



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Application stamp-In date and time

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Required Attachments

1. Documentation of Authorization to Charter
2. Board of Trustees Approval
3. Narrative Description from Superintendent
4. Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # SAS #

2019-2021 PCSP Start-Up Grant (Subchapter C)

701-19-103-012

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In the past 2 School Years (SY), Huppertz's STAAR Reading scores have fallen by 13%. A strong, balanced literacy framework will close the achievement gap and expose students to comprehensive, enriching literature through engaging lessons.	Through supplemental instructional materials and focused professional development, Huppertz Elementary School (ES) students' literacy skills will be developed and challenged through phonics kits, reading interventions, technology, and other educational manipulatives that build foundational writing skills needed to succeed in school, college, and beyond.
Huppertz daily attendance is 93%. Inconsistent attendance further disadvantages struggling learners. Attendance improvements requires higher student engagement and social-emotional development.	To increase student engagement, Huppertz ES will purchase technology, social-emotional learning (SEL) curriculum and tools, flexible seating and furniture, plus school culture/marketing materials. Professional Development will be necessary to properly integrate supplemental instructional/SEL materials and technology.
At Huppertz ES, 1 out of every 5 students live below the poverty line and lack access to essential at-home learning technology. A 21st Century Learning space is needed for students to gain access to digital resources.	Huppertz ES will provide 1:1 technology for its students and interactive, classroom-based educational materials. With improved access to technology, Huppertz's International Baccalaureate (IB) Programme will be implemented with greater fidelity and increase student engagement as well as academic outcomes.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period (Feb. 28, 2021), 37% or more of all Huppertz Elementary School (ES) students assessed will achieve Meets standards on the State of Texas Assessment of Academic Readiness (STAAR) in Writing and 100% of technology and SEL curriculum will be implemented with fidelity, thus increasing student engagement and improving attendance rates by 2%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter of the grant period, Huppertz ES will accomplish:

- Objective 1.1. Finalize logistics for professional development (PD) in IB PYP framework and new teacher orientation;
- Obj. 1.2. Purchase technology, flexible furniture, and non-consumable supplies and materials detailed in project budget;
- Obj. 1.3. Convene with the TCIS Board, Campus-based Leadership Team (CLT), and Campus Advisory Board (CAB);
- Obj. 1.4. At least 85% of instructional staff will attend mandatory PD in support of the balanced literacy framework;
- Obj. 1.5. Baseline and subsequent literacy data will be collected through Fountas & Pinnell and NWEA MAP as an academic success measuring tool; and
- Obj. 1.6. All identified students struggling with reading and/or writing will receive additional small group interventions via tiered instruction and guided reading.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of the second quarter of the grant period, Huppertz ES will accomplish: Obj. 2.1. Integrate technology, flexible furniture, supplies and materials; Obj. 2.2. 100% of instructional staff will attend mandatory PD in support of the balanced literacy framework and integration of new technology; Obj. 2.3. Additional literacy data will be collected through Fountas & Pinnell and NWEA MAP as an academic success measuring tool, with an estimated 55% of all students will demonstrating expected yearly growth as measured by the Fountas & Pinnell Instructional Level Table and NWEA MAP; Obj. 2.4. Interim assessments (i.e. Fountas & Pinnell, MAP BOY, MOY, & EOY) will be utilized to inform instruction and interventions in addition to anecdotal notes and running records; Obj. 2.5. All instructional materials, flex furniture, & technology will be purchased and integrated; Obj. 2.6. All identified students struggling with reading and/or writing will continue receiving additional small group interventions; and Obj. 2.7. Student progress reports will be shared with parents/families.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, Huppertz ES will accomplish: Obj. 3.1. 85% of the instructional materials and technology will be in classrooms and utilized for the purposes outlined in the SMART Goal and the Campus Improvement Plan (CIP); Obj. 3.2. Additional literacy data will be collected through Fountas & Pinnell and NWEA MAP as an academic success measuring tool, with an estimated 60% of all students will demonstrating expected yearly growth as measured by the Fountas & Pinnell Instructional Level Table and NWEA MAP; Obj. 3.3. 100% of instructional staff will attend mandatory training on proper implementation and monitoring of instructional technology and digital resources; Obj. 3.4. All identified students struggling with reading and/or writing will continue receiving additional small group interventions; and Obj. 3.5. Student progress reports will continue to be shared with parents/families.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

