



2020–2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, June 1, 2020

NOGA ID

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

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Grant period from **July 1, 2020 – February 26, 2021**

Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Charter
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent
5. Priority Point Information

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):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- NCLB Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Digitally signed by SULLIVAN, HANNAH MARIE Date

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

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
Rodriguez Elementary, a Dual Language and Montessori school, will be launched at the site of the previously closed neighborhood school based on data collected at three community meetings held in the Fall of 2019.	With input from its community, Rodriguez plans to increase student attendance to the district goal (96%) by offering a Montessori school model with dual language program. Rodriguez Montessori will provide students with a self-paced, exploration-based education blending both technology, nature, as well as the campus' long history of serving multiple generations of SAISD students.
From 2016-17 to 2018-19, the now closed Rodriguez Elementary saw an increase of English Language Learners (6%) and Special Education students (24%). It is likely these trends will persist into the new school.	Rodriguez Montessori aims to provide high-quality, child-centered curriculum through a public school setting. Currently, Montessori models are newer to local families. With adequate marketing of the campus' re-launch and new educational programming, Rodriguez ES aims to recruit 136 PK-1st students in its first year.
Within the campus zip code (78212), 62% of residents were 300% below the Federal Poverty Level (ACS,2015) To overcome the challenges of poverty, students need added social and emotional learning support.	Teachers will be regularly trained in the Montessori method, supported by Montessori consultants, provided additional classroom resources, and cultivating a positive school culture and learning environment. Social and emotional learning (SEL) curriculum will help students foster positive school culture & pride.

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, Rodriguez Montessori Elementary will enroll 136 students in its first year of operation; 50% of students in grades K-1 will score in the average range or higher on the Reading NWEA MAP assessment; 100% of its teaching staff will be trained and accredited in the Montessori instructional model; and Rodriguez will achieve an average student attendance of 96%.

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

Rodriguez Montessori ES will complete the following objectives in the first grant quarter (Jul. 2020 - Sep. 2020):

Objective (OBJ) 1.1. Begin purchasing and integrating one-time campus start up items (i.e. instructional materials, equipment, and other allowable educational supplements); OBJ 1.2. Conduct autonomous teacher hiring protocols to recruit best-fitting teachers; OBJ 1.3. Establish Campus Leadership Team and supporting committees to review project time line; OBJ 1.4. Begin contracting with Montessori-certified consultants to guide teachers with fidelity of implementation for teacher training; and OBJ 1.5. Begin training new Rodriguez teachers in the Montessori instructional model during the Summer of 2020.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Rodriguez Montessori ES will complete the following objectives in the second grant quarter (Sep. 2020 - Nov. 2020):

OBJ 2.1. Continue purchasing and integrating one-time campus start up items, as appropriate; OBJ 2.2. Continue training teachers in the Montessori model throughout the school year, as needed, with guidance from Montessori-certified consultants; OBJ 2.3. Establish baseline/BOY student data, as measured through the Measures of Academic Progress (MAP), the Developmental Environmental Rating Scale (DERS), and the Child Observation Record (COR), to inform the Campus Leadership Team's decision-making, as applicable; OBJ 2.4. Survey Rodriguez students with the Social, Emotional, and Academic Development (SEAD) assessment to assess their feelings about their school; and OBJ 2.5. Survey Rodriguez families with the PBIS survey to measure their perceptions of the campus' academic program, climate, and safety.

Third-Quarter Benchmark

Rodriguez Montessori ES will complete the following objectives in the third grant quarter (Nov. 2020 - Jan. 2021):

OBJ 3.1. Finalize purchasing and continue integrating one-time campus start up items, as appropriate; OBJ 3.2. Refine teachers' Montessori practice, as needed, with support from Montessori-certified consultants; OBJ 3.3. Review MOY Student data, as measured through MAP, DERS, STAAR simulation results, and COR, to inform the Campus Leadership Team's decision-making, as applicable; OBJ 3.4. Review student SEAD surveys as well as PBIS family surveys to inform the Campus Leadership Team's decision-making, as applicable; OBJ 3.6. Conduct annual T-TESS observations of Rodriguez Montessori teachers; and OBJ 3.7. Conduct annual School Performance Framework (SPF) assessment to collect further data on: academic needs, social-emotional needs, and overall school health to make adjustments to the project, as needed.

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 Campus-based Leadership Team (CLT) includes the principal, assistant principal, school counselor, teachers, instructional assistants, as well as students and their families. The CLT will base its decisions based on data of its students' Measurement of Academic Progress (MAP) data which is collected in the beginning (BOY), middle (MOY), and end of the school year (EOY). Due to Rodriguez Montessori Elementary re-opening its doors following a one year closures, baseline data from a similar elementary school in the same feeder pattern and neighborhood as Rodriguez Montessori will be used to track students' MAP scores.

In addition to a Montessori governing board, the CLT will collaborate with a Parent Advisory Council to encourage parent engagement; an Admission, Review, and Dismissal (ARD) committee to decide on students' individual education plans, as appropriate; a Multi-Tiered Systems of Support (MTSS) committee to address the needs of struggling students; a Language Proficiency Assessment Committee (LPAC) to address the needs of English language learning students; as well as an internal campus staff hiring committee to select teachers that fit the school's new Montessori model.

The CLT will meet regularly according to the Professional Learning Community (PLC) 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.

Further, the project team will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. Further, SAISD uses an online grant management system that stores all grant-related information in a centralized hub for enhanced communication and efficiency.

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 2020–2021 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 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 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).

As an approved in-district charter, Rodriguez Montessori Elementary will continue to operate under the legal auspices of the San Antonio ISD's (SAISD) Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests. The campus charter will maintain a close working financial and operational relationship with the district. Charter status will allow for increased flexibility in receiving district and internal/external grant monies. For all regulations regarding operations and finances, Rodriguez Montessori Elementary will refer to the Annual Operating Budget of the SAISD. The campus principal will follow district guidelines for operational and financial plans.

Approval of the charter application by the Board also formalized a Performance Contract between the Board and the campus. The In-District Charter Application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the performance measures stipulated in the Performance Contract.

The Superintendent or designee will monitor, evaluate, and publish charter school performance annually and present a summary of charter school performance to the Board during a scheduled Fall 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 three- to five-year cycle to determine whether the campus charter is renewed, placed on probation, or revoked.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired.

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 explore, develop, and execute Senate Bill 1882-based partnerships, as appropriate, with mission-aligned nonprofit school design partners and operators; 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 Rodriguez Montessori 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 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 requested are necessary to implement Rodriguez’s Montessori model which will serve approximately 136 young students in school year 2020-2021. Grant funds being requested in support of the project purpose, goals and objectives fall into several categories: Curriculum & Technology, as well as Professional Development to implement with fidelity; Facilities & Outdoor Learning Places, including the campus library and classrooms; as well as recruitment efforts through marketing the newly relaunched school.

Funding will be used to purchase curricula including the classroom Montessori curriculum, social-emotional learning (SEL) curriculum, Waseca Language curriculum, and other hands-on learning supplies that allow students to explore topics and subjects that interest them. As such, grant funds will be used so that Rodriguez teachers can be trained and accredited as Montessori-certified and properly integrate educational materials into sequences as well as the Montessori-specific grace and courtesy lessons to model for students. Technology will be purchased to enrich classroom instruction and teachers will be trained on how to integrate technology into their lesson plans. Other supplies include non-consumable gardening, animal husbandry (i.e. chicken coops), and cooking supplies that prepare students for their future and to appreciate the natural world. To enrich the overall environment, grant funds will provide classroom furniture, parents' room furniture, library enrichment materials, non-consumable MakerSpace supplies and materials, sensory pathways, outdoor seating and playground equipment. Finally, the campus will support recruitment of the new school program through targeted marketing of the grant-funded improvements to the Rodriguez community.

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 [CAMPUS] in order to ensure that all SpEd) students receive high quality services and supports. [CAMPUS] 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.

Rodriguez's academic model will strongly commit itself to a Montessori education as well as dual language instruction. The Montessori model features a child-centered education based on the students' existing abilities to learn about the world around them through outdoor learning, real-world activities, mixed-age classrooms, uninterrupted work periods, student choice, hands-on learning manipulatives, high-levels of student independence and responsibility as well as Montessori-trained teachers. By offering students choices and hands-on educational activities, children may motivate themselves to explore topics and subjects that interest them in a carefully-prepared classroom environment that provide the tools for exploration, concentration, and discovery in addition to mastery of key academic and social-emotional skills. Montessori teachers act as guides to facilitate authentic connections to students' academic passions. See Charter Application, p. 9-12.

