



2021-2023 Charter School Program Grant (Subchapter D)
COMPETITIVE GRANT Application Due 11:59 p.m. CT, January 19, 2021

NOGA ID

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

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

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

Application stamp-in date and time

Grant period from **April 1, 2021 – July 31, 2023**

Pre-award costs are not permitted.

Required Attachments

- 1. 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):

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

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
Improve academic achievement with STEM and Social-Emotional Learning integration on the south side of San Antonio. Five elementary are rated "F" within the target area, and there are 18 "F" schools within 5 miles.	We will use leading-edge, research-based educational strategies and curriculum and expose all students to personalized learning, PBL, and problem-solving techniques while utilizing diagnostic, formative, and summative assessments. We will provide social and emotional support to prepare students to become lifelong learners.
Increase awareness about charter schools among stakeholders, recruit students and hire, develop, and retain a talented workforce.	We will conduct a PR campaign to recruit students and faculty. We will implement a rigorous interview process to hire a diverse faculty. We will offer compensation packages that include base salary, benefits, and bonuses while providing teachers with professional growth and career advancement.
Establishing a culture of high expectation with clear protocol and procedures and creating a school infrastructure.	We will set high expectations for all students and staff to create and maintain a positive school climate and culture. People will be able to reach their full potential if they are held accountable to high standards. We will adopt clear policies and procedures while establishing an efficient digital infrastructure.

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.

Our summative SMART goals are;

- 1) By the end of the grant period (12/31/2022), 75% of the cohort students will achieve at or above grade level in reading as determined by performance on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP).
- 2) By the end of the grant period (12/31/2022), 75% of the cohort students will achieve at or above grade level in math as determined by performance on the NWEA MAP.
- 3) Royal Public Schools (RPS) will conduct a seventy hours professional development program.
- 4) RPS will conduct seven informative meetings for the community and prospective parents.

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

- 1) By the end of October 2021, at least 20% percent of the RPS cohort students will achieve at or above grade level in Reading based on the NWEA MAP.
- 2) By the end of October 2021, at least 20% percent of the RPS cohort students will achieve at or above grade level in Math based on the NWEA MAP.
- 3) By the end of October 2021, RPS will conduct forty hours staff professional development program.
- 4) By the end of October 2021, RPS will conduct at least three informational meetings for the community, prospective parents.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) By the end of May 2022, at least 45% percent of the cohort students will achieve at or above grade level in Reading based on the NWEA MAP.
- 2) By the end of May 2022, at least 45% percent of the cohort students will achieve at or above grade level in Math based on the NWEA MAP.
- 3) By the end of May 2022, RPS will conduct an additional 15 hours staff professional development program.
- 4) By the end of May 2022, RPS will conduct at least two informational meetings for the community and prospective parents.

Third-Quarter Benchmark

- 1) By the end of December 2022, at least 70% percent of the cohort students will achieve at or above grade level in Reading based on the NWEA MAP.
- 2) By the end of December 2022, At least 70% percent of the cohort students will achieve at or above grade level in Math based on the NWEA MAP.
- 3) By the end of December 2022, RPS will conduct an additional 15 hours staff professional development program.
- 4) By the end of December 2022, RPS will conduct at least two informative meetings for the community and prospective parents.

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 school principal and administrative team will be responsible for collecting data and determining when and how to modify the summative SMART goals based on the benchmark results. The principal will use the Deming cycle each quarter to collect and adjust our program for continuous improvements outlined below;

- 1) Students' Reading Progress Data: Students' reading data will be reviewed daily, weekly, monthly, and quarterly by teachers and principal. For project evaluation Royal will use; NWEA MAP Reading data, students' progress monitoring data through small-group activities, RTI information, summative and formative assessments, and teachers' anecdotal notes.
- 2) Students' Math Progress Data: Students' math data will be reviewed daily, weekly, monthly and quarterly bases by teachers and principal. For project evaluation Royal will use; NWEA MAP Math data, students' progress monitoring data through small-group math center activities, RTI information, and summative and formative assessments.
- 3) The PD Monitoring and Evaluation: PD data will be review monthly, and all teachers are required to attend PDs. The principal will create a sign-up sheet and will track the teachers' attendance and progress of each PD.
- 4) Parent and Community Engagement and Tracking data will be tracked by the principal monthly during each quarter of the grant.