To address the areas of need, Huppertz Elementary School (ES) is data-driven and laser-focused on using data analysis and professional learning communities (PLCs) to improve the quality and effectiveness of targeted instruction for all students. Throughout the start-up grant period, Huppertz's Campus Advisory Board (CAB), made up of the principal, IB representative, business and community members, parents, leadership team member, and teachers, and the Campus-based Leadership Team (CLT) will meet monthly to review incremental progress on quantifiable needs and quarterly benchmark targets. A comprehensive system to track formative and summative assessments has been created and shared with instructional staff in order to inform ongoing progress on benchmark start-up grant targets. In order to assess overall program effectiveness, school leaders will review BOY, MOY and EOY NWEA MAP and Fountas and Pinnell data to determine if new materials (literacy kits), interventions (intervention kits), professional development, supplies and materials, flexible seating, as well as technology are making a significant impact on the growth measure requirements to achieve the SMART goal for this grant. Huppertz CAB and CLT will make recommendations on adjustments needed in order for the SMART goal for this grant to be met. Plans will be developed to address low performing standards and teachers will implement these plans through flexible groupings. Adjustments may include increased intervention activities for struggling students, modification of schedules to allow for increased literacy instruction, tutorial support, small group pull-out and 1 on 1 assistance from instructional staff.

Huppertz ES continues to implement Multi-tiered System of Support (MTSS) with fidelity across all of the grade levels. MTSS is framework that fosters a problem-solving culture integrating assessment, data-based decision-making, and intervention in a continuous cycle of improvement designed to maximize the educational opportunities of all students. Student achievement data will be reported through Measures of Academic Progress (MAP). Administrators, instructional coaches, and teachers will engage in weekly data PLCs to discuss student level data analysis, TEKS standards level data analysis, and question item level analysis. The District Research & Evaluation Dept. will assist the campus to identify the correlation between MAP and projected STAAR scores, allowing the campus to strategically group students based on projected performance outcomes and pinpoint students in need of support and/or interventions.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, 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.
- ☒ 2. 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.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. 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 these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), 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's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Huppertz Elementary School (ES) will operate as a Senate Bill (SB) 1882-based in-charter, managed by the Texas Council for International Studies (TCIS), a Texas Not-For-Profit Corporation, under the auspices of the San Antonio Independent School District (SAISD) Board of Trustees. A Management Agreement and Performance Contract, approved on March 25, 2019, formalized the relationship between the SAISD as an in-district school authorizer and TCIS as a nonprofit school operator for Huppertz ES.

Under the agreement, TCIS will ensure that students of Huppertz ES receive a complete educational program based on the requirements of the charter and the applicable Texas law consistent with TCIS's mission to achieve the highest quality implementation of the IB program. TCIS will assume responsibility for the educational processes, and the management and operation of the school in collaboration with the SAISD. Further, TCIS will devote the necessary time and effort and the SAISD will retain and allocate sufficient personnel to meet the educational goals of Huppertz ES.

Finally, the District will retain an administrative support fee of the state revenue generated by students at Huppertz ES for the following: 1) Services to maintain state and Federal compliance, reporting, and other related systems; 2) Unified enrollment system platform and related services; 3) Police and campus security services and personnel; 4) Operation and maintenance of facilities, including, but not limited to, building maintenance and repair, security equipment, capital repairs, landscaping and grounds upkeep; and 5) Other agreed upon services.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

The District has launched its in-district charter school strategy with long-term financial sustainability in mind. To ensure financial sustainability, the District will: 1) Scale campus-based budget and staffing autonomies to allow for flexible staffing models and the most efficient and strategic use of existing resources, 2) Ensure that curriculum and staffing models implemented with grant funding are sustainable on per-pupil allotments once grant funds are exhausted, 3) Continue to develop and execute Senate Bill 1882-based partnerships with mission-aligned nonprofit school design partners and operators such as TCIS at Huppertz ES, and 4) Continuously leverage the SAISD Foundation and local philanthropic partners to annually raise a school design fund to support the District's in-district charter school strategy.

Under the Management Agreement approved by the SAISD Board of Trustees, TCIS' Board will be responsible for preserving, protecting, and nurturing Huppertz Elementary School's charter. The school will invest appropriately in board training for its members, and will ensure that the training is adapted for public schools and to the unique situation of an IB World School. To ensure the sustainability of the TCIS Board and Campus Advisory Board over time, the respective board chairperson will build out staggered board terms to ensure ongoing health of the board and commitment by members, and to ensure that members do not come and go all at once, but move off the board in planned intervals.

