



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

Application stamp-In date and time

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Grant period from **July 1, 2019 – February 28, 2021**

☒ Pre-award costs are not permitted.

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 **San Antonio ISD** CDN **015907** Vendor ID **74-6002167** ESC **20** DUNS **069451631**
Address **141 Lavaca Street** City **San Antonio** ZIP **78210** Phone **210-554-2266**
Primary Contact **Ralf Halderman** Email **rhalderman1@saisd.net** Phone **210-438-6570**
Secondary Contact **John Strelchun** Email **jstrelchun@saisd.net** Phone **210-554-2535**

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 **Pedro Martinez** Title **Superintendent of Schools**

Email **pmartinez1@saisd.net** Phone **210-554-2280**

Signature  Date **04/18/2019**

Grant Writer Name **Hannah Sullivan** Signature  Date **04/18/2019**

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

RFA # **701-19-103** SAS # **423-19** **2019-2021 PCSP Start-Up Grant (Subchapter C)**

Page 1 of 12

701-19-103-010

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 2017-2018 school year, Thomas Jefferson High School (HS) received an overall rating of a 62 (D) on TEA's A-F accountability performance measure rubric, three points away from IR.	In partnership with the Texas Council for International Studies (TCIS), Thomas Jefferson High School will implement and sustain the International Baccalaureate (IB) educational model both in the Middle Years Programme (MYP) and Diploma Programme (DP) that will foster academic excellence in all students and improve teacher lesson design and instructional delivery.
In the 2017-2018 school year, the attendance rate at Jefferson HS was 91.7% (well below the state average).	In partnership with TCIS, Jefferson HS will implement with fidelity a Social and Emotional Learning (SEL) framework using the IB Learner Profile. Teachers will receive professional development on how to incorporate the Learner Profile traits into their lesson design.
Currently, only 38% of graduating Seniors at Jefferson HS are College, Career, Military Ready (CCMR).	To prepare students to meet TEA's CCMR Standards, Jefferson HS will expand its Advanced Academic course offerings (i.e. AP, IB, Dual Credit) and provide ACT, SAT, and TSI online preparatory resources.

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 February 28, 2021, 47% of graduating Jefferson High School seniors will be College, Career, Military Ready, as measured by TEA's CCMR Standards; Jefferson High School's average attendance rate will be 92.7%; and Jefferson High School's overall accountability rating will be a "C."

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 (July 2019 - November 2019) Jefferson HS will complete the following:

Objective 1.1. Purchase flexible furniture and technology & technological infrastructure upgrades; Objective 1.2. Finalize logistics and begin providing teacher/staff IB professional development, Content-based Instruction, and Sheltered Instruction via Professional Learning Communities (PLCs); Objective 1.3. Provide training on the Social and Emotional Learning (SEL) framework using the IB Learner Profile Traits; Objective 1.4. Monitor and evaluate student attendance and academic indicators (grades, assessments, EOC, SAT, PSAT, ACT, AP, IB, and certifications) develop and provide corrective action plans; and Objective 1.5. Identify baseline student CCMR data based on advanced academic course enrollment, post-secondary preparation activities (applications, FAFSA completion), and assessments.

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

By the end of the second quarter (December 2019 - April 2020) Jefferson HS will complete the following:

Objective 2.1. Deliver and install flexible furniture and technology & technological infrastructure upgrades; Objective 2.2. Continue providing teacher/staff IB professional development, Content-based Instruction, and Sheltered Instruction via Professional Learning Communities (PLCs); Objective 2.3. Provide follow-up training on the Social and Emotional Learning (SEL) framework using the IB Learner Profile Traits, as needed; Objective 2.4. Monitor and evaluate student attendance and academic indicators (grades, assessments, EOC, SAT, PSAT, ACT, AP, IB, and certifications) develop and provide corrective action plans; and Objective 2.5. Monitor student CCMR data based on advanced academic course enrollment, post-secondary preparation activities (applications, FAFSA completion), and assessments to develop intervention/support plans.

Third-Quarter Benchmark

By the end of the third quarter (May 2020- September 2020) Jefferson HS will complete the following:

Objective 3.1. Continue to monitor and evaluate student attendance and academic indicators (grades, assessments, EOC, SAT, PSAT, ACT, AP, IB, and certifications) develop and provide corrective action plans; Objective 3.2. Continue to monitor student CCMR data based on advanced academic course enrollment, post-secondary preparation activities (applications, FAFSA completion, early college acceptance), and assessments to develop intervention/support plans; and Objective 3.3. Sustain instructional best practices provided via professional development to continue curriculum implementation with fidelity.