Suppose our benchmarks do not show progress towards meeting our summative SMART goals, and our School falls short of academic expectations. In that case, we will examine data closely and interview teachers to understand the root cause of the problems. We will develop an action plan that includes targeted professional learning, revising/upgrading our curriculum, adding new resources for teachers, investing in team building, social-emotional learning, and intensive Rtl practices for long sustainable progress.

Special populations (i.e., EL, SPED, RTI), on level and above grade level students will be re-arranged as small groups based on the NWEA MAP reports. Additionally, we will utilize Blended-Learning programs for both English and Math interventions. Small group reading and math centers will be re-designed based on the students' progress. Lastly, we will conduct before, after-school, and Saturday tutorials to meet with projected students' Reading and Math goals. Based on the Students' needs, we will ensure that all students are reaching their full potential and grade-level Reading&Math.

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 2021–2023 Charter School Program Grant (Subchapter D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

4. The applicant provides assurance that their financial accounting system adheres to the following requirements:

- a. accommodates the minimum 15-digit account code mandated by the FASRG;
- b. generates information needed for PEIMS reporting; and
- c. ensures adequate accountability of state and federal funds.

If the applicant’s financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA’s Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.

6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.

7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

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

Statutory Requirements

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

Royal Public Schools (RPS) is a charter school authorized by the TEA as a Generation-25 Subchapter D, Section 12.101 Open-Enrollment School in accordance with State Board of Education rules and policies. As such, RPS will be a Local Education Agency (LEA).

The RPS Board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making, and fiduciary obligations. The board members will carry out their statutory duties associated with operating the proposed charter school efficiently and ethically in compliance with local and all other applicable state and federal laws and regulations.

The Board will ensure that RPS successfully executes its mission, is fiscally responsible, complies with all applicable local, state, and federal laws, and adheres to our charter agreement with the TEA. The Board will set policies and procedures that encourage academic excellence, student achievement, sound financial health, and a caring, positive learning environment. RPS has no affiliation with any charter management organization.

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

The current Charter School Performance Framework (CSPF) outlined in our Generation-25 charter application will be one of the essential factors for renewing or revoking our charter. TEA will reserve the right to revoke or not renew our charter based on financial, structural, or operational factors involving the management of the School.

We identified two significant sets (Academic and Financial) of key performance indicators (KPIs) in the CSPF. Our goals will include overall school ratings (scale score), STAAR achievement and growth targets for each grade level across subgroups, and growth in ELs' English language proficiency via TELPAS.

In addition to these metrics, we will also include KPIs to track attendance, discipline referrals, social-emotional metrics, student behavior trends, etc. The Royal board will also set and review academic, financial, and operational performance indicators three times a year. The CEO will review the performance indicators towards the end of the initial 5-year charter term as the organization is preparing its renewal application with TEA.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school’s curriculum, calendar, budget, and daily operations.

SBOE awarded the Board of Royal Public Schools a charter to govern its School autonomously, as evidenced by the day-to-day decision-makers at the campus charter school and their input concerning the School's curriculum, calendar, budget, and daily operations.

This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. According to the charter school laws, the RPS has a fully independent governing board that will exercise autonomy in all matters. Therefore, RPS will exercise a high degree of freedom over budget and operations, including independence over personnel decisions.

Statutory Requirements

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

Parents as Partners: We believe that parental involvement plays a vital role in students' academic success. Therefore, even before the School starts its operation, we will engage and solicit input from the community members and prospective parents. RPS is committed to forming a partnership with parents and providing abundant opportunities for parents to be involved with the School in formal and informal ways. Parents will be invited to school board meetings and participate in the school improvement committees to voice their opinions. Additionally, we will involve our parents in school activities, parent advisory committees, and decision-making processes. Parents will have opportunities to participate in activities and be members of committees such as school activities, after-school activities, school events, and support activities. We will create an event calendar with multiple events and opportunities on different days and times to allow for the most flexibility for families to involve.

RPS already received support from more than two-dozen local community organizations before the establishment of the School. We will continue to cultivate these relationships and solicit input from these organizations in various committees.

