



**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



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):

- 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 Date

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

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In School Year (SY) 2017-18, Fenwick's enrollment decreased by 8%, with the largest loss of 39% from 5th to 6th grade. In SY 2018-19, enrollment decreased 3%, with a loss of 25% from 5th to 6th grade. Student enrollment and retention into 6th grade must improve.	In partnership with Texas Council of International Studies (TCIS), Fenwick Academy will provide the PYP and MYP IB programs with Fine Arts Enrichment to support increased enrollment and elective choices. Fine Arts will include: Dance, Theater, Visual Arts, and Orchestra classes. Fenwick will promote its newly added offerings through a focused, robust marketing campaign to increase enrollment.
Over the last three school years, Fenwick's overall State Accountability score has decreased from 76% to 68%—dropping the campus to a "D" rating. Fenwick must turnaround its downward trajectory.	Through the implementation of the IB programs and Fine Arts, Fenwick Academy students will be engaged in rigorous, interdisciplinary, and inquiry-based learning. Students will work individually and collaboratively, using a variety of resources (technology, furniture, displays) to explore, solve, and present learning.
In SY 2017-18, Fenwick students performed poorly on the STAAR Reading (28% at or above "Meets") and STAAR Writing (29% at or above "Meets"). Fenwick students' literacy skills must improve.	To improve student performance in reading and writing, Fenwick Academy provide high-quality professional development in literacy. Through instructional best practices and collaborative learning environments (flex furniture), Fenwick students will be more engaged in the writing process, thus improving their skills.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period (February 28, 2021), 32% of all Fenwick Academy students will score "Meets" on both STAAR Reading and Writing; Fenwick's overall enrollment will increase by 5% or more with an enrollment of at least 465 students in SY 2019-2020; and the campus will achieve an overall State Accountability rating of "C."

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By the end of the first quarter of the grant period, Fenwick Academy will complete the following:

- Objective 1.1. Purchase 100% of instructional resources and technology;
- Obj. 1.2. Increase student enrollment by 3%, with a loss of no more than 20% between grades 5th to 6th;
- Obj. 1.3. In order to establish a performance baseline and STAAR performance predictor, 100% of 3rd-8th grade students will complete the BOY MAP Assessments in Reading and Math; and
- Obj. 1.4. In order to establish a performance baseline, 100% of K-2nd grade students will complete the BOY MAP Assessments in Reading and Math.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter of the grant period, Fenwick Academy will complete the following:

- Obj. 2.1. Deliver, install, and otherwise implement 100% of purchased instructional resources and technology to support progress towards SMART Goal(s);
- Obj. 2.2. Fenwick Academy will maintain an average of 97% daily attendance rate;
- Obj. 2.3. 66% of 3rd-8th grade students will perform on or above grade level, as measured by MOY MAP and MAP STAAR predictor; and
- Obj. 2.4. All K-2nd grade students will show an average 53% growth in both reading and math, as measured by the MOY MAP assessment.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, Fenwick Academy will complete the following:

- Obj. 3.1. Student enrollment will increase by 2%, with a loss of no more than 15% between grades 5th to 6th;
- Obj. 3.2. Student academic achievement will show 68% overall performance on STAAR 2020 and 65% performance on the STAAR 2020 Closing the Gaps indicator;
- Obj. 3.3. All K-2nd grade students will show an average 57% growth in both reading and math, as measured by the EOY MAP assessment (May 2020); and
- Obj. 3.4. 100% of K-2nd grade students will complete the BOY MAP Assessments in Reading and Math in order to establish a performance.

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 Principal and IB Coordinator will be responsible for monitoring the attainment of goals and objectives of the Fenwick Academy Public Charter School Program Start-Up grant project. The following data points will be used to measure our progress towards our quarterly benchmarks and SMART Goal attainment:

1. Student Enrollment: Review of student registration reports via the district's online software program to assess growth towards enrollment goals. Based on these reports the campus will implement recruitment strategies to include such marketing activities as flyers, brochures, information booths at community events, block walks, advertisements (marquee, newspapers, social media) and school based events. In addition, the school will use exit surveys to poll parents on reasons for leaving the school.
2. Student Achievement: Review of student achievement data such as Fountas & Pinnell (F & P) Reading Inventories, Nine Week Content Assessment, Unit Summative Tasks, Semester Exams, and Progress Reports. If students are not showing mastery of content skills and objectives, classroom teachers will provide ongoing and targeted interventions. Interventions will be provided to students using a variety of modalities and settings. Students requiring interventions will be monitored through teacher tracking of progress.
3. Student Growth & Teacher Efficacy: Student growth towards content mastery will be done through periodic review of student portfolios, intermittent assessments such as MAP, F & P reading inventories, classroom based assessments that are not limited to paper/pencil. Lack of student growth will be addressed through student interventions. In addition, teachers will receive targeted professional development and coaching to build their instructional toolbox and increase their self efficacy.