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

To ensure successful implementation of the charter, the school requested waivers over District policies pertaining to the use of talent, time, and resources. The TCIS charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school. The Campus-based Leadership Team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school. Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached In-District Charter Application, Management Agreement, and District Charter School Authorizing Policy.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

Grant funds will be used to plan and initially implement an International Baccalaureate (IB) PYP charter school program at Huppertz ES with TCIS. To accomplish the purpose and goals of this grant, Huppertz ES will use funds to provide professional development, technology, supplemental instructional and social-emotional learning (SEL) materials, as well as flexible furniture that encourages student collaboration.

- Professional Development - To improve student achievement, Huppertz teachers' and leadership's capacity will be supplemented in the world of literacy development, IB professional development, and practice-based learning in PLCs.
- Technology - Currently, Huppertz is technology deficient. To meet IB standards and practices, additional technology will be integrated. As a result, Huppertz students will adopt a global mindset and access to online learning enrichment resources.
- Supplemental Instructional & Social-Emotional Learning Materials - Academically, the PYP will address the core challenges of student retention, inclusion and differentiation, and writing by engaging students in relevant and rigorous coursework through a concept based approach. IB schools also share a mission of building a better world by cultivating caring young people who are globally-minded in their approach to learning, both inside of the classroom and outside in the broader community. To support the mental and emotional well-being of students, SEL skills will be taught to students to create a welcoming and accepting classroom environment that improves attendance and student behavior.
- Flexible, Collaborative Furniture - IB students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate their findings to both school stakeholders and the broader community. Flexible furniture will enable Huppertz students to be well-rounded, adaptable learners and increase students' agency in the learning environment.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act 51413\(a\)\(5\) and 51413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Special Education (SpEd) is an integral part of the total educational program, which assures all students receive a free, high-quality public education and supports. Huppertz will use an inclusive framework to ensure: 1) Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment; and 2) All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs. Furthermore, an Individualized Education Program (IEP) will be developed for each identified SpEd student. In coordination with the SpEd teacher, the teacher of record will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home. Appropriate curriculum modifications and accommodations will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements without additional supports. Additionally, centralized services will be provided, which allows for learning in an environment that is most appropriate and least restrictive to meet the students' needs. In the event that a self-contained instructional setting is not available at the campus, students will have access to needed services at the next closest campus.

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Huppertz ES will use the International Baccalaureate (IB) Program as the academic model for instructional services in all grade levels and classrooms. The Primary Years Programme (PYP) is used at the Elementary School level for grades K-5th. PYP students participate in 4 core classes, (i.e. English, Math, Science, & Social Studies) offered via 8 course options, in a self-contained classroom environment. These content areas are taught through a transdisciplinary approach to teaching and learning so that teachers can link subjects together that align with one another. As a learner-centered environment, students "take charge" of their learning through focusing on inquiry, researching problems to find answers, and putting their ideas into action through service to the school and community. To meet IB standards, students take 2 consecutive years of a foreign language.

Statutory Requirements

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

As a SB 1882-based in-district charter, TCIS is authorized to manage and operate Huppertz ES as an independent campus in collaboration with the CLT. They will have the autonomy to run all aspects of the school subject only to federal, state, local law, and a Management Agreement. Authority & autonomies include strategic planning (e.g. grade configuration, calendar, staffing structure, budgeting, etc.) for the school in consultation with the District, and academic programming of the school, including, but not limited to, curriculum, length and design of the school day, the academic calendar, class size and teacher leveling, professional development, and summer school. Campus staff, in consultation with the District, will provide the School with comprehensive program design, including proprietary curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality. TCIS will have a Governing Board for its nonprofit operations and a separate Advisory Board.

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Performance measures and methods are outlined in the attached Performance Contract. They are grouped under three categories: Academic Excellence, Organizational Strength, and Financial Health. Academic Excellence will measure growth and performance on State assessments (subject to TEA's A-F accountability rules) as well as how students develop across four Deeper Learning competencies assessed through campus-based assessments. Organizational Strength will measure teacher satisfaction based on a district-wide teacher survey, parent confidence in the school model based on parent satisfaction rate that meets or exceeds the district average on a district-wide parent survey, and average daily attendance. Metrics used for Financial Health are designed to ensure financial sustainability and unqualified audit requirements in order to maintain a balanced budget and a stable cash flow. See attached District Policy for charter school accountability.

