



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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2019 APR 29 PM 2:53
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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 CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

RFA # SAS #

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

701-19-103-009

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
The overall need for healthcare practitioners in the Alamo Workforce Area is expected to grow by at least 27% over the next six years, faster than the average for all occupations in area.	Program funds will support the creation of CAST Med - an industry-led, medical-themed high school - designed to prepare students to enroll and complete a post graduate education as medical researchers and medical career professionals.
Opening a medical-themed high school requires a professional development model that integrates medical content instruction into the core subject areas.	Program funds will be used to provide professional develop for teachers and staff focused on Project-Based Learning, Lesson Study, Cooperative Group Work Instruction and integration of medical content instruction into the core areas.
Recruiting students requires marketing the program throughout Bexar County so that any student entering 9th grade and interested in pursuing a medical career, can learn and decide to attend.	Program funds will be used on a variety of strategies to market the school and its programs. These include, but not limited to, school websites, social media, digital media ads, movie theatre ads, school banners for street postings, articles in area newspapers, home mail-outs, and radio ads.

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, 2019, 100% of teachers will acquire new ways of teaching students by using data and participating in professional development that will ensure all students develop an understanding of academic content resulting in a "Met Standard" with a letter grade of "B" or higher on the State Accountability Rating.

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) CAST Med will complete the following:

Objective 1.1 Purchase instructional supplies and materials, and technology;
 Objective 1.2. Purchase Visitor Management System and Poster Maker;
 Objective 1.3. Provide teacher/staff summer professional development;
 Objective 1.4. Begin developing marketing and outreach plan for next 9th grade cohort; and
 Objective 1.5. Monitor and evaluate student attendance and academic performance (grades, campus and standardized assessments such as TSI, PSAT, as well as teacher created assessments, etc.) to develop and provide appropriate interventions.

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

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

- Objective 2.1. Continue purchasing needed instructional supplies and materials;
- Objective 2.2. Deliver, install, and/or implement Visitor Management System and Poster Maker;
- Objective 2.3. Continue providing needed professional development;
- Objective 2.4. Finalize and begin implementing marketing and outreach plan for next 9th grade cohort; and
- Objective 2.5. Continue monitoring and evaluating student attendance and academic performance (grades, campus and standardized assessments such as TSI, PSAT, as well as teacher created assessments, etc.) to provide appropriate interventions.

Third-Quarter Benchmark

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

- Objective 3.1 Continue purchasing needed instructional supplies and materials;
- Objective 3.2 Continue providing needed professional development;
- Objective 3.3 Continue implementing marketing and outreach plan for next 9th grade cohort; and
- Objective 3.4 Continue monitoring and evaluating student attendance and academic performance (grades, campus and standardized assessments such as TSI, PSAT, as well as teacher created assessments, etc.) to provide appropriate interventions.

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 and teachers 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. 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.

Also, 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 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).

The Center for Applied Science and Technology (CAST) Med High School will operate as a Senate Bill (SB)1882-based in-district charter, managed by the CAST Network, 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 CAST Network as a school operator for CAST Med in collaboration with the campus-based leadership team. Under the agreement, the CAST Network will ensure that students of CAST Med receive a complete educational program based on the requirements of the charter and the applicable Texas law consistent with CAST Network's mission to reinvent schooling by allowing students to learn in an applied, project-based setting guided by industry professionals.

CAST Network 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 CAST Network will devote the necessary time and effort and the SAISD will retain and allocate sufficient personnel to meet the educational goals of CAST Med. The District will retain an administrative support fee of the state revenue generated by students at CAST Med 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 CAST Network for CAST Med, 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 CAST Med charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school. The Campus-based Leadership Team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school. Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached In-District Charter Application, Management Agreement, and District Charter School Authorizing Policy.

Statutory Requirements

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

Grant funds requested are necessary to implement CAST MED High School's mission to provide a challenging, well-balanced college preparatory program focusing on educational experiences in science, mathematics, and leadership development in preparation for medical careers and inspire a passion for learning that affords endless opportunities. Grant funds being requested in support of the project purpose, goals and objectives will fall into four categories: 1) Classroom materials and resources, 2) Technology and software, 3) Teacher and staff Professional Development, and 4) Marketing and outreach activities.