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 ensure that Thomas Jefferson High School is adhering to and meeting performance measures outlined in the Management Agreement with TCIS, the principal and campus leadership team will meet with the Advisory Council monthly to discuss and analyze the systems we have in place and the progress or lack of progress towards our goal of achieving academic excellence and meeting our SMART Goal using the benchmarks. The leadership team and teachers will meet regularly according to the PLC (Professional Learning Community) plan, or more often if needed, and will create corrective action plans that will address students that do not show progress in benchmarks.

Corrective action plans to address students' needs must be transformational and not transactional and some data, such as attendance, will be reviewed more often (daily) than academic data which is contingent upon test administration or grading periods. It is important when addressing areas that do not show progress that we focus on five areas as mentioned by Frontier and Rickenbaugh's research (2014):

1. Structure: Changing the logistical components of the school, classroom, schedule, staffing, or processes.
2. Sample: Grouping of students in any classroom or program at any given time. This may include heterogeneous vs. homogeneous grouping, etc.
3. Standards: Modifying the expectations for student learning which include state academic standards, school-level criteria for student performance, and classroom and teacher expectations for quality work.
4. Strategy: Focusing on any one of the practices teachers use to help students deepen their understanding of content and improve their ability to use important skills.
5. Self: Provide support so that teachers and student have positive beliefs about their capacity to be effective. Building student confidence, growth mindset, and teacher efficacy are also important and will be addressed through celebrations.

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).

Thomas Jefferson High School (Jefferson HS) will operate as a Senate Bill (SB) 1882-based in-district charter, managed by the Texas Council for International Studies (TCIS), a Texas Not-For-Profit Corporation, under the the San Antonio Independent School District (SAISD) Board of Trustees. A Management Agreement and performance contract formalized the relationship between the SAISD as an in-district school authorizer and the TCIS as a school operator for Jefferson HS in collaboration with the campus-based leadership team. Under the agreement, the TCIS will ensure that students of Jefferson HS receive a complete educational program based on the requirements of the charter and the applicable Texas law consistent with TCIS' mission to achieve the highest quality implementation of the International Baccalaureate program and commitment to shape the future of IB World Schools in Texas through program development, professional training, curriculum planning, marketing support and scholarship programs. TCIS will assume responsibility for the educational processes, and the management and operation of the school in collaboration with campus-based leadership team and the SAISD administration. The TCIS will devote the necessary time and effort and the SAISD will retain and allocate sufficient personnel to meet the educational goals of Jefferson HS. The District will retain an administrative support fee of the state revenue generated by students at Jefferson HS 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.

It is critical that grant funding is secured and in place during the early years and spent strategically to allow for quality project management and implementation. Grant funding will allow the school leadership team to go through a high-quality school launch process in collaboration with the District's Office of Innovation and school design partners and explore, pilot, and iterate with their staff best-in-class instructional approaches before scaling programs school wide. Given this, 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 the TCIS for Jefferson HS, 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.

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 Jefferson HS 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 charter, 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) charter school program at Jefferson HS with TCIS. Jefferson has been endorsed as an IB World Campus, currently offering the IB Diploma Programme (DP), and looking forward to receiving authorization for the Middle Years Programme (MYP) in Spring 2019. To accomplish the purpose and goals of this grant, Jefferson HS will use funds to provide professional development, technology, technological infrastructure updates, and flexible furniture.

- Professional Development - To improve student achievement, Jefferson teachers' and leadership's capacity will be supplemented with IB professional development, Content-based Instruction, and Sheltered Instruction via Professional Learning Communities (PLCs). Essential to an IB program, teachers will be trained in cross-curricular planning via vertical and horizontal collaborations through PLCs and shared professional development days.
- Technology & Technological Infrastructure Upgrades - Currently, Jefferson is technology deficient or outdated and lacks a proper digital learning environment. To meet IB MYP and DP standards, additional technology (such as an interactive white board, projectors, classroom laptops, etc.) will be integrated into each classroom. Further, the campus will update its bandwidth and WiFi capacity to better develop students' 21st Century Learning skill set.
- 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 Jefferson students to be well-rounded, adaptable learners as well as increase students' agency and engagement 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 §1413(a)(5) and §1413(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) shall be an integral part of the total educational program at CAST Med in order to ensure that all SpEd students receive high quality services and supports. CAST Med will use an inclusion framework that ensures: 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. The teacher of record in coordination with the SpEd teacher 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. Some self-contained instructional settings which are clustered in the district may not be available at the 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.