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:
- accommodates the minimum 15-digit account code mandated by the FASRG;
 - generates information needed for PEIMS reporting; and
 - 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).

Fenwick Academy will operate as a Senate Bill (SB) 1882-based in-charter, managed by the Texas Council for International Studies (TCIS), a Texas Not-For-Profit Corporation, under the auspices of the San Antonio Independent School District (SAISD) Board of Trustees. A Management Agreement and Performance Contract, approved on March 25, 2019, formalized the relationship between the SAISD as an in-district school authorizer and the TCIS as a nonprofit school operator for Fenwick Academy.

Under the agreement, the TCIS will ensure that students of Fenwick Academy receive a complete educational program based on the requirements of the charter and the applicable Texas law consistent with TCIS's mission to achieve the highest quality implementation of the IB program. TCIS will assume responsibility for the educational processes, and the management and operation of the school in collaboration with the SAISD. Further, TCIS will devote the necessary time and effort and the SAISD will retain and allocate sufficient personnel to meet the educational goals of Fenwick Academy.

Finally, the District will retain an administrative support fee of the state revenue generated by students at Fenwick 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.

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 TCIS at Fenwick Academy, 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.

Under the Management Agreement approved by the SAISD Board of Trustees, TCIS' Board will be responsible for preserving, protecting, and nurturing Fenwick Academy's charter. The school will invest appropriately in board training for its members, and will ensure that the training is adapted for public schools and to the unique situation of an IB World School. To ensure the sustainability of the TCIS Board and Campus Advisory Board over time, the respective board chairperson will build out staggered board terms to ensure ongoing health of the board and commitment by members, and to ensure that members do not come and go all at once, but move off the board in planned intervals.

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 TCIS charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school. The Campus-based Leadership Team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school. Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached charter, Management Agreement, and District charter school authorizing policy.

Statutory Requirements

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

Grant funds will be used to plan and initially implement an International Baccalaureate (IB) PYP charter school program at Fenwick Academy with TCIS. To accomplish the purpose and goals of this grant, Fenwick will use funds to provide professional development, technology, (non-consumable) instructional materials, marketing, signage, & furniture.

- Professional Development - To improve student achievement, Fenwick teachers' and leadership's capacity will be supplemented in the world of Fine Arts education, IB professional development, and practice-based learning in PLCs.
- Technology - Currently, Fenwick is technology deficient. To meet IB standards and practices, additional technology will be integrated. As a result, Fenwick students will adopt a global mindset and access online learning enrichment resources.
- Supplemental Instructional Materials - Academically, the PYP and MYP will address the core challenges of student retention, inclusion and differentiation, and writing by engaging students in relevant and rigorous coursework through a concept based approach. IB schools also share a mission of building a better world by cultivating caring young people who are globally-minded in their approach to learning, both inside of the classroom and outside in the broader community. To enrich students' Fine Arts education, Fenwick will support Visual Arts, Music, Drama, Dance, Choir, and other modes of art.
- Community Outreach & Marketing - Various educational sessions and campus marketing will inform and engage parents.
- Signage - Fenwick Academy will increase its community presence and celebrate its campus as a source of student pride.
- Flexible, Collaborative Furniture - IB students are encouraged to become inquisitive in their approach to learning by asking questions and developing the necessary skills to research, collaborate, and communicate their findings to both school stakeholders and the broader community. Flexible furniture will enable Fenwick students to be well-rounded, adaptable learners and increase students' agency in the learning environment.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Special Education (SpEd) is an integral part of the total educational program, which assures all students receive a free, high-quality public education and supports. Fenwick will use an inclusive framework to ensure: 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. In coordination with the SpEd teacher, the teacher of record 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. In the event that a self-contained instructional setting is not available at the campus, students will have access to needed services at the next closest 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.