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

Huppertz ES will use various modes of technology and social media to present information to parents and other members of the community regarding the planning, program design, and implementation of the program. Once the school is established, strategic partnerships will be formed with locally-based school support organizations so that all constituents are involved in making the school's model a reality and accessible for all students, especially historically disadvantaged subgroups. A Parent & Family Liaison will maintain communication with Huppertz families as new courses and programs are developed for students as they progress through their education. Collaborative partnerships and communication channels will be established to leverage resources and expand educational enrichment for students through multiple avenues. All constituents will be invited to important events to partake in learning experiences to enhance and celebrate our students' successes at Huppertz ES.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

Huppertz ES will participate in SAISD's unified enrollment system, regulated by Office of Access and Enrollment Services. Huppertz will be included in all District student recruitment initiatives such as in-district charter fairs held throughout San Antonio. The school will be open to all students, regardless of their academic abilities and where they live. Huppertz will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Huppertz staff will also support SAISD's efforts by canvassing, holding open houses, attending SAISD recruiting events and community meetings, mailing acceptance and wait list letters and making calls to families to help with enrollment decisions, sending follow-up letters to admitted students, conducting on-campus enrollment meetings, calling wait listed students, and monitoring attendance during the first weeks of school in case wait list students need to be called. Huppertz will continue to prioritize serving students in its neighborhood attendance zone.

Statutory Requirements

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Huppertz ES charter was developed according to SAISD policies and procedures to promote high academic standards and innovative instructional practices. The campus participated in the District's comprehensive Annual Call for Quality School 1.0 as a proposed, startup open enrollment new school model. The process included; 1) applicant teams consisting of three to five people, including at least three people who will be working at the campus full-time; 2) extensive school design support from the Office of Innovation; 3) engagement with school staff, parents and community; and 4) a rigorous evaluation process with an in-depth application review and in-person interview by a team of qualified reviewers, including existing in-district charter principals, district staff, and external professionals. The charter plan was presented and discussed at a public forum. SAISD's internal audit department reviewed and confirmed petitions demonstrating a majority (2/3) of parents' and classroom teachers' approval of Huppertz's charter authorization.

Huppertz's charter application met the requirements of the Annual Call 1.0, District policy, and relevant state laws and regulations and was approved by the school board. As an in-district charter, the school will be held to the academic and operational targets outlined in the performance contract which is above and beyond that of a regular district campus. In exchange for meeting the performance measures, the school-based staff was granted full autonomy over the use of talent, time, and resources as permitted by law and TEA rules. Refer to the local District's policy for authorizing campus charter schools attachment for additional information.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The charter will be evaluated using the metrics in the approved performance contract. Performance will be published annually and presented to the SAISD Board of Trustees during a scheduled meeting. The Board will review whether the charter school met the expectations set forth in the performance contract and will renew the campus charter on a 3 to 5 year cycle to determine whether the charter is renewed, placed on probation, or revoked. Refer to local policy attachment.

13. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

SAISD will hire a Texas certified or public accountant to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. The scope of the audit will be limited since many of the examinations are already covered by the District's annual independent financial audit.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

SAISD, in collaboration with Huppertz ES and its Campus-based Leadership Team, will annually determine eligibility and allocation of federal funds including, but not limited to: Title grants, IDEA, and the School Lunch Program. The District administration will prepare and submit federal grant applications no later than June 30 and the SAISD Board of Trustees approved budgets will be made available to the campus in early July of each year.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019-2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	68	42	37	43	51	50	60	0	0	0	0	0	0	0	351
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	40	Total Parents	561	Total Families	265	Total Campuses									1

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020-2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	69	43	38	44	52	51	61	0	0	0	0	0	0	0	358
Total Staff	40	Total Parents	572	Total Families	270	Total Campuses									1

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	0	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	0	Total Parents		Total Families		Total Campuses									3

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD (SAISD)	Crockett Academy	15-907-118
2.	San Antonio ISD (SAISD)	Ogden Academy	15-907-157
3.	San Antonio ISD (SAISD)	Rodriguez Elementary School	15-907-140
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>			

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

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

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)	<input type="text" value="\$100,000"/>
Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)	<input type="text" value="\$700,000"/>
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	<input type="text" value="\$800,000"/>

PAYROLL COSTS (6100)

BUDGET

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development (i.e. Literacy, IB, PLC, AVID, technology integration, etc.)	<input type="text" value="\$100,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Technology (i.e. laptops, tablets, interactive white boards, smart tables, etc.)	<input type="text" value="\$300,000"/>
Supplemental instructional & SEL materials (i.e. phonics kits, reading intervention kits, manipulatives, etc.)	<input type="text" value="\$200,000"/>
Flexible Seating & Furniture (i.e. desks, chairs, bookcases, benches, etc.)	<input type="text" value="\$200,000"/>

OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST