Texas Education Agency

2019–2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation **P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA**

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

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 APR 30 PM 12: 37
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from **July 1, 2019 – August 31, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

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

Amendment Number

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

Applicant Information

Organization: Beaumont ISD | CDN: 123910 | Vendor ID: | ESC: 5 | DUNS:

Address: 3395 Harrison | City: Beaumont | ZIP: Texas | Phone: 409-617-5001

Primary Contact: Dr. Shannon Allen | Email: spier@bmtisd.com | Phone: 409-617-5001

Secondary Contact: Jody Slaughter | Email: jslaug1@bmtisd.com | Phone: 409-617-5280

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):

- [X] Grant application, guidelines, and instructions
- [X] General Provisions and Assurances
- [X] Application-specific Provisions and Assurances
- [X] Debarment and Suspension Certification
- [X] Lobbying Certification
- [X] ESSA Provisions and Assurances requirements

Authorized Official Name: Dr. Shannon Allen | Title: Superintendent

Email: spier@bmtisd.com | Phone: 409-617-5001

Signature: Shannon Allen | Date: 4/26/19

Grant Writer Name: Jody Slaughter | Signature: Jody Slaughter | Date: 4-26-19

(•) Grant writer **is** an employee of the applicant organization. ( ) Grant writer is **not** an employee of the applicant organization.

2019-019605

701-19-109-020

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
Only 40% of African-American students at Approaches Grade Level; only 44% of econ disadv students at Approaches Grade Level on STAAR Reading; only 58% of EL students at Approaches Grade Level on STAAR Reading	Partner with Phalen Leadership Academies (PLA) to provide the instructional programs and supports to ensure that student needs are met.
Only 40% of African-American students at Approaches Grade Level on Mat; only 40% of econ disadv students at Approaches Grade Level on STAAR Math; only 65% of EL students at Approaches Grade Level on Math	Partner with Phalen Leadership Academies to provide the instructional programs and supports to ensure that student needs are met.
Only 40% of African-American students at Approaches Grade Level on Writ; only 40% of econ disadv students at Approaches Grade Level on STAAR Writ only 65% of EL students at Approaches Grade Level on Writ	Partner with Phalen Leadership Academies to provide the instructional programs and supports to ensure that student needs are met.

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 2021-2022, Jones-Clark Elementary School will have earned a campus rating of "C" according to the Texas State Accountability System.

Addendum 3 Student Outcomes Performance Template

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

- 100% of students will be given (3) Universal Screeners in Reading and Math; Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY).
- Operating Partner will conduct four (4) Nine-Week Benchmark Assessments in Reading and Math.
- Operating Partner will provide Summary Reports to the District for Universal Screeners and Benchmark Assessments.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- 100% of students will be given an interim assessment that will represent a 10% improvement over the first quarter benchmark
- Interim assessment will show a 5% reduction in gaps from the previous year's state accountability data
- Discipline referrals will be down 25% from the same time last year
- Student attendance will improve by 1 percentage point from the same time last year

Third-Quarter Benchmark

- 100% of students will be given an interim assessment that will represent a 15% improvement over the first quarter benchmark
- Interim assessment will show a 10% reduction in gaps from the previous year's state accountability data
- 70% of students will demonstrate mastery of kindergarten standards on the end of year benchmark assessment
- Discipline referrals will be down 35% from the same time last year
- Student attendance will improve by 2 percentage points from the same time last year

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.

The summative SMART goal and benchmarks will be continuously monitored by Phalen Leadership Academies (PLA), school leaders, district staff and the board. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track. School leadership will have the autonomy, with support from PLA and district staff, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, PLA staff will assume a project manager role to ensure that our benchmarks remain on track and that school leaders and teachers are well supported throughout the process.

Beaumont ISD has reflected these and other goals in the performance contract giving operational authority to the PLA Failure to meet the agreed upon goals in the agreed upon time-frame will lead to probation or revocation of the operating contract.

PLA will continuously use evaluation data to ensure that each school in the zone complements one another in terms of programming and operations in order to reach the identified benchmarks.

The District is requiring that Renaissance STAR 360 assessment be used to establish initial baseline data at the beginning of the year, reassessing at mid-year and end of the year. Benchmark assessments will be based upon the partner's curriculum requirements.

Texas Partnership Benefits Application pg 13

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 2019–2020 Charter School Program High-Quality Replication Grant 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 this grant program, 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 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 following definition. By signing Attachment #1 and submitting the application, the authorized official of the 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.

☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.

☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:

a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

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.

☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.

☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:

a. participate in the Texas Authorizer Leadership Academy (TALA) program;
b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
c. annually publish its authorizer policies;
d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Key responsibilities of the BISD Board include: Approving applicants and executing a written charter performance contract that includes provisions as required by law and establishes the legally binding terms under which the campus charter will operate and be evaluated during the charter term and for renewal; Conducting oversight and evaluation of the charter partner in accordance with the performance contract; Making final decisions with regard to renewal, revocation, probation, or other interventions. Key responsibilities of the District administration include: Monitoring student progress; Ensuring fiscal responsibility and that District resources are utilized efficiently; Ensuring that the charter partner adheres to applicable District policies; Ensuring that District services are provided in conformity with the performance contract; Making recommendations to the Board on the renewal, revocation, probation, or other intervention of the charter, as appropriate and based on the terms outlined in the District's performance contract with the charter partner. Key responsibilities of the charter partner include: Managing and operating identified Beaumont ISD schools with defined autonomies over people, time, money, and programs as agreed upon in the performance contract; Meeting student performance metrics as agreed upon in the performance contract; Maintaining fiscal responsibility and that District resources are utilized efficiently; adhering to applicable District policies. Texas Partnership Benefits Application pg 12

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

The contractual performance standards align with state academic accountability standards and financial/operational/ governance compliance requirements. The district will implement a performance and compliance monitoring system to drive evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. Operators shall provide information/data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system. Operators must report campus performance separately. Annually, the Board shall evaluate each campus against contractual performance standards. Termination and renewal are explicitly tied to academic performance standards as primary factors but may also be terminated for material compliance breaches. Evaluation results will be communicated to the operator's governing body in a written report summarizing compliance and performance, including areas of strength and improvement. The Board will publish an annual report that provides performance data for each chartered campus. See Performance Contract, pg 29-31; Texas Partnership Benefits Application pg 13-14

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern 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. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

The autonomy of PLA as operator shall be limited only by applicable federal and state (per Subchapter C) and by any local requirements explicitly identified in the Performance Contract. The Board shall recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations including, but not limited to, authority to manage curriculum and instruction, calendars, schedules budgets, staffing (including evaluation and compensation) and all aspects of daily operation. This autonomy to both govern and manage the daily operations of the campus exceeds that of traditional campuses in each of these domains, permitting, for instance, PLA to set its own staffing levels,salary and evaluation policies. Partnership Application pg 13.
SEE ADDITIONAL TEXT THROUGHOUT EACH SECTION OF THE PERFORMANCE CONTRACT FOR ALL GUARANTEES OF AUTONOMY.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Beaumont ISD is committed to gathering input from families and a diverse range of community members and thus hosts engagement opportunities in community spaces. For example, in the fall of 2018, Beaumont ISD held community meetings at various locations. The District holds meetings with the school faculty and communities to discuss their thoughts on the implementation and operation of the campus. Key District administrators also meet regularly with local organizations, such as the local chapter of the NAACP, to engage with them throughout the process. BISD is committed to ensuring that the community is informed and included in the partnership process so that it is inclusive of all community voices and perspectives.

Texas Partnership Benefits Application pg 11

The Parties agree to jointly approve a protocol for both general and urgent communications with students' parents.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Funds will be used to prepare for and begin implementation of the following strategies and practices: Daily differentiated, data-driven instruction and intervention; Frequent assessments to identify student needs and build cumulative rigor; Progress feedback to help students achieve at higher levels; Rigorous, frequent, and standards-aligned assessments; o Extensive differentiated, small-group, and standards-aligned instruction; Evidence-based curricula to support academic excellence; Tier 1—High-Quality Classroom Instruction, Screening, and Group Interventions; Tier 2—Targeted Interventions; Tier 3—Intensive Interventions and Comprehensive Evaluation.

To this end, grant funds will be used for the following expenditures: Professional Development Suite (Coaching Cycles, PLA University); PLA Comprehensive Educational Analysis; Laptops for student use with adaptive learning software (250) and Laptop carts; iPads for educator use with Coaching Cycles; Supplemental educational resources (Edulastic, Kickboard, Writable, Renaissance STAR Assessments); Supplemental adaptive learning software; Staff recruitment and retention program (staff appreciation classroom kits, training, diversity recruitment); Community and stakeholder engagement.

Following the grant period, programing will be sustained through existing per pupil funding allocated to the campus as well as benefits awarded under SB1882.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

BISD will provide ongoing support to PLA and the campuses it operates through the Department of Community/Media Relations and the Department of Parent and Family Engagement, including access to Blackboard communication portal, campus websites, parent engagement resources/events, and media relation support. The PLA parent engagement process include training teachers to effectively partner with parents; creating a welcoming environment for our families; holding an orientation that outlines our expectations of parents and what they can expect from us; regularly communicating with parents about their child's performance; and hosting fun events throughout the year that celebrate their children. We make personal phone calls and launch scheduled automated outbound calls to share information about the school and to encourage interested families to participate in school events. PLA campuses are warm, inclusive and welcoming to all students and parents. Administrators strive to keep parents involved through the use of the following mediums: On-Site Informational Meetings, Parent/ Teacher Meetings, Parent/Community Feedback Meetings, School Informational Newsletters, Home Office Informational Newsletters.

Campus Partnership Application pg 26

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

The District will continue to provide the same level of transportation support to meet the needs of students as it did prior to the school campus becoming an in-district charter school campus. The parties agree to share responsibility for legal compliance and will collaborate to adjust transportation as necessary to meet the needs of students with special needs.

PLA_Attachment C_Jones-Clark_Performance Contract pg 10 and 17

8. 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.

As an approved District of Innovation, Beaumont ISD campuses are exempt from the following state statutes: First day of instruction (TEC 25.0811).

Pursuant to 19 TAC § 97.1075(d)(6), the School is exempt from laws and rules to the fullest extent allowed by TEC, Chapter 12, Subchapter C, and is exempt from all District policies except for laws, rules, and policies that are specifically identified as applicable to the School in this Agreement and/or incorporated by reference herein. The Parties will collaborate in applying for waivers from any restrictions imposed by Applicable Law when it is jointly determined that such waiver would expand opportunities for students enrolled in the School. If the District is relieved from compliance from certain state or federal law or regulation through a waiver, adoption, or amendment of a local innovation plan under Chapter 12A, Texas Education Code, the School is automatically relieved from compliance regardless of whether such relief is addressed in this Agreement.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The PLA instructional model is evidence-based, designed by highly successful educators, and focuses on instruction that is personalized and data-driven. Small-group instruction is a central vehicle for providing mastery-based academic scaffolding, creating a uniquely rigorous and personalized learning experience for every child. This approach, as demonstrated by PLA's track record, has proven very effective for turning around the academic performance of students who have attended chronically underperforming schools. the PLA instructional model employs the following best practices: Daily differentiated, data-driven instruction and intervention; Frequent assessments to identify student needs and build cumulative rigor; Progress feedback to help students achieve at higher levels; Rigorous, frequent, and standards-aligned assessments; Extensive differentiated, small-group, and standards-aligned instruction; Evidence-based curricula to support academic excellence; Tier 1—High-Quality Classroom Instruction, Screening, and Group Interventions; Tier 2—Targeted Interventions; Tier 3—Intensive Interventions and Comprehensive Evaluation
Campus Partnership Application pg 7-10
SEE ADDITIONAL TEXT IN SECTIONS 1-6 OF PLA_Attachment C_Jones-Clark_Performance Contract

Statutory Requirements

TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Annually, the Board shall evaluate each campus charter against the performance standards established by the Board or law. The Board shall communicate evaluation results to the campus charter's governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The District is requiring that Renaissance STAR 360 assessment be used to establish initial baseline data at the beginning of the year, reassessing at mid-year and end of the year. Benchmark assessments will be based upon the partner's curriculum requirements. The District will conduct weekly campus visits to oversee implementation of the partnership and offer assistance and require bi-weekly meetings with campus leadership to review progress. The District is providing district oversight of all special education and special program services to students to ensure individual education plans are implemented and students are making progreds.

