 14	Nonfiction	Penguins in Motion
Lesson 15	Nonfiction	Dreams
Lesson 16	Nonfiction	Very Strange Fish
Lesson 17	Fiction	Cami's First Soccer Game
Lesson 18	Fiction	George and Martha's Split Pea Soup
Lesson 19	Fiction	Poppleton: Neighbors
Lesson 20	Fiction	How Poppleton Has Fun: The Movie
Lesson 21	Nonfiction	What is a Volcano?
Lesson 22	Nonfiction	It's National Oatmeal Day!
Lesson 23	Nonfiction	When They Were Kids
Lesson 24	Nonfiction	Building for the Future
Lesson 25	Fiction	The Fox and the Stork
Lesson 26	Fiction	The Hippopotamus at Dinner

Unit 2

Essence Prep									
Unit Title:		Reading for Craft & Structure							
Unit Duration:		32 Lessons							
Content Area & Grade Level:		1, Close Reading							
Overview									
In this second unit of the year, scholars will learn to use their genre based thinking jobs to read and articulate the central idea of fiction and nonfiction texts and learn to articulate how authors strategically use craft and structure to convey the central idea of these texts. Scholars will see the same genre across the entire week and Days 1-4 will be heavily teacher guided in order to set up strong reading and writing habits. Lessons will follow the Day A and Day B structure, and thus there will be two texts read per week. Scholars will be expected to begin annotating and jotting their central ideas in this unit starting at Lesson 13.									
Student Mastery Benchmarks									
Students orally articulate a level 2 central idea that answers the thinking job, captures important context and gets at the deeper meaning. (B/MOU)									
Students orally articulate the connection between the central idea and craft and structure (Day B). (B/MOU)									
Student annotations align to the thinking job. Scholars will be expected to begin independently jotting at BOU. (MOU)									
Student annotations reflect understanding of ~2-3 most important sections. (MOU)									
Student annotations are lean and synthesized in their own words. (EOU)									
Structure of the Week									
There will be 32 daily lesson resources for this Unit.									
Standard Alignment									
Literature: 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C, 1.9A, 1.9C, 1.10B, 1.10D									
Informational: 1.2D, 1.3B, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.9Di, 1.9Dii, 1.9F, 1.10B, 1.10C									
Foundational: 1.4A, 1.6A, 1.6I									
Writing: 1.11, 1.11A, 1.11Bi, 1.11Bii, 1.11C									
Language: K.2E, 1.11Di, 1.11Dii, 1.11Diii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11Dix, 1.11Dx, K.10Dvii, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ									
Alignment									
Genre Alignment: In TRD, students will be wrapping up The Human Body unit (Unit 2) and will then be learning about Early Ancient Civilizations and American Independence in Units 3 and the beginning of Unit 4. Scholars will read nonfiction, and will be able to apply all that they have learned in Close Reading to those nonfiction texts.									
Alignment to Writing: During this Close Reading unit, scholars will be working on their Small Moments and What We Like units in the writing course. The nonfiction texts scholars read in Close Reading will support them in building an understanding of the hallmarks and structures of this genre.									
Theme Alignment: None for this unit									
Essential Questions									
How do strong readers articulate a strong central idea after they finish reading?									
How do authors make strategic choices with craft and structure to help convey their central idea?									
Enduring Understandings									
Strong central ideas are contextualized and get at the deeper meaning of text.									
Readers not only read for the central idea, but they also read to notice, name, and analyze the ways authors use craft and structure to help convey that central idea.									

Pacing Calendar

Pacing Calendar		
Unit 2	Genre	Title
Lesson 1	Fiction	Penny and Her Song
Lesson 2		
Lesson 3	Fiction	You're Mean Lily Jean
Lesson 4		
Lesson 5	Fiction	Benny and the Missing Buzzer
Lesson 6		
Lesson 7	Nonfiction	Migration
Lesson 8		
Lesson 9	Nonfiction	Snow is Falling
Lesson 10		
Lesson 11	Nonfiction	What Can Live in a Grassland?
Lesson 12		
Lesson 13	Poem	Listen to the Must'ns
Lesson 14		
Lesson 15	Poem	Keepsake
Lesson 16		
Lesson 17	Poem	The Spider
Lesson 18		
Lesson 19	Poem	Cricket
Lesson 20		
Lesson 21	Poem	Spring
Lesson 22		
Lesson 23	Poem	City Song
Lesson 24		
Lesson 25	Biography	Neil Degrasse Tyson
Lesson 26		
Lesson 27	Biography	Oprah Winfrey
Lesson 28		
Lesson 29	Biography	Maya Angeleou
Lesson 30		
Lesson 31	Biography	George Washington Carver
Lesson 32		

Essence Prep

Unit Title:	Building Independence in Reading for the Central Idea and Craft and Structure
Unit Duration:	34 Lessons
Content Area & Grade Level:	1, Close Reading

Overview

In this third unit of the year, scholars will gain independence in articulating how authors strategically use craft and structure to convey the central idea. Scholars will read a mix of genres in this unit, including poetry, fiction, nonfiction, biography, fiction and fable/folktale. Lessons will follow the Day A and Day B structure, and thus there will be two texts rather than four texts per week. Additionally, for the first time this year, lessons will follow the Day 1-4 structure. Day 1 & 2 will focus on guided practice and Day 3 & 4 will focus on independent practice. This unit will introduce scholars to responding to prompts. Each lesson will include prompts and short responses. During this unit, scholars must strengthen their ability to independently articulate a strong (level 2) central idea AND write strong short responses that include clear claims, strong evidence, and a clear explanation of how the evidence supports the claim.

Student Mastery Benchmarks

Students review annotations to jot a level 1 central idea. (BOU)
 Students jot a level 2 central idea that answers the thinking job, captures important context, and gets at the deeper meaning. (B/MOU)
 Students articulate what the prompt is asking in their own words. Prompts are introduced in lessons starting on: 1st-1.7 (MOU)
 Students orally answer the correct prompt using a strong and accurate sentence starter. (MOU)
 Students can make a thinking process (plan) that will help them come up with a strong answer to the prompt (silently, aloud, and/or written). (EOU)
 Students use their thinking process (plan) to think of a strong idea before beginning to mark the answer. (EOU)

Structure of the Week

There will be 34 daily lesson resources provided for this unit.

Common Core Standard Alignment (Key focus standards are bolded below)

Literature: 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C, 1.9A, 1.9C, 1.10B, 1.10D

Informational : 1.2D, 1.3B, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.9Di, 1.9Dii, 1.9F, 1.10B, 1.10C

Foundational: 1.4A, 1.6A, 1.6I

Writing: 1.11, 1.11A, 1.11Bi, 1.11Bii, 1.11C

Language: K.2E, 1.11Di, 1.11Dii, 1.11Diii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11Dix, 1.11Dx, K.10Dvii, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ

Alignment

Genre Alignment: In TRD, students will be wrapping up the American Independence unit (Unit 4) and will then be learning about Frontier Explorers and Astronomy in Units 5 and 6.. Scholars will read nonfiction, and will be able to apply all that they have learned in Close Reading to those nonfiction texts.

Alignment to Writing: During this Close Reading unit, scholars will be working on their Solving Problems and Creating Characters units in the writing course. The nonfiction and fiction texts scholars read in Close Reading will support them in building an understanding of the hallmarks and structures of these genres.

Theme Alignment: None for this unit

Essential Questions

How do strong readers articulate a strong central idea after they finish reading?

How do authors make strategic choices with craft and structure to help convey their central idea?

Enduring Understandings

Strong central ideas are contextualized and get at the deeper meaning of text.

Readers not only read for the central idea, but they also read to notice, name, and analyze the ways authors use craft and structure to help convey that central idea.

Unit 3

Pacing Calendar

Pacing Calendar		
Unit 3	Genre	Title
Lesson 1	Fiction	Amelia Bedelia Joins the Club
Lesson 2		
Lesson 3	Fiction	Cornelia and the Show-and-Tell Showdown
Lesson 4		
Lesson 5	Fiction	Benny and the Missing Buzzer
Lesson 6		
Lesson 7	Fiction	The Birthday Party
Lesson 8		
Lesson 9	Nonfiction	Ow! How Does My Cut Stop Bleeding?
Lesson 10		
Lesson 11	Nonfiction	Helper Robots
Lesson 12		
Lesson 13	Nonfiction	The Statue of Liberty
Lesson 14		
Lesson 15	Nonfiction	Animals in the News
Lesson 16		
Lesson 17	Nonfiction	On to Mars!
Lesson 18		
Lesson 19	Nonfiction	The Story of Ping-Pong
Lesson 20		
Lesson 21	Fiction	The Hen and the Apple Tree
Lesson 22		
Lesson 23	Folktale	The Bundle of Sticks
Lesson 24		
Lesson 25	Fable	King Lion and the Beetle
Lesson 26		
Lesson 27	Folktale	How the Sun, the Moon and the Wind Went Out to Dinner*
Lesson 28		
Lesson 29	Myth	King Midas
Lesson 30		
Lesson 31	Fiction	Keep Dancing, Katie
Lesson 32		
Lesson 33	Fiction	Teeter Totter
Lesson 34		

Essence Prep

Unit Title:	Craft and Structure Detectives: Building Flexibility with Genres
Unit Duration:	20 Lessons
Content Area & Grade Level:	1, Close Reading

Overview

In this fourth unit of the year, scholars will continue to gain independence in articulating how authors strategically use craft and structure to convey the central idea of text. Scholars will be expected to read a mix of genres (fiction, nonfiction and poetry) across one week and use their knowledge of thinking jobs and craft and structure flexibly to independently articulate strong central ideas and responses to written prompts. Lessons will follow the Day A and Day B structure, and thus there will be two texts rather than four texts per week. Additionally, lessons will follow the Day 1-4 structure. Day 1 & 2 will focus on guided practice and Day 3 & 4 will focus on independent practice. For Day 2 & 4 prompts will also include graphic organizers.

Student Mastery Benchmarks

Students write an accurate, clear claim that successfully answers the prompt. (MOU)
 Students find and mark the best, most compelling evidence to support ideas (at least 2 pieces of evidence). (EOU)
 Students paraphrase or quote the best, most compelling evidence to support ideas (at least 2 pieces of evidence). (EOU)

Structure of the Week

Day 1 + 2: Teacher Guided, Day 3 + 4: Scholar independence increases on the written prompt.

If you need to skip lessons, we recommend prioritizing lessons with genres that students have already have had a lot of exposure to in prior units specifically folktales, fables, fiction and nonfiction.

Standard Alignment

Literature: 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C, 1.9A, 1.9C, 1.10B, 1.10D
 Informational : 1.2D, 1.3B, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.9Di, 1.9Dii, 1.9F, 1.10B, 1.10C
 Foundational: 1.4A, 1.6A, 1.6I
 Writing: 1.11, 1.11A, 1.11Bi, 1.11Bii, 1.11C
 Language: K.2E, 1.11Di, 1.11Dii, 1.11Diii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11Dix, 1.11Dx, K.10Dvii, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ

Alignment

Genre Alignment: In the TRD unit that occurs at the same time as the CR unit, scholars will read a mixture of non-fiction, folktales, and biographical texts. Scholars will be able to apply all that they have learned through Close Reading to those TRD lessons as well.

Theme Alignment: None for this unit

Essential Questions

How do authors make strategic choices with craft and structure to help convey their central idea?
 How do strong thinkers approach questions/prompts that they encounter in the world around them?
 How do strong readers articulate a strong claim in written word?

Enduring Understandings

Readers not only read for the central idea, but they also read to notice, name, and analyze the ways authors use craft and structure to help convey that central idea.

Strong thinkers pause and ask themselves, "What does this prompt mean?" and "how can I think through this question" before beginning to answer it.

Strong readers capture their thinking in clear written work that includes a clear claim and evidence from the text.

Unit 4

Pacing Calendar

Pacing Calendar			
UNIT 4	Genre	Title	Lesson Type
Lesson 1&2	Nonfiction	Bugs and Us	Guided (1 & 2)
Lesson 3&4	Fiction	More-igomi	Independent (3&4)
Lesson 5&6	Poetry	My Shadow	Guided (1 & 2)
Lesson 7&8	Poetry	Coral	Independent (3&4)
Lesson 9&10	Nonfiction	What's Up in Space	Guided (1 & 2)
Lesson 11& 12	Nonfiction	Explore Space	Independent (3&4)
Lesson 13 &14	Nonfiction	Plants Feed Me	Guided (1 & 2)
Lesson 15&16	Fiction	Flying Friends	Independent (3&4)

Lesson 17&18	Fiction	Buster and Phoebe	Guided (1 &2)
Lesson 19 & 20	Nonfiction	Helpers in My Community	Independent (3&4)

Unit 5

Essence Prep									
Unit Title:		Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits							
Unit Duration:		15 Lessons							
Content Area & Grade Level:		1, Close Reading							
Overview									
In this fifth unit of the year, scholars will learn to compare two texts of the same genre. Through this, scholars will discover that texts do not live in isolation, but rather, as strong readers, we are constantly drawing connections, comparisons, and conclusions across pairs or groups of texts. During this unit, scholars will continue to respond to short responses prompts and must strengthen their ability to differentiate between good and best evidence to support their claims. While most of this unit is heavily guided (since this is the first time scholars are attacking paired texts), by the end of this unit, scholars should increase their independence with reading for the central idea and then drawing comparisons between two linked texts.									
Student Mastery Benchmarks									
Students explain how the evidence proves their claim by EOU.									
Structure of the Week									
There will be 18 daily lesson resources provided for this unit. The first comparison daily lesson for fiction and nonfiction resources (L3 and L12) will be “robust” lessons and will include a roadmap of questions and other details; we are providing these robust LPs in order to help build a picture of how the paired text lessons should flow. The other lesson resources will be skeletal lessons.									
Purpose of the Lesson Lesson 1: Independent: Read Text #1 for Central Idea Lesson 2: Independent: Read Text #2 for Central Idea Lesson 3: Guided: Compare Texts #1 and #2									
Standard Alignment									
Literature: 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C, 1.9A, 1.9C, 1.10B, 1.10D, 1.10E									
Informational : 1.2D, 1.3B, 1.5A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.6I, 1.7B, 1.7C, 1.7D, 1.9Di, 1.9Dii, 1.9F, 1.10B, 1.10C, 1.10D									
Foundational: 1.4A, 1.6A, 1.6I									
Writing: 1.11, 1.11A, 1.11Bi, 1.11Bii, 1.11C									
Language: K.2E, 1.11Di, 1.11Dii, 1.11Diii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11Dix, 1.11Dx, K.10Dvii, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ									
Alignment									
Genre Alignment: In the TRD unit that occurs at the same time as the CR unit, scholars will read a mixture of non-fiction, folktales, and biographical texts. Scholars will be able to apply all that they have learned through Close Reading to those TRD lessons as well.									
Theme Alignment: n/a									
Essential Questions									
How do strong readers draw connections, comparisons, and conclusions from two linked texts?									
How do strong critical thinkers differentiate between a solid piece of evidence and the best piece of evidence to support their ideas?									
Enduring Understandings									
Readers not only read for the central idea and an author’s craft/structure moves, but they also draw connections, comparisons, and conclusions between texts.									
To do so, strong readers notice similarities and differences in the elements of genre between the texts and consider the different purposes of the texts at hand.									
Strong thinkers evaluate multiple pieces of evidence in order to determine which provides the best support for their ideas.									

Pacing Calendar

Pacing Calendar			
Unit 5	Purpose of the Lesson	Genre	Title
Lesson 1	Mostly Independent: Read Text #1 for Central Idea	Fiction	Copy Kate
Lesson 2	Mostly Independent: Read Text #2 for Central Idea	Fiction	A Double Surprise
Lesson 3	Guided: Compare Texts #1 and #2		
Lesson 4	Mostly Independent: Read Text #3 for Central Idea	Fiction	The Harmonica
Lesson 5	Mostly Independent: Read Text #4 for Central Idea	Fiction	Bar Sour
Lesson 6	Guided: Compare Texts #3 and #4		
Lesson 7	Mostly Independent: Read Text #5 for Central Idea	Fiction	Too Much Chocolate
Lesson 8	Mostly Independent: Read Text #6 for Central Idea	Fiction	Mommy's Gonna Love It
Lesson 9	Guided: Compare Texts #5 and #6		
Lesson 10	Mostly Independent: Read Text #7 for Central Idea	Nonfiction	A Day at the Home Site
Lesson 11	Mostly Independent: Read Text #8 for Central Idea	Nonfiction	An American Indian Child
Lesson 12	Guided: Compare Texts #7 and #8		
Lesson 13	Mostly Independent: Read Text #9 for Central Idea	Nonfiction	Dangerous Landslides
Lesson 14	Mostly Independent: Read Text #10 for Central Idea	Nonfiction	Volcanoes
Lesson 15	Guided: Compare Texts #9 and #10		
Lesson 16	Mostly Independent: Read Text #11 for Central Idea	Nonfiction	Wilma Rudolph: Olympic Star
Lesson 17	Mostly Independent: Read Text #12 for Central Idea	Nonfiction	One Determined Skater
Lesson 18	Guided: Compare Texts #16 and #17		

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

The Proposed Discipline policy for Essence Prep Inc. was prepared by the law firm of Schilman, Lopez, Hoffer & Adelstein L.L.P.

Sec. 1. GENERAL GUIDELINES

<<School Name>> personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline <<School Name>>'s due process procedures with respect to expulsion. *Education Code 12.131(a)*.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the <<School Name>> website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3. RESTORATIVE JUSTICE PRACTICES

Restorative Justice Practices will be used throughout all grade levels to allow students to better understand different points of view, to reduce conflict and bullying, to increase students' feelings of connectedness and to increase their self-confidence in making the right choices. The Restorative Justice program gives students more opportunities for skill building, cooperation and mutual understanding. The program is intended to help students build the social and emotional skills needed to truly restore damage they have done to their community without falling behind academically. The program provides students a different form of reprimand in order to limit the number of students suspended from school and assist in getting them back into class. Students placed in the Restorative Justice program are provided academic and counseling support, peer

mentoring and guidance in understanding what sparked placement in the program, who has been affected, and how to make it right. In order to return to normal class, a student placed in the program must demonstrate to a student led justice committee that they have restored the damage done to the community and are ready to return to class.

Sec. 4. OUT-OF-SCHOOL SUSPENSION AND STUDENTS WHO ARE HOMELESS

<<School Name>> may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;
2. Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02, or 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
 - a. Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801;
 - b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
 - c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

Education Code 37.005(d).

Sec. 5. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in <<School Name>>. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Sec. 6. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the <<School Name>>-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off <<School Name>> property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Sec. 7. EXPULSION

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each <<School Name>> campus and posted on the <<School Name>> website. *Education Code 12.131.*

a) *Federal Firearm Provision*

In accordance with the Gun-Free Schools Act, <<School Name>> shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any <<School Name>> campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922.*

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which

has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

b) *Expulsion Proceedings*

i. *Due Process*

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

ii. *Notice*

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

iii. *Hearing*

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

iv. *Representative*

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of <<School Name>>. If <<School Name>> makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, <<School Name>> may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

v. *Term of Expulsion*

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

vi. Appeals

The Superintendent or designee shall develop an appeal process for expulsion decisions; this process shall recognize the Board's final authority to hear or decide a parent or student appeal of an expulsion. The Superintendent or designee shall ensure that the appeal process is made available to students and parents through the Student Handbook. The Board's decision is final and may not be appealed.

Disciplinary consequences shall not be deferred pending an appeal.

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Response: There are no responsive documents to this attachment prompt, however, several letters of community support are found in Attachment 4

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

The bylaws for Essence Prep, INC. were prepared by the law firm of Schulman, Lopez, Hoffer & Adelstein L.L.P.

**BYLAWS
OF
ESSENCE PREP, INC.**

WHEREAS, the initial Board of Directors of Essence Prep, Inc. (the “Corporation”) caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws¹ will govern its affairs in pursuit of its declared purposes.

**PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the “School”) as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

**ARTICLE ONE
NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is “Essence Prep, Inc..”

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1.02 OFFICE: The principal office of the Corporation will be located at 200 Melrose PL 500, San Antonio, Texas 78212.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO MEETINGS & RECORDS

2.01 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

2.04 Charter School Meetings. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if the presiding officer is present at one location open to the public and he notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 Notice for Charter School Meetings. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 Charter School Meeting Order of Business. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 Non-Charter Meetings. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 Board Action By Written Consent. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

2.09 Corporate Records. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 Quorum. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- | Roll Call and Establishment of a Quorum
- | Public Comments
- | Reading and Approval of Minutes of Preceding Meeting(s)
- | Reports of Committees
- | Reports of Officers
- | Old and Unfinished Business
- | New Business
- | Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 Record of Board Action. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.09 herein.

2.13 Voting. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.14 Fundamental Actions. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

- (a) Amendment of a certificate of formation [or articles of incorporation];
- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 Compensation. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.16 Parliamentary Procedure. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

ARTICLE THREE DIRECTORS

3.01 **MANAGEMENT**: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 **NUMBER AND QUALIFICATIONS**: The Board of Directors will consist of no fewer than three (3) persons.

3.03 **REMOVAL**: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 **TERM**: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 **VACANCY**: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 **RESIGNATION**: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (b) Final authority to adopt or amend the budget of the charter holder or the charter school;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing charter school operations;
- (f) Final authority to approve audit reports; and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's

presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed

amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated _____, 2021, pursuant to the BOC.

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The proposed code of Ethics, Conflict of Interest, and Nepotism Policy for Essence Prep, Inc. was adopted from documents written and provided by the law firm of Schulman, Lopez, Hoffer, & Adelstein, LLP

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ESSENCE PREP, INC. CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict-of-interest policy is to protect Essence Prep, Inc.'s (the “Organization”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
- d.** Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated December 19, 2020, pursuant to the BOC.

ESSENCE PREP, INC.

By: Brian C. Dillard
Proposed Board Chair

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PART I: PREAMBLE

The Board of Directors (collectively, the “Board” or the “Directors,” and individually a “Director”) of <<Charter Holder>> is committed to maintaining the highest legal and ethical standards in the conduct of the business of <<Charter Holder>>, and to protecting the integrity and reputation of <<Charter Holder>>, <<School Name>>, the Board, and all <<School Name>> employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of <<Charter Holder>>. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: ETHICAL PRINCIPLES

Sec. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, <<Charter Holder>> shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of <<Charter Holder>>, and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

<<Charter Holder>> shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about <<Charter Holder>>, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 4. ACCURACY AND RETENTION OF RECORDS

<<Charter Holder>> will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

<<CHARTER HOLDER>> BOARD POLICY MANUAL

POLICY GROUP 1 – GOVERNANCE

ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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Sec. 5. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, <<Charter Holder>> shall not engage in political activities. Directors and Officers shall not use their relationship with <<Charter Holder>> to promote or oppose political candidates or parties, or to create the appearance that <<Charter Holder>> endorses or opposes a political candidate or party for elected office.

Sec. 6. ENDORSEMENTS AND USE OF THE <<CHARTER HOLDER>> NAME AND AFFILIATION

The <<Charter Holder>> and <<School Name>> name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 7. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART III: CONFLICTS OF INTEREST

Sec. 1. STATEMENT ON STATE LAW

<<School Name>> and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1131–100.1135, including, but not limited to the following:

a) Employees Serving on the Board

- (1) Directors and Officers of <<School Name>> shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135.
- (2) Officers of <<School Name>> are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer” of <<School Name>>.

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- (3) The <<School Name>> Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.
- (4) A Central Administration Officer for <<School Name>> is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for <<School Name>>, including one or more of the following functions:
 - (A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board’s or <<School Name>>’s staff;
 - (B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;
 - (C) making recommendations to the Board or <<School Name>> regarding the selection of personnel of the Board, including those employed by a management company;
 - (D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;
 - (E) managing the day-to-day operations of the Board, as its administrative manager;
 - (F) preparing or submitting a proposed budget to the charter holder Board or <<School Name>> (except for developing budgets for a <<School Name>> campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);
 - (G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;
 - (H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

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- (I) providing leadership for the attainment of student performance in <<School Name>>, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the <<Charter Holder>> charter; or
 - (J) organizing the central administration of the Board.
- (5) A Campus Administration Officer for <<School Name>> is a person charged with the duties of, or acting as, a principal or assistant principal of a <<School Name>> campus, including one or more of the following functions:
- (A) approving teacher or staff appointments for a <<School Name>> campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (B) setting specific education objectives for a <<School Name>> campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (C) developing budgets for a <<School Name>> campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - (D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a <<School Name>> campus;
 - (E) assigning, evaluating, or promoting personnel assigned to a <<School Name>> campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or
 - (F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a <<School Name>> campus, or recommending the non-renewal of the term contract of such an employee.
- (6) A Business Manager is a person charged with managing the finances of <<Charter Holder>> or <<School Name>>.
- (7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives “compensation or remuneration” (as defined by law and herein) from the nonprofit corporation holding <<Charter Holder>>’s open-enrollment charter may not serve on the Board, with the following exceptions:
- (A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the

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preceding three school years, <<Charter Holder>> employees may serve on the Board, as described below, and as provided by law.

- (B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then <<Charter Holder>> employees may serve on the governing body of the charter holder, as provided by law.
- (C) An employee of <<Charter Holder>> may serve as a Director if: (i) only employees of <<Charter Holder>>, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with <<Charter Holder>>; (iii) <<Charter Holder>> employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all <<Charter Holder>> employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) Conflicts Requiring an Affidavit and Abstention from Voting

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

- (1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:
- (A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
- (B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.
- (2) The affidavit described above is filed with the Secretary of the Board.
- (3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is

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composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 2. STATEMENT ON FEDERAL LAW

<<Charter Holder>> and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A “disqualified person” includes Family (as defined below) of the disqualified person.

a) *Interested Person*

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an “Interested Person.”

- (1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:
 - (A) an ownership or investment interest, directly or indirectly, in any entity with which <<Charter Holder>> has a transaction or arrangement;
 - (B) a compensation arrangement with <<Charter Holder>>, or with any entity or individual with which <<Charter Holder>> has a transaction or arrangement; or
 - (C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which <<Charter Holder>> is negotiating a transaction or arrangement.
- (2) “Compensation” is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

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- (3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) *Interested Person with Conflict of Interest*

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. CONFLICT OF INTEREST PROCEDURES

a) *Duty of Prior Disclosure*

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

- (1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.
- (2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.
- (3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person’s explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) *Determining Whether a Conflict of Interest Exists*

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After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest (“Conflict of Interest”) exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) *Vote by Disinterested Directors*

- (1) Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board’s discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.
- (2) Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:
 - (A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.
 - (B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.
- (3) Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.
- (4) Circumstances in Which Comparability Data is Necessary.** If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by <<Charter Holder>> to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).
 - (A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the

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- following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person’s services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.
- (B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to <<Charter Holder>>. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.
- (C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) Documentation

The Board Secretary shall keep accurate minutes reporting:

- (1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:
- (A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board’s or committee’s decision as to whether a Conflict of Interest in fact existed.
- (B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
- (C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).
- (2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

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- (3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and
- (4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

- (1) A Director who receives compensation, directly or indirectly, from <<Charter Holder>> for services is precluded from voting on matters pertaining to that Director’s compensation.
- (2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from <<Charter Holder>> for services is precluded from voting on matters pertaining to that member’s compensation.
- (3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from <<Charter Holder>>, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- (4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. DEFINITIONS

The following terms shall have the following meaning:

- (1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an “officer of a charter school.” 19 TAC §100.1001(16).

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- (2) **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.
- (3) **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person’s gross income for the previous year.
- (4) **Substantial interest in real estate.** A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.
- (5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).
- (6) **Family.** Family means a disqualified person’s spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

PART IV: NEPOTISM

Sec. 1. NEPOTISM GENERALLY PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- (2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.
- (3) Refer to attached diagram, Exhibit B.

Sec. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

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Sec. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

Sec. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

a) *Third Degree of Consanguinity*

An individual’s relatives within the third degree by consanguinity are the individual’s:

- (1) Parent or child (first degree);
- (2) Brother, sister, grandparent, or grandchild (second degree); and
- (3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See Exhibit B.*

Sec. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. Government Code § 573.024.

a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity.

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For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) *Second Degree of Affinity*

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual’s relatives within the third degree of affinity are:

- (1) Anyone related by consanguinity to the person’s spouse within the first or second degree; and
- (2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Sec. 6. EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

- (1) Thirty days, if the Director or Officer is appointed;
- (2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or
- (3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by <<Charter Holder>> and who was employed by <<Charter Holder>> before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with <<Charter Holder>>. Education Code § 12.1055(d).

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment,

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reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*. For an action to be “taken with respect to a *bona fide* category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. Government Code § 573.061.

b) *Retired Teachers*

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with <<School Name>>, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

Sec. 7. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual’s services are under the Director or Officer’s direction or control if:

- (1) The person is related to another Director or Officer within the prohibited degree; and
- (2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer’s hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. Government Code § 573.044.

Sec. 8. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974)*.

Sec. 9. NEPOTISM EXCEPTIONS

The nepotism exceptions described in 19 TAC § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

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In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

- (1) Removal must be in accordance with the Articles and Bylaws of <<Charter Holder>> and in accordance with the terms of the charter and other state and federal law.
- (2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select <<School Name>> personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a “public official” for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select <<School Name>> personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

- (1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or
- (2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by <<School Name>> before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with <<School Name>>.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all <<School Name>> employees. Education Code §§ 11.1513(f), 12.1055.

PART V: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

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<<Charter Holder>> shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if <<Charter Holder>> intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term “related party” includes:

1. A party seeking to enter into a financial transaction with <<School Name>>, and such party has a current or former Board member, administrator, or officer who is:
 - a. A Board member, administrator, or officer of <<School Name>>; or
 - b. Related within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code, to a Board member, administrator, or officer of <<School Name>>;
2. <<Charter Holder>>’s related organizations, joint ventures, and jointly governed organizations;
3. <<School Name>>’s Board members, administrators, or officers or a person related to a Board member, administrator, or officer within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code; and
4. Any other disqualified person, as that term is defined by 26 U.S.C. § 4958(f).

For purposes of subsection 1 above, a person is a former Board member, administrator, or officer if the person served in that capacity within one year of the date on which a financial transaction between <<Charter Holder>> and a related party occurred.

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between <<Charter Holder>> and a related party exceeds \$5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit <<Charter Holder>> or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect <<Charter Holder>>’s interests. Failure to comply with the Commissioner’s order is a material charter violation,.

Sec. 4. ANNUAL AUDIT DISCLOSURE

<<Charter Holder>> must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

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1. All financial transactions between <<Charter Holder>> and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by <<Charter Holder>> and any related party for each member of the Board and each officer and administrator of <<School Name>> and the related party.

PART VI: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that <<School Name>> maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or <<School Name>> otherwise determines or deems as Confidential Information.

A Director shall not use <<Charter Holder>> property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that <<Charter Holder>> operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm’s length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to <<Charter Holder>>’s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

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Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20

President

Member

Secretary

Member

Treasurer

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**EXHIBIT A
AFFIDAVIT OF ABSTENTION**

STATE OF TEXAS

§

§

COUNTY OF _____

§

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by <<Charter Holder>>.

The business entity or real property in which I have a substantial interest is: *[name and address of business and/or description of property]*:

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons *[check all that apply]*:

- ☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;
- ☐ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;

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<<CHARTER HOLDER>> BOARD POLICY MANUAL

POLICY GROUP 1 – GOVERNANCE

ETHICS, CONFLICT OF INTEREST, AND NEPOTISM

PG-1.6

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☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of <<Charter Holder>>, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20__.

Signature of Affiant

Title

Before me, the undersigned authority, this day personally appeared _____
_____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____,
20__.

Notary Public, State of Texas

(seal)

My commission expires: _____

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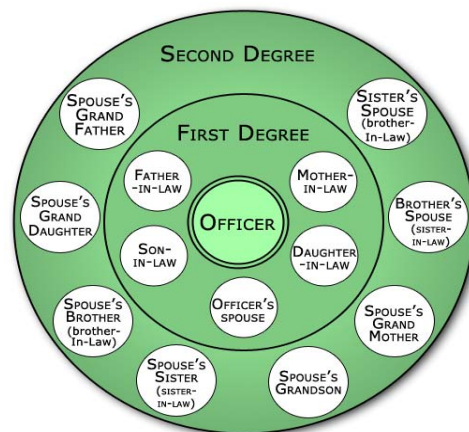
EXHIBIT B

NEPOTISM CHART

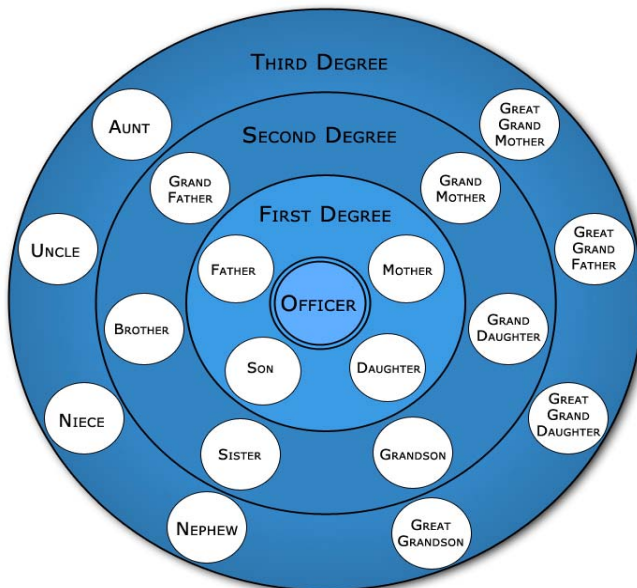
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

Note: Nepotism wheel chart is available from TML/TASB and Texas Secretary of State presentations.

EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the <<Charter Holder>> Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the <<Charter Holder>> Ethics, Conflict of Interest and Nepotism Policy.

- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the <<Charter Holder>> Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the <<Charter Holder>> Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the <<Charter Holder>> Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

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Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit. The required affidavit template is available in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#).

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.

Note:

The resumé included herein were provided by Board Members, but the information may also appear in other online sources detailing Board Member qualifications.

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Essence Preparatory Charter School

Name of Sponsoring Entity:

Essence Preparatory Inc.

BACKGROUND

Full Legal Name:

Kimberly Kaye Abernethy

Home Mailing Address:

310 Oak Ridge Drive, Boerne, Texas 78006

Phone Number:

210-573-2080

E-mail Address:

[REDACTED]

Business Name:

ChildSafe

Business Mailing Address:

3730 IH 10 East, San Antonio, Texas 78220

Business Phone Number:

210-573-2080

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I am the CEO of ChildSafe, a Children's Advocacy Center serving Bexar County and located on the Eastside of San Antonio. I have served and worked in nonprofits my entire career, serving the last 14 years of service in San Antonio/Bexar County. Keeping children safe and helping them heal from child sexual and physical abuse is our mission at ChildSafe. Ensuring children have access to a good, culturally affirming education and flourish is very important and something that many of the children we serve do not have access to. Children are our communities most valuable asset and deserve not only to be free from harm and have access to the best possible education.

As a member of the Essence board of directors, I can help with creating a change in our community.