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.

A Governing Board, comprised of a diverse group of members with varied expertise, will be responsible for the governance and decision-making of the charter in collaboration with the campus-based leadership team and shall be accountable to the SAISD Board of Trustees. The Governing Board will examine practices outlined in the school’s Campus Improvement Plan (CIP) and the mission described by the charter. The school’s Governing Board will also review its core charter initiatives and strategies to ensure quality implementation as well as plan professional development in collaboration with the school’s leadership team necessary to achieve the campus’ goals. Meetings will be held quarterly, and the assessment of student achievement will be a constant focus. Discretionary funds will be managed by the principal with input from the school’s Governing Board as part of the decision-making process. The campus will have authority to select its staff, adopt curriculum and instructional materials; establish the school calendar, day, and schedule, and implement customized professional development for its teachers and administrators. Refer to pages 14-16 & 31-32 of the In-District Charter Application.

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 Performance Contract and 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.

Rodriguez Montessori Elementary 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. 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.

Rodriguez will participate in the SAISD's unified enrollment system, as regulated by the Office of Access and Enrollment Services, and 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. The campus will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Campus 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 to call students from the wait list, as needed. Rodriguez will continue to prioritize serving 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 Rodriguez Montessori 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 2.0 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 Rodriguez Montessori’s charter authorization. Rodriguez Montessori’s charter application met the requirements of the Annual Call 2.0, 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. For additional information, refer to the local District’s policy for authorizing campus charter schools attachment.

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 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.

Annually the SAISD, in collaboration with Rodriguez Montessori and its 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 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	70	39	27	0	0	0	0	0	0	0	0	0	0	0	136
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="9"/>	Total Parents		<input type="text" value="218"/>	Total Families		<input type="text" value="102"/>	Total Campuses				<input type="text" value="1"/>			

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	73	73	42	33	0	0	0	0	0	0	0	0	0	0	221
Total Staff	<input type="text" value="11"/>	Total Parents		<input type="text" value="354"/>	Total Families		<input type="text" value="166"/>	Total Campuses				<input type="text" value="1"/>			

3. Provide the number of students to be served in 2020-2021 who would otherwise attend an F-rated 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 for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	16	12	12	0	0	0	0	0	0	0	0	0	0	0	40
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="0"/>	Total Parents		<input type="text" value="64"/>	Total Families		<input type="text" value="30"/>	Total Campuses				<input type="text" value="1"/>			

4. Provide the names and nine-digit county/district/campus numbers of the F-rated campuses (from the most recent accountability ratings) that serve 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 for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	East Central ISD	Highland Forest Elementary School	15-911-106
2.	Edgewood ISD	Alonso S. Perales Elementary School	15-905-106
3.	Edgewood ISD	Winston Elementary School	15-905-116
4.	North East ISD	Harmony Hills Elementary School	15-910-106
5.	North East ISD	Montgomery Elementary School	15-910-122
6.	South San Antonio ISD	Frank Madla Elementary School	15-908-108
7.	Southside ISD	Julian C. Gallardo Elementary School	15-917-106
8.	San Antonio ISD	Beacon Hill Academy	15-907-106

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	<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)

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)

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

PAYROLL COSTS (6100)

BUDGET

Professional Staff Extra Duty Pay	\$35,100
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Contracted Professional Development Services	\$53,448
Montessori Certification Training & Certification	\$57,600
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Facility & Outdoor Learning Space Enrichment (i.e. furniture, outdoor seating, garden curriculum supplies)	\$97,485
Curriculum & Recruitment (i.e. Montessori curriculum, marketing, non-consumable educational supplies)	\$366,974
Technology & Non-Consumable MakerSpace Supplies	\$109,393

OTHER OPERATING COSTS (6400)

In-State Travel - Campus Professional Staff	\$25,000
Out-of-State Travel - Campus Professional Staff	\$55,000
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

TOTAL BUDGET REQUEST

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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