11. 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 that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

PLA will work with the District to prepare annual financial statements for the Schools, have their financial statements audited by a licensed independent CPA firm, and submit the resulting audited annual financial report to the District within 150 days after the close of PLA's fiscal year. The first audit will commence after completion of the inaugural fiscal year following the opening of the Schools. PLA will utilize the District's Financial Reporting policies and administrative procedures to ensure compliance with state, federal & local reporting and compliance requirements in accordance with Governmental Accounting Standards Board (GASB), Generally Accepted Accounting Principles, Generally Accepted Auditing Standards (GAAS) and Texas Education Agency Financial Accountability System Resource Guide.
SEE ADDITIONAL TEXT IN SECTIONS 7 AND 8 OF THE ATTACHED PERFORMANCE CONTRACT.

12. 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 public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

PLA's students will be listed on the District's student information system and enrolled at the District. The District will perform the same PEIMS functions, including all reporting to TEA, that it performs for all current District campuses, as part of its administrative fee for PLA. PLA will have control over its students' data other than PEIMS-related data. Although PLA will have control of its students' data during the term of this Agreement and in a manner that is consistent with applicable laws, the District shall remain responsible for maintenance and custody of student records with cooperation and support from PLA in the administration of the record maintenance system.

PLA_Attachment C_Jones-Clark_Performance Contract pg 13

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

The Parties understand that this Agreement allows for OP to receive the District's usual funds from the State's Foundation School Program ("FSP Funds") that all eligible students within the District receive, as well as federal funds received for services to students enrolled at the School, and to receive additional SB 1882 funds ("SB 1882 Funds") for those eligible students due to this partnership Agreement as described in this Article. The District will enter the budget into their financial system, TEAMS, upon receipt, within 14 days, of the Notice of Grant Award (NOGA) and the funds will be available to the schools immediately. The Parties agree that funds received by the District under the United States Department of Education Charter School Program, whether received directly from the federal Department or from the Texas Education Agency, shall be paid to the campus for use restricted only by federal or state requirements.
SEE ADDITIONAL TEXT IN SECTION 14 OF THE ATTACHED PERFORMANCE CONTRACT.

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
District-Authorized		92	92	97	86	108	102	0	0	0	0	0	0	0	577
Not Applicable - No students will be served during the 2019–2020 school year. ☐															
Total Staff		Total Parents				Total Families				Total Campuses					

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
District-Authorized		92	92	92	97	86	108	0	0	0	0	0	0	0	567
Total Staff		Total Parents				Total Families				Total Campuses					

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
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Applicable - No students will be served during the 2019–2020 school year. ☐															
Total Staff	0	Total Parents		0		Total Families		0		Total Campuses				0	

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.	Beaumont ISD	Martin Elementary	123-910-128
2.	Beaumont ISD	Pietzsch-MacArthur Elementary	123-910-125
3.	Beaumont ISD	Blanchette Elementary	123-910-127
4.	Beaumont ISD	Caldwood Elementary	123-910-104
5.	Beaumont ISD	Charlton-Pollard Elementary	123-910-130
6.	Beaumont ISD	Fehl-Price Elementary	123-910-131
Not Applicable - No students will be served during the 2019–2020 school year. ☐			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.

☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

[X] PNP Equitable Services **does not apply** to this grant.

CDN 123910 Vendor ID

Amendment #

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	$45,000
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)	$555,000
Total Planning Activity Costs + Total Implementation Activity Costs (This amount should match TOTAL BUDGET REQUEST)	$600,000

	BUDGET
PAYROLL COSTS (6100)	
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Partner funds for final planning and implementation of programming	$540,000
SUPPLIES AND MATERIALS (6300)	
Supplies and materials	$60,000
OTHER OPERATING COSTS (6400)	
CAPITAL OUTLAY (6600)	
TOTAL BUDGET REQUEST	$600,000