2. What is your understanding of the appropriate role of a public charter school board member?

To provide fiduciary oversight. To support the founder/director in his role of ensuring all regulations and curriculum meet the standards of TEA, providing a culturally sensitive and safe environment for students, and help with fundraising.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

In my 14 years as a nonprofit CEO, I have worked and know very well how boards work. I have learned and understand what essential qualities for good board member boards and role of the board are. Board members are thought partners with the CEO and leadership team, our role as members of the board is to think strategically and around accountability.

4. Describe the specific knowledge and experience that you would bring to the board.

I have a very good reputation as a nonprofit leader in San Antonio, I have many political, corporate, philanthropic connections. I also have experienced great success in fund raising and recently created, built and raised over \$29M for a 63,000 sq.ft. facility, with 43,000 sq.ft. gardens located on 15 acres on the Eastside of San Antonio. Essence Prep is proposing to locate and serve the community I currently work with daily. I believe I can bring these skills and connections and learn so much more on how to serve the community even better.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Mission: Through rigorous, intentional character, development, and cultivating student knowledge of self prepares all kindergartner through eighth grade students for high school, college, and beyond as leading agents of change in our communities.

Guiding Beliefs: Taking ownership fulfills our responsibility to ourselves and our community. Cultural affirming curriculum prepares students to participate and global citizens. Rigorous instructions drive academic success.

I understand our Mission to really mean; developing k-8 grade students to positively impact the world around them. At Essence we will do this by ensuring students not only possess skill but confidence.

2. What is your understanding of the school's proposed educational program?

Curriculum and assessments will be aligned to the TEKS standards for each subject and grade level. As the TEKS standards clearly outline expectations for student learning and actions in each content area, Essence Prep will use these as road maps to student success at each grade level. The clarity of the standards will guide curriculum development and improvement and the creation of school-based assessments.

3. What do you believe to be the characteristics of a successful school?

A successful school sits within good leadership, dedicated and well-trained teachers, engaged board of directors which holds the Executive Director accountable to the mission and vision, clear standards that guide curriculum development, continuous review of data to drive instruction, and a culture that encourages and permits teachers and staff to be a part of the planning and growth of the school and programs. I also believe there needs to be a parent participation component not only with their individual child but a parent in the planning and growth of the school and programs.

4. How will you know that the school is succeeding (or not) in its mission?

I am a strong believer in programs and curriculum that are evidence based. First and foremost, is by monitoring the evaluation data collected that should be presented at each board meeting, survey data review from parents, and survey data review from staff/teachers. Board members will have access to data dashboards monthly/quarterly and we will examine progress of all metrics. To know if we are accomplishing our mission our metrics/goals will be tightly aligned with our commitments to success.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

I believe the board's primary responsibility is fiduciary and governance. Additionally, the evaluation, counsel, and support of the executive director.

2. How will you know if the school is successful at the end of the first year of operation?

By the end of the first year, utilizing student data and assessments to inform the work ahead and reviewing that our enrollment goals meet or exceeds within the first year. For the board, ensuring we have a robust and diverse group of individuals with experience and expertise to fully represent the school. Board members will be sure that the school remains in compliance and continue to create strategic goals to meet student's needs.

3. How will you know at the end of four years if the school is successful?

By the end of year four, Board members will request and ensure the founder/ director establishes a portfolio of collective progress, to include academic performance that is provided to the board of director for review quarterly. We will likely establish a committee to support improvement strategy regardless where we place across that spectrum. We aim to be a model of continuous improvement and learning for our students and families.

What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will ensure the Executive Directors plans/goals (financial, enrollment and academic) are realistic and supported by all members of the board. We will implement our YR1 plan in conjunction with school leadership and be sure we take the necessary steps to ensure there are adequate resources. Consistently reflect on our progress and its alignment with our community needs and our mission.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The Board will ensure one of our first actions is to adopt an Essence Prep conflict of interest policy. When/if unethical behavior exists the board will be ensure reports and/or notifications that are required by TEA are submitted or made.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes

No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

One, is a current board member and VP on the ChildSafe board and one I know from my work with the City of San Antonio in my role as a nonprofit CEO.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes

No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I have worked on a project in the past with Akeem and provided mentoring since October 2018.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business. If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

NA

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

NA

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Kim Abernethy

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [Signature]

Date 1/19/21

State of Texas

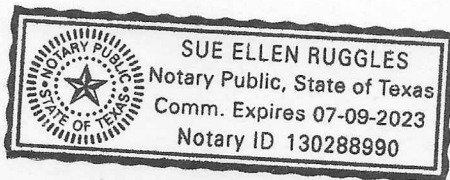
County of Bexar

On this day Kim Abernethy (name of affiant) as appeared before me to 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 14th day of January, 2021.

(Notary Public) Sue Ellen Ruggles

My commission expires 07-02-2023





Kim K. Abernethy
President/CEO
ChildSafe

Kim Abernethy has over 30 years' experience in non-profit administration, management, grant writing, marketing, budget development, finance management, and program start up. Ms. Abernethy is the President & CEO ChildSafe, Bexar County's only Children's Advocacy Center. She took over the leadership of ChildSafe in September 2010. Under Kim's leadership: ChildSafe is now providing only trauma focused services and is the only Children's Advocacy Center in Texas that provides both Trauma Focused Crisis Intervention and Trauma Focused Cognitive Behavior Therapy, and serving more children and their non-offending family members than ever before – over 6,000 clients last year. Over the last 10 years ChildSafe has received state, national, and international recognition for their programs; created an exceptional Prevention and Awareness Department, training thousands individuals in the community every year to recognize and report child abuse; developed a trauma focused curriculum and training for schools and working with local school districts to be aware and understand trauma and its effect on students and staff; and created our child abuse awareness project, Cardboard Kids, that has engaged millions of people through social media and distributed over 550,000 Cardboard Kids throughout the community in five years.

In August 2019, under Kim's leadership ChildSafe opened the new Harvey Najim Children's and Family Center. The new facility is a new standard for non-profits and a national model, with 65,000 sq. ft. of indoor space and 43,000 sq. ft. of planned gardens and courtyards, located on 36 wooded acres with direct connection to Martin Luther King Park and the Salado Creek Linier Park.

Prior to taking over the leadership of ChildSafe in 2010, Kim was the executive director of the San Antonio River Foundation for three years. During her tenure at the River Foundation, the Foundation raised over \$20 million in contributions and installed 11 public art installations. Before joining the San Antonio River Foundation, she served as the director of development and operations for seven years at the Cibolo Nature Center in Boerne, Texas, and director of programs and operations at St. Jude's Ranch for Children in Bulverde for three years. Prior to moving to San Antonio area in 1997, Kim worked as a program administrator and a social worker with children and adult mental health services organizations and as a Department Head at MHMRA of Harris County.

Ms. Abernethy has lived in Texas all her life and hails from the Piney Woods of Deep East Texas. She and her family have lived in the San Antonio region for the past 22 years after making their home in Houston for six years.

[REDACTED]. She loves gardening, cooking, and international and nationally with her husband

Personal Contact Information

[REDACTED]
Mobile: 210.573.2080

Office: 210.801.7810

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity: Ella Austin Community Center, Centro Partnership, VIA Metropolitan Transit Authority, Dignowity Hill Neighborhood Association, New Leaders Council, Martinez Street Womens Center

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Page ____

1. What was your motivation to serve on the board of the proposed charter school?

Historically, San Antonio and the Bexar County region has been underserved by its school systems, especially for students of color, and more specifically, it's Black/African-American students. My personal motivation is to help ensure that an equitable approach is taken to serve our target community. More so, my focus is to ensure that this approach involves a quality education system that provides long-term impacts for generational success in our communities.

Page ____

2. What is your understanding of the appropriate role of a public charter school board member?

My role as a school board member is to maintain accountability over the executive staff of Essence Preparatory Academy. In addition to maintaining accountability, my role is to establish and remain aware of policies, laws, and regulations that may impact the work of Essence Prep and implement policies that increase the work of our school(s).

In addition, my role is to not only hire, but to evaluate our school's superintendent's effectiveness. As the day-to-day operations officer, it is my responsibility to ensure that position is being executed in a manner that is effective and sustainable for our students, families, and organization.

My role as a board member also includes the very important financial fiduciary responsibility. To be a part of adopting and maintaining the budget for Essence Preparatory Academy will be a privilege that will not be taken for granted, nor will it be overlooked.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been serving in education advocacy for over a decade, professionally, and voluntarily.

When I began my pursuit of to ensure equity in education it was focused on my very own community on the Eastside of San Antonio. I'm a third-generation native of Eastside San Antonio.

I grew up in an underserved community of San Antonio with low-performing schools. I had an inclination as I went into my first semester in college that I had graduated from high school without the skills to perform at the level of my peers. As I dropped out of my first semester, that feeling of not being prepared for college was solidified. After my first semester of college I went into the military and served 10 years active duty in the US Air Force.

Upon my return to San Antonio during the final years of my military career, I was determined to ensure to make sure that students wouldn't face the same lack of choice. I began tutoring and mentoring at my alma mater high school, which eventually led to me serving as Vice President of the PTA for said high school. As my experience progressed, I became more vocal and involved regarding policy direction at the campus administration and school board level. This interest and passion continued and grew as I served on the school district's Citizen's Advisory Committee for two consecutive Bonds.

While I continue to serve on the district's Citizen's Advisory Committee, my role in cooperating with our education sector in San Antonio has expanded greatly since I began my current role in the public sector. One of the major projects under my responsibility is digital inclusion. This project requires me to coordinate and strategize with several school districts throughout the region to identify not only the manner in which we digitally connect our students, but also how we measure the resulting impact of that connectivity on students, families, and staff.

1. What is your understanding of the school's mission and guiding beliefs?

Essence Preparatory School's mission is to prepare all kindergarten through eighth grade students for not only high school and college, but more importantly, to ensure they are leading agents of change in their communities.

Two approaches to achieving that mission include our social-emotional learning program called Essence VITALS (Values, Interests, Temperament, Activities, Life Goals, and Strengths), and our core values entitled RISE (Responsibility, Intellectual Investment, Service, and Excellence). I'll address both of these in the next section focused on the school's educational program.

Overall, the guiding beliefs revolve around rigorous academics that set our students on the path for success in high school and college, intentional character development to ensure our students have the ability to understand how to navigate obstacles that they will face as agents of change as they progress in their student and professional careers, and finally, cultivating student knowledge of self to develop a strong sense of agency within each student.

2. What is your understanding of the school's proposed educational program?

The educational program and approach at Essence Preparatory School will depend on our instructors to provide productive struggle for our students. This approach will involve a balance of high expectations and challenging curriculum, with targeted intervention and robust support from our instructors and counselors.

Essence Preparatory School will utilize a unique social-emotional learning (SEL) program entitled Essence VITALS (Values, Interests, Temperament, Activities, Life Goals, and Strengths). The Essence VITALS program centers in on the forementioned five key components in order to ensure our students spend time getting to know themselves to be able to understand what it means to have a perspective on the world. Essence VITALS will be a key component of the school's design to ensure social-emotional learning is not simply an afterthought when it comes to our K-8 students' development.

In addition to the unique approach of incorporating Essence VITALS into our daily class schedules, we know that social-emotional learning must be built into all aspects of our curriculum and instruction to set students up for true success. That is why the social and emotional learning within the curriculum will be organized around Essence Prep's core RISE values – Responsibility, Intellectual Investment, Service, and Excellence. These values are not simply intended to be spoken about, but they will be woven throughout the curriculum, referenced in classroom instruction and around the school, and modeled by all staff.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that meets students and families where they are and can understand the comprehensive approaches needed for the specific demographic and population. A successful school cannot implement a blanket approach when it comes to the challenges and successes of its student population. A successful school not only meets the standard metrics and regulatory requirements, but it exceeds that expectation by ensuring students development is focused on more than just meeting a data score. Success is defined by students who have had an investment made in their ability to take ownership of the challenges in front of them and utilize critical thinking to move forward.

Essence Prep has the mission, values, and programming to be a very successful school for our community, families, and students.

4. How will you know that the school is succeeding (or not) in its mission?

Essence Preparatory School's focus on data-driven instruction will allow administration and leadership to determine how we are meeting academic metrics for our students. The focus on math and literacy success/improvement will be drivers for determining the success of our curriculum.

Regarding success pertaining to our students becoming agents of change, that measure will be reflected among not our staff and counselors' assessments, but also the board's direct assessment over leadership and based on our interaction with our student population and their families. emotional competence, and implementation of evidence-based programs to start a cycle of inquiry to enhance practice, guide school-improvement plans, and inform the district of needed supports for SEL.

Overall we'll utilize five interrelated sets of cognitive, affective, and behavioral competencies established by CASEL (Collaborative for Academic, Social, and Emotional Learning) to determine if we're meeting the short-term goals of our social-emotional learning approach:

1. promote students' self-awareness
2. self-management
3. social-awareness
4. relationship
5. responsible decision-making skills

In accordance with CASEL's evidence-based design, these core competencies will "provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores" (CASEL, 2013).

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board's role for Essence Preparatory School is to provide academic and fiscal oversight as it upholds the school's mission and vision. The Board is responsible for hiring and evaluating the Executive Director. The Board will work collaboratively to ensure its members speak with one voice once a decision is made or resolution passed. The Board will maintain high ethical standards in their oversight of the school. It is also pertinent that Board members have substantive knowledge/skills in areas complementary to the needs of the Board, and share these skills to accomplish the school's goals and priorities.

2. How will you know if the school is successful at the end of the first year of operation?

As we move through the first year, I expect us to be well aware of our success or lack thereof. Continuous monitoring by administration is expected and regular report outs on the academic improvement among students, as well as the success of Essence's implementation of the social-emotional learning components will be integral to ensuring adjustments are made where needed to meet our mission.

One of the goals of Essence Prep is to ensure a comprehensive approach regarding the community we're serving. Therefore as assessment of community engagement and satisfaction among our families served will certainly be a component of evaluation throughout our first year, as well as future years.

Upon completion of our first year, an annual report will be developed and provided, as well as a school improvement and accountability plan. These will ensure that we are highlighting not only our areas of needed improvement, but also identifying what we are doing well and how we can increase the value in those areas.

3. How will you know at the end of four years if the school is successful?

IN ADDITION to the items mentioned above regarding first year operations, Essence Preparatory School will need to ensure we are meeting the terms contracted in our charter. These include, but are certainly not limited to financial management and student performance.

Along with the standard charter agreements, Essence Prep will also need to ensure we have adjusted our curriculum to meet the mission established for the school. We'll need to reflect on annual assessments to identify our trajectory related to academic performance, our social-emotional learning competencies, and our intentions to ensure we are meeting expectations of the community we serve.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a new school and a new board, it is an expectation that school board be fully hands-on and available to the school leader. While operations is expected to happen under the direction of the school leader, the Board is expected to be a 'working board' during the first year, at least. In addition to the Governing roles/responsibilities identified in previous sections, the first year expectations will most likely include facility establishment, fundraising, community engagement, promotion/marketing, etc.

It is also well understood that while a high performing board supports the school leader, the board must also hold the school leader accountable to mutually agreed upon expectations. Therefore, roles and responsibilities must be clearly defined, and annual goals well-established. The annual school leader performance will be a major tool for accountability, progress assessment, discussion, and support.

As the board moves into its following years we will need to take time to reflect, self-evaluate, and implement changes in order to remain a high-performing board driven by the mission of Essence Prep.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

First of all, preventative measures will be put in place by the Board to ensure awareness of ethics guidelines and expectations for all board members. This code of ethics will be agreed upon and required for adherence by all members of the board. In addition to a signed code of ethics, Board members should require training and assessments, just as we require from school leadership.

While the forementioned items are preventative measures to help reduce likelihood of ethics violations, measures will be put in place for the possibility of ethics violations and/or board members not acting in the best interest of Essence Prep.

If I believed a board member was acting unethically or not in the best interest of the school. I would first begin by addressing the matter with the highest-level serving board member, excluding the individual of interest. I would then approach the potentially offending individual to identify the issue and address accordingly. If an ethics violation occurred, I would identify the issue with legal counsel, the highest-level board member, and school leadership to identify a path forward.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have no personal relationship with any of the other prospective board members, however, in my time as a education advocate and in my current employment, I have worked with most of them in a professional setting. No conflicts of interest exist between myself and any of the prospective board members.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes

☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Based on my current employment and projects under my purview, I know several school employees, but none related to Essence Preparatory School, and none that would cause a conflict of interest.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

Page ____

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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Page ____

3. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

Page ____

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

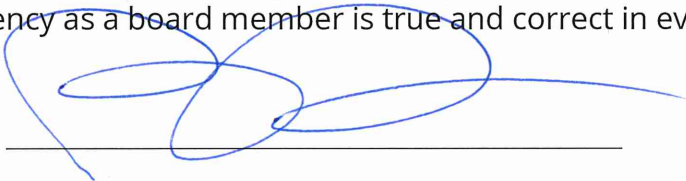
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, BRIAN C. OLIVARO

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

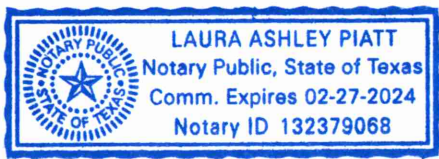
18 JAN 2021

Verification

STATE OF TEXAS
COUNTY OF BEXAR

On this day, BRIAN C. DILLARD appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18th day of January 2021.



Laura A. Piatt

Notary Public

My commission expires: 02/27/2024

Brian C. Dillard

716 Hays Street, San Antonio, TX 78202

Mobile: 210-846-8635

Email: [REDACTED]

Current Employment

Chief Innovation Officer, City of San Antonio (*November 2018 - Present*)

Smart City Administrator, City of San Antonio (*October 2018 - Present*)

- Established preliminary FY2019 Key Priorities for CoSA Office of Innovation
- Initiated strategy for SmartSA Innovation Zones (Brooks, Medical Center, Downtown)
- Community Engagement; 3,700 survey responses; data correlated to reflect community responses by Innovation Zone
- Planned 2019 SmartSA Vendor Summit, scheduled for Jan 2019
- Planned and led monthly SmartSA CIO Meetings
- Planned and led November 2018 SmartSA CEO Meeting
- Ensured CivTechSA Year 2 was successfully launched and initial contact requirements met
- Initial CoSA Department commitment/challenge requirements met
- Initial University/College commitment/challenge requirements met
- CoSA Project Manager for IKE Digital Kiosk Pilot Program
- Restructured and coordinated efforts to complete 'Alternative Giving' solution for CoSA
- Coordinated efforts to manage CoSA Bob Ross Senior Center P3 renovation opportunity
- Assembled/submitted weekly critical issues to Executive Leadership Team (ELT)
- Completed requirements to finalize UTSA/MetroLab SmartSA partnership
- Coordinated efforts to ensure high visibility/influence at several Smart City/Innovation focused events
 - 20-20 Smart Cities Conference
 - ZPryme City of the Future
 - TLG Conference
 - Smart Cities Connect
- Responsible for administrative duties for Office of Innovation (i.e., budget, staff evaluations)

Past Job Experience

Associate, Delta Risk LLC

February 2015 - October 2018

Provides strategic advice and technical expertise to U.S. clients in government and business on cyber security matters. Guided a Fortune 20 telecom company through development of an exercise program related to their cyber incident response capability. Conducted compromise assessment in healthcare and financial industries. Developed training course curriculum and modules for DoD cybersecurity virtual training program. Project manager for healthcare web application assessment.

Currently serving as Senior Security Analyst in the Delta Risk ActiveEye Security Operations Center (SOC). Led ActiveEye SOC buildout efforts to establish the company's first managed security service offering. ActiveEye is now the most profitable business unit in Delta Risk's portfolio.

Senior Information Assurance Engineer at Lockheed Martin, Houston, TX

September 2014 – February 2015

- Assisted in establishing Cyber Intelligence Center (CIC) for Chevron Corporation
- Utilized IBM QRadar SIEM and FireEye IDS suites for detecting cyber security events
- Analyzed potentially malicious network traffic through the use of SourceFire IPS and Splunk
- Coordinated daily with Threat Intelligence to mitigate vulnerabilities and respond to specific threats
- Responsible for briefing Chevron and Lockheed Martin leadership on progress of CIC monitoring section
- Increased amount of detected incidents by 211% within first month of monitoring operations

Security Analyst at Shell Oil Company, Houston, TX

May 2014 – September 2014

- Responsible for intrusion detection for Shell Oil network via Arcsight SIEM suite - Triage security events according to operational impact - Analyzed and responded to IT security events via special operations center tools ranging from Arcsight console to Wireshark and including several proprietary tools.

Network Defense Analyst at Lackland Air Force Base, TX

December 2012 – May 2014

- Performed analysis on historical and real-time data, identifying suspicious user activity, poor system security practices, or misconfigured systems which may provide unwanted access to known vulnerabilities
- Utilized various advanced tools (ArcSight, Wireshark, etc.) to analyze USAF network traffic globally
- Developed/managed incident response to isolate, contain, characterize, and respond to cyber attacks
- Certified trainer for USAF 33rd NWS Network Defense Analysts
- Active TS/SCI Clearance

Active Duty Air Force

May 2002 – May 2012

- AFCYBER Network Operations Controller at Lackland Air Force Base, TX (*Dec 2012 – May 2014*)
- Wing Information Assurance Officer at Lackland Air Force Base, TX (*June 2009 - April 2011*)
- Information Management Officer at Umm Qasr, Iraq (*July 2010 - January 2011*)
- Information Assurance Officer at Osan Air Base, Republic of Korea (*June 2008 - June 2009*)
- Command & Control Sys Admin at RAF Mildenhall, United Kingdom (*December 2005 - June 2008*)
- Command & Control Sys Admin at Al Udeid Air Base, Qatar (*September 2007 - January 2008*)
- Config Management Tech at Osan Air Base, Republic of Korea (*December 2004 - December 2005*)
- Strategic Command & Control System Admin at Offutt AFB, NE (*October 2002 - November 2004*)

Community Service Roles

- New Leaders Council - San Antonio, Board Member (*July 2017 - Present*)
- Dignowity Hill Neighborhood Association, Board President (*April 2016 – March 2018*)
- VIA Transit Community Council, Chair (*July 2017 - Present*)
- Ella Austin Community Center, Board Member (*May 2017 - Present*)
- Centro Partnership, Board Member (*June 2017 - Present*)
- SAISD Bond Citizens Advisory Committee (*June 2017 - Present*)
- CoSA Municipal Bond, Parks & Rec Committee, Co-Chair (*October 2016 – May 2017*)
- SAISD Blue Ribbon Task Force (*May 2016 – Nov 2016*)
- Dignowity Hill Neighborhood Association, Board Vice President (*April 2015 – April 2016*)

Education

Ellis University, Chicago, Illinois

B.S., Political Science, 2011

Community College of the Air Force

A.A.S., Information Systems Technology, 2011

CompTIA

Security + Certification, August 2013

EC Council

Certified Ethical Hacker, August 2013

References

Name: Jeff Arndt

Position: Chief Executive Officer, VIA

Phone Number: (210) 299-5874
[REDACTED]

Name: Craig Hopkins

Position: Chief Information Officer, City of San Antonio

Phone Number: 210-207-7907

Email: Craig.Hopkins@sanantonio.gov

Name: Jose De La Cruz

Position: Director of Project Delivery, SAWS

Phone Number: 210-243-4932
[REDACTED]

Name: Marina Alderete Gavito

Position: Innovation Business Development Director, USAA

Phone Number: 210-867-7342
[REDACTED]

Name: Darryl Byrd

Position: Founding Principal, ULTRate Strategy LLC

Phone Number: 210-232-6261
[REDACTED]

Name: Steven Hussain

Position: Chief Mission Services Officer, Goodwill Industries of San Antonio

Phone Number: 210-471-9223
[REDACTED]

Name: Christopher Hendricks

Position: Principal Consultant, Counteractive Security

Phone Number: 314-376-4169
[REDACTED]

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Essence Preparatory Charter School

Name of Sponsoring Entity

Essence Prep Inc.

BACKGROUND

Full Legal Name:

Michael Scott Frisbie

Home Mailing Address:

17910 Texas Emmy Lane, San Antonio, TX 78258

Phone Number:

210-380-9256

E-mail Address:

Business Name:

Raba Kistner, Inc.

Business Mailing Address:

12821 W Golden Lane, San Antonio, Tx 78249

Business Phone Number:

210-699-9090

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I believe in the power of education and in volunteering my time and skills sets to improve our community. I am passionate about educating young people, I believe that opportunity shouldn't be limited to children anywhere. While I am cognizant that there are many factors that contribute to success, a well-educated student is much better positioned to achieve a better standard of living. When Akeem Brown asked me to consider serving on the Board, I was all in and ready to put my skills to use. I am a board member because I want to be a part of closing the opportunity gap and building a strong foundation in early education.

2. What is your understanding of the appropriate role of a public charter school board member?

To set policy, provide governance input and oversight. I believe the role of the board is to ensure accountability within TEA requirements and to the public. Board members shall approve any contracts/relationships with back office provider, approve annual budget and fiduciary oversight. Set strategic organizational goals, perform review/hire the Executive Director/Superintendent.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the Alamo Area Metropolitan Planning Organization Policy Board for nine years ending in 2018. I have served as Board Chair for the ACE Mentor Program nonprofit for 8 years. I enjoy the group dynamics of a Board and have much experience in this area.

4. Describe the specific knowledge and experience that you would bring to the board.

I will Chair the Essence Facility Committee for which I am well suited given my 30 years of project experience as a civil engineer. Throughout my 30 years working for three cities in three states I have overseen the planning, design, construction and operations/maintenance of numerous facilities. I served as the City Engineer for the City of San Antonio for 11 years.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Our draft mission is as follows: Essence Preparatory Charter School, through rigorous academics, intentional character development, and cultivating student knowledge of self, prepares all kindergarten through eighth grade students for high school, college, and beyond as leading agents of change in their communities.

The program will be well-rounded with an emphasis on literacy and student agency. We believe that every student is important and needs to succeed in their education and in life. Community members have identified to the Board what would make a great school, we have heard overwhelmingly; academic rigor along with strong student supports is what is needed.

2. What is your understanding of the school's proposed educational program?

Academic Goals:

We want to be the highest performing K-8 school within San Antonio

We want to ensure that at least 80% of our readers are reading at grade level

We want to ensure that at least 80% of our scholars are computing math at grade level

As a member of the Board my role would be to support the Executive Director in accomplishing these goals by setting and reviewing data during our board/committee meetings and being a thought partner where needed.

3. What do you believe to be the characteristics of a successful school?

A successful school graduates a high percentage of their students not only with good to excellent grades but also with hope and confidence in themselves and their ability to succeed in life. It has an atmosphere of enthusiasm and support that comes from its leadership and faculty. A successful school is fully engaged in the community for which it serves with parental involvement as a must. It has a solid academic curriculum, and all believe that every student is important and needs hope and confidence. As a proposed member of the Essence Board, we have agreed that as a school we will listen and actively pursue actions that lead us to be clear and focused on systemic educational reform to achieve social, cultural, environmental, economic, and racial justice.

4. How will you know that the school is succeeding (or not) in its mission?

We will establish best practice metrics that are in line with industry standards and TEA guidance. Student progress will be measured against those metrics. We will review monthly/quarterly dashboards presented by the executive director of student progress. We as a board have also discussed having a mission moment on each agenda. This will allow us to see spotlights of our work or be made aware of concerns that threaten our mission; this could involve student performance, enrollment and registration or any other specific metrics.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will set policy and hire the Executive Director. The ED and his/her staff will handle the day to day operations of the school and its staff.

2. How will you know if the school is successful at the end of the first year of operation?

To measure the first-year success, we will establish best practice metrics that are in line with industry standards and TEA guidance. We will also enlist feedback from our ED's School Design coach that will help him/her clearly set benchmarks and review progress consistently. The board will establish and approve its Year 1 goals alongside the ED, we will measure schools performance alongside that.

3. How will you know at the end of four years if the school is successful?

To measure the four-year success, we will establish best practice metrics that are in line with industry standards and TEA guidance. We will look at the data of all formal assessments to include STARR, evaluate teacher/community/student surveys and the 4 -yr. portfolio (budget, performance reviews etc..) of the Executive Director.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Ensure CEO is an experienced, team player who is passionate about all youth, teachers, parents, and the mission before us.
2. Approve a curriculum that will enable students to attain high academic achievement and one that is in line with best practices and TEA requirements.
3. Secure a safe, effective, and properly located facility with an environment suitable for learning.
4. Create data-driven metrics and monitor effectiveness throughout each year and over the years.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The level of urgency may accelerate this process, but I would first talk to the individual or individuals to ensure I had the facts right. If my facts were correct, I would let them know of the concern and see if they respond with a suitable resolution. I would then talk to the Board Chair and possibly the CEO about the issue and my concerns. If I continued to believe there was unethical and inappropriate activity and no action was being considered by the school leadership, I would bring it to the attention of the TEA.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

While working for the City of San Antonio I worked with several of the prospective board members on various projects and community efforts.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes

☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Akeem Brown and I worked in separate departments at the City of San Antonio.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Mike Frisbie

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1-18-2021

Verification

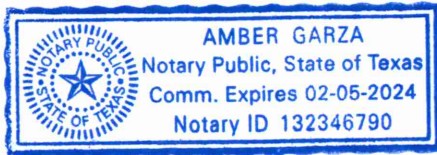
STATE OF TEXAS
COUNTY OF BEXAR

On this day, Miley Frisbie appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



Notary Public



My commission expires: 02/05/2024

Mike Frisbie, P.E.

210.380.9256

PROFESSIONAL EXPERIENCE

Excellent executive leadership performance in planning, directing and overseeing large-scale engineering, infrastructure, water, wastewater, streets, storm water, and traffic management operations, with accountability for up to 1075 employees while managing large Annual Operating Budgets and Capital Improvement Programs.

History making success in the management of the City of San Antonio's, Large Bond Programs: \$550 million, 2007-2012 Bond Program; substantial completion of the \$596 million 2012-2017 Bond Program, and served in the leadership role in the development and roll-out of the \$850 million, 2017-2022 Bond Program - the largest in the City's history and strongly supported by the voters in the May 6, 2017 Bond election.

Refined relationship-building and ability to foster teamwork with significant influence regionally, working collaboratively with SAWS, CPS, City departments, and engineering, architectural and contracting communities to produce excellent, long-lasting projects.

Led Diversity Action Plan development/implementation. Over the past five years worked closely with NAACP leadership, Hispanic Chamber and many others to create and execute plan to develop small, minority consultants and contractors. This award-winning effort replaced the void in African-American owned contractors and has led to over \$30M in contracts to over 20 separate African-American owned firms.

Instrumental in the development of San Antonio's SA Tomorrow Multi-Modal Strategic Plan and Vision Zero Traffic Safety Initiative

Senior Vice President

Raba Kistner, Inc., 2020 - Present

Provide corporate leadership for 600-person engineering consultant company with 11 offices throughout Texas and beyond. Focus on business development in the San Antonio – Austin region. Ensure successful customer service with public and private-sector clients.

Senior Vice President/Chief Operating Officer

San Antonio Water System (SAWS), 2018 - 2020

In responsible charge of 1075 employees, Engineering & Construction, Production & Treatment, Distribution & Collection, Facilities & Fleet,

SKILLS

Build & Lead Highly Effective Teams
Key Note Speaker
Transportation & Capital Project Management
On-Time & Under Budget Delivery
Policy & Operations Administration
Process Imp. & Change Management
Professional Civil Engineer
Project Development/Management
Promote Excellence
Strategic Planning & Execution
Traffic Signal Modernization
Vendor Relations and Negotiation

HIGHLIGHTS

Achieved record-breaking infrastructure growth

Financially Responsible - \$2 billion worth of infrastructure improvements

Management of the largest capital projects in the City of San Antonio's History

- Alamodome Renovations - \$54M
- Convention Center Expansion \$325M
- Consolidated Rent-a-Car Facility - \$172M
- State-of-the-Art Public Safety Headquarters Facility \$58M

Regional Influence – Alamo Area Metropolitan Planning Organization Board Member

EDUCATION

Bachelor of Science Degree, Civil Engineering

University of Wyoming, Laramie

Nat'l Society of Professional Engineers

Licensed Professional Engineer, Texas

and Security. Met/negotiated with EPA, TCEQ and US Army Corp of Engineers regarding permits and projects. Oversaw operating and capital budgets. To establish relationships and improve projects and processes, orchestrated and facilitated partnering sessions with TxDOT and COSA-TCI.

PROFESSIONAL EXPERIENCE

City Engineer/Director of Transportation & Capital Improvements City of San Antonio, TX, 2007 – 2018

Joined as the City Engineer and Director of the Capital Improvements Management Systems (CIMS) Department, and in 2014 combined forces with the Department of Public Works to form the Transportation & Capital Improvements (TCI) Department. The consolidation brought together a team of 850 employees to focus on transportation planning and the design, construction, maintenance and operation for streets, drainage, and capital projects.

- Foster teamwork and partnerships with staff, SAWS, CPS, engineering, architectural and outside agencies to produce successful projects
- Positive results in effectively overseeing the management of \$2B in infrastructure projects, including budget, design and construction of new streets, bridges, sidewalks, facilities, parks, and libraries
- Successful development and management of the \$550M, 2007-2012 and \$596M 2012-2017 Bond Programs, totaling more than 290 projects on-time and under budget
- Serve in the lead role in the development and promotion of the proposed 2017-2022 Bond Program which is the largest in the City's history and passed by voters on May 6, 2017
- Successful in overseeing the upgrade to the City's traffic management communications network
- Extensive public speaking with community, media, City Council and professional organizations
- Led the TCI Dept. through a mission/core value development process to lay a firm foundation for the future

Municipal and Traffic Engineering Manager

URS Corporation, Phoenix, Arizona, 2006 - 2007

- Leadership role over municipal and traffic engineering teams
- Program Manager for the City of Glendale Bond Program (\$1B+), including roadways, bridges, drainage, and bus and light rail transit lanes
- Extensive public speaking with community, media, City Council and professional organizations

Traffic Engineering Supervisor

City of Phoenix, Arizona, 1994 – 2006

Joined the City of Phoenix in 1994 as a Traffic Engineer III and promoted to Division Manager from 1997. Responsible for overseeing six engineering functions and 180 employees and played a major role in regional transportation and infrastructure management.

AWARDS

2018 American Public Works Association

Top 10 Public Works Leader of Year

2017 Texas Public Works Association

Public Works Leader of the Year

2017 Texas Recreation & Park Society

Park Design Excellence Award

Pearsall Park

2016 Construction Owners Assoc. of America

Project Leadership Award

Henry B. Gonzalez Convention

Center Expansion

2016 American Public Works Assoc.

Field Excellence Award

2015 American Inst. of Architecture

Design Award - Mission Branch Library

2014 American Institute of Architecture

Merit Award – Phil Hardberger Urban

Ecology Center

2014 Green Building Award

Phil Hardberger Urban Ecology Center

2013 Institute of Transp. Engineer

Best Project Award – San Antonio

Downtown Transportation Study

2011 Associated General Contractors

Outstanding Construction Award

San Antonio Airport, Terminal B

PROFESSIONAL MEMBERSHIPS

- American Public Works Assoc.
- American Society of Civil Engineers
- Construction Management Assoc. of America – Board President
- Construction Owners Assoc. of America(COAA)
- Institute of Transp. Engineers
- Nat'l Forum for Black Public Admin.
- NAACP Lifetime Member (TCI)
- Society of American Military Eng.
- Women in Transportation

- Managed Capital Improvements Projects, Operating and Budget
- Spearheaded Right-of-Way Management Program design, negotiations, approval and implementation
- Coordinated with developers and staff through all phases of development work
- Responsible for overseeing the Neighborhood Traffic Management Program
- Conducted studies, developed mitigation options, presented findings at neighborhood meetings
- Served as a Chair to the multi-departmental Traffic Calming Committee
- Led department through a mission/values development process to lay a firm foundation for the future

Transportation Engineer/Division Manager

City of Sandy, Utah, 1988-1994

Joined as the Staff Engineer in 1988 and promoted to Division Manager that same year, reporting directly to the Public Works Director.