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

The Charter School Program grant will provide financial support for the planning, program design, and initial implementation of a newly approved Royal Public Schools. RPS requests a total of \$900,000 in start-up funding to accomplish the purpose, address the quantifiable needs, and achieve the SMART goals outlined in this PCSP grant. If approved, the CSP grant funds will be used for the followings;

- a) Planning, program design, and initial establishment of a new charter school and its curriculum development and alignment for high academic achievement (SMART Goal #1&2). We will acquire supplies&materials (i.e., furniture, non-consumable curriculum instructional materials, non-capitalized technology items - Chrome-books, projectors etc.)
- b) The recruitment, developing, training, and retaining of the quality talented workforce (administrators and teachers) who will oversee and implement start-up activities and conduct PDs (SMART Goal #3). We will hire administrative and instructional personnel to accomplish initial start-up activities and conduct PD activities.
- c) Increasing awareness of RPS among community and prospective parents while establishing a strong school culture and a school infrastructure (SMART Goal #4). We will launch an aggressive public relations and marketing campaigns

The RPS Board members and the CEO will identify additional resources and philanthropic support from the local foundations to continue to operate and sustain the proposed School after the grant funds are exhausted.

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

We will implement the following strategies to build a triad of family, community, and school partnerships that strengthen and encourage parental and community involvement. These research-based activities are: 1) Royal Nights: inform and involve the parent in our instructional resources, academic programs, and show parents how they can help their children at home, 2) Royal Goal Setting Workshops: informing parents about students' academic and social-emotional progress, 3) PTO: PTO will engage families in school planning, leadership, and meaningful volunteer opportunities, 4) Classroom Parent, 5) Individual Conferences with parents and community members, 6) Training for Parents: We will offer parents training to better support their children, 7) Volunteer Opportunities, and 8) Royal Parent Advisory Council.

Statutory Requirements

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

RPS will not offer general education students transportation because RPS proposes to be a neighborhood school with strong ties to families and the surrounding community. We will encourage car-pools and assist in creating car-pool groups with the help of our PTO.

Additionally, we will provide information about public bus schedules, bus routes, and car-pool sign-up sheets to parents. Based on the student need, and with the TEA's approval, we will provide bus passes or cards for the transportation system to certain students and receive reimbursement from TEA for those cards and passes. The following students will be eligible to be reported for transportation allotment (funding) purposes: 1- "regular-program" students who receive eligible transportation services 2- "special-program" students who receive eligible transportation services (TEA School Transportation Allotment Handbook).

Lastly, RPS will provide transportation for students with disabilities based on their IEPs and ARD decision of the Individuals with Disabilities Improvement Act (34CFR§300.34(c)(16).

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

N/A. We are not requesting any waivers of any Federal or state provisions.

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 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Generation 25		96	96	96											288
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="32"/>	Total Parents	<input type="text" value="400"/>	Total Families	<input type="text" value="225"/>	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 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Generation 25		96	96	96	96										384
Total Staff	<input type="text" value="38"/>	Total Parents	<input type="text" value="600"/>	Total Families	<input type="text" value="305"/>	Total Campuses									<input type="text" value="1"/>

3. Provide the number of students to be served in 2021 -2022 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](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		60	55	50											165
Not Applicable - No students will be served during the 2021–2022 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="15"/>	Total Parents	<input type="text" value="165"/>	Total Families	<input type="text" value="129"/>	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.	Southside ISD	Julian C Gallardo EL	15-917-106
2.	Southside ISD	Colonel Menchaca Early Childhood	15-917-107
3.	Southside ISD	W. M. Pearce Primary	15-917-102
4.			
5.			
6.			
Not Applicable - No students will be served during the 2021–2022 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)

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

School Leadership Cost (CEO, Principal, administrators, Special Program Coordinators, Secretary, etc.)	<input type="text" value="\$218,750"/>
Instructional Personnel Costs (i.e., Teachers, counselors etc.)	<input type="text" value="\$53,167"/>
Fringe Benefits for all personnel listed above	<input type="text" value="\$43,833"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development Services for all staff	<input type="text" value="\$40,000"/>
PR, Marketing, recruitment for student and staff including design and print materials	<input type="text" value="\$150,000"/>
Contracted Services for Special Education	<input type="text" value="\$8,500"/>

SUPPLIES AND MATERIALS (6300)

Non-consumable teaching and school supplies and materials	<input type="text" value="\$30,000"/>
Classroom and School Furniture	<input type="text" value="\$149,586"/>
Instructional Technology and IT Infrastructure	<input type="text" value="\$199,164"/>

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

School Signage	<input type="text" value="\$7,000"/>
<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 _____

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