Jefferson High School's educational program will serve grade levels 9-12 by implementing the International Baccalaureate (IB) Program as the academic model for instructional services. The IB model is a skills-based curriculum that develops students' critical thinking, communication, social, self-management, and research skills. Students will develop the skills necessary for success on all academic indicators, including but not limited to: EOC, SAT, PSAT, ACT, AP, IB, and certifications. All students will follow the Middle Years Programme (MYP) curriculum in the 9th and 10th grade. As 11th and 12th grade students, students will have the choice to pursue the IB Diploma Programme or the CTE/Fine Arts endorsement. The IB Diploma Programme spans the students' 11th and 12th grade levels, and incorporates international mindedness with a college-level curriculum. Refer to pages 8-13 of the In-District Charter Application.

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.

The TCIS is authorized to manage Jefferson HS as an in-district charter school in collaboration with the campus-based leadership team under an approved Senate Bill 1882-based charter, Management Agreement, and Performance Contract. The TCIS and school leadership team has been granted core autonomies and waivers from District policies in the use of talent, time, and resources that are subject to federal, state, and local laws. Autonomies will include strategic planning and implementation decisions, including over academic programming and strategy decisions (i.e. curriculum, length and design of the school day, the academic calendar; staffing structure; professional development, summer school; etc.). The TCIS and school leadership team will form a charter governing board that shall be responsible for refining and preserving the charter at Jefferson HS and annually advising the TCIS and campus-based leadership teams. TCIS' governing board shall be accountable to the SAISD Board of Trustees along with the TCIS and campus-based leadership team. See attached In-District Charter Application, Management Agreement, and Performance Contract.

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 codified 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). 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.

Jefferson HS 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. Charter staff will maintain communication with relevant industry-based stakeholders as new courses and programs are developed for students as they progress through their high school years. Collaborative partnerships and communication channels will be established to leverage resources and expand learning experiences for students through multiple platforms (i.e. social media; mentoring; internships; MOUs; etc.). All constituents will be invited to important events to partake in learning experiences to enhance and celebrate our students' successes.

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

Jefferson HS will participate in SAISD's unified enrollment system, regulated by the Office of Access & Enrollment Services. Jefferson HS 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. Jefferson HS will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Jefferson staff will also support District efforts by canvassing, holding open houses, attending District 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 more students need to be called from the wait list. Jefferson will prioritize serving its neighborhood attendance zone students.

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 Jefferson HS 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.

Jefferson HS' 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.

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.

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.

Annually the SAISD, in collaboration with TCIS and the campus-based leadership team, will 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	0	0	0	0	0	0	0	0	0	0	458	398	387	332	1,575
Not Applicable - No students will be served during the 2019-2020 school year. <input type="checkbox"/>															
Total Staff	154	Total Parents		2,835	Total Families		2,268	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	0	0	0	0	0	0	0	0	0	0	458	398	387	332	1,575
Total Staff	154	Total Parents		2,835	Total Families		2,268	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	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. <input type="checkbox"/>															
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.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019-2020 school year.			

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

☒ PNP Equitable Services does not apply to this grant.

CDN 015907

Vendor ID 74-6002167

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)

\$130,000

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)

\$670,000

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$800,000

BUDGET**PAYROLL COSTS (6100)**

Professional Staff Extra Duty Pay

\$17,094

Employee Benefits (Social Security@ 7.65%, Workers Comp @ 1%, and TRS @ 8.35%)

\$2,906

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development - IB Training (i.e. Administration, teachers, counselors, etc.)

\$70,000

Professional Development - Sheltered Instruction

\$20,000

Professional Development - Content-Specific Instruction

\$20,000

SUPPLIES AND MATERIALS (6300)

Technology (i.e. laptops, storage carts, tablets, desktops, printers, software, etc)

\$188,000

Technological Infrastructure Upgrades (i.e. hot spots, cabling, etc.)

\$12,000

Flexible Furniture (i.e. desks, chairs, tables, storage, etc.)

\$370,000

OTHER OPERATING COSTS (6400)**CAPITAL OUTLAY (6600)**

Interactive whiteboard packages (\$5,000 each)

\$100,000

TOTAL BUDGET REQUEST \$800,000