- Responsible for all traffic operational functions and managed capital improvements projects
- Delivered capital projects on-time and under budget
- Conducted studies and developed plans for long-range transportation and land-use
- Fostered teamwork and partnerships with City staff, Utah Dept. of Transportation, developers, and outside agencies to develop over 1,500 new projects

COMMUNITY INVOLVEMENT

- *Architecture. Construction. Engineer (ACE) Mentor Board Chair*
- *Alamo Area Metropolitan Planning Organization Policy Board*
- *Joint-Base Honorary Commander/Air Education & Training Command*

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Essence Preparatory Public School
Name of Sponsoring Entity:	

BACKGROUND

Full Legal Name:	Jackie L. Gorman
Home Mailing Address:	4928 Beck Rd. San Antonio, TX 78263
Phone Number:	210-240-2968
E-mail Address:	
Business Name:	Ivy Consulting
Business Mailing Address:	4928 Beck Rd. San Antonio, TX 78263
Business Phone Number:	210-648-3339

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity: Goodwill Industries of San Antonio, ChildSafe, Inc, GSSWTX

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I believe that education is an economic development issue rather than a social issue. The only way we will move communities and families out of poverty is to create family sustaining jobs in the community. Jobs cannot be created in a community if the education system is not producing workers capable of doing those jobs. Traditional public education models are failing our communities. I am excited to serve on this board to offer a new model of education to our community.

2. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is to work with the rest of the board to set policy and provide the strategic direction to maintain the school's mission and vision. The board member should ensure that the school is in compliance with applicable laws and regulations. The board member should promote the school through advocacy.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the boards of Goodwill San Antonio and ChildSafe, Inc. I served on the Board of the Girl Scouts of Southwest Texas for over 10 years including 2 terms as Chairman. I have also served on the Boards of the San Antonio Chamber of Commerce and the Alamo City Chamber of Commerce.

4. Describe the specific knowledge and experience that you would bring to the board.

I am a recognized expert in board governance. I am a member of the National Association of Parliamentarians. I am also an economic development expert and led economic development activities in the target area for over 8 years. I have indepth knowledge of the educational system in the target community from serving on the Eastside Promise Neighborhood Steering Committee.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Essence Preparatory Pubic School is preparing kindergarten through eighth grade students for high school, college, and beyond as leading agents of change in their communities through rigorous academics, intentional character development, and cultivating student knowledge of self. There are 3 guiding beliefs: 1. taking ownership filfills our responsibility to ourselves and our community; 2. culturally affirming curriculum prepares students to participate as global citizens; and 3. rigorous instruction drives academic success.

2. What is your understanding of the school's proposed educational program?

I think the school's proposed educational program is best summed up by its key instructional strategies: High Expectations with Relentless Support; Gradual Release and Productive Struggle; Supportive, Targeted Interventions for All; Extended Learning ; Intensive Focus on Literacy, especially in K-2; Data-Driven Instruction; and Flexible Groupings

3. What do you believe to be the characteristics of a successful school?

I believe a successful school has the following characteristics: 1. a warm safe environment where every child feels valued; 2. accountability for all - students, parents, teachers, and administrators; 3. excellence is the expectation and standard for every student and every teacher; 4. a place where learning is fun and exciting

4. How will you know that the school is succeeding (or not) in its mission?

We will know that the school is succeeding in its mission by the success of its students. Success measured not only by standardized tests but their actual performance in our school and in the subsequent steps on their educational journey

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board's role is to set policy and ensure compliance with the applicable laws and regulation. The board should not be involved in the day-to-day operation of the school. The board should also act as advocates for the school and its students.

2. How will you know if the school is successful at the end of the first year of operation?

Prior to the start of the first year the board should establish key performance indicators (KPI) to guide our evaluation. If the school meets or exceeds the KPIs then it is successful

3. How will you know at the end of four years if the school is successful?

Again, we will establish KPIs and benchmarks. We will use them to judge the success of the school

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need to have a clear definition of success and a plan to measure it. The board has to be advocates for the school in the community. The board has to hold school leadership accountable for its success or failure.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would bring it first to the chair and then to the entire board. I will not tolerate unethical behavior.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- ☒ Yes
- ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Professional colleagues on various projects through the years. Served on boards together

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☒ Yes
- ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I have known Akeem Brown for many years. He worked for me for several years as Director of Ops. at SAGE 3-years.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

- ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- ☐ Yes
- ☒ Does not apply to me, my spouse, or family.
- If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

I am 100% owner of Ivy Consulting.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Jackie L. Gorman

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Jackie L. Gorman

Date

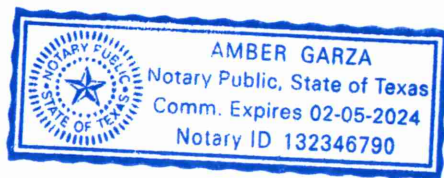
1/18/2021

Verification

STATE OF TEXAS
COUNTY OF BEXAR

On this day, Julie Lorman appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



[Signature]
Notary Public

My commission expires: 02/03/2024

JACKIE L. GORMAN



EDUCATION

**John F. Kennedy
School of Government
at Harvard University,
Executive Education
Certificate of Completion
Achieving Excellence
Program
(2017)**

**University of Texas at
Austin
Master of
Business Administration
(2004)**

**University of Michigan
Bachelor of Arts in
Political Science
(1980)**

BIOGRAPHY: Gorman returned to consulting full-time after over 8 years as CEO of San Antonio for Growth on the Eastside, Inc. (SAGE) a non-profit charged with revitalization and economic development on San Antonio's Eastside. During her tenure at SAGE, she grew the annual budget of that organization from \$200,000 to \$1.6 million and the staff from 2 to 14. Prior to joining SAGE, she operated her own consulting practice, Ivy Consulting and served as Senior Partner with Allen Austin Executive Search Consultants. Gorman has had a very diverse career that includes executive leadership positions with the Texas Engineering Extension Service, building subdivisions and tract homes for a national production home builder and selling Tide for Procter and Gamble. A service disabled veteran, she served as a Military Intelligence Officer in the U.S. Army. Gorman is a recognized community leader and has served in many volunteer leadership positions including: the San Antonio Housing Commission for Preserving Diverse and Dynamic Neighborhoods, Mayor's Housing Taskforce – Affordable Housing Finance Workgroup, City of San Antonio 2017 Citizens Bond Review Committee, Neighborhood Improvements Sub-Committee Co-Chair. She is a recognized expert in board governance, diversity and inclusion, and parliamentary procedure and is a member of the National Association of Parliamentarians. She also serves on several local boards including ChildSafe, Goodwill Industries of San Antonio and the Young

Women's Leadership Academy. A life-long Girl Scout and holder of the highest award in Girl Scouting, Gorman served on the board of the Girl Scouts of Southwest Texas (GSSWT) for 13 years and as Chairman for 4 years.

PROFESSIONAL HIGHLIGHTS

- **Designed and implemented** a façade improvement program using matching grants in a severely distressed community. **RESULTS:** In 8 years awarded over 100 grants representing over \$2.5 million in direct investment leveraged to over \$5 million in private investment impacting over 900 jobs and creating 486 new jobs.
- **Helped** a coalition of agencies to develop and seek funding for a comprehensive strategy for transformational community redevelopment of a neglected and severely underserved community. **RESULTS:** Coalition partners have received over \$50 million in Federal funding for this community through the Promise (Dept. of Education), Choice (Dept. of Housing and Urban Development) and Byrne (Department of Justice) grant programs.
- **Increased capacity and credibility** of underperforming non-profit. **RESULTS:** Number of staff increased from 2 to 14; Annual budget increased from \$200,000 to \$1.6 million; Federal Grants increased from \$0 to \$1.4 million
- Successfully completed high profile search for President & CEO of San Antonio Housing Authority. **RESULTS:** After four years, the successful candidate went on to be nominated by President Obama to serve as Assistant Secretary of the US Department of Housing & Urban Development

SUMMARY OF PROFESSIONAL WORK EXPERIENCE

Ivy Consulting	CEO/Managing Partner	2003—Present
Alan Austin Global Executive Search	Senior Partner	2018—Present
San Antonio for Growth on the Eastside, Inc.	Chief Executive Officer	2010—2018
Alan Austin Global Executive Search	Senior Partner	2004—2011
Texas Engineering Extension Service,		
Texas A&M University System	Division Head	1987—2003
US Home Corporation	Lead Superintendent	1984—1986
Procter & Gamble Distributing Company	Sales Representative	1983—1984
United States Army	Military Intelligence Officer	1980—1983

DETAILED SUMMARY OF WORK HISTORY

IVY CONSULTING, CEO/Managing Partner

Manage business profit & loss
Maintain customer relationships
Perform direct services for clients
Ensure compliance with all contract terms
Identify and contract with sub-contractors and contract workers as needed to fulfill client needs
Supervise sub-contractors and contract workers

SAN ANTONIO FOR GROWTH ON THE EASTSIDE, Inc. (SAGE), CEO

Provide executive level leadership to non-profit organization
Resource Development
Program Development
Supervise staff providing coaching and technical assistance to area businesses and non-profits
Ensure compliance with federal, state, and local grant agreements and contracts
Advocate for issues of benefit to the community
Represent community and agency on governmental boards and commissions

ALLEN AUSTIN EXECUTIVE SEARCH CONSULTANTS, Senior Partner

Lead San Antonio office
Recruit and train new partners
Listen to the client and understand their precise demands in terms of candidate skill set
Implement search using internal (database) and external (internet) methods
Conduct candidate interviews at application or registry stage
Work with internal teams to ensure paperwork, administration and invoicing are handled correctly
Actively search for new candidates
Facilitate client interview and selection of ideal candidate
Negotiate final offer and employment terms with selected candidate

TEXAS ENGINEERING EXTENSION SERVICE, Texas A&M University System

Division Head, Career Advancement & Applied Technology Training Division, San Antonio, Texas

Serve as a member of the senior leadership team of a State of Texas agency
Provide executive level leadership to an operating division of a State of Texas agency
Lead employees providing workforce, career and technical training programs to individuals
Supervise operations of 99 acre campus

Division Head, Disadvantaged Business Enterprises Training Division, Austin, Texas

Serve as a member of the senior leadership team of a State of Texas agency
Provide executive level leadership to an operating division of a State of Texas agency
Lead employees providing training and technical assistance to small, disadvantaged businesses in Texas

Program Manager, Austin, Texas

Act as administrative manager for program providing training and technical assistance to small, disadvantaged businesses in Texas

Project Coordinator, San Antonio, Texas

Act as administrative manager for program recruiting and training women to work in the construction industry in Texas
Supervise instructional staff

JACKIE L. GORMAN

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Contact Information: 4928 Beck Rd. San Antonio, Texas 78263 | 210-648-3339 | GORMANJL@SWBELL.NET

DETAILED SUMMARY OF WORK HISTORY *continued*

US HOME CORP, Construction Superintendent

Plan, schedule, and coordinate construction of quality-built homes from development through final construction on

COMMUNITY LEADERSHIP

- ChildSafe Board of Directors
- Goodwill of San Antonio, Board of Directors
- San Antonio Economic Development Foundation, Board of Directors
- Rotary Club of San Antonio, Member
- City of San Antonio Housing Commission for Preserving Diverse and Dynamic Neighborhoods
- Mayor's Housing Taskforce – Affordable Housing Finance Workgroup
- City of San Antonio 2017 Citizens Bond Review Committee, Neighborhood Improvements Sub-Committee Co-Chair
- Girl Scouts of Southwest Texas, Board Chair (2012 – 2015)
- San Antonio Hispanic Chamber of Commerce, Small Business Committee
- Greater San Antonio Chamber of Commerce, SA to DC Small Business Team Lead
- City of San Antonio 2012 Citizens Bond Review Committee
- City of San Antonio Small Business Taskforce
- Eastside Promise/Choice Advisory Council
- Alpha Kappa Alpha Sorority, Inc., Alpha Tau Omega Chapter President (2006 – 2007)
- ATO Educational Fund, Board of Directors (2005 – 2011)
- Alamo City Black Chamber of Commerce Board of Directors (2003 -2014)
- Greater San Antonio Chamber of Commerce, Board of Directors (2001 & 2003); Chair - South Area Business Council
- Roseville Housing Trust, Board of Trustees (2004 - 2010)

AWARDS AND RECOGNITION

- San Antonio Women's Hall of Fame Honoree (2002)
- San Antonio "Woman to Watch", Business and Professional Women (1999)
- Leadership Texas, Class of 2003, Foundation for Women's Resources
- Alamo City Black Chamber of Commerce, Board of Directors; Chairman's Award: 2003, 2009
- Frederick Douglass Leadership Award, San Antonio Juneteenth Commission (2013)
- Innovative Leadership Award, Cherice Cochrane Mentoring Foundation (2013)
- San Antonio Women's Chamber of Commerce Meteor Award (2014)
- San Antonio Association for Women in Communication Volunteer Service Award (2014)
- San Antonio Business Journal Legacy Leader Award (2015)
- San Antonio Minority Small Business Champion of the Year (2015)
- SBA Regional Minority Small Business Champion of the Year (2015)
- San Antonio Business Journal Non-Profit Executive Award (2018)

JACKIE L. GORMAN

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GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Essence Prep Inc.
Name of Sponsoring Entity:	

BACKGROUND

Full Legal Name:	Mary Gradney
Home Mailing Address:	821 N. Pine, San Antonio, TX 78202
Phone Number:	210-421-2998
E-mail Address:	
Business Name:	It's Your Choice Catering
Business Mailing Address:	Same as above
Business Phone Number:	210-421-2998

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- ☐ Yes
- ☒ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

My long-time interest in a quality education for inner city students is the major motivation for my willingness to serve at the charter school level.

2. What is your understanding of the appropriate role of a public charter school board member?

It is my understanding that the proper role of a charter school board member revolves around fiduciary responsibilities. Charter schools receive funding from state and federal government and private citizens and it is imperative that financial trust be of upmost significance.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have had the opportunity to serve my community as a board member of the San Antonio Housing Trust and I am currently on the City of San Antonio's Budget and Oversight Committee as well. I have been a representative to the board member of San Antonio's Mayor's Council on the Status of Women. I also have extensive insight into the needs of underserved economically disadvantaged children and families because of my prior service with numerous non-profits and governmental entities serving them.

4. Describe the specific knowledge and experience that you would bring to the board.

I bring a wealth of knowledge with budget planning with both the private sector and the business community, HR issues, scheduling, marketing, business development, revenue push, recruitment, project management, and with all aspects related to outreach within the target community.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

It is my understanding the mission of this charter school is to focus on the educational needs of the students it serves above all else, with significant emphasis on those non-educational topics/concerns that may arise outside the campus environment.

2. What is your understanding of the school's proposed educational program?

It is my understanding that the school's proposed educational program will serve the needs of kindergarten thru 8th grade levels. It will serve those grades from children who live in San Antonio's historically underserved eastside through a rigorous academic curriculum with a primary emphasis on leaving no student behind.

3. What do you believe to be the characteristics of a successful school?

Total focus on the student, parent and outreach to the community that we will be serving. We will only be successful, when all of the stakeholders are involved and buy into the mission.

4. How will you know that the school is succeeding (or not) in its mission?

We will be tracking the success of our mission on a quarterly basis as on how we are meeting established requirements.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board of directors will focus on policy. We will not engage in the day to day operations. Quality staff will have full autonomy to run the facility. We are there to make certain policy is adhered to.

2. How will you know if the school is successful at the end of the first year of operation?

We will measure our success on how we perform against mandated TEA tests.

3. How will you know at the end of four years if the school is successful?

Success will be determined on students achieving their grade level along with achievements on test scores. We will also determine success through increased enrollment after year one through year four.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hiring effective leadership, meeting the budget, ensure policy guidelines are being met and dedicated participation to ensure the goals of the mission are reached.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would take the matter to the Board Chair. If, nothing positive occurs at this level, my only recourse would be to take it to the appropriate governing entities.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- ☒ Yes
- ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Kim Abernathy- (Spouse) Business Acquaintance, Brian Dillard-Neighbor, Jackie Gorman-Business Acquaintance

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☐ Yes
- ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

It's Your Choice Catering-Owner

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Mary Gradney

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Mary Gradney

Date

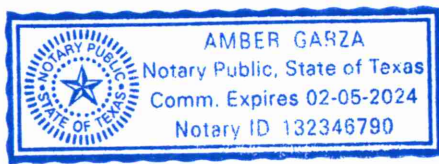
1-18-21

Verification

**STATE OF TEXAS
COUNTY OF BEXAR**

On this day, Mary Garza appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



[Signature]
Notary Public

My commission expires: 02/05/2024



MARY ANGUIANO-Gradney

Mary was born and raised in San Antonio, TX. As a native of San Antonio she has the ability to introduce the human aspect to any business venture and makes you remember the real reason that exists behind any profession: the relationships and connections we all share. Her background in the Non-profit world allows her a unique perspective into the process of marketing and her passion to serve and instinct for true talent.

Mary began to nurture her intrinsic ability in 2001 to create opportunity with her work with the Texas Department of Human Services in San Antonio Texas. As a Texas Works Advisor she initiated the process for low-income individuals and their families, which allowed them to obtain state assistance. Subsequently, she then conferred her aptitude upon San Antonio Independent Living Services. With her work as a Benefits Specialist she increased beneficiaries, and provided benefits planning to Social Security beneficiaries. Additionally, she provided technical training to state, federal, and other agency employees and assisted in the implementation of the Work Incentives Act of 2001.

In 2005, as Director of Family Services at Habitat for Humanity of San Antonio (HFHSA), she increased the number of qualified applicants by 40 percent annually and managed the successful progress and homeownership of more than 65 families. After her successful six year tenure with HFHSA she made her debut in the hospitality industry.

In 2011, Mary established herself as VP of Marketing and Recruiting for Chelsea's Catering and Bar Service (CCBS) and shortly thereafter as owner of It's Your Choice Catering.

Her essential function as VP with CCBS is to directly drive significant event revenue for the company and oversee the day-to-day operations of the businesses. She handles all contracting opportunities, sponsorship engagements and relationship contacts for the organization. As Vice President, Mary oversees all human resources and related payroll activities of CCBS. These activities include recruitment, hiring, scheduling and placement of staff for the company. She is involved in project management activities that ensures flawless execution expected by catering clients and restaurant customers. These activities include ensuring successful activation of events, updating, creating, organizing and filing proposals, contracts, recaps and managing contracts and additional documents pertaining to corporate or organization's client's events. Mary's past and current business experience has enabled her to develop successful business plans utilizing and incorporating the organization's core business tactics to reach the goals and objectives of CCBS.

Her care for the creation of opportunities for employment and her enthusiasm for the proliferation of the wide ranging products that Chelsea's Catering and Bar Service and It's Your Choice Catering offers, led to their success.

Mary's constant business sense and unparalleled understanding of the needs of others has made her successful in her professional service and also beyond within her community. She has served on the Mayor's Commission for Women's Issues as well as served as Board Member for the San Antonio Housing Trust. Currently, she is a board member on the City's Bond Oversight Committee for City Council District Two. She knows that it is only in sharing our strengths with the world around us that we can truly become the change we should see in the world. As a Wife and Mother to three beautiful and successful daughters her personal legacy persists and in the deferment of those values into her professional career, countless others will continue to benefit from her gifts and wealth of knowledge.

EsGENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Essence Preparatory Public Charter
Name of Sponsoring Entity:	Essence Preparatory INC.

BACKGROUND

Full Legal Name:	Henrietta Lynn Muñoz
Home Mailing Address:	2322 Wood Meadow, San Antonio, Texas 78232
Phone Number:	210-274-9353
E-mail Address:	<div></div> hmunoz@tamusa.edu
Business Name:	A&M San Antonio Institute for School and Community Partnerships
Business Mailing Address:	350 One University Way, San Antonio, Texas 78224
Business Phone Number:	210-784-2413

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

My motivation to serve on the board of Essence Prep is to always bring the highest quality education to communities that are historically underserved. My expertise in data analysis and work already in the public-school sector allows me to share my talents as the charter school plans its opening and the future work in the community.

2. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership and high-quality services to Essence Prep, as well as to ensure that the school complies with its charter and applicable laws.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I sat on the San Antonio Archdiocesan School Board for a 4-year term from the early 2000's which covered every private Catholic School PreK – 12 in a 22-county region. Additionally, I have worked with two traditional public-school boards over the last 15 years in my professional role with the United Way of San Antonio and through my work with the Annie E. Casey Foundation. Further, I have a doctorate in education.

4. Describe the specific knowledge and experience that you would bring to the board.

Specific knowledge and experience that I would bring to this charter school board includes the above as well as my dedication to public schools. Equitable accessibility to high quality education is the right of every child, and I have built my career aiming to uphold this for all communities, but most especially those communities that often overlooked.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Essence Preparatory Public School's mission is through rigorous academics, intentional character development, and cultivating student knowledge of self, prepares all kindergarten through eighth grade students for high school, college, and beyond as leading agents of change in their communities.

2. What is your understanding of the school's proposed educational program?

Essence Preparatory Charter School instills and embraces joy and excellence in our students by providing college preparatory instruction and teaching character development with a culturally affirming curriculum to foster student's growth as leaders. Taking ownership, culturally affirming curriculum, and rigorous instruction will frame the charter school.

3. What do you believe to be the characteristics of a successful school?

I believe there are at least three characteristics of a successful school: adaptive leadership, rigorous and high-quality instruction, and student-centered fiscal. These three acts like a three-legged stool and reflect the ability to focus on student success.

4. How will you know that the school is succeeding (or not) in its mission?

There are various indicators that allow for a school board to illustrate the success of a school. Some of these indicators include student performance, teacher certifications and continuous learning, the progress on a school plan.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The role that the board will play in the school's operation is to support the executive director and the school staff stand up the school. As a founding board, the board may take on more specific roles with providing support for school operations and over time move to more a governance role. It is the role of the board to hold accountable the executive director, focus on student outcomes and performance, and ensure the school is fiscally responsible.

2. How will you know if the school is successful at the end of the first year of operation?

Student performance is a key indicator of a successful school year. Essence Prep will focus on building life skills and being inquisitive about community and the world and therefore, student performance will go beyond what is traditionally thought of as "student performance".

3. How will you know at the end of four years if the school is successful?

Similarly to the question above, student performance and grounded-ness of the school in the community are successful indicators for the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Specific steps the charter school board will need to take to ensure the school's success includes regular communication, transparency, and building trust among the board with the executive director.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would quickly address any situation in which there was a possibility of unethical behavior or if one or more members was not acting in the best interest of the school.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- ☒ Yes
- ☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

All previous relationships are professional/business in nature.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☒ Yes
- ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Akeem Brown and I worked together on a community project(Promise Zone)

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

- ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- ☐ Yes
- ☒ Does not apply to me, my spouse, or family.
- If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

A&M San Antonio Institute for School and Community Partnerships; A&M San Antonio University; Healy Murphy.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

A&M San Antonio Institute for School and Community Partnerships is currently an SB1882 operator for 4 schools within Edgewood ISD. I am currently the SB1882 Institute Executive Director.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.


If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Henrietta L. Muñoz

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

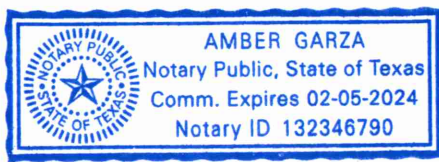
1-18-2021

Verification

STATE OF TEXAS
COUNTY OF BEXAR

On this day, Henrietta Lynn Muñoz appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



[Signature]
Notary Public

My commission expires: 02/05/2024

HENRIETTA LYNN MUÑOZ, PH.D.

Extremely motivated with solid experience managing all levels of large-scale projects, including budgeting, administration, and evaluation. Able to amplify equitable results utilizing a data driven process and powerful relationship building in service to striving families and neighborhoods.

EDUCATION

University of Texas at San Antonio

Ph.D. in Culture, Literacy, and Language

Dec. 2009

Dissertation: "Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy"

University of Texas at San Antonio

M.A. in Bilingual Bicultural Studies, Bicultural Concentration

2004

Thesis: "Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family"

Southwestern University

B.A. in Political Science and Anthropology

1998

Minor: Women's Studies

AWARDS AND APPOINTMENTS

Annie E. Casey Foundation's Results Count™ Advance Practitioner's Institute

2019

Annie E. Casey Foundation's Results Count™ Practitioner's Institute

2018

Salute to Outstanding Women in Action, La Prensa Foundation

2017

Community Leaders Forum Cohort 4, Federal Reserve of Dallas

2015

Community Indicators Consortium's Emerging Leaders

2013

Annie E. Casey's Children and Family Fellowship

2010-2011 Class 8 Fellow

2010

Kellogg Foundation and Communications Consortium

Media Center's Ready Kids, Ready Schools, Ready Communities

Opportunities Planning Grant

2010

Behavioral Economics Technical Assistance Award,

City of San Antonio

2010

Culture, Literacy, Language Doctoral Fellowship,

University of Texas at San Antonio

2004 – 2007

City of Georgetown, City Manager's Internship,

Southwestern University

1998

Texas Democratic Women's Fellowship/Internship,

Southwestern University

1998

National Hispanic Institute's John F. Lopez Fellowship, Southwestern University

1997

RELATED WORK EXPERIENCE

A&M San Antonio Institute for School and Community Partnerships

Executive Director

Sept. 2020 – Present

Oversight of the Senate Bill 1882 school partnerships within Edgewood ISD and whose mission is to design an equitable quality school pipeline for students in the South and Westsides of San Antonio, Texas. Responsible for a small team of Faculty and Clinical Professors from A&M San Antonio. Serves as chief executive for the Institute,

manages the Board of Directors, all Institute staff, and all education related partnerships with seven South Bexar County School Public School Districts.

United Way of San Antonio & Bexar County

Senior Vice President, Research and Implementation

Oct. 2017 – Sept. 2020

Provides research, evaluation, data system and integration oversight of all federal and private grants for United Way and specific oversight of United Way's Promise Neighborhood initiatives. Manages a team of six who embed Results Based Accountability and Results Based Leadership and Results Count within the work of data integration and coalition building in San Antonio. Serves as the primary lead/backbone organization for the Annie E. Casey Foundation's local Dual Generation Initiative, solidly establishing a collective impact approach with nine local partners to incorporate a two-generation approach to serving the whole family. Serves a two-year term on the Alamo Regional Data Alliance and participates with various Eastside coalitions in service to the Promise Zone.

United Way of San Antonio & Bexar County

Vice President, Grant Research and Evaluation

Jan. 2014 – Sept. 2017

Provides research and evaluation oversight of both federal and private grants for San Antonio's Eastpoint Neighborhood. Oversight of grant-related data collections, research, and evaluations for Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Dual Generation initiative, and the Eastside Promise Neighborhood. Serves as the primary backbone lead for the Dual Generation initiative; a growing two-generation approach to working with children and families.

United Way of San Antonio & Bexar County

Director, Family Stability Initiatives

Jan. 2013 – Dec. 2013

Manage projects of United Way chiefly connected to Family Stability initiatives. Oversees federal and private grants for the Eastside of San Antonio. Has oversight of the Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Family Centered Community Change initiative, the Eastside Promise Neighborhood sustainability and data work and the United Way's work on Strengthening Families.

United Way of San Antonio & Bexar County

Director, Eastside Promise Neighborhood

Jan. 2012 – Dec. 2012

Project director for the Eastside Promise Neighborhood initiative, a \$23.7M dollar grant over 5 years by the US Department of Education; managed the Eastside Promise Neighborhood Implementation Plan inclusive of the neighborhood's cradle to career pipelines and daily operations.

United Way of San Antonio & Bexar County

Director, Special Projects/Manager Making Connections Partnership

Jan. 2011 – Dec. 2011

Manage projects of United Way chiefly connected to Family Economic Success. Manage the SAVE USA program, a matched savings account offered during the tax time. Manage the FINRA Foundations grant on Financial Education. Consultant on the Promise Neighborhood Eastside effort and our citywide VITA effort. Also manage the Making Connections Partnership; direct oversight of a multi-million dollar budget for the Making Connections initiative, project of the Annie E. Casey Foundation. Reports to a board of directors of seven, accountable for reporting to the board, local constituents, and funders.

Making Connections Partnership, City of San Antonio

Coordinating Manager

June 2008 – Dec. 2010

Chief operations manager of daily operations, supervision over 11 staff coordinators and members, and oversight of a multi-million dollar budget for the Making Connections initiative, project of the Annie E. Casey Foundation. Making Connections is a two-generation strategy that improves opportunities for children to successfully read by 3rd grade

while strengthening family economic security through increased earnings, income, and assets. Oversight of a longitudinal mixed methods research project working with over 200 Edgewood ISD families. Report to a board of directors of seven, hold monthly meetings and accountable for reporting to the board, local constituents, and funders.

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Community Relations

Aug. 2007 – May 2008

Managed and coordinated corporate and business outreach for free tax preparation volunteerism and sponsorship. Established relationships with business and corporate community to commit corporate volunteers for the second largest free tax preparation program in the nation.

City of San Antonio, Department of Community Initiatives

Research Consultant

2006 – 2007

Provided evaluation and data analysis for the Family Economic Success division within the Department of Community Initiatives, specifically on financial literacy and asset building programming. Designed and conducted evaluation for the Auto Refinance program funded from the National Economic Development & Law Center (NEDLC).

VITA (Volunteer Income Tax Assistance), Catholic Charities

VITA Program Director

2002 – 2004

Directed the outreach and coordination of volunteer staff and participants for the Earned Income Tax Credit and VITA programs. Recruited, trained, retained, managed, sustained and recognized volunteer staff (350). Established partnerships with local colleges and universities, service learning groups, AmeriCorps projects, professional organizations and local community.

Children's Health Insurance Program, Catholic Charities

CHIP/Medicaid Resource Coordinator

2000 – 2002

Organized and coordinated outreach efforts for Bexar, Bandera and Kendall Counties. Recruited, trained, supervised, provided professional development and coordinated all efforts for the CHIP/Medicaid AmeriCorps*VISTA program. Chaired the committee for the CHIP/Medicaid Faith Based Initiative. Assisted with the training of community based organizations for the CHIP/Medicaid program.

National Hispanic Institute

Associate Director of Community Development

1999 – 2000

Worked with over 40 affiliated community 501 (c) 3 organizations across the nation on organizational development and program management. Awarded AmeriCorps*VISTA volunteers in Texas, New Mexico, and Colorado from the Corporation for National Community Service. Managed 3 nationally recognized Board of Directors. Worked with approximately 80 US colleges and universities on how to better recruit and serve Latino students. Managed college summer interns through the John F. Lopez Fellowship program. Mobilized volunteer staff for summer high school programs. Conducted workshops and training sessions on parent involvement, and directed nation-wide conferences in Texas, New Mexico, Colorado, and Illinois.

City of Georgetown

Grant Specialist, Homebuyer Assistance Program

6/1998 – 12/1998

Administered and managed the Homebuyer Assistance Program. Administered the government-based grant within the local and surrounding areas of Georgetown, Texas. Established public and community relations to market the program, and processed and tracked each client from interest through to completion of granting funds. Worked

directly with local and statewide realtors, banks, brokers, and housing officials. Assisted families with housing and financing services. Conducted evaluation on program.

TEACHING EXPERIENCE

University of Texas at San Antonio

Adjunct Professor: Mexican American Culture

Summer 2010 - 2013

A survey of Mexican American cultural distinctiveness in the areas of biculturalism, cultural production, and social organization. Topics include family and kinship, folklore, health, language, music, and religion. Developed syllabus and overall course structure, and administered all grades.

Alamo Colleges

Curriculum design and certificate program

2009

Designed culturally relevant leadership curriculum, and coordinated a certificate program for the Resident Leadership Certificate Program for Making Connections. The leadership certificate program includes curriculum from Alamo Colleges and the Annie E. Casey Foundation.

University of Texas at San Antonio

Student Teaching: Latino Financial Issues Program

2007

In collaboration with the Latino Financial Issues program/course, designed financial literacy curriculum for “at risk” high school students and implemented in classroom over 5 weeks.

University of Texas at San Antonio

Teaching Assistant: Cultural and Linguistic Diversity in a Pluralist Society

2004-2007

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices are explored to identify culturally inclusive responses. Assisted with syllabus and overall course structure, and administered some grades.

University of Texas at San Antonio

Adjunct Professor: Cultural and Linguistic Diversity in a Pluralist Society

Summers 2004-2011

Examination of sociolinguistic and socio-cultural principles central to culturally diverse settings, including the classroom and various cultural settings. Various pedagogical practices are explored to identify culturally inclusive responses. Developed syllabus and overall course structure, and administered all grades.

TRAININGS AND PRESENTATIONS

Results Count™ Coach and Facilitator

The results-based leadership approach is based on five core competencies, two foundational frameworks and two foundational skills — the 5-2-2 of Results Count.

The five core competencies are:

- Be results-based and data-driven, establishing clear targets and using data to assess progress and change course as needed.
- Bring attention to and act on disparities, recognizing that race, class and culture impact outcomes and opportunities for vulnerable children.
- Use oneself as an instrument of change to move a result, based on the belief that individual leaders are capable of leading from whatever position they hold.
- Master the skills of “adaptive leadership,” which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results.

- Collaborate with others, understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve re

The two foundational frameworks are:

- The [Theory of Aligned Contributions](#) contends that it is more likely that measurable population level change will occur when the right group of leaders use specific skills to align their actions and make contributions to a specific result.
- The [Person-Role-System framework](#) is used to address common barriers to aligned action. Leadership is influenced by a person's individual preferences and style and personal and professional experiences as well as the role he or she plays in formal and informal systems.

The two foundational skills of results-based leadership are:

- [Results-Based Accountability](#) (RBA), an approach used to differentiate between population and program level results, to use data to develop impactful strategies and to establish ways of tracking whether the work is making a contribution to the achievement of results.
- [Results-Based Facilitation](#) (RBF), which helps leaders design, lead and contribute in meetings that effectively move groups from talk to action and hold participants accountable for advancing the work.

Results Based Accountability Trainer

Results accountability is a disciplined way of thinking and taking action that can be used to improve the quality of life in communities, cities, counties, states and nations. Results accountability starts with ends and works backward, step by step, to means. Founder Mark Freedman along with the Annie E. Casey Foundations provides certification and training to adult learners.

Resident Leadership and Facilitation Certified Trainer

The Resident Leadership and Facilitation Training is designed to help participants (youth and adult learners) gain an understanding of the skills needed to lead successful meetings that result in decisions about actions that will achieve desired results.

Financial Literacy Coach

This training utilizes a coaching model to teaching financial literacy skills. Trained by the Central New Mexico Community College Financial Coaching team, the one-on-one coaching provides short and long term goal setting, and learning about financial behavior.

ACADEMIC PUBLICATIONS AND PAPERS

“Advancing Two-Generation Approaches, Funding to Help Families Succeed” Kristin Lehoullier and Shelley Waters Boots (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).

“Advancing Two-Generation Approaches, Developing an Infrastructure to Address Parent and Child Needs Together” Kristin Lehoullier and Karen Murrell (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).

“Using Integrated Data Systems to Strengthen Collective Impact in Out-of-School Programs” Patricia Auspos (Paper published by Annie E. Casey Foundation, **2017**. Baltimore. Based on San Antonio Dual Generation work).

“Unearthing the sacred knowledge: connecting with the community.” Claeys, L. & Muñoz, H. *Generating Transworld Pedagogy: Reimagining La Clase Magica*. Lexington Books (**2014**).

“Who am I? The Use of Narratives to Define Latina Politicization and Identity”
Generation 26 Application Essence Preparatory Charter School

Publication Revision for *Atzlan*. February **2013**

“Who am I? The Use of Narratives to Define Latina Politicization and Identity”

Publication Revision for *Atzlan*. **2009**

“Being & Becoming Financially Literate in a South Texas Community: Valuing the Funds to Practice Literacy”

Panel presentation at Annual Meeting Association of Applied and Clinical Sociology, San Antonio, TX.

2009

“Who am I? The Use of Narratives to Define Latina Politicization and Identity”

Paper presented at the Annual Meeting American Political Science Association, *Boston, MA*.

2008

“*Latino Financial Issues Program*”

Panel presentation at the ACCION Texas Summit on Microfinance in the U.S., San Antonio, *San Antonio, TX*. **2007**

“Crafting Family Culture and Legacy: An In-depth Look at a San Antonio Mexican American Family” Poster

presentation to the Annual Meeting of American Anthropological Association, *Washington, D.C.* **2005**

Conference presentations and performances at various conferences: Latina Letters Conference, MujerFest, Rio Bravo Conference [Texas conferences], NACCS Regional and NACCS National Conference

April 2003 & April 2004

RECENT PROFESSIONAL PRESENTATIONS

Engaging Higher Education Partners through this Crisis, Edgewood ISD Partnership, Texas Education Agency Annual Meeting, **November 11, 2020**

Engaging Philanthropic Partners, Choice Means Choice Conference-US Housing and Urban Development, **November 16, 2019**

Breaking the Cycle of Poverty by Designing Programs for All Family Members, NAWRS Collaborating Across Lines to Build Up Lives, **July 29, 2019**

Results Based Accountability – Performance Measures, The San Francisco Foundation, **June 13, 2019**

United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **November 10, 2017**

Collaborating for Systems Change = Housing + Education, 2016 Mayor Ivy Taylor’s San Antonio Housing Summit, **September 30, 2016**

United Ways and Results-Based Accountability, Measurable Impact, Clear Impact 2016 Annual Conference, **June 3, 2016**

Delivering Outcomes for Communities; Federal Training for Federal Agents, US Department of Education and US Housing and Urban Development, **June 1, 2016**

Change at the Speed of Trust: Using Data in Rebuilding a Vibrant EastPoint, National Neighborhood Indicators Partnership Annual Meeting, **April 6 2016**

The Drivers of Change: Local Practitioners’ Perspectives About Building Capacity of Community Change – the “Local Voices” Study, **December 10, 2015**

What Works and What Doesn’t: Lessons from across the Country, Equitable Development Strategies for Neighborhoods, Federal Reserve Bank of Atlanta, **September 22, 2015**

LANGUAGES

English – native language

Spanish – speak, read, and write with basic competence

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed CharterSchool:	Essence Preparatory Charter School
Name of Sponsoring Entity:	Essence Prep Inc.

BACKGROUND

Full Legal Name:	George Pedraza
Home Mailing Address:	908 Morningside Drive, San Antonio Texas 78209
Phone Number:	210-373-7248
E-mail Address:	
Business Name:	Covenant
Business Mailing Address:	4372 N Loop 1604 W, Suite 116, San Antonio, TX 78249
Business Phone Number:	210-403-5371

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity: Somerset Academy Inc; Central Catholic High School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I am excited to give back the Eastside of San Antonio community by serving on this proposed charter school board. I have experiences that I can bring to this role because of my prior charter school experience as the founder of the Brooks Academies of Texas Schools. I also have experience as a banker and can provide financial acumen as well. I have served on several non-profit boards and understand what is expected of board members. I love the target area, which includes children and families of color and of limited means. I am also excited by the quality and caliber of my fellow board members and the experiences and resources they will bring to their roles. Finally, I am excited about Akeem Brown’s vision and capabilities that he brings to this most important endeavor.

2. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role is to serve as fiduciaries of the public trust and to set policies appropriate for a charter school operation. We should be responsible for hiring/firing the leader of the organization and adopt an annual budget and ensure clean audits are provided annually. Cultivate community support.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as a founding board member of Somerset Academy Inc., Brooks Academies of Texas Schools. I have volunteered much in the education space for private and Catholic schools as well. Currently I am on the board of The Texas Public Charter School Association and have served on several other non-profit boards throughout my career.

4. Describe the specific knowledge and experience that you would bring to the board.

I ran the business operation side of Brooks Academy of Science and Engineering. I have both management and board finance experience. I have a 30-year career in banking and finance investments.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

I was drawn to its mission of rigorous academics and intentional character development for students in San Antonio's Eastside. A focus on student knowledge of self that focuses on social and emotional learning is critical in this day and time.

2. What is your understanding of the school's proposed educational program?

It is a proposed k-8 program on San Antonio's Eastside and will use a project-based learning mode focused on public policy, allowing students to grapple with real world issues to become effective agents of change. A strong focus on developing a culture that supports students and their families is also a key tenet of the proposed program.

3. What do you believe to be the characteristics of a successful school?

Strong leadership with effective teaching within a strong supportive culture. A strong board that is active but not overreaching or micro-managing. It is important to have strong parental involvement in the school and with their children.

4. How will you know that the school is succeeding (or not) in its mission?

This will be determined by accountability ratings, strong parental involvement, confident students that are aware of themselves and issues in their community.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Set policies; hire charter organization leader; adopt budget; ensure timely annual audits; connect with local community.

2. How will you know if the school is successful at the end of the first year of operation?

An annual review will be conducted to assess state of the school. Measurements to include enrollment levels, financial stability, accountability rating (if appropriate), parental and student engagement and staff retention.

3. How will you know at the end of four years if the school is successful?

After year 4 I would expect and overall 4-year review instead of just an annual review. This would help to measure if we have achieved all of our goals or not, as well as help us focus on areas needing improvement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Follow metrics; meet regularly and dictate time to serving; stay on top of continued requirements; Engage community; act as prudent and responsible stewards in the best interest of the school; diligently review financial reports and organizational activities.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

This behavior would not be tolerated. A conflict of interest/ethics policy will be adopted and provide guidance on how to deal with such a situation. The board would also seek legal guidance and action if necessary to end such behavior and remove such board member.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- ☐ Yes
- ☒ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☒ Yes
- ☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I know Akeem Brown through various community involvement activities.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

- ☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- ☐ Yes
- ☒ Does not apply to me, my spouse, or family.
- If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Board Harvest, LP.
Novus Development, LLC.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Brooks Academies of Texas Inc. / Somerset Academy Inc. - 2004-2006 Board Member

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

- ☐ Yes
- ☒ Does not apply to me.
- If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, GEORGE PEDRAZA

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

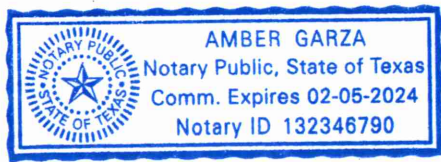
JAN 18, 2021

Verification

STATE OF TEXAS
COUNTY OF BEXAR

On this day, George Pedraza appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



[Signature]
Notary Public

My commission expires: 02/05/2024

George Pedraza

San Antonio, TX 78209

(210) 373-7248

Management, Non-Profit and Philanthropic/Wealth Advisor

Forward-thinking and influential business leader with a comprehensive background developing business growth activities in the banking, wealth management and non-profit worlds. A collaborative leader with a keen ability to lead high performance teams with strong relationship building and management skills. A dedicated professional with diversified board member experience in non-profit organizations with a focus on delivering creative solutions in the community. A start-up professional who successfully founded a Charter School (Brooks Academies of Texas). A career in business development has led to a large and network of business and non-profit contacts. Areas of expertise:

- Business Development
- Cross-Functional Team Leadership
- Start-up Experience
- Financial & Investment Analysis
- Strategic Planning
- Relationship Building
- Business Management
- Alternative Investments

Professional Experience

Covenant, San Antonio, TX, Senior Wealth Advisor, January 2021 - Present

Relationship manager for wealth management clients. Focused on using the firm's proprietary Lifestyle.Legacy.Phillanthropy process to help client develop and implement strategies to achieve their lifetime goals.

Wells Fargo Private Bank, San Antonio, TX, Senior Vice President/Wealth Advisor, Wealth Management, 2017 – 2020

Relationship manager for wealth management clients. Build and lead teams for each client situation. Coordinate specialty groups to provide services and products tailored to HNW client needs.

- Manage clients with \$5 million or greater of assets.
- Lead a team of wealth management specialists as relationship manager.
- Responsible for prospecting new clients and garnered meetings with new and largest prospects of group.
- Doubled AUM in 18 month period.
- Increased relationship with inherited clients to drive business growth.

Wells Fargo Securities, Director, Public Finance Department, 2008 – 2017

Oversaw business development, structuring and managing municipal bond and other financial product issues for cities, counties, school districts, etc., throughout Texas. Managed over \$6 billion in senior and co-managed bond underwriting business.

- Assisted with growth of Texas office from # 20 to a top 5 underwriter of Muni bonds in Texas over 8 years
- New business secured in previously unpenetrated markets and issuers (such as Northside ISD, El Paso area issuers, Charter schools and CPS Energy)
- Led effort to win highly competitive SAT Airport CONRAC financing

Novus Development, LLC, San Antonio, TX 2016 – Present Manager / Consultant

Serve as a manager and consultant to charter school organizations in San Antonio and Texas. Provide support and facility services to clients. Manage team of consultants with various skills and responsibilities.

Academica Management Southwest, LLC, San Antonio, TX 2006 – 2016 - CEO

Led charter school management services for Texas for new Charter school organization-Brooks Academy of Science & Engineering.

- Created a total of 4 new campuses in the San Antonio area. Services include business and financial management,

banking, and construction and real estate oversight.

- Successfully led application efforts for 3 new charter school authorizations through the Texas Education Agency

UBS Securities, San Antonio, TX 2001 - 2008 Director, Municipal Securities Group

Structured and managed municipal bond and other financial product issues for cities, counties, school districts, etc., throughout Texas.

- Successfully opened new San Antonio office for UBS and made secured new business in San Antonio and other Texas markets
- Successfully earned new business appointments for large bond financings (\$200 million +) at TXDOT, Judson ISD and Alamo Colleges
- Penetrated and opened new markets in K-12 ISD business in the Rio Grande Valley as well as new general municipal business in the Laredo, TX area with various issuers.

Education

Master of Public Administration (MPA), CAPP Fellow

The Maxwell School of Citizenship & Public Affairs,
Syracuse University, Syracuse, NY

Master of City & Regional Planning, Departmental Scholar

The University of Pennsylvania, Philadelphia, PA

Bachelor of Arts (BA), Political Science

The University of Texas at San Antonio, San Antonio, TX

Licensure

Series 66, Life & Health Licensure

Series 7, 53 (lapsed) and 63 Licensure

Community Involvement

Incarnate Word High School 2019-Present Finance Committee, IWHS Board

Keystone School 2020-Present Finance Committee Member, Keystone School Board

Essence Preparatory Charter School 2020-Present, Board Member

Texas Public Charter School Association 2018-Present Board Member, Secretary

American Sunrise 2018-2020 Board Member

Ballet San Antonio 2015-2020 Board Member

Center for State & Local Government Excellence 2007-2011 Board Member

Central Catholic High School Board 2011-2017 Board Member & Chair - Finance Committee

Vice Chair (2015 – 2017)

Choose To Succeed 2016-2020 Board Member

ICMA Retirement Corporation 1997 - 2004 Board Member and Audit Committee Chair

Additional

Founder, Brooks Academies of Texas, Inc.

Former Assistant to the City Manager, San Antonio, TX

San Antonio Mayoral Appointee to Brooks Development Authority

Consultant to Annie E. Casey Foundation (Making Connections Project)

Former President/Executive Director, American Sunrise

San Antonio City Council Appointee to the Community Revitalization Action Group

Recipient, City of San Antonio Housing Pioneer Award
Adjunct Professor, UTSA Master of Public Administration Program
Recipient, San Antonio Business Journal "40 Under 40" Award
Leadership San Antonio participant
Clinton/Gore Presidential Transition Team Member

Memberships

University of Texas at San Antonio Alumni Association
Our Lady of Grace Catholic Church
Central Catholic Alumni Association

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Essence Preparatory Charter School

Name of Sponsoring Entity:

Essence Prep Inc.

BACKGROUND

Full Legal Name:

Kanwal Malik Sumnani

Home Mailing Address:

5502 Burr Bluff, San Antonio, TX 78266

Phone Number:

714-454-0530

E-mail Address:

Business Name:

Compass Rose Public Schools

Business Mailing Address:

3300 Sidney Brooks Dr., San Antonio, TX 78235

Business Phone Number:

210-374-0717

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

San Antonio Choral Society

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I have always taken an interest in board leadership and have been reading board minutes for the districts I was educated in since I was in middle school. As a student, it was important to me to have an awareness of the different issues being brought to my district's Board of Directors and seeing where the interests lied of those in a position of voting power. Today, being a founding teacher at a charter school, and having had the opportunity to meet board members who helped inform the foundation of our school has offered me perspective and appreciation for the wide breadth of talent part of shaping the organization. I want to have an opportunity to take part in establishing a foundation for another charter school, under a leader whom I have respect for.

2. What is your understanding of the appropriate role of a public charter school board member?

A board member's responsibility is to serve in the best interests of students and organizational mission. They are not meant to dictate leadership team decisions or operational directives, but are rather meant to lend their own skills to govern, advise, assess, and provide accountability.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My first experience with board leadership is on the Executive Board of the San Antonio Choral Society. I have served since 2017 and have appreciated the learning experiences surrounding fundraising initiatives, marketing tactics, and reshaping voice to be inclusive and culturally responsive.

4. Describe the specific knowledge and experience that you would bring to the board.

As an educator, I have had experience teaching elementary-high school. While I have an awareness of curriculum resources from a content perspective (my expertise is mathematics, music, & computer science), I also have been a staunch advocate for healthy social emotional learning practices and college readiness programs. I am a strong listener, excel in written communication, and enjoy working on teams with a wide breadth of talent.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Essence Preparatory Charter School is committed to providing students with a rigorous core curriculum and invested in programming and systems that allow students to discover and define their own identity and build strong character. Essence Prep. is also committed to college readiness and in ensuring that students are ready to enact change in the world around them.

2. What is your understanding of the school's proposed educational program?

Essence Preparatory Charter School has a firm belief in project-based learning to acquire core content skills, and projects that specifically impact the students' community. PBL learning is cross-curricular in nature and students can see tangible products from their hard work and explain the relevance of what they are learning and doing.

3. What do you believe to be the characteristics of a successful school?

A successful school is a place where students, first and foremost, feel safe to grow and develop their skills. Successful schools retain staff and families, demonstrate evidence of high growth and achievement, offer access to different extra-curricular activities to inform passions, and provide students with an environment to shape their sense of self.

4. How will you know that the school is succeeding (or not) in its mission?

Once the board is able to establish a set list of priorities and goals, as well as evaluation methods, success can be monitored and measured. If there is not progress towards goals, this leads to a need to reevaluate. Following reevaluation, if progress is still not present, a school is not succeeding in its mission.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

School boards govern a district and in this case, the district is starting as a single school. School boards manage the superintendent of a district and provide insight and guidance to the superintendent. School boards follow a foundation of board-determined policies and methods of carrying out initiatives. Boards give voice to the community and incorporate feedback of all stakeholders as it serves the best interest of the overall organizational mission.

2. How will you know if the school is successful at the end of the first year of operation?

The hope is that Essence Prep. is able to retain families and staff members, achieve an A-F Accountability rating of an A or B to bolster its commitment to rigorous, college ready curriculum, and is able to have systems in place that allow for students to articulate who they are.

3. How will you know at the end of four years if the school is successful?

There is demonstration of dramatic academic growth in students, there is evidence of high teacher satisfaction data, and more and more families are interested in enrolling their children at Essence Prep.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will first need to adopt a set of organizational priorities and establish methods to evaluate success of those priorities. Methods of evaluating superintendent effectiveness is also paramount. The board needs to also establish opportunities to engage community members in decisions. Budget evaluation and finalization also needs to occur.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would plan to have an honest conversation with the members about intent to see their perspectives. A strong, unified board is essential to the health of the organization and prior to engaging in a process of reporting a given issue to someone outside of an organization, it is crucial to first engage in authentic, purposeful discourse and name what is going wrong.

DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

Akeem Brown was previously employed at Compass Rose, where both my spouse & I currently work.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☒ Yes

☐ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

Akeem Brown was previously employed at Compass Rose from 2019-2020.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Compass Rose Public Schools- Employee
San Antonio Choral Society- Board Member

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Compass Rose Public Schools (2017-Present)- Founding Teacher, Technology Implementation Specialist

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Kanwal Malik Sumnani

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

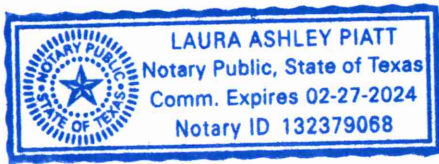
1/18/2021

Verification

STATE OF TEXAS
COUNTY OF BEXAR

On this day, Kanwal Malik Sumnani appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18 day of January 2021.



Laura A. Piatt
Notary Public

My commission expires: 02/27/2024

KANWAL SUMNANI

San Antonio, TX • (714) 454-0530 • [REDACTED]

EDUCATION

ABILENE CHRISTIAN UNIVERSITY

Projected May 2024

Doctor of Education in Organizational Leadership, Learning with Emerging Technologies

JOHNS HOPKINS UNIVERSITY GRADUATE SCHOOL OF EDUCATION

May 2020

Master of Science in Educational Studies

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Mar 2016

Bachelor of Arts in Sociology, Minors in Education Studies and Music History

Awards: Social Justice in Education Award (2016), Education Studies Minor Director's Award (2016), James W. Trent Fellowship (2014), ZipCar Students with Drive Choral Excellence Scholarship (2014)

EXPERIENCE

Compass Rose Public Schools, San Antonio, TX

Jul 2020 – Present

Technology Implementation Specialist

- Collaborate with instructional leaders and Chief Academic Officer to source and identify appropriate education technology for all types of classroom applications, including the needs of special education students
- Serves as the primary project manager for all software and hardware implementation across the network
- Create and facilitate school-based, high-quality professional development, for instructional staff to refine their knowledge and skills in using technology
- Maintain, inspect, diagnose, and repair computer hardware

STEAM Teacher (Computer Science, Mathematics, and Music), Grade Team Lead

May 2017 – Jul 2020

- Created a seven-year scope and sequence focused on computer science, entrepreneurship, and approaches to problem solving and created curriculum for the K-12 STEM pathway as part of the school network's expansion plans
- Developed unit instructional plans based on Texas curriculum standards for Sixth and Seventh Grade Math and Algebra I, created daily lesson plans based on curricular goals, achieved average student growth of two and a half years in a single year on the Measures of Academic Progress test
- Organized and funded the network's first inter-county STEAM field trips, received grants from Verizon and Adafruit Industries
- Taught choral music and group voice lessons, coordinated annual fieldtrips to observe local university chamber ensembles
- Awarded "Teacher of the Year" for the 2018-2019 school year

San Antonio Independent School District, San Antonio, TX

Jun 2016 – May 2017

Fifth Grade Teacher (Self-Contained and Mathematics), Academic Coordinator Teacher

- Developed unit instructional plans based on Texas curriculum standards for Fifth Grade core subjects, created daily lesson plans based on curricular goals
- Engineered and executed classroom management systems and procedures, engaged in 315 hours of professional development workshops
- Served as the grade level chair, led meetings on instructional strategies, item analysis, and social emotional learning

UCLA Graduate School of Education and Information Studies, Los Angeles, CA

Jul 2015 – August 2016

Undergraduate Researcher

- Conducted surveys and collected data, using methods such as interviews, questionnaires, focus groups, and literature reviews
- Created lesson plans and implemented projects in after-school programs, edited and formatted existing lessons under advisors
- Prepared reports and presentations summarizing methods, samples, and results for advising graduate students and faculty
- Served on a highly-selective panel and research team to help the school establish a new undergraduate major in Education

UCLA Herb Alpert School of Music – UCLA Choral Department, Los Angeles, CA

Aug 2014 – Jul 2015

Teaching Assistant/Chorus Manager

- Managed the operations of two university performing arts ensembles with over 150 students, coordinated campus-wide recruiting efforts, coordinated fundraising efforts, maintained/updated choral website and social media platforms, booked venues and worked closely with stage management to plan & execute concerts (11 total), worked closely with the departmental chair
- Raised over \$35,000 through crowd funding efforts, grant writing, fundraising events, and the solicitations of donations, coordinated inter-county efforts for a community outreach program to provide K-16 students in under-resourced areas with on-site and off-site performance clinics with a UCLA conductor, free collegiate concerts, and university campus tours
- Selected as the first undergraduate in the history of the program for this competitive graduate level student position

ADDITIONAL

- Languages: English (Native Speaker), Urdu/Hindi (Native Speaker), Spanish (Intermediate)
- Proficient in JavaScript, HTML, Microsoft Office Suite | Familiar with SPSS, Qualtrics, and Praat
- Interests: Education research and technology, choral singing, STEAM advocacy, current events, community involvement

Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity

Submit three organizational charts that show the school's governance, management, and staffing structures: (1) the first organizational chart will represent the school's structure during Year 1; (2) the second chart will represent the school's structure during Year 3; and (3) the third chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

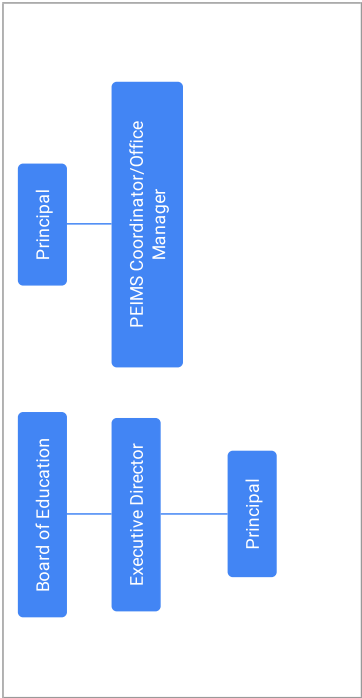
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity

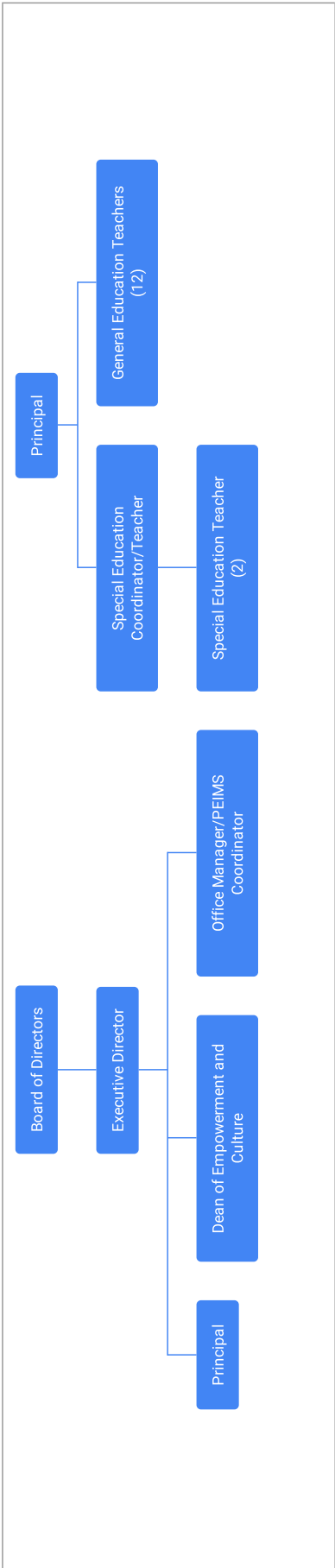
YEAR 0

Title	Supervisor
Executive Director	Board of Education
Principal	Executive Director
PEIMS Coordinator/Office Manager	Principal



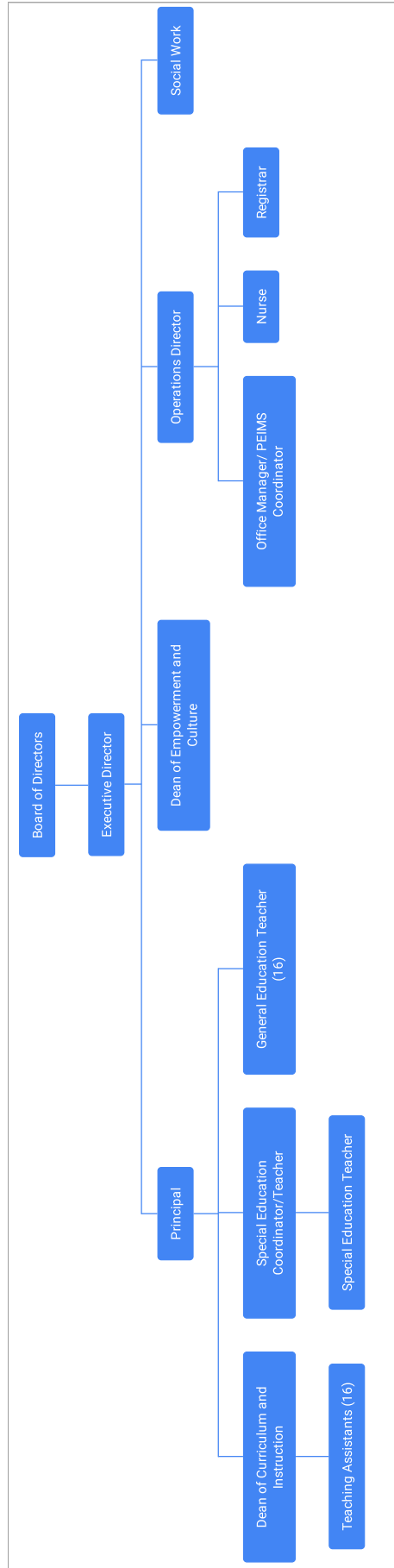
YEAR 1

Title	Supervisor
Executive Director	Board of Directors
Principal	Executive Director
Dean of Empowerment and Culture	Executive Director
Office Manager/PEIMS Coordinator	Executive Director
Special Education Coordinator/Teacher	Principal
Special Education Teacher (2)	Special Education Coordinator/Teacher
Office Manager/PEIMS Coordinator	Executive Director
General Education Teachers (12)	Principal



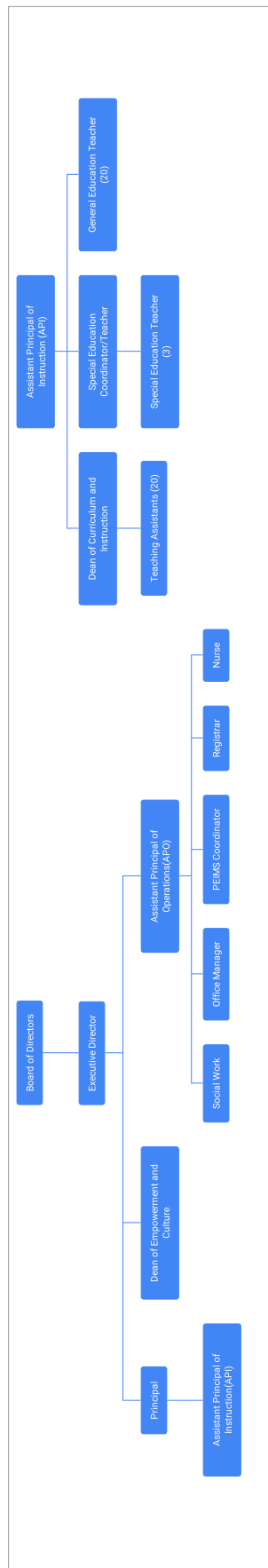
YEAR 2

Title	Supervisor
Executive Director	Board of Directors
Principal	Executive Director
Dean of Empowerment and Culture	Executive Director
Dean of Curriculum and Instruction	Principal
Operations Director	Executive Director
Special Education Coordinator/Teacher	Principal
Special Education Teacher	Special Education Coordinator/Teacher
Social Work	Executive Director
Office Manager/ PEIMS Coordinator	Operations Director
Nurse	Operations Director
Registrar	Operations Director
General Education Teacher (16)	Principal
Teaching Assistants (16)	Dean of Curriculum and Instruction



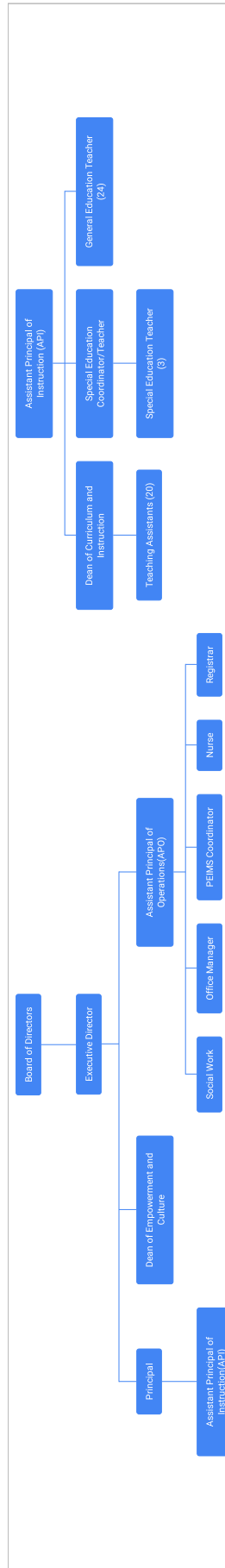
YEAR 3

Title	Supervisor
Executive Director	Board of Directors
Principal	Executive Director
Dean of Empowerment and Culture	Executive Director
Assistant Principal of Operations(APO)	Executive Director
Assistant Principal of Instruction(API)	Principal
Dean of Curriculum and Instruction	Assistant Principal of Instruction (API)
Special Education Coordinator/Teacher	Assistant Principal of Instruction (API)
Special Education Teacher (3)	Special Education Coordinator/Teacher
Social Work	Assistant Principal of Operations(APO)
Office Manager	Assistant Principal of Operations(APO)
PEIMS Coordinator	Assistant Principal of Operations(APO)
Registrar	Assistant Principal of Operations(APO)
Nurse	Assistant Principal of Operations(APO)
General Education Teacher (20)	Assistant Principal of Instruction (API)
Teaching Assistants (20)	Dean of Curriculum and Instruction

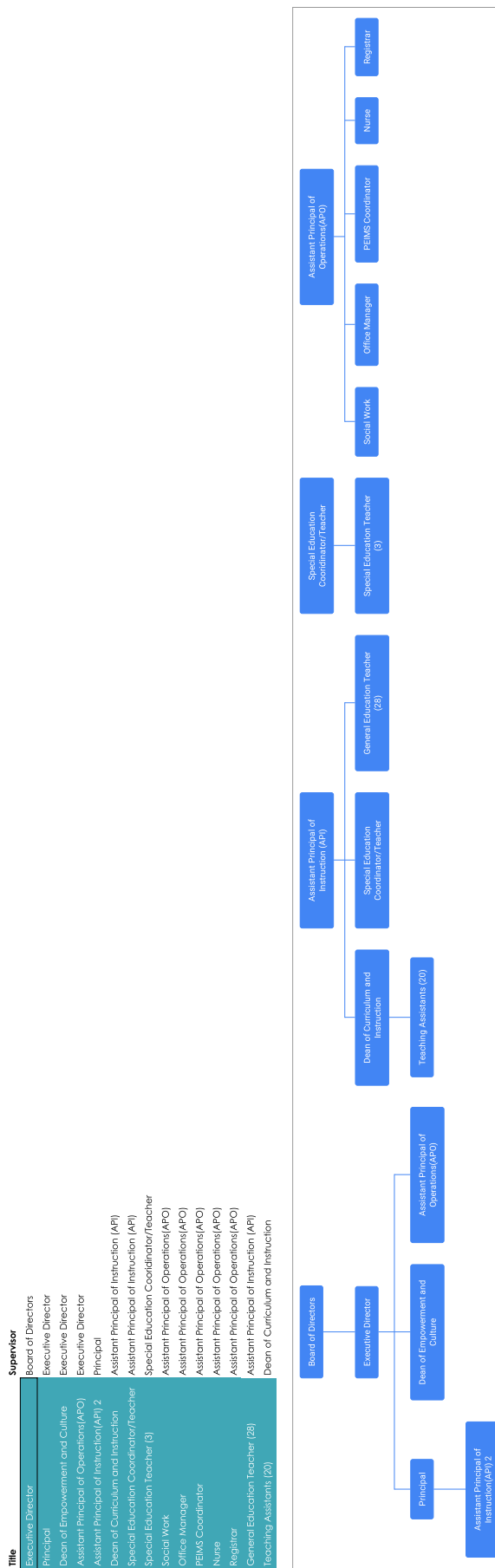


YEAR 4

Title	Supervisor
Executive Director	Board of Directors
Principal	Executive Director
Deen of Empowerment and Culture	Executive Director
Assistant Principal of Operations(APO)	Executive Director
Assistant Principal of Instruction(API)	Principal
Deen of Curriculum and Instruction	Assistant Principal of Instruction (API)
Special Education Coordinator/Teacher	Assistant Principal of Instruction (API)
Special Education Teacher (3)	Special Education Coordinator/Teacher
Social Work	Assistant Principal of Operations(APO)
Office Manager	Assistant Principal of Operations(APO)
PEIMS Coordinator	Assistant Principal of Operations(APO)
Nurse	Assistant Principal of Operations(APO)
Registrar	Assistant Principal of Operations(APO)
General Education Teacher (24)	Assistant Principal of Instruction (API)
Teaching Assistants (20)	Deen of Curriculum and Instruction



YEAR 5



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' Superintendent Evaluation system, please state so and link in the narrative response. DO NOT attach.

SUPERINTENDENT EVALUATION



Position Summary

The Executive Director (ED) of Essence Preparatory Charter School (EPCS) will be held accountable by the Board of Directors for all aspects of the school's performance and management, including but not limited to: academic program, financial management, and organizational health. The ED is entrusted with advancing the school's mission, ensuring strong student performance aligned with the goals and measures outlined in the school's accountability plan, maintaining the financial viability of the organization, and determining the future direction of the school in accordance with the mission. The Superintendent will be hired by and report to the EPCS Board of Directors.

Evaluation

The evaluation is directly tied to the responsibilities of the Superintendent, specifically within the planning year. The evaluation is informed by the members of the Board in alignment with various responsibilities and includes the Superintendent's self-evaluation in each area at the mid-year and end of year evaluations. The mid-year evaluation will take place on or before January 30 of each year. The end of year evaluation will be completed on or before June 30 each year.

Each area for evaluation corresponds to elements with the Superintendent's job description and provides opportunity for both quantitative and qualitative review. The three areas (Academic Program, Fiscal Management, and Organizational Health) are in order of importance and weight. The Superintendent uses this template to create a self-evaluation as well, and provides the self-evaluation to the Board as part of its annual evaluation process and as one resource informing this process.



The final evaluation document is completed with one voice from the entire Board, and includes specific but unattributed comments from the larger Board's membership. The Board will establish a sub-committee (no later than October 30), consisting of at least the Board Chair, one member from the Academic Committee, and one member from the Finance Committee. This sub-committee collates all of the materials and writes the final evaluation.

Academic Program

Responsibility	Year 1 Measurement	Evaluation	Comments
Create, monitor, and sustain a school culture of academic excellence through consistent implementation of systems and structures to maximize student learning	Academic Metrics NWEA MAP testing Data Action Plans Trimester Assessments (STAAR) Data reports to board Report Cards	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	
Create, monitor, and sustain an exemplary K-8 academic program that supports strong academic achievement for all learners	100% of students experience at least 1.5 years of reading growth (by Spring MAP test) 60% of students score proficient on STAAR testing (Math, Reading, and Science)	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	

	By end of year, 70% proficiency on Unit Assessments All students compose a proficient piece of writing according to a college-ready aligned rubric.		
Facilitate staff development and administrative meetings in coordination with other members of the leadership team, including Teacher Leaders	Coaching meetings Professional Development Planned Leadership Team Meetings (Agendas) Improvement Plans	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Lead all student recruitment and community meetings in coordination with staff	Student Recruiting Plan Meeting Targets within the plan	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Draft and communicate evaluations of all staff members	Teacher evaluation platform	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Organize, plan, and lead orientation, training, and evaluation of all staff members	PD Feedback forms Agenda and Plans for Orientation Instructional staff retention	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Provide instructional leadership through regular observations, feedback, and meetings, and additional metrics of support in	Daily Classroom Walkthroughs Culture Data Collection	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	

order to provide a quality instructional program to students within the context of a disciplined school culture	Lesson Plan Feedback for all teachers Observations Weekly Coaching Meetings		
Analyze student achievement data as well as teacher performance data on a variety of metrics, quantitative and qualitative, and use information to collaborate with the rest of the school leadership team on strategic plan and short- and long-term vision for school	Academic metrics Interim Assessment Plan Data Analysis Plan and Protocols	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Implement all student discipline, code of conduct, and behavior standards and policies in conjunction with other administrative and teaching staff	Discipline Data Dean's List Reports	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Review all student report cards before disbursement to families, or delegate to appropriate staff member(s) upon school growth	Report Card Comments Student Performance List	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Supervise and direct the culture of the school by monitoring the academic program and the implementation of school's discipline code to ensure a safe and focused school environment	Dean's List Reports Academic Metrics Daily Attendance above 93% Daily tardies below 10%	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	

Summative assessment of the Superintendent's leadership of the Academic Program in Year 1.



Financial Management

Responsibility	Year 1 Measurement	Evaluation	Comments
Manage and allocate school resources, including financial resources, in alignment with values of school and board-approved annual budget; work with the Operations Team to evaluate the accuracy of all financial documents	Annual Budget Approved Budget Amendments created/approved Board Reports Grant Reporting	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	
Work with Region 20 to supervise and monitor daily inputs and outputs of the school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies	Board Reports Outstanding Invoices Tracker 990 Form Petty Cash Spreadsheet	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	
Collaborate with the Operations Team and back-office-provider to prepare and submit required reports, evaluations, and data to all external and funding sources	990 Form Budget on Website Budget Amendments End of Fiscal Year Reports Board Reports	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	
Work with all school stakeholders, specifically with the Board of Directors and its committees, to acquire and collect resources, financial and in-kind, for	Grant Applications Donations Fundraising Events (Lunch and Learns)	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	

instructional, extracurricular, and enrichment needs			
Ensure the financial stability of the school by attaining and maintaining stable enrollment	Less than 10% of students leave EPCS between September 1 st and the end of the school-year. Enrollment Targets met	<ul style="list-style-type: none"> o Not satisfied (0) o Partially satisfied (3) o Fully satisfied (5) 	
Summative assessment of the Superintendent's leadership of Financial Management in Year 1.			

Organizational Health

Responsibility	Year 1 Measurement	Evaluation	Comments
Manage and work closely with the Operations Team as well as all other staff on all responsibilities associated with the positions, including representatives of all outsourced business functions	Survey response from Operations Team Staff Retention	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations	Hiring Staff retention Staff Satisfaction in Climate Surveys 100% completion of surveys	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Coordinate lottery, admissions, enrollment, and waitlist procedures for the school	Enrollment Plan Enrollment Targets Lottery executed successfully Enrollment paperwork completed by July 30th	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Implement all personnel policies	Orientation on policies Policies followed 100%	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Serve as primary spokesperson for school to internal and external constituents including media, community members,	Newsletter and Social Media presence positive and regular Any positive media	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	



parents, political leaders and representatives, and visitors	Regular tours and visits (at least 1 day per week)		
Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school	Committee Chair Call Director Update Dashboard Updated	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Inspire staff and student body to remain focused and determined in work of fulfilling the mission of the school	100% of staff complete the EPCS Staff Survey in Fall and Spring 80% of staff report satisfied or very satisfied with EPCS in Fall and Spring	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Model and promote self-care and safety precautions for all staff	No preventable safety issues with staff at school No communication with staff during breaks, evenings, weekends unless an emergency or time sensitive issue	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Communicate effectively with families around the school's mission and goals	75% of families complete survey in February 90% of families report satisfied or very satisfied with EPCS	<input type="radio"/> Not satisfied (0) <input type="radio"/> Partially satisfied (3) <input type="radio"/> Fully satisfied (5)	
Summative assessment of the Superintendent's leadership of Organizational Health in Year 1.			

Synthesizing comments on the Superintendent's leadership in Year 1.

Board Chair

Date

Superintendent

Date



Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

Superintendent Qualifications

Akeem Brown is the proposed Executive Director and Superintendent of Essence Prep.

Over the past several years, Brown has dedicated his career to serving students living in San Antonio's Eastside, a diverse, multilingual area that has experienced significant neglect and increased poverty. By founding a school, he seeks to provide his students with the pathways to opportunity he feels are lacking in many areas of the city. He began his career in education as a social studies teacher in Brooklyn, NY. He has since managed programming and communications for the City of San Antonio's Office of EastPoint and served as the director of operations and interim CEO of San Antonio Growth on the Eastside, where he supported STEM instruction in the San Antonio Independent School District and oversaw a \$23.7 million Promise Neighborhood grant. He has also served as director of communications and policy for San Antonio's City Council District 2. Most recently, Brown was the director of people operations at Compass Rose Academy, a public charter school on the Southside of San Antonio. Akeem holds a Bachelor of Science in Political Science from South Carolina State University and is pursuing a master's in organizational leadership from Our Lady of the Lake University.

Brown is well-equipped to launch and lead an independent charter school. While he is not a career educator, he has taught in charter schools and he has worked at the district level in a growing charter network here in Texas. He also has deep connections to the Eastside of San Antonio, with his experience at SAGE and San Antonio's City Council District 2 spurring on his interest in building a school serving the Eastside community, where students learn to actively lead in developing public policy that positively impacts themselves and their community.

Brown is currently a Fellow in the prestigious BES Fellowship. BES is a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. They support leaders to not only build new schools but to ensure their schools excel and sustain their results over time, and they invest in leaders so that they can invest in their teams and students, delivering on the promise of an excellent education for every child. Through BES, Brown is able to visit (virtually visit in the time of Covid, of course) high-performing charter schools in Texas and across the country to learn from successful school and network leaders what it takes to build a school of excellence for every child.

BES is a cohort-based program, with over a dozen other leaders from across the country working alongside Brown every day. This provides peer-based supports that most charter school founders do not have. Brown also has a system of support in San Antonio, where charter leaders from Compass Rose, Promesa Academy, School of Science and Technology, The Gathering Place, SA Prep, and Prelude Prep have all provided much-needed guidance to date. In particular, Brown has worked for and continues to get mentorship from leaders at Compass Rose, which has helped prepare him for the task of launching and leading a highly successful public charter school in Texas.

The board of directors of Essence Prep has the utmost confidence in Brown to launch and manage a school that provides every student on the Eastside of San Antonio with a world-class education. His experience in education, public policy, communications, local government, and executive leadership suggest he has the experience and track record necessary to be a transformational leader for his staff and, ultimately, for the scholars of Essence Prep.

Salary & Per-Student Salary

The starting salary for the Executive Director/Superintendent will be \$100,000, which equates to a per-student salary of \$277.78 per student.

Succession Plan & Leadership Development

Should something happen that makes it impossible for Brown to continue on as Executive Director/Superintendent once the school is operating, the board of directors has agreed upon the following succession plan:

- If a Principal has been hired, s/he will take over as Superintendent on an interim basis, until a permanent replacement for Brown can be identified, interviewed, hired, and onboarded.
- The Principal will have the opportunity to apply for the job, should s/he desire to do so.
- Should the Principal earn the Superintendent job, the Assistant Principal of Instruction (API) will be named interim Principal until a permanent replacement is found.
- The API will have the opportunity to apply for the job, should s/he desire to do so. If the API is hired as Principal, the school will open a search for a new API.

Strong leadership is essential to a healthy school, and a deep bench of leadership is integral to maintaining high quality leadership throughout the school. Essence Prep will partner with BES to train up-and-coming leaders to take on schoolwide leadership roles as the school grows. As part of their effort to help school excel and sustain excellence, BES has a strong track record of training teachers and other school-based staff in preparation for leadership roles. Starting immediately, Essence plans to identify one of two high-potential staff members to take part in BES's Emerging Leaders program. This will ensure a healthy pipeline of leadership is developed as early as possible.

QUALIFICATION SUMMARY

Self-driven and young transformational leader. Currently seeking to utilize my knowledge of strategic planning, leadership abilities, critical & creative thinking to design and support the mission of an organization to produce favorable results, robust performance, and provide continued and collective professional growth in the current volatile, uncertain, complex, and ambiguous environment.

EDUCATION

SOUTH CAROLINA STATE UNIVERSITY, ORANGEBURG, SC
Bachelor of Arts Political Science

2010-2014

OUR LADY OF THE LAKE UNIVERSITY, SAN ANTONIO, TX
Master Science of Organizational Leadership

Expected Graduation 2021

PROFESSIONAL EXPERIENCE

Building Excellent Schools

2020-21 Fellow

February 2020-Current

- The Fellowship is a comprehensive training program in school creation, preparing Fellows to design, found and operate academically excellent schools.
- The Fellowship comprises of one training year plus three years of follow-on support, during which BES provides coaching and training for school leaders in the process of building and executing their schools.
- Participate in 75+ training days, study 40+ exemplar schools nationwide, complete a minimum of two residencies at high-performing schools, write and submit a charter application, and build a founding board.

COMPASS ROSE PUBLIC SCHOOLS.

Director of People Operations

September 2019-February 2020

- Member of the Network Leadership Team; charged with leading recruitment and hiring for all of Compass Rose's Schools and Network Teams.
- Worked directly with the Head of Schools, School Directors, Director of Academics, Chief Operations Officer, and Chief Executive Officer, as well as external partners, to attract, engage, and select high quality leaders, teachers, network team staff.
- Developed the regional recruitment strategy and managing the selection, hiring, and matriculation process for all campus & network headquarter positions.
- Served as a strategic partner to school and regional leaders around organizational health, retention, staffing, and other talent needs.

BLUE DUCK EXPRESS INC.

Chief of Staff

November 2018-September 2019

- Member of the Executive Team. Drove actions to achieve near-term financial targets and accomplish long-term strategies.
- Set direction and executed company vision and goals, business strategy, company and HR policies, procedures and compensation practices, performance management metrics/tools and strategic/tactical actions. Created and manage a pay-for-performance plan as a recruitment/retention tool and a first of its kind within the industry.

- Co-planned and executed acquisitions and major purchases. Concurrent with present position, served as VP, Human Resources. Developed a human capital approach to HR management, developed/managed benefits

SAN ANTONIO FOR GROWTH ON THE EASTSIDE

Interim Chief Executive Officer

September 2018-November 2018

Board Governance:

- Worked with the board in order to fulfill the organization mission.
- Led the development board in a manner that supports and guides the organization's mission as defined by the Board of Directors.
- Maintained effective communication with the Board and provided on-time and accurate information necessary to ensure the proper functioning of the Board as well as the establishment of informed decisions.

Financial Performance and Viability:

- Developed resources sufficient to ensure the financial health of the organization.
- Responsible for the fiscal integrity of 1.8M to include submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflected the financial condition of the organization.
- Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and maintenance of the organization in a positive financial position.
- Championed fundraising and raising other resources which were necessary to support SAGE's mission.

Organization Mission and Strategy:

- Worked with board and staff to ensure fulfillment of the mission through commissioning programs, strategic planning, and expanding community outreach.
- Implemented the SAGE's programs that undertake the organization's mission.
- Engaged in strategic planning to ensure that SAGE fulfill its mission successfully and achieves its future goals.
- Enhanced SAGE's image by being active and visible in the community and by working closely with other professionals, civic and private organizations, and individual volunteers and beneficiaries.
- Established and maintained relations of trust with shareholders, partners and external authorities

Organization Operations:

- Oversaw and implemented appropriate resources to ensure that the operations of the organization are appropriate.
- Administrated all operational agencies effectively.
- Oversaw the hiring and retention of competent, qualified staff.
- Signed all notes, agreements, and other instruments made and entered into and on behalf of the organization.
- Developed and implemented strategies aimed at promoting the organization's mission and voice.
- Created complete business plans for the attainment of goals and objectives.
- Provided guidance and coaching
- Ensured staff's adherence to the organization's daily activities and long-term plans
- Managed projects and programs related to all contractual agreements
- Reviewed financial and non-financial reports to devise strategic solutions or propose necessary improvements
- Analyzed problematic situations and their occurrences to provide solutions and ensure organizational survival and growth

Chief Operations Director

Reported directly to the Chief Executive Officer (CEO). Main responsibilities included leading and managing a comprehensive array of services and programs.

Lead program coordinators and other program staff including volunteers.

- Reviewed on an ongoing basis the services offered and developed new programs as need emerged.
- Consistently informed the CEO, and ultimately the board of directors, of all program issues and accomplishments.
- Assisted clients with site location needs, assured SAGE maintains listing information on land and buildings available within San Antonio's Eastside.
- Maintained agency certification to offer financing services through the Grow America Fund and SBA loan programs.
- Prepared, packaged, analyzed and presented loan/grant applications, including credit analysis. Also managed and directed the closing of loans.
- Developed, implemented, and managed various aspects of the programs in the annual budget in conjunction with the fiscal analyst and the CEO.
- Assisted the CEO in planning, organizing, and implementing public and private fundraising initiatives as well as writing grants.
- Partnered with the CEO to represent SAGE to the external constituency groups, including the communities and governmental and private organizations.
- Ensured that all program activities operated consistently and ethically within the mission and values of SAGE.
- Prepared and submitted the annual operational budget to the CEO for review and approval to ensure that projects are managed effectively within the budget as well as reporting accurately on progress made and challenges encountered.
- Ensured the continued financial viability of SAGE's programs through sound fiscal management.
- Provided programmatic leadership and input for all strategic planning processes with the CEO and staffs.

CITY OF SAN ANTONIO-OFFICE OF EASTPOINT**Senior Management Analyst****October 2016-September 2017****Program Management**

- Assisted in overseeing the development of work plans for eight Promise Zone issue areas and the identification of roles for each of the partners.
- Recruited key stakeholders to participate in subcommittees and ensured they contributed in ways that reflected strong engagement and representation from all participants across the Promise Zone area.

Supervision

- Supervised two communication specialists, including one VISTA leader to ensure that they effectively manage the day-to-day work of the subcommittees which included:
 - The facilitation of communication between meetings
 - Preparation of agendas
 - Doing follow-up to ensure implementation of each item discussed in the meeting
 - Developing action plans and identifying roles for partners
 - Leading research efforts and the development of materials to advance the work of the group.

Communications and community engagement

- Developed communication materials for the press and the general public.
- Oversaw the development of the community engagement plan.
- Attended community meetings to update residents on the activities of the Promise Zone.
- Worked with the communications specialist to oversee the development and execution of community events, such as clean-up days, job fairs, community health days, etc.

- Worked with the Office of Grants and federal liaisons to track new Notices of Funding Availability (NOFA).
- Worked with the Executive Committee to identify the best-positioned organization to apply for grant opportunities through the federal and state governments as well as with philanthropic organizations.
- Led efforts to apply for funding for Promise Zone projects on behalf of the program director.
- Supported the efforts of other organizations to apply for funding for Promise Zone projects.
- Managed the process of providing letters of support for Promise Zone projects.

Data and evaluation

- Worked with the Director of Policy and Evaluation (HUD) to refine metrics of success, establish baseline data, create a dashboard of key indicators, track progress, and report to partners on these efforts.

Strategic alignment

- Provided strategic support to program director of initiatives in the Promise Zone, including the affordable Entrepreneurship Consortium, the Financial Empowerment Centers, job training programs, and others.

CITY OF SAN ANTONIO- CITY COUNCIL DISTRICT 2

Director of Communications & Policy

December 2015-October 2016

- Strategically guided the development and implementation of the Council member's policy initiatives, advocacy, and strategic communications to advance the goals outlined in the internal Strategic Plan.
- Provided strategic guidance to the Council member's and staff and outside consultants as appropriate to develop and implement plans, systems, and team culture that leverages media for maximum policy impact and to enhance the profile ensuring that our communications team targets major outlets across multiple platforms and identifies media opportunities.
- Developed, implemented, and managed strategic and proactive relations with the public and the media.

CITY OF NEW YORK NEW YORK

Communications Coordinator to Deputy Mayor for Strategic Policy Initiatives June 2014-December 2015

- Coordinated and assisted in the implementation of the de Blasio administration's policy imperatives of ensuring all New York City children have access to high-quality education.
- Developed and executed strategic communications plans
- Provided technical guidance, such as message training and communications support to senior administration officials including Deputy Mayor De-Buery.
- Developed communications materials including message guides, op-eds, online content, and speeches.
- Re-developed a monitoring and management system for education narratives related to pre-K, after school, community schools and in coordination with the Communications Director and the City Hall press team.
- Collaboratively interacted with members of the City Hall and Department of Education press teams, as well as education policy experts and the Deputy Mayor's team.
- Met monthly with Chancellor's office at the Department of Education to discuss cross functioning work.

INTERNATIONAL. FC STONE New York, New York

Investment Banking-Summer Analyst Intern

Summer 2013

- Developed client presentations, gathered information, built financial spreadsheet models, worked on various projects to support client relations, and assisted banking teams with day-to-day responsibilities.
- Created and presented a merger briefing reports on two real estate firms and Turkey's Real Estate Market.
- Gained exposure to the firm's businesses and expanded knowledge of the investment banking industry while developing important analytical and communication skills.

SKILLS Interpersonal Skills

- Excellent verbal and written communication skills
- Public Speaking Skills
- Excellent time management skills
- Technical writing skills
- Judgment and decision-making skills

Conceptual Skills

- Knowledgeable in political management planning and its application
- Non-Profit Management Certification
- Fundraising
- Government/Public Affairs Skills

Technical Skills

- Fiscal Responsibilities that includes budget allocations, projections, and procurement.
- Strategic planning and critical thinking skills
- Complex Problem-Solving skills
- Database user interface and query software (Microsoft Office)
- Mixed-Use Development Finance Certification
- New Market Tax Credits Professional
- Project management
- Fundraising

PROFESSIONAL ASSOCIATION AND COMMUNITY ACTIVITIES

Board Secretary, VIA Metropolitan Transit Authority

Alumni Class 43, Leadership San Antonio

Former Vice Chair, San Antonio Preparatory Charter School

Former Board Secretary, Luminaria San Antonio Contemporary Arts Festival

Former Steering Committee Member, San Antonio Area Foundation-African American Community Fund

Advisory Board Member, Fiver Children's Foundation

Member, South Carolina State University National Alumni Association

Founding Board Member, New Leaders Council San Antonio

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

N/A

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

ESSENCE PREPARATORY PUBLIC SCHOOL

Founding Principal

Your Mission

Your primary commitment is to drive academic outcomes for all students, so they succeed in high school, college and become agents of change. You are the instructional and cultural leader of the school. You are relentless in your positivity, but unyielding in your high expectations of staff and students. You'll work closely with a campus leadership team as well as community members and families.

Redefine what's possible in public education.

This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities

You will be challenged to meet the following accountabilities:

- 90% Approaching | 60% Meets | 30% Mastered on STAAR/EOC
- Achieve an A-rated campus
- 85% Student Persistence
- 85% of team members say it is a "Great Place to Work"
- 97.5% Average Daily Attendance for students

Instructional Strategy + Leadership

- Lead with an equity lens for all students
- Design vision, strategy, and campus goals, and objectives addressing the needs of the student population on campus
- Plan, participate, and/or lead professional development sessions for staff
- Present for students a positive role model that supports the mission, core values, and core habits of Essence Preparatory
- Lead instructional staff to achieve measurable and ambitious results
- Lead instructional staff to improve their teaching quickly and measurably through daily observations, on-the-spot coaching, data conversations, and effective evaluations
- Supervise the implementation of Essence Preparatory curricula and assessments to meet ambitious academic expectations
- Review teachers' weekly lesson plans and provides feedback
- Synthesize, analyze, and prioritize data and opportunities to develop strategies that achieve quantifiable goals
- Proactively identify opportunities to improve and consistently reflect on past actions to guide future decisions

- Communicate students' progress with student and family
- Establish and maintain a cooperative working relationship with students and families based on trust, understanding, and respect for the communities in which they identify
- Effective facilitation and personal use of technology as a communication and educational tool to improve teacher development, student achievement, and manage work-related tasks
- Design and oversee a campus-based tutoring program
- Participate in weekly manager check-ins, grade-level meetings, before and after-school duties, and school-wide meetings and functions
- Engage in summer and year-long district, school, and personal learning and development
- Minimum of 40+ hours spent at school per week
- Participate in student recruitment
- Coordinate after-school tutoring, or Saturday school and are based on the need

Student and Staff Culture

- Coordinate school-wide programs that recognize positive student behavior and restorative practices.
- Support the creation and implementation of a clear and consistent behavior management system while developing students' character and sense of community
- Develop a school-wide culture that fosters a productive and enthusiastic learning environment for each student
- Fosters camaraderie and team building among staff members
- Encourage active staff involvement in decision-making processes
- Encourage open communication between staff, students, parents, and the community
- Communicate and promote expectations for high-level performance to staff and students
- Ensure the effective and quick resolution of conflicts either between students, staff and students, or parents and staff
- Ensure that school rules are uniformly observed, and that student discipline is appropriate and equitable
- Support the Dean of Culture and Empowerment in holding conferences about student behavior with parents, students, and teachers
- Develop and follow clearly articulated plans for daily operations and implementation of student services, including support services, discipline management, restorative practices, and crisis intervention

Talent Management

- Manage a team of leaders, teachers, and Associate Teachers
- Champion and model Essence Preparatory core values and habits in adult culture

- Champion and model Essence Preparatory 's talent philosophies
- Coaches operations talent to build technical and leadership capacity
- Select, onboard, evaluate, and retain talent in the right roles
- Collaborates with talent team on hiring, engagement, development, and retention across roles
- Coach and develop team members on performance frameworks via 1:1 check-ins and frequent observations and feedback sessions
- Engage in succession planning and annual talent reviews

Fiscal and Operational Management and Adherence

- Work with the Executive Director to develop an annual budget based on documented school needs, estimated enrollment, personnel, and other fiscal needs
- Keep programs within budget limits, maintain fiscal control and accurately report fiscal information
- Compile and maintain all reports, records, and other documents required, including accurate and timely reports
- Work with the Executive Director to manage the use and maintenance of all school facilities to ensure a clean, orderly, and safe campus

You have

- A Bachelor's degree required, and a master's degree preferred
- At least 5 years of full-time teaching experience with exceptional results
- K-12th campus leadership experience required
- Core content knowledge and expertise required
- Proven track record of coaching K-12 teachers to achieve success
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- A high level of self-awareness
- Strong cultural competence

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ESSENCE PREPARATORY PUBLIC SCHOOL

Assistant Principal of Instruction (API)

Your Mission

As Essence Preparatory Assistant Principal of Instruction (API), you are a campus leader and ed reformer with a relentless commitment to foster a school environment of high expectations and support for students. You will manage, coach, and develop teachers to achieve bold results with students. You will support the development of systems and protocols to ensure that academic achievement and school culture consistently reflects the core values and academic goals of Essence Preparatory.

Redefine what's possible in public education.

This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities

You will be challenged to meet the following accountabilities:

- 90% Approaching | 60% Meets | 30% Mastered on STAAR/EOC
- Achieve an A-rated campus
- 85% Student Persistence
- 85% of team members say it is a "Great Place to Work"
- 97.5% Average Daily Attendance for students

Instructional Strategy + Leadership

- Assist in the formulation of campus goals and objectives addressing the needs of students.
- Plan, participate, and/or lead professional development sessions for staff
- Coordinate school-wide programs that recognize positive student behavior and restorative practices.
- Present for students a positive role model that supports the mission, core values, and core habits of the school district.
- Hold high expectations for self and others
- Lead instructional staff to achieve measurable and ambitious results
- Lead instructional staff to improve their teaching quickly and measurably through daily observations, on-the-spot coaching, data conversations, and effective evaluations
- Supervise the implementation of Essence Preparatory curricula and assessments to meet ambitious academic expectations
- Review teachers' weekly lesson plans and provides feedback

- Synthesize, analyze, and prioritize data and opportunities to develop strategies that achieve quantifiable goals
- Proactively identify opportunities to improve and consistently reflect on past actions to guide future decisions
- Communicate students' progress with student and family
- Establish and maintain a cooperative working relationship with students and families based on trust, understanding, and respect for the communities in which they identify
- Effective facilitation and personal use of technology as a communication and educational tool to improve teacher development, student achievement, and manage work-related tasks
- Support the creation and implementation of a clear and consistent behavior management system while developing students' character and sense of community
- Help shape and develop a school-wide culture that fosters a productive and enthusiastic learning environment for each student
- Oversee campus-based tutoring sessions
- Participate in weekly manager check-ins, grade-level meetings, before and after-school duties, and school-wide meetings and functions
- Engage in summer and year-long district, school, and personal learning and development
- Minimum of 40+ hours spent at school per week
- Volunteering to recruit students and families
- Additional responsibilities may include after-school tutoring, or Saturday school and are based on the needs of our scholars
- **Talent Management**
 - Manage a team of teachers and associate teachers
 - Champion and model Essence Preparatory core values and habits in adult culture
 - Champion and model Essence Preparatory 's talent philosophies
 - Coaches operations talent to build technical and leadership capacity
 - Select, onboard, evaluate, and retain talent in the right roles
 - Collaborates with talent team on hiring, engagement, development, and retention across roles
 - Coach and develop team members on performance frameworks via 1:1 check-ins and frequent observations and feedback sessions

You have

- A Bachelor's degree required
- At least 3 years of full-time teaching experience with proficient results
- Teacher leadership or administrative experience required
- Proven track record of achieving success in the K-12 setting

- Ability to instruct students and guide restorative student practices
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment

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ESSENCE PREPARATORY PUBLIC SCHOOL

Special Education Coordinator

Your Mission

Essence Preparatory Special Education teachers are responsible for the achievement and support of students in the Special Education program. Special education teachers work with students who have a wide range of learning, cognitive, emotional, and physical disabilities. They teach various subjects, such as reading, writing, and math, to students who perform two years or more below grade level. The main goal is to make continuous growth. The Essence Preparatory Special Education teacher provides the crucial bridge between home and school for our highest need students and their families.

The Special Education Coordinator manage and coach other Special Education team members on campus to build their capacity within Special Education instruction.

Your Responsibilities

Coaching and Managing

- Manage a team of Special Education Teachers and paraprofessionals across grades K-5 who provide service and instruction to students with special needs
- Provide coaching and training to all Elementary Special Education team members
- Provide in the field coaching for teachers and paraprofessional ensuring the fidelity of high-quality instructional services
- Champion and model Essence Preparatory core values and talent philosophies in adult culture
- Develop and execute differentiated professional development, to build technical capacity in Special Education team
- Coach and develop teams on performance domains via 1:1 check-ins and frequent observations and feedback sessions.
- Fully engage in the True North Performance and Development cycle

Program Coordination

- Maintain a calendar of ARD meetings and ensure 100% on time completion
- Collaborate with Special Education teachers to design service schedules
- Oversee the Elementary School 504 program

Teaching

- Adapt lessons to meet the needs of students
- Develop Individualized Education Programs (IEPs) for a caseload of x-x students
- Implement IEPs, assess students' performance, and track their progress
- Update IEPs throughout the school year to reflect students' progress and goals
- Assess students' skills to determine their needs and to develop teaching plans
- Teach small groups consisting of students that are academically at risk in reading and/or math to include students in general education, 504, response-to-intervention, Special Education and English Language Learners.
- Collect and analyze student data in order to make effective decisions to maximize achievement
- Discuss student's progress with parents, teachers, counselors, and administrators
- Prepare and help students transition from grade to grade and after graduation
- Implement state learning standards, network curricula and assessments to meet ambitious academic expectations
- Submit weekly lesson plans two weeks in advance for feedback
- Implement formal and informal assessments to track each individual student's progress and learning needs, adjust lesson plans accordingly and update gradebook weekly
- Communicate students' progress with student and family on a weekly basis
- Effective facilitation and personal use of technology as a communication and educational tool to improve student achievement and manage work related tasks.
- Implement a clear and consistent behavior management system that aligns to campus- wide initiatives while developing students' character and sense of community in the classroom
- Help shape and develop a school wide culture that fosters a productive and enthusiastic learning environment for each student
- Establish and maintain a cooperative working relationship with students and families based on trust, understanding and respect for the communities in which they identify.
- Host necessary tutoring sessions to meet all students' needs
- Participate in weekly manager check-ins, grade-level meetings, before and after-school duties, and school wide meetings and functions

- Engage in summer and year-long district, school and personal learning and development
- Minimum of 40+ hours spent at school per week to include evening and weekend hours as needed or assigned
- Volunteer for student recruitment events
- Other duties as assigned

You have

- a bachelor's degree from an accredited college or university
- a Texas Teaching Certificate which is federally required. (SPED EC-12 and 4-8 or EC-6 Generalist)
- an ESL supplemental certificate preferred
- ability to pass a criminal background check
- experience working with school-aged children

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Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-P ESS), please state so and link in the narrative response. DO NOT attach.

Note:

Attachment 19 is referenced in the last paragraph of the Support, Development & Evaluation of the Instructional Leadership Team narrative section, on p. 77.

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

ESSENCE PREPARATORY PUBLIC SCHOOL

Director of Operations

Your Mission

Reporting to the Executive Director, the D.O.O. is a senior, school-based leadership role that oversees all finance and operations functions necessary to run a high-performing school. This includes budgeting, purchasing, facilities, food services, transportation, technology, student recruitment, student data, regulatory compliance, human resource administration, and academic operations support. The D.O.O. serves as a key member of the school's Leadership Team, ensures that the school's operations meet high standards of operational excellence, and enables instructional leaders and staff to focus on driving strong student achievement outcomes.

Redefine what's possible in public education.

This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities Manages the School Operations Team and appropriate campus functions (e.g. Receptionists, School PEIMS Coordinator, and Food Services). Co-develops the school budget with the School Leader; manages and knows the budget details. Develops, manages, and coordinates the campus arrival and dismissal procedures. Liaison for Child Nutrition, responsible for attending training, developing the lunch line flow, ensuring procedures are followed, training teachers on processes including the supper/ snack, meal cards, student rosters, providing feedback. Monthly Facility Audit Walk with the Executive Director. Plans and coordinates shared space usage, develops reservation system working with their ASLOs counterpart. Progress monitors school ops performance communicates back to School Support Partners. Develops school-based operations policies and procedures and owns the school handbook creation and distribution process. Responsible for driving school-based strategies to ensure kids are in seats, by meeting student application/ registration/ enrollment/ attendance goals. Leads weekly enrollment/ attendance check-in meeting with the Dean's, PEIMS, Executive Director, and others to review deficiencies, identify chronic absenteeism, and drive improvements. Campus Incident Command Leader; main POC for campus emergency management and communication. Responsible for a culture of operational excellence from leaving it better than you found it, to cleanliness/ maintenance expectations, to safety and security being a team effort. Attends School Support Partners operations trainings and

Professional Development. Performs other duties as assigned by the Executive Director or Principal.

You have

Bachelor's degree required; graduate degree preferred • 3 to 7 years of work experience, preferably in education and/or business or operations management • Demonstrated management and leadership skills (e.g. at least 2 years managing a team or multiple large projects) • Strong project and time management skills; ability to effectively backwards plan, juggle multiple priorities with great attention to detail, and deliver consistent and timely results • Strong strategic and analytical skills with an aptitude for shifting from fire-fighting to systems-building • Sense of humility, customer service mindset, and shows urgency and the ability to proactively solve problems and make decisions quickly • Team player with strong interpersonal and stakeholder management and relationship building skills • Ability to lead, influence, and hold others accountable to upholding high standards of operational excellence • High level of comfort with financial oversight and budgetary tracking • Ability to be calm under pressure, especially in difficult conversations with parents and staff • Excellent organizational, verbal, and written communication skills • Excellent computer skills, including Microsoft Word, Microsoft PowerPoint, Microsoft Excel; Google Drive, Google Docs, and Google Sheets • Desire to continuously learn and increase effectiveness as a professional • Unwavering commitment to the Essence Prep's mission, core values and willingness to go above and beyond to meet the needs of students, families, and staff

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ESSENCE PREPARATORY PUBLIC SCHOOL

Office Manager/PEIMS Coordinator

Your Mission

plays a vital role in the founding of Essence Preparatory Charter School to ensure that we set in place the organizational structures and systems necessary for the successful launch of Essence Prep in 2022. In the first year of operation (2022-2023), the PEIMS Coordinator/Office Manager will be a critical member of the Operations team, with responsibility for several aspects of the day-to-day administration of non-instructional student services and for ensuring data integrity.

Redefine what's possible in public education.

This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities

Student Data Management: Oversee the ongoing accuracy of all student records including but not limited to; cumulative folders, record requests, transcripts, report cards/progress reports, student health, medication and allergy records, and student attendance data. Work with the Director of Operations and Executive Director to manage the student data that is reported to the National School Lunch Program and TEA. Registration and Enrollment. Ensure a successful student enrollment process and maintain a robust student waitlist in coordination with the Front Office Coordinator. Oversee the student registration process to ensure that all required data and documents are collected and accurately entered into the school SIS. Manage the student withdrawal process which may include coordinating with school leaders to meet with parents and students. PEIMS. Collect all data required for PEIMS submissions in compliance with state guidelines. Organize data required for PEIMS submissions in accordance with PEIMS data standards. Submit regular PEIMS reports to the State. Provide any training and support to campus staff and human resources staff responsible for processing PEIMS data. Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by PEIMS Coordinator per TEA.

Front Office Coordination: include, but not be limited to, answering phone calls, welcoming visitors, and leading any additional front office staff support needs. Support the Food Services staff by assisting, as needed, during the lunch process. Support the Operational and Instructional team in providing logistical and filing support for all major student assessments.

You have

- Other duties as assigned
- Associate's degree required, Bachelor's degree preferred
- Background check passed, required
- Strong computer skills, including Microsoft Excel, Word, and PowerPoint, G-Suite
- Previous PEIMS experience required
- A minimum of two years of office administration experience and database storing and receiving
- Experience in charters, school environments, or other nonprofits preferred
- Knowledge of TEA software and applications, including but not limited to, Student Data Management Software (e.g. TxEIS, PowerSchool, SchoolMint, etc.) and TEA(L)/TSDS preferred
- Bilingual in Spanish and English preferred

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Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

ESSENCE PREPARATORY PUBLIC SCHOOL

Director of Operations

Your Mission

Reporting to the Executive Director, the D.O.O. is a senior, school-based leadership role that oversees all finance and operations functions necessary to run a high-performing school. This includes budgeting, purchasing, facilities, food services, transportation, technology, student recruitment, student data, regulatory compliance, human resource administration, and academic operations support. The D.O.O. serves as a key member of the school's Leadership Team, ensures that the school's operations meet high standards of operational excellence, and enables instructional leaders and staff to focus on driving strong student achievement outcomes.

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This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities Manages the School Operations Team and appropriate campus functions (e.g. Receptionists, School PEIMS Coordinator, and Food Services). Co-develops the school budget with the School Leader; manages and knows the budget details. Develops, manages, and coordinates the campus arrival and dismissal procedures. Liaison for Child Nutrition, responsible for attending training, developing the lunch line flow, ensuring procedures are followed, training teachers on processes including the supper/ snack, meal cards, student rosters, providing feedback. Monthly Facility Audit Walk with the Executive Director. Progress monitors school ops performance communicates back to School Support Partners. Develops school-based operations policies and procedures and owns the school handbook creation and distribution process. Responsible for driving school-based strategies to ensure kids are in seats, by meeting student application/ registration/ enrollment/ attendance goals. Leads weekly enrollment/ attendance check-in meeting with the Dean's, PEIMS, Executive Director, and others to review deficiencies, identify chronic absenteeism, and drive improvements. Campus Incident Command Leader; main POC for campus emergency management and communication. Responsible for a culture of operational excellence from leaving it better than you found it, to cleanliness/ maintenance expectations, to safety and security being a team effort. Attends School Support Partners operations trainings and Professional Development. Performs other duties as assigned by the Executive Director or Principal.

You have

Bachelor's degree required; graduate degree preferred • 3 to 7 years of work experience, preferably in education and/or business or operations management • Demonstrated management and leadership skills (e.g. at least 2 years managing a team or multiple large projects) • Strong project and time management skills; ability to effectively backwards plan, juggle multiple priorities with great attention to detail, and deliver consistent and timely results • Strong strategic and analytical skills with an aptitude for shifting from fire-fighting to systems-building • Sense of humility, customer service mindset, and shows urgency and the ability to proactively solve problems and make decisions quickly • Team player with strong interpersonal and stakeholder management and relationship building skills • Ability to lead, influence, and hold others accountable to upholding high standards of operational excellence • High level of comfort with financial oversight and budgetary tracking • Ability to be calm under pressure, especially in difficult conversations with parents and staff • Excellent organizational, verbal, and written communication skills • Excellent computer skills, including Microsoft Word, Microsoft PowerPoint, Microsoft Excel; Google Drive, Google Docs, and Google Sheets • Desire to continuously learn and increase effectiveness as a professional • Unwavering commitment to the Essence Prep's mission, core values and willingness to go above and beyond to meet the needs of students, families, and staff

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ESSENCE PREPARATORY PUBLIC SCHOOL

Office Manager/PEIMS Coordinator

Your Mission

plays a vital role in the founding of Essence Preparatory Charter School to ensure that we set in place the organizational structures and systems necessary for the successful launch of Essence Prep in 2022. In the first year of operation (2022-2023), the PEIMS Coordinator/Office Manager will be a critical member of the Operations team, with responsibility for several aspects of the day-to-day administration of non-instructional student services and for ensuring data integrity.

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This position requires a results-oriented organizational leader with a high EQ who engenders confidence, inspires their team to work towards a common goal, and approaches the work with integrity and conviction.

Your Responsibilities

Student Data Management: Oversee the ongoing accuracy of all student records including but not limited to; cumulative folders, record requests, transcripts, report cards/progress reports, student health, medication and allergy records, and student attendance data. Work with the Director of Operations and Executive Director to manage the student data that is reported to the National School Lunch Program and TEA. Registration and Enrollment. Ensure a successful student enrollment process and maintain a robust student waitlist in coordination with the Front Office Coordinator. Oversee the student registration process to ensure that all required data and documents are collected and accurately entered into the school SIS. Manage the student withdrawal process which may include coordinating with school leaders to meet with parents and students. PEIMS. Collect all data required for PEIMS submissions in compliance with state guidelines. Organize data required for PEIMS submissions in accordance with PEIMS data standards. Submit regular PEIMS reports to the State. Provide any training and support to campus staff and human resources staff responsible for processing PEIMS data. Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by PEIMS Coordinator per TEA.

Front Office Coordination: include, but not be limited to, answering phone calls, welcoming visitors, and leading any additional front office staff support needs. Support the Food Services staff by assisting, as needed, during the lunch process. Support the Operational and Instructional team in providing logistical and filing support for all major student assessments.

You have

- Other duties as assigned
- Associate's degree required, Bachelor's degree preferred
- Background check passed, required
- Strong computer skills, including Microsoft Excel, Word, and PowerPoint, G-Suite
- Previous PEIMS experience required
- A minimum of two years of office administration experience and database storing and receiving
- Experience in charters, school environments, or other nonprofits preferred
- Knowledge of TEA software and applications, including but not limited to, Student Data Management Software (e.g. TxEIS, PowerSchool, SchoolMint, etc.) and TEA(L)/TSDS preferred
- Bilingual in Spanish and English preferred

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Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, describe how the teacher-student ratio was calculated in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer						
Chief Operating Officer						
Other Central Office staff	2	2	2	3	4	6
Total central office FTEs	2.0	3	3	4	5	7
Elementary School Campus Staff						
School leaders	7	8	8	11	11	11
Teachers	12	16	20	24	28	36
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual	2	2	3	3	3	3
Teachers, Special Education	2	3	3	3	3	3
Student support staff	1	2	2	3	4	4
Campus operations						
Teaching Assistants	12	16	20	20	20	20
Total elementary FTEs	36	47	56	64	69	77
Middle School Campus Staff						
School leaders					1	5
Teachers					4	12
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual					1	2
Teacher, Special Education						3

Student support staff					1	6
Campus operations					2	
Teaching Assistants					4	12
Total middle school FTEs						
Teacher-student ratio	15:1	15:1	15:1	15:1	15:1	15:1

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#), complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 26 SUPPLEMENTAL HR FORM

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop
Cell Phone

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$57,873
Lackland ISD	015913	San Antonio	1,053	\$62,008
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$75,524

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

GENERATION 26 SUPPLEMENTAL HR FORM

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop
Cell Phone

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$77,800
Lackland ISD	015913	San Antonio	1,053	\$77,100
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$80,995

Name of Proposed Charter School: Essence Preparatory Charter School

Name of Sponsoring Entity: Essence Prep Inc.

Position Title: Operations Director

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

1. Works with school leadership to invest, motivate and implement ADA plans
2. Manages family on-boarding from the time the parent applies to first day of school
3. Ensures all auxiliary, support services provide customer service and achieve operational efficiency
4. Responsible for self-directing professional development to build-technical capacity
5. Responsible for developing and executing school readiness plans in anticipation
6. Track data on a daily and cumulative basis and makes it visible to key stakeholders, identifies trends
7. Communicates attendance expectations to new and existing families
8. Lead campus wide capstone projects
9. Co-Leads efforts with Principal to create an environment where students thrive and learn
10. Manages and provides day to day tactical oversight; Child Nutrition, Transportation, Facilities

GENERATION 26 SUPPLEMENTAL HR FORM

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop
Cell Phone

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$36,720
Lackland ISD	015913	San Antonio	1,053	\$44,500
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$41,230

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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CURED DURING REMEDY PERIOD

GENERATION 26 SUPPLEMENTAL HR FORM

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	19,833
Lackland ISD	015913	San Antonio	1,053	\$20,647
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$27,364

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Randolph Field ISD"/>	<input type="text" value="015906"/>	<input type="text" value="Universal City"/>	<input type="text" value="1,450"/>	<input type="text" value="\$46,720"/>
<input type="text" value="Lackland ISD"/>	<input type="text" value="015913"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,053"/>	<input type="text" value="\$47,500"/>
<input type="text" value="Ft. Sam Houston ISD"/>	<input type="text" value="015914"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,612"/>	<input type="text" value="\$51,230"/>

CURED DURING REMEDY PERIOD

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone
Laptop

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	168,371
Lackland ISD	015913	San Antonio	1,053	168,946
Ft. Sam Houston ISD	015914	San Antonio	1,612	179,115

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Cell Phone
Laptop

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$92,382
Lackland ISD	015913	San Antonio	1,053	\$94,237
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$106,500

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$77,800
Lackland ISD	015913	San Antonio	1,053	\$77,100
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$80,995

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop
Cell Phone

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	
Lackland ISD	015913	San Antonio	1,053	
Ft. Sam Houston ISD	015914	San Antonio	1,612	

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Office Manager/ PEIMS Coordinator

Reports to:

Executive Director

Salary Range:

\$32,000-\$45,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Laptop

Proposed Location (City and County):

San Antonio, Bexar County

Number of Students anticipated in year one:

360

In year five:

840

Minimum Qualifications Required:

Education
Required:

Associate's degree required, Bachelor's degree preferred

Experience
Required:

A minimum of two years of office administration experience and database storing and receiving. Experience in charters, school environments, or other nonprofits preferred. Knowledge of TEA software and applications,

Certification
Required:

N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$33,577
Lackland ISD	015913	San Antonio	1,053	\$32,089
FT. Sam Houston ISD	015914	San Antonio	1,612	\$33,200

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$56,574
Lackland ISD	015913	San Antonio	1,053	\$52,310
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$53,500

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$57,800
Lackland ISD	015913	San Antonio	1,053	\$69,000
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$59,995

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	\$57,800
Lackland ISD	015913	San Antonio	1,053	\$69,000
Ft. Sam Houston ISD	015914	San Antonio	1,612	\$59,995

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Randolph Field ISD	015906	Universal City	1,450	77,800
Lackland ISD	015913	San Antonio	1,053	77,100
Ft. Sam Houston ISD	015914	San Antonio	1,612	80,995

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<input type="text" value="Randolph Field ISD"/>	<input type="text" value="015906"/>	<input type="text" value="Universal City"/>	<input type="text" value="1,450"/>	<input type="text" value="\$68,574"/>
<input type="text" value="Lackland ISD"/>	<input type="text" value="015913"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,053"/>	<input type="text" value="\$55,349"/>
<input type="text" value="Ft. Sam Houston ISD"/>	<input type="text" value="015914"/>	<input type="text" value="San Antonio"/>	<input type="text" value="1,612"/>	<input type="text" value="\$60,500"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

Job Duties: List up to 10 key duties this individual will perform.

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Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.

Note:

Attachment 24 is referenced in the Support, Development & Evaluation of the Instructional Leadership Team section in the narrative, on pages 76-77.

Formal Observation

Name:
Submitted: Not Submitted
School:

Instructions

Select the most appropriate rating in each domain.

Lesson Internalization Indicators

Identifies highest impact student engagement and instructional strategies at a conceptual and analytical level | Exhibits mastery of content (including texts) at

Lesson Internalization Rating

	Role Model	Accomplished	Effective	Developing	Unsuccessful
Observation Score					

Lesson Internalization Written Feedback

Classroom Management and Culture Indicators

Teacher builds intentional, ongoing and trusting relationships with all students | Provides clear and succinct directions, prompts and redirections (as needed) | Exhibits warm and demanding tone and strong voice to manage classroom | Engages least invasive interventions to correct behavior | Uses restorative practices to reinvest students into their space and their learning | Implements behavior management system in alignment with school-wide expectations
Virtual Teaching: Sets and reinforces clear expectations for participation in live stream lessons

Classroom Management and Culture Rating

	Role Model	Accomplished	Effective	Developing	Unsuccessful
Observation Score					

Classroom Management and Culture Written Feedback

Student Engagement Indicators

Ensures students know how to access and engage in all content and practice | Implements strategic experiences (robust discussions, habits of evidence, rigorous practice) for students to get in their “flow” | Engages in practices of “prompting” and “questioning” vs. “giving” and “answering” | Provides space for questioning, discussion, and productive student struggle | Incorporates opportunities for equitable scholar participation | Strategically uses CFUs to assess learning and push for evidence or explanation | Makes student voice and collaboration central to daily instruction | Holds a high bar for students’ active participation in work and high-quality responses (in variety of formats) | Adjusts instructional practices and engagement strategies to support all learners (and to invest disengaged or

non-participating students) | Ensures students do the heavy lifting with materials and receive constant and consistent feedback | Incorporates a variety of student participation and accountability strategies synchronously and asynchronously | Provides meaningful practice, intervention and extension experiences asynchronously beyond synchronous learning

Student Engagement Rating

	Role Model	Accomplished	Effective	Developing	Unsuccessful
Observation Score					

Student Engagement Written Feedback

Supporting All Learners Indicators

Implements student accommodations and modifications with fidelity | Works relentlessly to support, engage and grow all students, even those who may present challenging behaviors or academic needs

Supporting All Learners Rating

	Distinguished	Accomplished	Effective	Developing	Unsuccessful
Observation Score					

Supporting All Learners Written Feedback

Response to Data Indicators

Sets and invests students in ambitious and individualized goals | Aggressively monitors student work in class and provides growth-oriented feedback | Provides on the spot feedback that is actionable and growth-oriented | Identifies students misconceptions and effectively plans and executes a reteach

Response to Data Rating

	Distinguished	Accomplished	Effective	Developing	Unsuccessful
Observation Score					

Response to Data Written Feedback

Teacher Action Step(s)

CURED DURING REMEDY PERIOD

_____ Date: _____

_____ Date: _____

Instructional Strategies (Full)

Name:

Submitted: Not Submitted

School:

Classroom Demographics

Grade

English Language Arts

Mathematics

Science

Social Studies

Spanish

Physical Education

Fine Arts

Other Discipline

Strategies

	Observed	Not Observed
Content Development (Make It Stick)		
Check for Understanding + Think Time		
Evaluation & Analysis		
Student-led Discussion		
Other Strategy		

Other Strategy

Describe other here.

What percentage of students were engaged in the thinking work? How do you know?

Unsuccessful: <25%

Developing: 25-59%

Effective: 60-79%

Accomplished: 80-99%

Distinguished: 100%

Observer Feedback to Teacher

What were the student thinking highlights of this observation? What Teacher Action Step will most increase the quantity and quality of student thinking?

Overall Observation Rating

Distinguished: The entire observation featured students doing the majority of the thinking / work / speaking / lift

Accomplished: The majority of the observation featured students doing the majority of the thinking / work /

Effective: At least 60% of the time in the classroom featured students doing the thinking / work / lift

CURED DURING REMEDY PERIOD

Developing: Students exhibited some guided or heavily-filtered thinking / work but need to be doing more of the intellectual lift in the classroom

speaking / lift

Unsuccessful: Minimal, if any, amount of student-focused work / thinking

Date:

Date:

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

Essence Prep 2022-2023 Academic Calendar

July 2022						
S	M	T	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

0 Instructional Days

August 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

13 Instructional Days

September 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 Instructional Days

October 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 Instructional Days

November 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16 Instructional Days

December 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Instructional Days

January 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 Instructional Days

February 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

19 Instructional Days

March 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Instructional Days

April 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

18 Instructional Days

May 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 Instructional Days

June 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 Instructional Days

QUARTER S	Q1 = 43 days	Q3 = 42 days
	Q2 = 39 days	Q4 = 47 days*
*Nine days of Year-End Projects after Q4		

180 Instructional Days
193 Teacher Days
85,680 Minutes
School Hours: 7:45a - 4:00p

COVID-19 Contingency Plan
If Essence Prep needs to make up for instructional minutes due to extended closures or shortened school days, the additional minutes will be added onto the end of the school year or via virtual learning. At this time, Essence Prep is not adopting an intercessional calendar.

Days of Interest

August
August 1-12: Staff Professional Development (No School)
August 12: Student & Family Orientation (hours TBD)
August 15: First Day of School
August 15-17: Early Release
September
September 5: Student/Staff Holiday (Labor Day)
October
October 10: Student/Staff Holiday (Indigenous Peoples Day)
October 14: End of Quarter 1
October 17: Start of Quarter 2
November
November 21-25: Student/Staff Holiday (Thanksgiving)
November 28: Student Holiday (Staff PD: Data Day)
December
December 16: End of Quarter 2 & Semester 1; Early release
December 19-30: Student/Staff Holiday (Winter Break)
January
January 2: Student Holiday (Staff PD: Data Day)
January 3: Beginning of Quarter 3
January 16: Student/Staff Holiday (MLK, Jr. Day)
February
February 20: Student/Staff Holiday (Presidents' Day/Bad Weather)
March
March 3: End of Quarter 3
March 6-10: Student/Staff Holiday (Spring Break)
March 13: Student Holiday (Staff PD)
March 14: Start of Quarter 4
April
April 7: Student/Staff Holiday (Good Friday)
April 4-6: STAAR Testing
April 23: Student/Staff Holiday (Battle of Flowers)
May
May 9-12: STAAR Testing
May 16-19: STAAR Testing
May 19: End of Quarter 4
May 22-26: Project Week & Final Course Exams
May 29: Student/Staff Holiday (Memorial Day)
June
June 2: Last Day of School; Early Release
June 5-16: Summer School (As needed)

Attachment 26: Proposed School Schedules

Provide a proposed school schedule for a sample day and a sample week.

Essence Preparatory

Kindergarten Student Schedule

Start	End	Class
7:45	8:15	Morning House Meeting
8:15	9:30	Eureka Math
9:30	9:50	Break/AM Recess
9:50	10:20	Dictado
10:20	11:00	Science/Social Studies
11:00	11:30	Lunch
11:30	11:55	Recess
11:55	12:25	Reading Mastery
12:25	1:25	Reading
1:25	1:45	Break/PM Recess
1:45	2:15	Reading A-Z (RAZ) or Guided Reading
2:15	2:45	Essence VITALS (Social-Emotional Learning Block)
2:45	3:15	Physical Education
3:15	3:45	Intervention and Tutoring
3:45	4:00	Afternoon Meeting & Dismissal

*Science & Social Studies alternate quarterly

Kindergarten Lead Teacher Schedule

Start	End	Class	
7:45	8:15	Morning Meeting	ON
8:15	9:30	Eureka Math	ON
9:30	9:50	Break/AM Recess	ON
9:50	10:20	Dictado	ON
10:20	11:00	Science/SS*	PLANNING
11:00	11:30	Lunch	OFF
11:30	11:55	Recess	OFF
11:55	12:25	Reading Mastery	ON
12:25	1:25	Reading	ON
1:25	1:45	Break/PM Recess	ON
1:45	2:15	Reading A-Z (RAZ) or Guided Reading	ON
2:15	2:45	Essence VITALS (Social-Emotional Learning Block)	ON
2:45	3:15	Physical Education*	OFF
3:15	3:45	Intervention	ON
3:45	4:00	Afternoon Meeting & Dismissal	ON

*Science/SS & PE are led by Co-Teachers

Sample Weekly Schedules

Kindergarten					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:30	Eureka Math	Eureka Math	Eureka Math	Eureka Math	Eureka Math
9:30-9:50	Break/AM Recess	Break/AM Recess	Break/AM Recess	Break/AM Recess	Break/AM Recess
9:50-10:20	Dictado	Art/Music	Dictado	Art/Music	Dictado
10:20-11:00	Science	Social Studies	Science	Social Studies	Ess. VITALS
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-11:55	Recess	Recess	Recess	Recess	Recess
11:55-12:25	Reading Mastery	Reading Mastery	Reading Mastery	Reading Mastery	Reading Mastery
12:25-1:25	Reading	Reading	Reading	Reading	Reading
1:25-1:45	Break/PM Recess	Break/PM Recess	Break/PM Recess	Break/PM Recess	Break/PM Recess
1:45-2:15	Reading A-Z (RAZ) or Guided Reading	Reading A-Z (RAZ) or Guided Reading	Reading A-Z (RAZ) or Guided Reading	Reading A-Z (RAZ) or Guided Reading	Intervention, Tutoring & Dismissal (2:30)
2:15-2:45	Ess. VITALS	Ess. VITALS	Ess. VITALS	Ess. VITALS	
2:45-3:15	Physical Education	Physical Education	Physical Education	Physical Education	
3:15-3:45	Intervention & Tutoring	Intervention & Tutoring	Intervention & Tutoring	Intervention & Tutoring	
3:45-4:00	PM Meeting & Dismissal	PM Meeting & Dismissal	PM Meeting & Dismissal	PM Meeting & Dismissal	

6 th Grade					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:15	Arrival & Advisory	Arrival & Advisory	Arrival & Advisory	Arrival & Advisory	Arrival & Advisory
8:15-9:05	Math	Math	Math	Math	Math
9:05-10:55	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts
10:55-11:45	Science	Science	Science	Science	Science
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:45	Recess	Recess	Recess	Recess	Recess
12:45-1:35	Ess. VITALS	Phys. Ed.	Ess. VITALS	Phys. Ed.	Ess. VITALS
1:35-2:25	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:25-3:15	Art/Music	Public Policy	Art/Music	Public Policy	
3:15-3:55	Intervention & Tutoring	Intervention & Tutoring	Intervention & Tutoring	Intervention & Tutoring	
3:55-4:00	DISMISSAL				

Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of <<School Name>> to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*.

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

<<School Name>> shall generally admit all persons who reside within <<School Name>>'s geographic boundaries and for whom <<School Name>> operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by <<School Name>> to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in <<School Name>>'s geographic boundaries.
2. The applicant does not reside in <<School Name>>'s geographic boundaries, but one of the parents resides within <<School Name>>'s geographic boundaries and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within <<School Name>>'s geographic boundaries.
4. The applicant is under the age of 18 and has established a separate residence in <<School Name>>'s geographic boundaries separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in <<School Name>> is not for the primary purpose of participation in extracurricular activities. However, <<School Name>> is not required to admit an applicant under this provision if the applicant:
 - a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
 - b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
 - c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
6. The applicant is a foreign exchange student placed with a host family that resides in <<School Name>>'s geographic boundaries by a nationally recognized foreign exchange

program, unless <<School Name>> has applied for and been granted a waiver by the Commissioner because:

- a. Admission would impose a financial or staffing hardship on <<School Name>>;
 - b. Admission would diminish <<School Name>>'s ability to provide high-quality education services for <<School Name>>'s domestic students; or
 - c. Admission would require domestic students to compete with foreign exchange students for educational resources.
7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within <<School Name>>'s boundaries.
 8. The applicant resides in <<School Name>>'s boundaries and is 18 or older or the applicant's disabilities of minority have been removed.
 9. The applicant does not reside in <<School Name>>'s boundaries, but a grandparent resides in <<School Name>>'s boundaries and provides a substantial amount of after-school care for the applicant as determined by the Board.
 10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located in <<School Name>>'s geographic boundaries.

Education Code 25.001.

Sec. 3. APPLICATION REQUIREMENT

<<School Name>> requires applicants to submit a complete application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the <<Charter Holder>> charter, and satisfy any other admissions criteria specified in this policy. *See* Sec. 10 below.

Sec. 4. LOTTERY PROVISIONS

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within ____ days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the <<School Name>> Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

Sec. 5. DEVELOPMENT OF WAITING LIST

The lottery will be paused momentarily after all available seats are filled. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space becomes available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

Sec. 6. ADMISSION PROCESS OF RETURNING STUDENTS

Returning students (students who currently attend <<School Name>> and intend to return the next school year) are exempted from the lottery if they notify <<School Name>> of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

Sec. 7. SIBLINGS POLICY AND CHILDREN OF THE SCHOOL’S FOUNDERS AND EMPLOYEES

Siblings of returning students currently enrolled at a <<School Name>> campus and who timely notify <<School Name>> of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of <<School Name>>’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

Sec. 8. APPLICATIONS SUBMITTED OUTSIDE THE DESIGNATED APPLICATION PERIOD

If a student applies to <<School Name>> outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

Sec. 9. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by Education Code § 12.111(a)(5)(A), <<School Name>> shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

Sec. 10. DOCUMENTS AND INFORMATION APPLICANTS ARE REQUIRED TO PROVIDE

Applicants must complete and submit the common admission application form developed and made available by the Texas Education Agency (“TEA”) under Education Code 12.1173.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Sec. 11. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student’s parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person’s “residence,” for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of <<School Name>>, as described in the <<School Name>> charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of <<School Name>>. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian’s name and property address;
- Current rental or lease agreement with parent/guardian’s name, student name, and address, as well as manager or owner’s name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian’s name and property address;
- Mail dated within 60 days before the application date from the following sources:
 - Social Security Administration;
 - A Texas State government agency;
 - Utility companies;
 - Credit card bill;
 - Financial institutions; including checking or savings;
 - Insurance companies;
 - State and Federal Revenue documents;

- Paycheck information; and
- Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, <<School Name>> may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by <<School Name>> with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to <<School Name>> a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to <<School Name>>'s attendance zone. Such proof of residence shall be provided to <<School Name>> not later than the 10th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2)*.

Subsequently, within 60 days, at least two current documents, <<School Name>> must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies; or

- State and Federal Revenue departments.

<<School Name>> may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Sec. 12. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. <<School Name>> may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that <<School Name>> may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, <<School Name>> shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, <<School Name>> may impose a behavior improvement plan. *Education Code 25.085(e).*

Sec. 13. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to <<School Name>> in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to <<School Name>>. The Superintendent or designee shall follow "Students with Documented Histories of a Criminal Offense and/or Misconduct," above, in making such determination.

Sec. 14. ADMISSION OF HOMELESS STUDENTS

a) Definitions

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

“Homeless child” or “homeless children” means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. “Migratory child” means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

“School of origin” means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

“Unaccompanied youth” includes a homeless child or youth not in the physical custody of a parent or guardian.

b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, <<School Name>> shall, according to a homeless child’s best interest:

1. Continue the child’s education in the school of origin for the duration of homelessness;
 - a. If the child’s family becomes homeless between academic years or during an academic year; and
 - b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any <<School Name>> school that non-homeless students who live in <<School Name>>’s geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, <<School Name>> shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, <<School Name>> determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 13-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 13-f below.

42 U.S.C. 11432(g)(3)(B).

<<School Name>> shall not stigmatize or segregate a student who is homeless.

c) *Information from Parents*

<<School Name>> may require the parent or guardian of a homeless child to submit contact information. 42 U.S.C. 11432(g)(3)(H).

d) *Enrollment*

<<School Name>> shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, <<School Name>> shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. <<School Name>> shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that <<School Name>> is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by <<School Name>>, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) Comparable Services

<<School Name>> shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. 42 U.S.C. 11432(g)(4).

Sec. 15. ADMISSION OF MILITARY DEPENDENTS

a) Applicability

The provisions of Sec. 14 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Sec. 14 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) Definitions

“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

“Children of military families” means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

“Deployment” means the period one month prior to the service members’ departure from their home station on military orders through six months after return to their home station.

“Transition” means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

“Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) *Eligibility for Enrollment*

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. *Continued Acceptance*

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

d) *Education Records*

i. *Unofficial Records*

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, <<School Name>> shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. *Official Records*

Simultaneous with the enrollment and conditional placement of the student, <<School Name>> shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

e) Tuition

<<Charter Holder>> is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within <<School Name>>'s boundaries.

Education Code 25.004, 162.002 art. VI, § A.

f) Grade-Level Placement

Students shall be allowed to continue their enrollment at grade level in <<School Name>> commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in <<School Name>>, regardless of age. A student transferring after the start of the school year shall enter <<School Name>> on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D.*

g) Course Placement

When the student transfers before or during the school year, <<School Name>> shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude <<School Name>> from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A.*

h) Educational Program Placement

<<School Name>> shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude <<School Name>> from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B.*

i) Waivers

<<School Name>> administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by <<School Name>>. *Education Code 162.002 art. IV, §§ A–B, D.*

Sec. 16. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student’s records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 17. FOOD ALLERGY INFORMATION

The parent of each student enrolled with <<School Name>> must complete a form provided by <<School Name>> that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to <<School Name>> to enable <<School Name>> to take any necessary precautions regarding the child’s safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term “severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

<<School Name>> may also require information from a child’s physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education Code 25.0022(a)-(c).

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Response: N/A
Applicant has not yet
secured facility.

Attachment 29: Evidence that Facility has been Secured

As noted in the Operational and Financial Plans, Facility Acquisition (Facility Not Identified) narrative and on Attachment 28, Essence Prep has not identified a specific location for its proposed campus and, as a result, has not entered into any formal agreement (e.g., lease) or informal understanding (e.g., letter of intent) that provides proof of a commitment or intent to secure a specific facility. Commensurately, Essence Prep does not have a documentary evidence to provide as proof of a commitment or intent to secure a specific facility.

As discussed in the Operational and Financial Plans, Facility Acquisition (Facility Not Identified) narrative and as laid out in Attachment 30, Detailed Start-Up Plan, Essence Prep will observe the following facility acquisition process and timeline.

Action To Be Taken	Month	Projected Costs
Board of Directors (Board) and Executive Director collaborate to prepare a facility plan. Board adopts facility plan.	08/2021	
As directed by the Board, Executive Director engages a commercial realtor, architect and attorney to assist with the selection of a school facility. (Note: Commercial realtor will be compensated by the landlord.) (Note: Architect will be engaged consistent with Professional Services Procurement Act.)	08-09/2021	\$10,000 (See Financial Plan Workbook.)
As directed by the Board and working with a commercial realtor, Executive Director identifies three to four possible sites.	09-10/2021	
As directed by the Board, Executive Director conducts a feasibility study of the identified sites. Executive Director prepares a recommendation to the Board.	10/2021	
Executive Director submits a recommendation to the Board. Board members and Executive Director represent, in writing, that they are not within the third degree of consanguinity or affinity to the lessor. Board authorizes negotiation of lease.	10-11/2021	

Action To Be Taken	Month	Projected Costs
As directed by the Board and working with the attorney, Executive Director negotiates lease with landlord's representative.	11/2021	See Legal on Financial Plan Workbook.
Board approves lease agreement and delegates signature authority to a designee. Board's designee executes lease agreement.	11-12/2021	
Architect walkthrough and evaluation of selected site. Architect prepares estimate for required improvements. Executive Director prepares recommendation to Board for request for bids/proposals and debt financing.	11-12/2021	
Board authorizes requests for bids/proposals for public works contract for improvements to leased facility. Board authorizes solicitation for debt financing and negotiation of debt financing agreement.	11-12/2021	
As directed by the Board, Executive Director contacts prospective lenders, identifies lender offering best terms, and negotiates draft debt financing agreement. Board approves debt financing agreement and delegates signature authority to a designee. Board's designee executes debt financing agreement.	12/2021	
Executive Director receives and evaluates responsive bids/proposals and submits recommendation to Board. Board approves public works contract and delegates signature authority to designee. Board's designee executes public works contract. (Note: Essence Prep will pay the contractor's fee through debt financing.)	12/2021 thru 01/2022	
Working collaboratively with the architect and general contractor, Executive Director oversees improvements to leased facility. Executive Director provides updates to the Board on the progress of the improvements. (Note: Essence Prep will pay the cost of the leased facility improvements through debt financing.)	01-06/2022	

Action To Be Taken	Month	Projected Costs
City of San Antonio Development Services Department inspects leased facility. Working collaboratively with the architect and general contractor, Executive Director addresses any identified issues and ensures that facility passes final inspection. City of San Antonio issues Certificate of Occupancy. (Note: Essence Prep will pay the cost of required inspections, applications and the Certificate of Occupancy through debt financing.)	06/2022	

Because Essence Prep will be leasing its school facilities, as noted above, Essence Prep will NOT be within the third degree of consanguinity or affinity to the lessor. The Board and Executive Directors, as well as any other officer of Essence Preparatory Charter School, shall disclose any such conflict of interest, which the Board will address at the appropriate time in accordance with applicable law and rule.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).