Funding will be used to purchase classroom-based items to support science instruction and Pre-AP and AP courses. Additional materials are needed to teach these courses with fidelity to the curriculum while preparing students well in learning the material. To become a best-in-class health careers-focused school requires the latest technology and resources. Today's students learn better through innovative technology, such as virtual reality programs, and these programs also drive students to learn the content in a much more relevant way. The campus will implement a 1:1 laptop to student program and purchase a learning management system. Funding will also be utilized for professional development for teachers and staff focused on Project-Based Learning, Lesson Study, Cooperative Group Work Instruction and integration of medical content instruction in the core areas. Marketing and outreach materials and resources include, but not limited to, school websites, social media, digital media ads, movie theatre ads, school banners for street postings, articles in area newspapers, home mail-outs, and radio ads. These funds will supplement other federal program funds received by the campus.

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.

CAST Med's educational program will serve grade levels 9-12 with a focus on rigorous science, technology, engineering, and mathematics instruction to provide students the foundations necessary to be successful in college and then to enroll and complete a post-graduate education as biomedical researchers, medical career professionals, or public health career professionals. The program will combine personalized learning, project-based learning, and work-based learning, freeing teachers to act as coaches and guides, with class time structured around research, labs, and offsite experiences in the workplace and local community. There will be a commitment to authentic learning environments, youth voice and agency, equity, and partnerships. All coursework will be Pre-AP, AP, or Dual Credit Level, aligning students with college readiness standards. Please see page 6-8 of attached 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 CAST Network is authorized to manage CAST Med 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 CAST Network 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 CAST Network and school leadership team will form a charter governing board that shall be responsible for refining and preserving CAST Med's charter and annually advising the CAST Network and campus-based leadership teams. CAST Med's governing board shall be accountable to the SAISD Board of Trustees along with the CAST Network and campus-based leadership team. See attached charter, 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) as well as how students develop across four Deeper Learning competencies assessed through campus-based assessments. Organizational Strength will measure teacher satisfaction based on a district-wide teacher survey, parent confidence in the school model based on parent satisfaction rate that meets or exceeds the district average on a district-wide parent survey, and average daily attendance. Metrics used for Financial Health are designed to ensure financial sustainability and unqualified audit requirements in order to maintain a balanced budget and a stable cash flow. See attached District Policy for charter school accountability.

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

CAST Med will use various modes of technology and social media to present information to parents and other members of the community regarding the planning, program design, and implementation of the program. Once the school is established, strategic partnerships will be formed with locally-based school support organizations so that all constituents are involved in making the school's model a reality and accessible for all students, especially historically disadvantaged subgroups. A Career, Industry, and Science Coordinator 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.

CAST Med will participate in the SAISD's unified enrollment system regulated by the Office of Access and Enrollment Services. CAST Med 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. CAST Med will drive the student recruitment and enrollment process through the lottery (if there are more applicants than there are seats available) and other key enrollment phases (i.e. registration). The school-based 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 opening weeks of school in case additional students need to be called from the wait list.

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 CAST Med 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.

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

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

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

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

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 CAST Network 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	150	0	0	0	150
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	17	Total Parents		270	Total Families		216	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	150	150	0	0	300
Total Staff	25	Total Parents		540	Total Families		432	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. <input type="checkbox"/>			

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

Request for Grant Funds

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

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$93,500

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)

\$706,500

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

\$800,000

PAYROLL COSTS (6100)**BUDGET**

Extra duty pay for Professional Development

\$50,000

Employee benefits (FICA @ 7.65%, Workers Comp @ 1%, and TRS @ 8.35%)

\$8,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Consultants (i.e. professional trainings and curriculum development)

\$35,000

Printing & Marketing Services

\$60,000

SUPPLIES AND MATERIALS (6300)

Curriculum Supplies (i.e. books and reading materials)

\$426,000

Technology (i.e. tablets, laptops, electronic boards, monitors, desktops, software, etc.)

\$106,000

Furniture & Equipment

\$62,500

OTHER OPERATING COSTS (6400)

In-State Travel (i.e. conferences, exemplar site visits, etc.)

\$10,000

Out-of-State Travel (i.e. conferences, exemplar site visits, etc.)

\$25,000

CAPITAL OUTLAY (6600)

Poster Maker

\$11,000

Visitor Management System (i.e. digital background check and visitor badge printer)

\$6,000

TOTAL BUDGET REQUEST \$800,000