Attachment 30: Detailed Start-Up Plan

ACADEMICS & CULTURE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Handbooks													
Instructional Handbook													
J-Factor Handbook													
Curriculum Development													
Develop curriculum													
Identify preliminary models for core subjects													
Read all the texts													
Create benchmarks aligned with state standards and curriculum frameworks													
Create overview, mission, and scope and sequence for all subjects													
Create 1st unit (include all LPs and materials) for all subjects													
Purchase materials and textbooks													
Assessment													
Define assessment strategy and timeline													
Secure NEWA testing services													
Create Interim Assessments for Math, ELA, Social Studies, Science, and Writing													
Purchase standardized testing materials													
Create plan for baseline assessments													
Conduct baseline testing of all students (at Student & Family Orientation and follow up as needed)													
Enter data from baseline tests													
Special Education and English Language Learners													
Recruit Student Supports Coordinator													
If needed, consult with SPED and ELL consultants to design program													
Define service requirements for all SPED and ELL students													
Develop a testing schedule for ACCESS													
Identify and secure specific texts and materials													
Identify SPED and ELL population (through new student intake process)													
Acquire student records - sped records													
Develop IEPs - if needed (update and review)													
School Culture													
Create Student and Family Handbook, including code of conduct													
Create discipline systems													
Develop Student Culture Calendar													
Create Joy Handbook as a guide for teachers													
Summer PD													
Draft Summer PD Calendar (see TPES, Nashville Prep)													
Draft schedule of deliverables													
Select pre-work reading and assignments													
Plan trainings (focus on TLAC/Fast Start strategy)													
Schedule spring visit to Troy Prep and/or Brooke													
Schedule spring TLAC workshops for key staff													

TALENT	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Handbooks													
Staff handbook													
Recruiting													
Finalize org chart													
Develop detailed talent recruitment plan/strategy													
Draft recruitment plan/strategy													
Design interview process													
Design filing/documentation process													
Design recruitment folder													
Create plan for "wooing" candidates (cultivation strategies, swag, visits, etc.)													
Create recruitment calendar (w/key recruitment events listed)													
Develop tabling "kit" for recruitment events (banners, swag, folders, etc.)													
Write job descriptions													
Post job descriptions													
Recruit & hire Office Manager/PEIMS Coordinator													
Recruit & hire Dean of Culture and Empowerment													
Recruit & hire Principal													
Recruit & hire teachers and staff													
Personnel Systems													
Develop staff handbook													
Create onboarding process													
New hire welcome letter and packet (includes small swag item, book, etc.)													
HR checklist (Employee info forms, benefits, MTRS, etc.)													
Coordinate benefit enrollment with state pension plans													
Summer reading list													
Negotiate and sign agreements for contracted services													
Psycho/ed evaluation (AIM)													
Counseling Services													
OT/PT													
Speech and Language (AIM)													
Performance Management													
Develop salary ranges (INTERNAL)													
Develop performance pay/bonus structure (INTERNAL) (see TNTP)													
Develop master teacher/leader pathway (see TNTP)													
Develop teacher evaluation rubric and cycle (see TNTP)													
Develop teacher coaching structure and protocol													
Develop Operations and Leadership Team coaching structure and protocol													

STUDENTS & FAMILIES	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks												
Design Student Enrollment form (ED & Office Manager/ PEIMS)												
Student and Family Handbook												
Student Recruitment Materials												
Finalize application form												
Post online application form on website												
Create student recruitment "kit" for recruitment events and info sessions												
Community Outreach												
Create student recruitment calendar w/key community events listed												
Schedule monthly information sessions (schedule out at least 3 months in advance)												
Conduct community outreach (e.g., canvassing) events (1 in fall, 1 in winter)												
Coordinate media outreach to highlight community outreach events												
Identify and meet with community orgs to serve as strategic recruitment partners												
Publicity Campaign												
Develop publicity strategy (paid advertising, social media, etc.)												
Evaluate publicity strategies according to predetermined performance measures												
Admissions Lottery												
Collect enrollment forms.												
Secure lottery announcer												
Secure lottery location												
Finalize lottery protocol												
Highlight lottery date on website												
Post lottery date in local papers												
Deadline for application submission												
Practice lottery protocol												
Conduct admissions lottery and establish waitlist												
Notify families of status												
Repeat lottery, if necessary												
Student Enrollment and Intake												
Confirm acceptances												
Send DESE enrollment report												
Request student records - (send district w/d info for students)												
Distribute, collect, review and file Home Language Survey												
Create files of student records												
Mail families letter re: Student & Family Orientation												
Call all families to confirm attendance at Student & Family Orientation												
Send out New Student Paperwork (to be completed and brought to Student & Family Orientation)												
Prepare Student & Family Orientation protocol and materials												
Hold pre-opening Student & Family Orientation												
Review Student & Family Handbook												
Take photos of all students												
Have all missing paperwork filled out (releases, medical, transportation, FRPL, etc.)												
Conduct baseline STEP, number sense, and behavior testing												
Distribute uniforms												
Distribute summer home work packet												

OPERATIONS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks												
Operations Handbook (includes schoolwide systems and norms, staff communications, file management, decision tree, etc.)												
Facility												
Create Program/Site plan												
Identify 3-4 possible sites												
Conduct feasibility study												
Choose best site												
Assembly Facility team (project manager, architect, attorney)												
Have architect view and evaluate site												
Put out RFPs for site, GC, etc., as needed												
Negotiate lease												
Sign lease												
Secure financing, if necessary												
Obtain property insurance												
Hire project manager												
Hire general contractor												
Oversee renovations												
Prepare building infrastructure (lights, phones, network, etc.) (coordinate w/e-rate)												
Purchase/lease FFE												
Pass final inspection and receive Cert of Occupancy												
Calendar and Schedule												
Finalize daily schedule												
Finalize school calendar												
Transportation												
Meet w/SPS to discuss transportation services												
Determine transportation needs												
Draft contract												
Develop transportation route and schedule												
Food Service												
Issue RFP												
Select vendor and draft contract												
Sign contract												
Develop food service policies - (menu, delivery time, logistics, etc.)												
Define eligibility for free/reduced lunch (# of students - any religious/indiv req)												
Create food service systems												
How/where food delivered beginning of day												
How breakfast served and tracked, and by whom												
How snack distributed and tracked, and by whom												
How lunch served and tracked, and by whom												
How FRPL students and meals are tracked												
How extra food products are returned/donated, and by whom												
Identify free/reduced lunch students												
Health and Safety												
Complete all state reporting requirements												
Hire nurse												
Develop a system for record-keeping												
Create inventory of supplies needs for nurse's office and purchase items												
Develop policy for non-compliance by parents (?)												
Acquire student medical forms (checklist of forms to be included in Enrollment package)												
Staff first aid training (note: what are requirements?)												
Fire Safety Planning												
Contact police and fire departments												
Undergo fire inspection												
Undergo building inspection (see facility checklist)												
Contact Board of Health												
Develop fire drill policy, schedule, route												
Administrative												
Develop filing system to store student academic, disciplinary & health records												
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)												
Define procedure for visitors entering building												
Develop forms necessary to track and monitor visitors												
Define how staff will communicate (email, walkie talkie, phones) (see Staff Communications Handbook)												
Set up phone systems and answering services (need to set up school phone line prior to enrollment process)												
Purchasing												
Create list of all items that need to be purchased through Dec. of your 1st year (in case you have \$ from your startup grant that will be lost if not spent right away)												
Purchase classroom equipment and furniture												
Purchase office equipment and furniture												
Purchase postage meter												
Purchase restroom supplies												
Purchase cleaning products												
Purchase library materials												
Purchase science lab materials												
Purchase art materials												
Purchase PE equipment												
Purchase medical supplies & furniture (i.e., couch)												
Purchase P.A. system (?)												
Purchase office supplies												
Contract Personnel												
Hire janitorial services												
Line up electrician, plumber, & handyman												
Technology												
Write tech plan												
Determine assessment-related technology needs, including laptops and document cameras												
Create/organize computer filing system and document saving guidelines (See Operations Handbook)												
Create student information filing system												
Create SPED student filing system												
Select vendor for SIS												
Select vendor for culture data												
Select provider for Internet access (DSL, cable)												
Computers for teachers												
Cell phones for LT (DCI, DO, (Dean?))												
Uniforms												
Contract student uniforms												
Give families 2 uniform shirts per child (at Student & Family Orientation)												
Interior and Exterior of Building												
Develop class configuration - classroom model												

FINANCE AND FUNDRAISING	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Handbooks													
Fiscal Policies and Procedures Handbook													
Operations Team Handbook													
Financial Management													
Set up a bank accounts													
Approve Fiscal Policies and Procedures Manual													
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows													
Develop financial reporting templates (budget vs. actual) and policy													
Establish payroll													
Bid and Hire Back office Provider													
Develop schedule of Board financial reviews													
Approve Y0-Y3 budgets													
Approve Y0 and Y1 Cash Flow plans													
Develop day-to-day accounting and financial management systems													
Design process forms (purchase orders, expense forms) & policy													
Define investment/savings strategy (where will excess funds be placed)													
Fundraising/Fund Development													
Establish 501c3													
Create fund development plan													
Identify government grants that we are eligible for													
Identify private grants that we are eligible for													
Identify individual prospects for cultivation													
Create ready-to-use fundraising "packet"													
Write need statement													
Develop powerpoint and/or video that "sells" school, mission, and need													
Develop Board cultivation guidelines and strategies for targeting high net worth individuals													
Cultivate and solicit potential donors													
Schedule a series of events for securing donations													
Plan and execute social media campaign to raise funds and build interest													
Create plan to cultivate network of friends and supporters													
Distribute bi-monthly e-newsletter													

GOVERNANCE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Handbooks												
Finalize job descriptions for full board and adopt as policy												
Board handbook												
Board Expansion												
Conduct board composition analysis to determine growth areas												
Develop Agenda format												
Develop board expansion plan												
Recruit and nominate Board members												
Develop governance and board development strategy												
Define decision-making processes (through decision/responsibility matrix)												
Approve policies												
Arrange Board liability insurance												
Apply for tax-exemption (ST-2 form)												
Develop Board Calendar that includes orientation of new members, retreats, workshops, etc.												
School Leader												
Approve a job description for the school leader												
Set School Leader Goals												
Establish School Leader Eval Task Force and Timeline												

Attachment 31: Financial Plan Workbook

Using the template provided on the [New OperatorNew](#) application page, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy: Print a hard copy of **only** the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook; and

Electronic Submission: The **entire** Financial Plan Workbook will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$6,424 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant has been negotiated.

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

FINANCIAL PLAN WORKBOOK SUMMARY

[illegible]

\$ 209,500	\$	692,000	\$	843,540	\$	860,411	\$	1,164,145	\$	1,187,428
\$ -	\$	1,321,000	\$	1,706,460	\$	2,161,951	\$	2,598,898	\$	2,937,721
\$ -	\$	40,000	\$	40,800	\$	41,616	\$	42,448	\$	43,297
\$ 46,027	\$	450,839	\$	568,940	\$	672,850	\$	835,686	\$	915,391
\$ 255,527	\$	2,503,839	\$	3,159,740	\$	3,736,828	\$	4,641,178	\$	5,083,837

\$	12,500	\$	309,151	\$	409,529	\$	510,811	\$	611,676	\$	713,436
\$	156,700	\$	755,300	\$	924,550	\$	1,117,815	\$	1,311,442	\$	1,506,555
\$	19,850	\$	802,000	\$	990,370	\$	1,154,888	\$	1,247,872	\$	1,539,881
\$	5,000	\$	15,000	\$	15,000	\$	45,000	\$	45,000	\$	45,000
\$	194,050	\$	1,881,451	\$	2,339,449	\$	2,828,513	\$	3,215,990	\$	3,804,873

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	360	480	600	720	840
	\$ 12,562	\$ 12,042	\$ 11,604	\$ 11,590	\$ 11,580
	\$ 12,181	\$ 11,457	\$ 10,942	\$ 10,913	\$ 10,582

New Charter School Application Financial Plan Workbook

Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
****PLEASE NOTE** - Before selecting a category, be sure to review the *Budget* tab to see where each category falls in terms of the Personnel section.**
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**

- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those WHITE and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation. *****Notes must include the amounts that will be paid from CSP grant funds.***

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

Essence Preparatory Charter School

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Akeem Brown	
Contact Email:	abrown@fellow.bes.org	
Contact Phone:	210-788-6565	
Start-Up (Year 0) Fiscal Year End:	2022	<i>Enter the 4-digit year (XXXX)</i>
Year One Fiscal Year End:	2023	<i>Enter the 4-digit year (XXXX)</i>
Fiscal Year End Date:	August 31	<i>Select date</i>
Total School Year Minutes:	85,680	<i>Enter the number of minutes (e.g., 75,600)</i>

ENTER PROPOSED SCHOOL NAME



ENROLLMENT

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Page 1 of 2

		Advanced C&T FTE, P-TECH, New Tech Network 2023		Advanced C&T FTE, P-TECH, New Tech Network 2024		Advanced C&T FTE, P-TECH, New Tech Network 2025		Advanced C&T FTE, P-TECH, New Tech Network 2026		Advanced C&T FTE, P-TECH, New Tech Network 2027
Career and Technology (C&T) Data:	2023		2024		2025		2026		2027	
Number Enrolled in One-hour Class										
Number Enrolled in Two-hour Class										
Number Enrolled in Three-hour Class										
Number Enrolled in Four-hour Class										
Number Enrolled in Five-hour Class										
Number Enrolled in Six-hour Class										
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Dyslexia, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2023	2024	2025	2026	2027
Number Dyslexia Students Enrolled	18.00	24.00	29.00	35.00	41.00
% of Dyslexia Students Enrolled	5.00%	5.00%	4.83%	4.86%	4.88%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual LEP	29.00	38.00	48.00	58.00	67.00
Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way	26.00	35.00	43.00	52.00	60.00
Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way	9.00	12.00	15.00	18.00	21.00
Total Number of Students Enrolled in Bilingual LEP/Non LEP	64.00	85.00	106.00	128.00	148.00
% of Students Enrolled in Bilingual LEP	18%	17.71%	17.67%	17.78%	17.62%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	271.00	361.00	452.00	542.00	633.00
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TRANSPORTATION	2023	2024	2025	2026	2027
Regular Program Transportation Allotment		-	-	-	-
Special Education Program Transportation Allotment		-	-	-	-
Career and Technology Program Transportation Allotment		-	-	-	-
Transportation Total	-	-	-	-	-
Percent change YOY		0%	0%	0%	0%

Essence Preparatory Charter School

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)		Number of FTEs						Notes	Total of Salaries					
		Year Count	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	Year 0	2023	2024	2025	2026	2027		2022	2023	2024	2025	2026	2027
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		0.0000%	0.0000%	Yearly Raise %		2.0000%	2.0000%
Central Office:			1.0	2.0	3.0	3.0	3.0	3.0		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Executive Director	Executive Management	\$ 100,000	1.0	1.0	1.0	1.0	1.0	1.0		\$ 100,000	\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
Other Central Office Staff:			0.0	1.0	2.0	2.0	2.0	2.0		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Director of Operations	Operation / Business Manager	\$ 75,000			1.0	1.0	1.0	1.0		\$ -	\$ -	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
Operations Assistant	Administrative Staff	\$ 40,000		1.0	1.0	1.0	1.0	1.0		\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Reserved for future use.										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reserved for future use.										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Elementary School Campus Staff:			1.4	38.0	47.0	56.0	67.0	72.0		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School leaders:			1.1	7.0	8.0	8.0	11.0	11.0		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Principal	Instructional Management	\$ 82,000	0.5	1.0	1.0	1.0	1.0	1.0		\$ 41,000	\$ 82,000	\$ 83,640	\$ 85,313	\$ 87,019	\$ 88,759
Assistant Principal	Instructional Management	\$ 70,000	0.3	2.0	2.0	2.0	3.0	3.0		\$ 17,500	\$ 140,000	\$ 142,800	\$ 145,656	\$ 222,854	\$ 227,311
Assistant Principal of Operations (APO)	Instructional Management	\$ 70,000		1.0	1.0	1.0	1.0	1.0		\$ -	\$ 70,000	\$ 71,400	\$ 72,828	\$ 74,285	\$ 75,770
Dean of Curriculum and Instruction	Deans, Directors & Coordinators	\$ 60,000		1.0	2.0	2.0	3.0	3.0		\$ -	\$ 60,000	\$ 122,400	\$ 124,848	\$ 191,017	\$ 194,838
Dean of Empowerment and Culture	Deans, Directors & Coordinators	\$ 60,000	0.3	1.0	1.0	1.0	2.0	2.0		\$ 18,000	\$ 60,000	\$ 61,200	\$ 62,424	\$ 127,345	\$ 129,892
Special Education Coordinator	Deans, Directors & Coordinators	\$ 60,000		1.0	1.0	1.0	1.0	1.0		\$ -	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
Teachers:										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Education Teacher	Teachers - Regular	\$ 53,000		12.0	16.0	20.0	24.0	28.0		\$ -	\$ 636,000	\$ 864,960	\$ 1,102,824	\$ 1,349,857	\$ 1,606,329
Teacher (specials, e.g., art):										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Enrichment Teacher	Specialty Teachers	\$ 53,000		2.0	2.0	2.0	3.0	4.0		\$ -	\$ 106,000	\$ 108,120	\$ 110,282	\$ 168,732	\$ 229,476
Reserved for future use.										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teachers, Special Education	Teachers - SPED	\$ 53,000		2.0	2.0	3.0	4.0	4.0		\$ -	\$ 106,000	\$ 108,120	\$ 165,424	\$ 224,976	\$ 229,476
Student support staff:			0.0	14.0	18.0	22.0	23.0	23.0		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
High School Placement/College	Therapists & Counselors	\$ 53,000								\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistant	Teaching Assistants	\$ 35,000		12.0	16.0	20.0	20.0	20.0		\$ -	\$ 420,000	\$ 571,200	\$ 728,280	\$ 742,846	\$ 757,703
Social Worker	Therapists & Counselors	\$ 53,000		1.0	1.0	1.0	2.0	2.0		\$ -	\$ 53,000	\$ 54,060	\$ 55,141	\$ 112,488	\$ 114,738
Nurse	Nurse	\$ 40,000		1.0	1.0	1.0	1.0	1.0		\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Campus operations:										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office Manager	Administrative Staff	\$ 35,000	0.3	1.0	1.0	1.0	2.0	2.0		\$ 10,500	\$ 35,000	\$ 35,700	\$ 36,414	\$ 74,285	\$ 75,770
PEIMS Coordinator	Administrative Staff	\$ 45,000	0.5	1.0	1.0	1.0	2.0	2.0		\$ 22,500	\$ 45,000	\$ 45,900	\$ 46,818	\$ 95,509	\$ 97,419
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Essence Preparatory Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	2022	2023	2022	2023	2024	2025	2026	2027	*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
<div>REVENUE</div>										
TOTAL STATE REVENUES		3,554,882			33.33%	25.00%	20.00%	16.67%		
<div>FEDERAL REVENUES</div>										
Charter School Program (CSP) Start-Up Grant	376,500	323,500			-38.18%	-100.00%	0.00%	0.00%	Assumes \$900,000 in CSP grant split across Y0 (\$400k), Y1 (\$300k), & Y2 (\$200k)	Assumes \$900,000 in CSP grant split across Y0 (\$400k), Y1 (\$300k), & Y2 (\$200k)
Other Federal Revenues		594,052			33.00%	25.00%	20.00%	16.67%		Assumes NSLP reimbursement at current TDA reimbursement rate (see line 85) and 80% of cost to account for melt (\$238,564 in Y1), and federal programs grants at roughly 10% of total revenue based on 10% SPED population ((\$355,488 in Y1)
TOTAL FEDERAL REVENUES	376,500	917,552								
TOTAL LOCAL & OTHER REVENUES	125,000	50,000			0.00%	0.00%	0.00%	0.00%	Assumes \$75,000 of startup funding secured through a Walton Family Foundation grant and \$50,000 of secured local grant funding (see letters of support)	Assumes continued local fundraising of \$50,000 per year based on secured grant funding for Y0 (see letters of support)
TOTAL REVENUE	\$ 501,500	\$ 4,522,434								
<div>EXPENSES</div>										
<div>ADMINISTRATIVE STAFF PERSONNEL COSTS</div>										
Executive Management	100,000	100,000								
Instructional Management	41,000	292,000								
Deans, Directors & Coordinators	18,000	180,000								
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	33,000	120,000								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 192,000	\$ 692,000								
<div>INSTRUCTIONAL PERSONNEL COSTS</div>										
Teachers - Regular	-	636,000								
Teachers - SPED	-	106,000								
Substitute Teachers	-	-								
Teaching Assistants	-	420,000								
Specialty Teachers	-	106,000								
Aides	-	-								
Therapists & Counselors	-	53,000								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 1,321,000								
<div>NON-INSTRUCTIONAL PERSONNEL COSTS</div>										
Nurse	-	40,000								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 40,000								
TOTAL PERSONNEL EXPENSES	\$ 192,000	\$ 2,053,000								
<div>PAYROLL TAXES AND BENEFITS</div>										
Social Security	12,989	127,286	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	From https://www.ssa.gov/OACT/ProgData/taxRates.html	From https://www.ssa.gov/OACT/ProgData/taxRates.html
Medicare	3,038	29,769	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	From https://www.ssa.gov/OACT/ProgData/taxRates.html	From https://www.ssa.gov/OACT/ProgData/taxRates.html
State Unemployment	126	1,027	0.06%	0.05%	0.05%	0.05%	0.05%	0.05%	From https://www.ssa.gov/OACT/ProgData/taxRates.html	From https://www.ssa.gov/OACT/ProgData/taxRates.html
Worker's Compensation Insurance	1,152	11,292	0.55%	0.55%	0.55%	0.55%	0.55%	0.55%	From https://www.nasi.org/sites/default/files/research/November%202020%20-%20Benefits,%20Coverage,%20and%20Costs.pdf (Table 14)	From https://www.nasi.org/sites/default/files/research/November%202020%20-%20Benefits,%20Coverage,%20and%20Costs.pdf (Table 14)

Essence Preparatory Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
Custom Other Tax #1: TRS Minimum Contribution	3,897	38,186	1.86%	1.86%	1.86%	1.86%	1.86%	1.86%	From https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	From https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Custom Other Tax #2: Reporting Entity TRS-Care Contribution and TRS Public Education Employer Contribution	4,923	48,246	2.35%	2.35%	2.35%	2.35%	2.35%	2.35%	From https://www.trs.texas.gov/Pages/re_contribution_rates.aspx	From https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
Health Insurance	16,760	164,240	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%		
Dental Insurance	3,143	30,795	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 46,027	\$ 450,839								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 238,027	\$ 2,503,839								

Essence Preparatory Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
CONTRACTED SERVICES			Enter the % change below for which the amount entered in column F should change each year.							
Accounting / Audit	-	5,000			33.00%	25.00%	20.00%	16.67%		% change based upon Percent change YOY on Enrollment worksheet
Legal	5,000	20,000			33.00%	25.00%	20.00%	16.67%		% change based upon Percent change YOY on Enrollment worksheet
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		% change based upon Percent change YOY on Enrollment worksheet
Nurse Services	-	5,000			33.00%	25.00%	20.00%	16.67%		ADA # multiplied by \$5.40 (Total of published TDA reimbursement rate of \$3.51 for free lunch and \$1.89 for free breakfast) then multiplied by 181 days; assumes 90% participation and 75.3% income eligibility
Food Service / School Lunch	-	224,151			33.00%	25.00%	20.00%	16.67%		% change based upon Percent change YOY on Enrollment worksheet
Payroll Services	7,500	25,000			33.00%	25.00%	20.00%	16.67%		% change based upon Percent change YOY for Special Education on Enrollment worksheet
Special Ed Services	-	25,000			31.03%	25.00%	18.95%	17.70%		% change based upon Percent change YOY on Enrollment worksheet
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		% change based upon yearly cost adjustments
directors and officers insurance	-	5,000			10.00%	5.00%	5.00%	5.00%		
Custom Contracted Services #2	-	-			33.00%	25.00%	20.00%	16.67%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	\$ 12,500	\$ 309,151								
SCHOOL OPERATIONS										
Board Expenses	2,000	5,000			0.00%	0.00%	0.00%	0.00%		Estimate of training costs and incidentals
Classroom / Teaching Supplies & Materials	50,000	256,000			33.00%	15.00%	10.00%	10.00%		Assumes \$850 per student based on local charter spending; startup costs split across Y0 & Y1; costs decrease as percentage of enrollment as economies of scale increase
Special Ed Supplies & Materials	-	29,000			31.03%	25.00%	18.95%	17.70%		Estimated at \$500 per special education student
Textbooks / Workbooks	-	54,000			33.00%	25.00%	20.00%	16.67%		\$150 per student based on local charter spending. Includes cost of online curriculum and classroom sets of textbooks in math & reading books in ELA
Supplies & Materials other	3,000	36,000			33.00%	25.00%	20.00%	16.67%	Assumes basic needs like printing, pens/notebooks, etc.	Assumes \$100 per student
Equipment / Furniture	5,000	36,000			33.00%	25.00%	20.00%	16.67%	Assumes printer and minimal office furniture	Assumes \$100 per student
Telephone	-	18,000			33.00%	25.00%	20.00%	16.67%		Assumes \$50 per student enrolled based on local charter spending (phones are for staff, but per student is the best way to calculate operational expenses consistently)
Technology	43,200	100,800			-52.38%	10.00%	10.00%	10.00%		Assumes \$400 per student -- \$300 for one-to-one Chromebooks and \$100 per student for other technology; cost split across Y0 & Y1
Student Testing & Assessment	-	18,000			33.00%	25.00%	20.00%	16.67%		Assumes \$50 per student for NWEA MAP and other assessment materials
Field Trips	-	5,000			100.00%	100.00%	100.00%	50.00%		This number increases significantly as our students grow from lower elementary into upper elementary and middle school, where they may travel by bus for sports competitions. We consider these "field trips."
Transportation (student)	-	65,000			33.00%	25.00%	20.00%	16.67%		Assumes shared services arrangement with Compass Rose where each school pays roughly 50% of total cost of transportation; total cost is typically \$350 per student per year, so cost here is \$175 per student
Student Services - other					0.00%	0.00%	0.00%	0.00%		
Office Expense		20,000			33.00%	25.00%	20.00%	16.67%		Assumes about \$55 per student per year based on local charter school spending
Staff Development	10,000	10,000			100.00%	20.00%	20.00%	15.00%	Assumes half the cost of \$500 per Y1 staff members for summer PD (other half of cost is assumed in Y1 budget)	Assumes half the cost of \$500 per Y1 staff members (other half was assumed in Y0 budget); increase with size of staff w. a small cushion
Staff Recruitment	1,500	20,500			24.39%	17.65%	20.00%	6.94%	Assumes \$500 per FTE in marketing, travel, etc.; increases by percent of FTE increase	Assumes \$500 per FTE in marketing, travel, etc. Increases by percent of FTE increase
Student Recruitment / Marketing	36,000	36,000			33.00%	25.00%	20.00%	16.67%		Assumes \$100 per student based on best practices and local charter school spending
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	3,000	5,000			33.00%	25.00%	20.00%	16.67%	Assumes school visits in the fall and spring to observe excellent schools in action & conference travel; costs increase with enrollment	Assumes school visits in the fall and spring to observe excellent schools in action & conferenece travel; costs increase with enrollment

Essence Preparatory Charter School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
Fundraising	3,000	5,000			33.00%	25.00%	20.00%	16.67%	*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
After School Program	-	36,000			33.00%	25.00%	20.00%	16.67%	Assumes annual fundraising events in the fall and spring; costs increase with enrollment	Assumes annual fundraising events in the fall and spring; increase with enrollment
Custom Operations #1					0.00%	0.00%	0.00%	0.00%		Assumes \$10 per student per month for 10 months in Y1 for after-school tutroing and enrichment; costs increase with enrollment
Custom Operations #2					0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	\$ 156,700	\$ 755,300								
FACILITY OPERATION & MAINTENANCE										
Insurance		50,000			33.00%	25.00%	20.00%	16.67%		Assumes \$1 psf & an increase with enrollment
Janitorial Services	1,800	30,000			33.00%	25.00%	20.00%	16.67%	Assumes 12% of lease costs	Assumes \$2,500 per month for twelve months in Y1, with increased costs associated with increased student enrollment
Building and Land Rent / Lease	15,000	600,000			25.00%	16.67%	6.00%	27.00%	Assumes \$2,500 per month for six months in rented office space	Assumes a 50,000 sf facility with a lease rate of \$12 psf in Y1, 15 psf in Y2, 17.50 psf in Y3, and 18.50 in Y4 & Y5; Y5 also includes \$5 more per sf in portable costs for overflow enrollment
Repairs & Maintenance		18,000			0.00%	0.00%	0.00%	0.00%		Assumes \$1,500 per month for twelve months
Security Services		9,000			33.00%	25.00%	20.00%	16.67%		Assume \$25 per student
Utilities	1,800	90,000			10.00%	10.00%	10.00%	10.00%	Assumes 12% of lease costs	Assumes \$250 per student and incremental growth with student enrollment growth
Internet		-			0.00%	0.00%	0.00%	0.00%		Assumes cost is covered by E-Rate
Custom Facilities Operations #1: E-Rate Consultant	1,250	5,000			0.00%	0.00%	0.00%	0.00%	Assumes consultant is under contract for one quarter in preparation for launch	Assumes quarterly costs of \$1,250 based on local charter spending
Custom Facilities Operations #2					0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 19,850	\$ 802,000								
RESERVES / CONTIGENCIES	5,000	15,000			0.00%	200.00%	0.00%	0.00%		
TOTAL EXPENSES	\$ 432,077	\$ 4,385,290								
NET OPERATING INCOME (before Depreciation)	\$ 69,423	\$ 137,145								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	\$ 69,423	\$ 137,145								

Essence Preparatory Charter School

PROJECTED BUDGET / OPERATING PLAN

SUMMARY
Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

501,500	4,522,434	5,779,932	6,962,415	8,344,898	9,727,421
449,577	4,385,290	5,499,189	6,565,341	7,857,168	8,888,710
51,923	137,145	280,743	397,074	487,730	838,711
	12,562.32	12,041.53	11,604.03	11,590.14	11,580.26
	12,181.36	11,456.64	10,942.23	10,912.73	10,581.80

REVENUE

TOTAL STATE REVENUES

FEDERAL REVENUES

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

TOTAL FEDERAL REVENUES

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

	3,554,882	4,739,843	5,924,804	7,109,764	8,294,725
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376,500	323,500	200,000	-	-	-
-	594,052	790,089	987,611	1,185,134	1,382,696
376,500	917,552	990,089	987,611	1,185,134	1,382,696
\$ 125,000	50,000	50,000	50,000	50,000	50,000

\$ 501,500	\$ 4,522,434	\$ 5,779,932	\$ 6,962,415	\$ 8,344,898	\$ 9,727,421
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

100,000	100,000	102,000	104,040	106,121	108,243
58,500	292,000	297,840	303,797	384,157	391,840
18,000	180,000	244,800	249,696	382,035	389,676
-	-	-	-	-	-
-	-	76,500	78,030	79,591	81,182
33,000	120,000	122,400	124,848	212,242	216,486
-	-	-	-	-	-
\$ 209,500	\$ 692,000	\$ 843,540	\$ 860,411	\$ 1,164,145	\$ 1,187,428

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

Aides

Therapists & Counselors

Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

-	636,000	864,960	1,102,824	1,349,857	1,606,329
-	106,000	108,120	165,424	224,976	229,476
-	-	-	-	-	-
-	420,000	571,200	728,280	742,846	757,703
-	106,000	108,120	110,282	168,732	229,476
-	-	-	-	-	-
-	53,000	54,060	55,141	112,488	114,738
-	-	-	-	-	-
\$ -	\$ 1,321,000	\$ 1,706,460	\$ 2,161,951	\$ 2,598,898	\$ 2,937,721

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse

Librarian

Custodian

Security

-	40,000	40,800	41,616	42,448	43,297
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
TOTAL PERSONNEL EXPENSES	\$ 209,500	\$ 2,053,000	\$ 2,590,800	\$ 3,063,978	\$ 3,805,492	\$ 4,168,446

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
PAYROLL TAXES AND BENEFITS						
Social Security	12,989	127,286	160,630	189,967	235,940	258,444
Medicare	3,038	29,769	37,567	44,428	55,180	60,442
State Unemployment	126	1,027	1,295	1,532	1,903	2,084
Worker's Compensation Insurance	1,152	11,292	14,249	16,852	20,930	22,926
Custom Other Tax #1: TRS Minimum Contribution	3,897	38,186	48,189	56,990	70,782	77,533
Custom Other Tax #2: Reporting Entity TRS-Care	4,923	48,246	60,884	72,003	89,429	97,958
Health Insurance	16,760	164,240	207,264	245,118	304,439	333,476
Dental Insurance	3,143	30,795	38,862	45,960	57,082	62,527
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 46,027	\$ 450,839	\$ 568,940	\$ 672,850	\$ 835,686	\$ 915,391
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 255,527	\$ 2,503,839	\$ 3,159,740	\$ 3,736,828	\$ 4,641,178	\$ 5,083,837
CONTRACTED SERVICES						
Accounting / Audit	-	5,000	6,650	8,313	9,975	11,638
Legal	5,000	20,000	26,600	33,250	39,900	46,551
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	5,000	6,650	8,313	9,975	11,638
Food Service / School Lunch	-	224,151	298,120	372,651	447,181	521,726
Payroll Services	7,500	25,000	33,250	41,563	49,875	58,189
Special Ed Services	-	25,000	32,759	40,948	48,707	57,328
Titlement Services (i.e. Title I)	-	-	-	-	-	-
directors and officers insurance	-	5,000	5,500	5,775	6,064	6,367
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ 12,500	\$ 309,151	\$ 409,529	\$ 510,811	\$ 611,676	\$ 713,436

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SCHOOL OPERATIONS						
Board Expenses	2,000	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	50,000	256,000	340,480	391,552	430,707	473,778
Special Ed Supplies & Materials	-	29,000	38,000	47,500	56,500	66,500
Textbooks / Workbooks	-	54,000	71,820	89,775	107,730	125,689
Supplies & Materials other	3,000	36,000	47,880	59,850	71,820	83,792
Equipment / Furniture	5,000	36,000	47,880	59,850	71,820	83,792
Telephone	-	18,000	23,940	29,925	35,910	41,896
Technology	43,200	100,800	48,000	52,800	58,080	63,888
Student Testing & Assessment	-	18,000	23,940	29,925	35,910	41,896
Field Trips	-	5,000	10,000	20,000	40,000	60,000
Transportation (student)	-	65,000	86,450	108,063	129,675	151,292
Student Services - other	-	-	-	-	-	-
Office Expense	-	20,000	26,600	33,250	39,900	46,551
Staff Development	10,000	10,000	20,000	24,000	28,800	33,120
Staff Recruitment	1,500	20,500	25,500	30,000	36,000	38,500
Student Recruitment / Marketing	36,000	36,000	47,880	59,850	71,820	83,792
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	3,000	5,000	6,650	8,313	9,975	11,638
Fundraising	3,000	5,000	6,650	8,313	9,975	11,638
After School Program	-	36,000	47,880	59,850	71,820	83,792
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 156,700	\$ 755,300	\$ 924,550	\$ 1,117,815	\$ 1,311,442	\$ 1,506,555
FACILITY OPERATION & MAINTENANCE						
Insurance	-	50,000	66,500	83,125	99,750	116,378
Janitorial Services	1,800	30,000	39,900	49,875	59,850	69,827
Building and Land Rent / Lease	15,000	600,000	750,000	875,025	927,527	1,177,959
Repairs & Maintenance	-	18,000	18,000	18,000	18,000	18,000
Security Services	-	9,000	11,970	14,963	17,955	20,948
Utilities	1,800	90,000	99,000	108,900	119,790	131,769
Internet	-	-	-	-	-	-
Custom Facilities Operations #1: E-Rate Consultant	1,250	5,000	5,000	5,000	5,000	5,000
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 19,850	\$ 802,000	\$ 990,370	\$ 1,154,888	\$ 1,247,872	\$ 1,539,881
RESERVES / CONTINGENCIES	5,000	15,000	15,000	45,000	45,000	45,000
TOTAL EXPENSES	\$ 449,577	\$ 4,385,290	\$ 5,499,189	\$ 6,565,341	\$ 7,857,168	\$ 8,888,710
NET OPERATING INCOME (before Depreciation)	\$ 51,923	\$ 137,145	\$ 280,743	\$ 397,074	\$ 487,730	\$ 838,711
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 51,923	\$ 137,145	\$ 280,743	\$ 397,074	\$ 487,730	\$ 838,711

Essence Preparatory Charter School

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
General Instructions and Notes		338.400
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.118
Resource Room (Code 41& 42)	3.0	9.854
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	6.271
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		16.242
Total Special Education Weighted FTE		48.962
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.15	17.860
Regular Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
P-TECH	\$ 50	0.000
New Tech Network	\$ 50	0.000
Regular Program ADA		322.158
Dyslexia	0.10	18.000
Public Education Grant	0.10	0.000
Early Education	0.10	0.000
State Compensatory Education Enrollment	0.25	271.000
Pregnancy Related FTEs	2.41	0.000
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district	0.20	0.000
Bilingual LEP ADA	0.10	27.260
Bilingual LEP Dual Language One-Way, Two-Way	0.15	24.440
Bilingual Non LEP Dual Language One-Way, Two-Way	0.05	8.460
Adjusted GYA		1.4347
Total Weighted Average Daily Attendance (WADA)		519.4602
State Average Funding Components		

Per Capita Rate		\$ 476.710
District Basic Allotment (DBA)		\$ 6,159.00
ASF ADA		\$ 3,294.69
District Tax Rate Level 1 (DTR1)		\$ 0.057112
Level 1 Entitlement		\$ 98.56
District Tax Rate Level 2 (DTR2)		\$ 0.024659
Level 2 Entitlement		\$ 49.28
Interest & Sinking Rate		\$ -
EDA Guaranteed Yield (GY)		\$ 38.58
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		\$ 1,984,170
Small and Mid-size Allotment TEC 48.101		\$ 358,027
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		\$ 2,612
99-New Instructional Facility Allotment		\$ -
11-Public Education Grant TEC 48.107		\$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		\$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		\$ 5,930
School Safety Allotment TEC 42.168		\$ 3,289
Special Education Detail:		
Regular Special Education		\$ 301,556
Mainstream		\$ 126,500
Residential Care and Treatment		\$ -
State Schools		\$ -
Non Public Contracts		\$ -
Extended Year Special Education		\$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		\$ 428,055
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment		\$ -
Advanced CTE Allotment		\$ -
P-TECH		\$ -
New Tech Network		\$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		\$ -
State Compensatory Education Detail:		
State Compensatory Allotment		\$ 417,272
Pregnancy Related		\$ -
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district		\$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		\$ 417,272
Transportation Detail:		
Regular		\$ -
Private		\$ -
Special Education		\$ -
Career & Technology Education		\$ -
99-Transportation Allotment TEC 48.151		\$ -
TOTAL COST OF TIER I / STATE SHARE OF TIER I		\$ 3,199,356
TIER II		
Tier II Level 1		\$ 292,402

Tier II Level 2		\$ 63,125
TOTAL TIER II		\$ 355,527
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		yes
Charter Schools Facility Funding TEC 12.106(d)		0.000
TOTAL OTHER PROGRAMS		\$ -
TOTAL STATE AID		\$ 3,554,882
Available School Fund (ASF)		\$ -
Foundation School Fund (FSF)		\$ 3,554,882

Essence Preparatory Charter School

PAYMENT FORMULA EXAMPLE

Total State Aid	\$ 3,554,882
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 3,554,882

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 295,055
October	11	9.1%	\$ 296,644
November	10	10.1%	\$ 299,281
December	9	11.1%	\$ 295,693
January	8	12.4%	\$ 293,658
February	7	14.4%	\$ 298,735
March	6	16.6%	\$ 294,785
April	5	19.9%	\$ 294,725
May	4	25.1%	\$ 297,763
June	3	33.2%	\$ 294,996
July	2	49.7%	\$ 294,993
August	1	100.0%	\$ 298,554
Total Payments			\$ 3,554,882

Essence Preparatory Charter School

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

	Start-Up Year 0 2022	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027
Total State Revenues		\$ 3,554,882	\$ 4,739,843	\$ 5,924,804	\$ 7,109,764	\$ 8,294,725
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	\$ 376,500	\$ 323,500	\$ 200,000	\$ -	\$ -	\$ -
Other Federal Revenues	\$ -	\$ 594,052	\$ 790,089	\$ 987,611	\$ 1,185,134	\$ 1,382,696
Total Federal Revenues	\$ 376,500	\$ 917,552	\$ 990,089	\$ 987,611	\$ 1,185,134	\$ 1,382,696
Total Local and Other Revenue	\$ 125,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
TOTAL REVENUE	\$ 501,500	\$ 4,522,434	\$ 5,779,932	\$ 6,962,415	\$ 8,344,898	\$ 9,727,421

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs	\$ 209,500	\$ 692,000	\$ 843,540	\$ 860,411	\$ 1,164,145	\$ 1,187,428
Total Instructional Personnel Costs	\$ -	\$ 1,321,000	\$ 1,706,460	\$ 2,161,951	\$ 2,598,898	\$ 2,937,721
Total Non-Instructional Personnel Costs	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Total Payroll Taxes and Benefits	\$ 46,027	\$ 450,839	\$ 568,940	\$ 672,850	\$ 835,686	\$ 915,391
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 255,527	\$ 2,503,839	\$ 3,159,740	\$ 3,736,828	\$ 4,641,178	\$ 5,083,837

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$ 12,500	\$ 309,151	\$ 409,529	\$ 510,811	\$ 611,676	\$ 713,436
Total School Operations	\$ 156,700	\$ 755,300	\$ 924,550	\$ 1,117,815	\$ 1,311,442	\$ 1,506,555
Total Facilities Operations and Maintenance	\$ 19,850	\$ 802,000	\$ 990,370	\$ 1,154,888	\$ 1,247,872	\$ 1,539,881
Reserves / Contingencies	\$ 5,000	\$ 15,000	\$ 15,000	\$ 45,000	\$ 45,000	\$ 45,000
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 194,050	\$ 1,881,451	\$ 2,339,449	\$ 2,828,513	\$ 3,215,990	\$ 3,804,873

TOTAL EXPENSES**NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment		360	480	600	720	840
Revenue Per Pupil	\$	12,562	\$ 12,042	\$ 11,604	\$ 11,590	\$ 11,580
Expenses Per Pupil	\$	12,181	\$ 11,457	\$ 10,942	\$ 10,913	\$ 10,582

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding. The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should NOT budget the funds outlined above.

For purposes of this grant, the term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;

- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Attachment 32: Budget Narrative

Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

REVENUE FROM ENROLLMENT. We are proposing to open three grade levels in the first year, with a full enrollment of 120 students per grade (four cohorts of 30 students each). While there is some risk that new charter schools will open under enrolled, we believe that opening three grade levels to start will help us overcome those challenges. Three grade levels provide us with a larger recruitment base, which enables families to keep their children together in the same school. We have used SAISD's student demographic information to inform all budget assumptions.

In Y1 of Operation, we have set our Average Daily Attendance (ADA) rate at 94%, which is roughly equivalent to the average of three local districts: SAISD, ECISD, and Judson ISD. We have been conservative in maintaining a steady 94% ADA for all five years (Enrollment Tab, line 26). As disclosed on the Enrollment Support Schedule included in Attachment 31, Financial Plan Workbook, we have also assumed that approximately 11% of students will receive Special Education Services, as we anticipate educating a similar percentage of students with special education needs as the neighboring districts (Enrollment Tab, line 44). Furthermore, as noted on the Enrollment Support Schedule, we used the full-time equivalents or ADA, as appropriate, reported by each district to derive the number of students enrolled in the speech therapy, resource room, and self-contained (mild/moderate/severe) and mainstream instructional arrangements. As may be observed on the Enrollment Support Schedule, we anticipate that approximately 18% of students will be English Learners (ELs), based on the average of the three local ISDs (Enrollment Tab, line 70). As disclosed on the Enrollment Support Schedule, we have also projected 75% of students will qualify for free and reduced lunch based on the average number of economically disadvantaged students reported by the three local ISDs (Enrollment Tab, line 73).

NOTE: The Enrollment Support Schedule included in Attachment 31, Financial Plan Workbook, is ©2021 Schulman, Lopez, Hoffer & Adelstein, LLP, All Rights Reserved. Notwithstanding, TEA is expressly authorized by Schulman, Lopez, Hoffer & Adelstein, LLP to release this record, unredacted, as part of the TEA's charter application process.

OTHER LOCAL REVENUE. In Year 1, we assume \$125,000 in other local revenue, in the form of two secured grants: \$75,000 from the Walton Family Foundation and

\$50,000 from Choose to Succeed (please see letters of support in Attachment 33). We conservatively project \$50,000 of other local revenues each year thereafter, assuming Choose to Succeed will maintain the level of support they pledged for Year 1. We will actively fundraise to supplement this projection.

PERSONNEL ASSUMPTIONS. Personnel in Year 1 include 41 full-time equivalent employees. All salaries are projected based on market comps in local San Antonio charter schools and/or ISDs, although we only used ISD salaries on the Supplemental Human Resources Information Forms included in Attachment 23. We assume contributions for Social Security, Medicare, State Unemployment, Worker's Compensation Insurance, Teacher Retirement System of Texas (TRS) State Minimum Contribution,¹ TRS Public Education Employer Contribution and TRS-Care Contribution. Health Insurance and Dental Insurance are projected at 9.5% of salaries based on the cost that local charter schools pay in San Antonio. Total salaries in Year 1 are projected at \$2,053,000, and total payroll taxes and benefits are estimated at \$450,839.

CONTRACTED SERVICES. In Year 1, we are projecting \$383,205 in contracted services. This includes \$30,000 total in D&O insurance, audit services, and legal services and \$5,000 in nurse services (for required screenings). We project \$224,151 in food service costs based on an ADA of 338.400 (see SOF worksheet, cell D7), income eligibility of 75.3% (see Enrollment Support Schedule, cell G98), federal reimbursement rate for the National School Lunch Program of \$3.51 for free lunch and \$1.89 for free breakfast, 181 days of school, and a participation rate of 90%. We project \$25,000 for contracted payroll expenses based on recent contracts signed by local startup charter schools with ESC 20 (also known as Region 20). Our projection for contracted special education services of \$25,000 is based on roughly two hours per day of contracted services for 181 school days at the rate of \$70 per hour, which is the market rate for special education and related services provided by contractors in San Antonio.

SCHOOL OPERATIONS. School operations costs in Year 1 are projected to be \$745,500. Assumptions are listed below. Unless otherwise noted, costs increase each year at the same rate as student enrollment:

- **Board** expenses are \$5,000, which covers training costs and stays consistent through Year 5.
- **Classroom/Teaching Supplies** are \$256,000, which assumes \$850 per student based on local charter spending, with the total split between Y0

¹ For the percentage used for the TRS State Minimum Contribution, we used an estimate based upon a cursory comparison of the starting salaries disclosed on the Personnel worksheet included in the Financial Plan Workbook

to the state minimum salary. Refer to the TRS Payroll Manual for Independent School Districts, Charter Schools, and Education Service Centers published at

https://www.trs.texas.gov/TRS%20Documents/re_payroll_manual_public_schools.pdf.

and Y1; costs decrease as a percentage of enrollment as we capture economies of scale.

- **Special Education Supplies & Materials** are estimated at \$29,000 which is based on an estimated \$500 per special education student. •
- Textbooks/Workbooks** are estimated at \$54,000, assuming \$150 per student based on local charter school spending.
- **Supplies & Materials** are estimated at \$36,000, assuming \$100 per student based on local charter school spending.
- **Equipment & Furniture** not captured in "Classroom/Teaching Supplies" above are estimated at \$36,000, which assumes \$100 per student based on local charter school spending.
- **Telephone** costs are estimated at \$18,000 based on local charter school spending.
- **Technology** costs are estimated at 144,000 for Year 0 and 1, which assumes a 1:1 technology for all students. The cost is calculated assuming \$300 per device per students and an additional \$100 per student for other technology. Startup costs are split between Year 0 (30%) & Year 1 (70%). Subsequently, technology costs are assumed to be for the additional devices and other technology for each additional student enrolled.
- **Student Testing & Assessment** costs are estimated at \$18,000 in Year 1, which assumes \$50 per student for NWEA MAP and other testing materials, based on local charter school spending.
- **Field Trips** costs are estimated at \$5,000 in year one and increases rapidly as enrollment increase in Years 2-5.
- **Transportation** costs are assumed to be \$65,000, which assumes a shared service arrangement with Compass Rose, where each school would pay roughly 50% of the total cost of transportation. The total costs is typically \$350 per student per year, according to Compass Rose's yearly spending, so the costs assumed here is \$175 per student per year.
- **Office Expenses** are estimated at \$20,000 in Year 1, which assumes about \$55 per student per year based on local charter school spending. • **Staff Development** costs are estimated at \$10,000 in Year 1 (with an initial investment of \$10,000 incurred in Year 0). The staff development costs in Year 2 reflect the anticipated average annual investment with increased costs commensurate with the size of the staff and a small cushion built in to address impromptu training opportunities.
- **Staff Recruitment** is estimated to cost \$20,500 in Year 1, assuming \$500 per FTE, which is inclusive of the costs of advertising, travel to job fairs, etc. The cost increases with the size of the staff.
- **Student Recruitment/Marketing** costs are estimated at \$36,000 in Year 1

assuming \$100 per student. This number is based on both national best practices, which say schools should aim to keep the cost of student recruitment at or under \$100 per student, and on the experience of local charter schools currently operating.

- **Travel (Staff)** is estimated at \$5,000, which assumes several leadership team visits to excellent schools for observation and learning.
- **Fundraising** activities are estimated at \$5,000, which assumes the costs of annual fundraising events in the fall and spring.
- **After School Program** costs are estimated to be \$36,000, which assumes \$10 per student per month for ten months, which covers the cost of after school tutoring and enrichment programs.

FACILITY OPERATION & MAINTENANCE. Total facility operations and maintenance costs in Year 1 equal \$802,000. The lease rate for year one \$600,000. This assumes a 50,000 square foot facility to be leased at \$12 per square foot in year one, \$15 per square foot in year two, \$17.50 per square foot in year three, and \$18.50 in years four and five. This type of escalating rent scenario is not uncommon with startup charter schools and has been successfully negotiated by our broker for charter schools in this market. Other costs include:

- **Insurance** is projected at \$50,000 in Year 1, assuming \$1 per square foot based on the local market.
- **Janitorial** services are projected at \$30,000 in Year 1, assuming \$2,500 per month for twelve months, with costs increasing based on enrollment.
- **Repairs and Maintenance** are estimated to cost \$18,000, assuming \$1,500 per month for twelve months.
- **Commercial Relator** We are assuming that the commercial realtor that helps identify our site will be compensated by the landlord.
- **Architects** We are proposing these services will cost \$10,000 based on local market.
- **Security Services** are projected to cost \$9,000, assuming \$25 per student, based on local charter school spending.
- **Utilities** are projected to cost \$90,000, assuming \$250 per student based on local charter school spending and with incremental growth based on increasing student enrollment.
- **E-Rate Consultant** is projected to cost \$5,000 in Year 1 based on local charter school spending.

BORROWED FUNDS. We will need to seek debt financing, given that in Year 0, the cost of these improvements cannot be borne by the current financial plan/budget. Please note that the debt financing and facility improvements were not reflected on the FPW because these amounts do not constitute

revenues and expenses under GAAP.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."



GEORGE W. BRACKENRIDGE
FOUNDATION

November 19, 2020

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

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

Re: Commitment of Start-Up Funds to Essence Preparatory

Dear Commissioner Morath and Dr. Ellis:

The George W. Brackenridge Foundation board of trustees is pleased to pledge a one-time grant of \$50,000.00 to Essence Preparatory Charter School to meet the needs of their 2021-22 start-up year, which precedes the opening of their first campus in San Antonio in August 2022.

Relevant grant restrictions and contingencies are:

- 1) Essence Prep Inc., dba Essence Preparatory, must maintain its 501c3 status;
- 2) Essence Prep Inc., dba Essence Preparatory, receiving a Generation 26 charter as awarded by the Texas Education Agency;
- 3) Funds will be distributed in either 2021 or 2022, at the discretion of the Foundation; and
- 4) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Essence Preparatory. We expect it to be a valuable educational option for San Antonio families.

Sincerely,

Victoria B. Rico
Chairwoman & Trustee

cc: Randy J. Boatright, Trustee
David H.O. Roth, Trustee
Nora J. Walsh, Executive Director



January 6, 2021

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

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

Re: Commitment of Start-Up Funds to Essence Preparatory Charter School

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start-up funds in the amount of \$50,000.00 to Essence Preparatory Charter School. These funds will cover costs associated with the 2021-22 planning year as Essence Prep works toward opening its first campus in San Antonio in August 2022.

Relevant grant restrictions are:

- 1) Essence Preparatory Charter School must maintain its 501c3 status;
- 2) This grant is contingent upon securing a Generation 26 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Essence Preparatory Charter School. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Tom Torkelson, CEO

cc: Steve C. Lewis, Chairman



January 15, 2021

Re: Commitment of Start-Up Funds to Essence Preparatory

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with BES and the BES Fellowship, will make available \$75,000 of start-up funds for the planning year (fiscal year 2021-2022) of Essence Preparatory contingent upon its charter authorization. These funds will be characterized as a \$75,000 grant.

Sincerely,

Aasimah Navlakhi
Chief Executive Officer

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 2) found at [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes from inception to date, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

Note:

As set forth in the instructions to Attachment 34, audit reports are not required for organizations that are less than one year old or established organizations with no financial activity to date. Essence Prep, Inc., which was incorporated November 13, 2020 and has no financial activity to date, submits the following financial statements indicating a zero balance:

- Statement of financial position
- Statement of activity
- Cash flow statement

Essence Prep, Inc.
DBA
Essence Preparatory Charter School
Unaudited Record of Financial Position
As of December 31, 2020

Assets

Current Assets:	
Cash and cash equivalents	\$ -
Prepaid Expenses	\$ -
Total Current Assets	<u>\$ -</u>
Property and Equipment, Net	\$ -
Total Assets	<u><u>\$ -</u></u>

Liabilities and Net Assets

Current Liabilities:	
Accounts Payable	\$ -
Accrued Expenses	\$ -
Total Current Liabilities	<u>\$ -</u>
Notes Payable	\$ -
Total Liabilities	<u>\$ -</u>
Net Assets:	
Without Donor Restrictions	\$ -
With Donor Restrictions	\$ -
Total Net Assets	<u>\$ -</u>
Total Liabilities and Net Assets	<u><u>\$ -</u></u>

**Essence Prep, Inc.
DBA
Essence Preparatory Charter School
Unaudited Record of Activities
For the Period Ended December 31, 2020**

	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenues and Other Support			
Local Support:			
5742 Earnings from Temporary Deposits and Investments	\$ -	\$ -	\$ -
5744 Revenue from Foundations, Other Nonprofit Organizations, Gifts, and Bequests	\$ -	\$ -	\$ -
5749 Other Revenues from Local Sources	\$ -	\$ -	\$ -
Total Local Support	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Assets Released From Restrictions			
Restrictions Satisfied By Payments	\$ -	\$ -	\$ -
Total Operating Revenues and Other Support	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Operating Expenses			
Program services:			
13 Curriculum Development and Instructional Staff Development	\$ -		\$ -
21 Instructional Leadership	\$ -		\$ -
Support services:			
41 General Administration	\$ -		\$ -
81 Fundraising	\$ -		\$ -
Total Operating Expenses	<u>\$ -</u>		<u>\$ -</u>
Change in Net Assets	\$ -	\$ -	\$ -
Net Assets at Inception, November 13, 2020	\$ -	\$ -	\$ -
Net Assets as of December 31, 2020	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**Essence Prep, Inc.
DBA
Essence Preparatory Charter School
Unaudited Record of Cash Flows
For the Period Ended December 31, 2020**

Cash flows from operating activities:	
Grant payments	\$ -
Contributions and fund-raising activities	\$ -
Miscellaneous sources	\$ -
Payments to vendors for goods and services rendered	\$ -
Payments to personnel for services rendered	\$ -
Net cash provided by operating activities	<u>\$ -</u>
Cash flows from investing activities:	
Purchase of land and building	\$ -
Purchase of equipment	\$ -
Net cash provided by investing activities	<u>\$ -</u>
Cash flows from financing activities:	
Proceeds from Revolving Line of Credit	\$ -
Principal payments on Revolving Line of Credit	\$ -
Net cash provided by financing activities	<u>\$ -</u>
Change in Cash	\$ -
Cash at Inception, November 13, 2021	<u>\$ -</u>
Cash as of December 31, 2020	<u><u>\$ -</u></u>

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2019, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2019, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2019."

Response:

No documents are being provided because the sponsoring entity, Essence Prep, Inc., was incorporated after January 1, 2019.

As set forth in the instructions to Attachment 35 included in the Generation 26 Open-Enrollment Charter Application Responses & Attachments document, Essence Prep, Inc. is unable to provide a copy of its credit report dated within the last six months. Importantly, Essence Prep, Inc. was incorporated on November 13, 2020, which was after January 1, 2019. Consequently, Essence Prep, Inc. has no credit history and, therefore, cannot provide a credit report, which, in accordance with the instructions to Attachment 35, is not required.

NOTE: The response provided hereon contains words and phrases derived directly from the instructions to Attachment 35 of TEA's Generation 26 Open-Enrollment Charter Application Responses & Attachments document.

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. A screen shot of the form will not fulfill this attachment requirement.

For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

Response:

On November 13, 2020, Essence Prep, Inc. was effectively formed. See Certificate of Formation and the Certificate of Filing included as Attachment 1. Since Essence Prep, Inc. has been in operational existence for less than one year and has a fiscal year end of August 31, 2021, as set forth in Paragraph 10.01, Fiscal Year, to the Bylaws of Essence Prep, Inc., Essence Prep, Inc. is not required to file, and, therefore, has not filed, a Form 990, Form 990-N or Form 990-EZ since said form is not required to be filed until the 15th day of the 5th month after Essence Prep, Inc.'s fiscal year end of August 31, 2021, or on or about January 31, 2021.

LETTER OF SPECIAL ASSURANCES


Sponsoring Entity: Essence Prep Inc.


Proposed Charter School Name: Essence Preparatory Charter School

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

Initial by each blank line in blue ink


Open Meetings Requirements

 The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.


 Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation that were proposed and approved in the application for charter.


Public Information Requirements

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


Criminal History Check Requirements

 The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of a charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

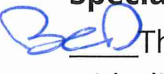
Annual Training Requirements

 The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.


Residential Facilities Monitoring (RFM) System


 The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in Residential Facilities (RFs). The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.


Special RF Training


 The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.


Admission and Enrollment

 The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.


 The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

 The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.


 The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

 The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.


Public Meeting(s)


 The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.


Withdrawal and Expulsion

 The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:


- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information; proof of identification is not provided;
- or immunization records are not provided within 30 days of enrollment.

 The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

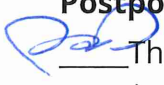
 The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

 The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).


Ready to Open Check-List


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


Postponement of Opening

 The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

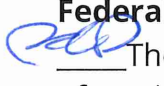
Federal and State Funding

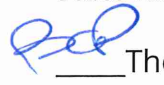
 The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.


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

 The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

Federal Charter School Program Grant

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

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

 The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.



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

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds.

Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.



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



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




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

The term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition

- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Required Disclosure

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

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.



Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair



Date

Essence Preparatory Charter School

PROJECTED BUDGET / OPERATING PLAN

SUMMARY
Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

501,500	4,522,434	5,779,932	6,962,415	8,344,898	9,727,421
449,577	4,385,290	5,499,189	6,565,341	7,857,168	8,888,710
51,923	137,145	280,743	397,074	487,730	838,711
	12,562.32	12,041.53	11,604.03	11,590.14	11,580.26
	12,181.36	11,456.64	10,942.23	10,912.73	10,581.80

REVENUE

TOTAL STATE REVENUES

FEDERAL REVENUES

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

TOTAL FEDERAL REVENUES

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

	3,554,882	4,739,843	5,924,804	7,109,764	8,294,725
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376,500	323,500	200,000	-	-	-
-	594,052	790,089	987,611	1,185,134	1,382,696
376,500	917,552	990,089	987,611	1,185,134	1,382,696
\$ 125,000	50,000	50,000	50,000	50,000	50,000

\$ 501,500	\$ 4,522,434	\$ 5,779,932	\$ 6,962,415	\$ 8,344,898	\$ 9,727,421
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

100,000	100,000	102,000	104,040	106,121	108,243
58,500	292,000	297,840	303,797	384,157	391,840
18,000	180,000	244,800	249,696	382,035	389,676
-	-	-	-	-	-
-	-	76,500	78,030	79,591	81,182
33,000	120,000	122,400	124,848	212,242	216,486
-	-	-	-	-	-
\$ 209,500	\$ 692,000	\$ 843,540	\$ 860,411	\$ 1,164,145	\$ 1,187,428

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

Aides

Therapists & Counselors

Other - Instructional

TOTAL INSTRUCTIONAL PERSONNEL COSTS

-	636,000	864,960	1,102,824	1,349,857	1,606,329
-	106,000	108,120	165,424	224,976	229,476
-	-	-	-	-	-
-	420,000	571,200	728,280	742,846	757,703
-	106,000	108,120	110,282	168,732	229,476
-	-	-	-	-	-
-	53,000	54,060	55,141	112,488	114,738
-	-	-	-	-	-
\$ -	\$ 1,321,000	\$ 1,706,460	\$ 2,161,951	\$ 2,598,898	\$ 2,937,721

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse

Librarian

Custodian

Security

-	40,000	40,800	41,616	42,448	43,297
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
	-	-	-	-	-	-
	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Other - Non-Instructional						
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS						
TOTAL PERSONNEL EXPENSES	\$ 209,500	\$ 2,053,000	\$ 2,590,800	\$ 3,063,978	\$ 3,805,492	\$ 4,168,446

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
PAYROLL TAXES AND BENEFITS						
Social Security	12,989	127,286	160,630	189,967	235,940	258,444
Medicare	3,038	29,769	37,567	44,428	55,180	60,442
State Unemployment	126	1,027	1,295	1,532	1,903	2,084
Worker's Compensation Insurance	1,152	11,292	14,249	16,852	20,930	22,926
Custom Other Tax #1: TRS Minimum Contribution	3,897	38,186	48,189	56,990	70,782	77,533
Custom Other Tax #2: Reporting Entity TRS-Care	4,923	48,246	60,884	72,003	89,429	97,958
Health Insurance	16,760	164,240	207,264	245,118	304,439	333,476
Dental Insurance	3,143	30,795	38,862	45,960	57,082	62,527
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 46,027	\$ 450,839	\$ 568,940	\$ 672,850	\$ 835,686	\$ 915,391
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 255,527	\$ 2,503,839	\$ 3,159,740	\$ 3,736,828	\$ 4,641,178	\$ 5,083,837
CONTRACTED SERVICES						
Accounting / Audit	-	5,000	6,650	8,313	9,975	11,638
Legal	5,000	20,000	26,600	33,250	39,900	46,551
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	5,000	6,650	8,313	9,975	11,638
Food Service / School Lunch	-	224,151	298,120	372,651	447,181	521,726
Payroll Services	7,500	25,000	33,250	41,563	49,875	58,189
Special Ed Services	-	25,000	32,759	40,948	48,707	57,328
Titlement Services (i.e. Title I)	-	-	-	-	-	-
directors and officers insurance	-	5,000	5,500	5,775	6,064	6,367
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ 12,500	\$ 309,151	\$ 409,529	\$ 510,811	\$ 611,676	\$ 713,436

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SCHOOL OPERATIONS						
Board Expenses	2,000	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	50,000	256,000	340,480	391,552	430,707	473,778
Special Ed Supplies & Materials	-	29,000	38,000	47,500	56,500	66,500
Textbooks / Workbooks	-	54,000	71,820	89,775	107,730	125,689
Supplies & Materials other	3,000	36,000	47,880	59,850	71,820	83,792
Equipment / Furniture	5,000	36,000	47,880	59,850	71,820	83,792
Telephone	-	18,000	23,940	29,925	35,910	41,896
Technology	43,200	100,800	48,000	52,800	58,080	63,888
Student Testing & Assessment	-	18,000	23,940	29,925	35,910	41,896
Field Trips	-	5,000	10,000	20,000	40,000	60,000
Transportation (student)	-	65,000	86,450	108,063	129,675	151,292
Student Services - other	-	-	-	-	-	-
Office Expense	-	20,000	26,600	33,250	39,900	46,551
Staff Development	10,000	10,000	20,000	24,000	28,800	33,120
Staff Recruitment	1,500	20,500	25,500	30,000	36,000	38,500
Student Recruitment / Marketing	36,000	36,000	47,880	59,850	71,820	83,792
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	3,000	5,000	6,650	8,313	9,975	11,638
Fundraising	3,000	5,000	6,650	8,313	9,975	11,638
After School Program	-	36,000	47,880	59,850	71,820	83,792
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 156,700	\$ 755,300	\$ 924,550	\$ 1,117,815	\$ 1,311,442	\$ 1,506,555
FACILITY OPERATION & MAINTENANCE						
Insurance	-	50,000	66,500	83,125	99,750	116,378
Janitorial Services	1,800	30,000	39,900	49,875	59,850	69,827
Building and Land Rent / Lease	15,000	600,000	750,000	875,025	927,527	1,177,959
Repairs & Maintenance	-	18,000	18,000	18,000	18,000	18,000
Security Services	-	9,000	11,970	14,963	17,955	20,948
Utilities	1,800	90,000	99,000	108,900	119,790	131,769
Internet	-	-	-	-	-	-
Custom Facilities Operations #1: E-Rate Consultant	1,250	5,000	5,000	5,000	5,000	5,000
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 19,850	\$ 802,000	\$ 990,370	\$ 1,154,888	\$ 1,247,872	\$ 1,539,881
RESERVES / CONTINGENCIES	5,000	15,000	15,000	45,000	45,000	45,000
TOTAL EXPENSES	\$ 449,577	\$ 4,385,290	\$ 5,499,189	\$ 6,565,341	\$ 7,857,168	\$ 8,888,710
NET OPERATING INCOME (before Depreciation)	\$ 51,923	\$ 137,145	\$ 280,743	\$ 397,074	\$ 487,730	\$ 838,711
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 51,923	\$ 137,145	\$ 280,743	\$ 397,074	\$ 487,730	\$ 838,711

ADDENDUM

Charter School Program Start-Up Grant

Priority Point

- ☒ The applicant proposes to open the charter school in a [Qualified Opportunity Zone](#).

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

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.

Please see the section of this application entitled, **School Design** (pages 31-71), for detailed information about the Essence Prep Educational Plan.

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Please see the section of this application entitled, **Leadership and Governance** (pages 74-87) for detailed information about roles and responsibilities. More information on roles and responsibilities can be found in [Attachment 13: Organizational Charts](#), [Attachment 22: Staffing Chart](#), and [Attachment 23: Supplemental HR Forms](#).

Please see the section of this application entitled, **Financial Planning** subsection **Contracted Services** (page 109) for detailed information about contracted roles.

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other

members of the community on the implementation of the school design and operation of the proposed charter school.

Please see the section of this application entitled, **Community Engagement** (page 24-31), for detailed information about Essence Prep’s plans to engage parents and the community in school design.

4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Please see the section of this application entitled, **Family and Community Engagement** (pages 71-74), for detailed information on how Essence Prep will use effective parent, family, and community engagement strategies to operate the school.

TRANSPORTATION

5. Describe the eligible applicant’s plan for meeting the transportation needs of the students at the proposed charter school.

Please see the section of this application entitled, **Transportation** (page 106) for detailed information about how Essence Prep will meet the transportation needs of our students.

STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound**.
 1. By August 2023, 75% of elementary school students enrolled at Essence Prep will have grown an average of one or more years in Reading as assessed by NWEA MAP.
 2. By August 2023, 75% of elementary school students enrolled at Essence Prep will have grown an average of one or more years in Math as assessed by NWEA MAP.
 3. By August 2024, 75% of elementary school students who have attended Essence Prep for two years will be achieving at grade level or above in Reading and Math, as measured by NWEA MAP.
 4. By August 2024, 100% of students will have access to 1:1 technology and will actively use their technology in Essence Prep classrooms.

7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.

The board will evaluate progress toward these goals on an ongoing basis. The Executive Director will present Academic Reports at each monthly board meeting, which will include data from all assessments. NWEA MAP is taken three times per year, so the board will have MAP data after the Fall 2022 administration, the Winter 2023 administration, and the Spring 2023 administration (when the first two SMART Goals are due). The board will then have MAP data after the Fall 2023 administration, Winter 2024 administration, and Spring 2024 administration (when the next two SMART Goals are due).

Should interim MAP data suggest the school is off track to meeting its growth goals, the board will recommend that the ED reevaluate the curriculum and instruction plan for effectiveness. The ED will be required to report his findings to the board, along with any recommendations he has for improvement to get scores back on track. The board will also ask for more frequent progress updates to ensure progress accelerates. Please see the section in this application entitled,

The Executive Director will also present Operations and Finance updates at each monthly board meeting. One of the metrics the board will ask the ED to measure is the access to technology for Essence Prep scholars. The ED will be required to present on the ratio of devices-to-students at each meeting, including how many devices are currently out of commission due to breakage, etc., so the board can ensure the school meets the technology needs of every scholar.

GRANT-RELATED BUDGET

8. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.
Essence Prep will use CSP grant funds for allowable charter school startup activities.

We have allocated money in the startup year for staffing costs, advertising to inform the public about the charter school, technology, professional development, and other equipment.

9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will

be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL	232,000	31,000
• Executive Director (Program Design)	110,000	11,000
• Principal (Program Design)	45,000	8,000
• Assistant Principal of Instruction (Program Design)	20,000	6,000
• Dean of Empowerment and Culture (Program Design)	20,000	6,000
• PEIMS Coordinator (Advertisement/Recruitment)	12,000	0
• Office Manager (Advertisement/Recruitment)	25,000	0
PROFESSIONAL AND CONTRACTED SERVICES	7,500	0
• Payroll service	7,500	0
SUPPLIES AND MATERIALS	95,000	446,500
• Classroom Teaching Supplies	55,000	306,500
• Technology	40,000	140,000
OTHER OPERATING COSTS	42,000	46,000
• Advertising	42,000	46,000
CAPITAL OUTLAY	0	0
• Insert Activity	0	0
Total Planning Costs	376,500	
Total Implementation Costs	523,500	
Total Planning + Implementation Costs	900,000	

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

We are projecting a healthy net operating income in each of our first years. This is a result of conservative budgeting and planning conservatively. The school will commit to a continuous evaluation of financials projections, and the Executive Director will present financial data to the board at each monthly meeting. This will allow both governance and leadership to keep close watch on the school's finances. We expect to be sustainable on

state revenue after the end of the grant period.

Attachments

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

Evaluation criteria

A strong response will:

- ✓ Present a clear and robust educational program for the proposed charter school.
- ✓ Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
- ✓ Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.
- ✓ Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
- ✓ Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.
- ✓ Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.
- ✓ Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.
- ✓ Present allowable activities that are appropriate for the results expected.
- ✓ Identify personnel, materials and other identified expenses that support the outlined activities.
- ✓ Present funds that are reasonable and necessary for achieving the objectives.
- ✓ Present a clear plan to maintain financial sustainability after the end of the grant.

ATTACHMENT CSP1

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

- ☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

	BARRIERS	EFFECTED GROUPS
<input type="checkbox"/>	Gender-Specific Bias	
<input type="checkbox"/>	Cultural, Linguistic, or Economic Diversity	
<input type="checkbox"/>	Gang-Related Activities	
<input type="checkbox"/>	Drug-Related Activities	
<input type="checkbox"/>	Visual Impairments	
<input type="checkbox"/>	Hearing Impairments	
<input type="checkbox"/>	Learning Disabilities	
<input type="checkbox"/>	Other Physical Disabilities or Constraints	
<input type="checkbox"/>	Inaccessible Physical Structures	
<input type="checkbox"/>	Absenteeism/Truancy	
<input type="checkbox"/>	High Mobility Rates	
<input type="checkbox"/>	Lack of Support from Parents	
<input type="checkbox"/>	Shortage of Qualified Personnel	
<input type="checkbox"/>	Lack of Knowledge Regarding Program Benefits	
<input type="checkbox"/>	Lack of Transportation to Program Activities	
<input type="checkbox"/>	Other Barriers	

ATTACHMENT CSP2

Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

- ☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.
- ☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

- ☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**
- ☐ The CMO currently receives CSP funds directly from the United States Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**
- ☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**
- ☐ Other. **Provide a thorough explanation.**

Insert Material Behind this Page.

Also Include this Cover Page with Submission