Fenwick Academy will use the International Baccalaureate (IB) Program as the academic model for instructional services in all grade levels and classrooms. The Primary Years Programme (PYP) is used at the Elementary School level for grades K-5th and the Middle Years Programme (MYP) for at the Middle School level for 6th-8th. PYP students participate in 4 core classes, (i.e. English, Math, Science, & Social Studies) offered via 8 course options, in a self-contained classroom environment. These content areas are taught through a transdisciplinary approach to teaching and learning to link together aligned subjects. As a learner-centered environment, students "take charge" of their learning through focusing on inquiry, researching problems to find answers, and putting their ideas into action through service to the school and community. Further, a Fine Arts curriculum will be included at Fenwick. To meet IB standards, students take 2 consecutive years of a foreign language.

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.

As a SB 1882-based in-district charter, TCIS is authorized to manage and operate Fenwick Academy as an independent campus in collaboration with the CLT. They will have the autonomy to run all aspects of the school subject only to federal, state, local law, and a Management Agreement. Authority & autonomies include strategic planning (e.g. grade configuration, calendar, staffing structure, budgeting, etc.) for the school in consultation with the District, and academic programming of the school, including, but not limited to, curriculum, length and design of the school day, the academic calendar, class size and teacher leveling, professional development, and summer school. Campus staff, in consultation with the District, will provide the School with comprehensive program design, including proprietary curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality. TCIS will have a Governing Board for its nonprofit operations and a separate Advisory Board.

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 outlined 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.

Fenwick Academy will use various modes of technology and social media to present information to parents and other members of the community regarding the planning, program design, and implementation of the program. Once the school is established, strategic partnerships will be formed with locally-based school support organizations so that all constituents are involved in making the school's model a reality and accessible for all students, especially historically disadvantaged subgroups. Charter staff will maintain communication with Fenwick families as new courses and programs are developed for students as they progress through their education. Collaborative partnerships and communication channels will be established to leverage resources and expand educational enrichment for students through multiple avenues. All constituents will be invited to important events to partake in learning experiences to enhance and celebrate our students' successes at Fenwick Academy.

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

Fenwick will participate in SAISD's unified enrollment system, regulated by Office of Access and Enrollment Services. Also, Fenwick 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). Fenwick staff will also support SAISD's efforts by canvassing, holding open houses, attending SAISD recruiting events and community meetings, mailing acceptance and wait list letters and making calls to families to help with enrollment decisions, sending follow-up letters to admitted students, conducting on-campus enrollment meetings, calling wait listed students, and monitoring attendance during the first weeks of school in case wait list students need to be called. Fenwick will continue to prioritize serving students in 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 Fenwick Academy 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. SAISD’s internal audit department reviewed and confirmed petitions demonstrating a majority (2/3) of parents’ and classroom teachers’ approval of Fenwick’s charter authorization. Fenwick’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.

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.

SAISD, in collaboration with Fenwick Academy and its Campus-based Leadership Team, will annually 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	27	60	66	54	57	59	52	35	34	33	0	0	0	0	477
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="48"/>	Total Parents		<input type="text" value="764"/>	Total Families		<input type="text" value="360"/>	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 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	33	62	68	55	58	60	55	40	35	34	0	0	0	0	500
Total Staff	<input type="text" value="48"/>	Total Parents		<input type="text" value="800"/>	Total Families		<input type="text" value="377"/>	Total Campuses				<input type="text" value="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	6	6	6	5	6	10	22	0	0	0	0	0	0	61
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="0"/>	Total Parents		<input type="text" value="0"/>	Total Families		<input type="text" value="0"/>	Total Campuses				<input type="text" value="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.	San Antonio ISD (SAISD)	Beacon Hill Academy	15-907-106
2.	San Antonio ISD (SAISD)	Ogden Academy	15-907-157
3.	San Antonio ISD (SAISD)	Crockett Academy	15-907-118
4.	San Antonio ISD (SAISD)	Rodriguez Elementary School	15-907-140
5.	San Antonio ISD (SAISD)	De Zavala Elementary School	15-907-121
6.	San Antonio ISD (SAISD)	Longfellow Middle School	15-907-050
7.	San Antonio ISD (SAISD)	Lowell Middle School	15-907-051
8.	San Antonio ISD (SAISD)	Briscoe Elementary School	15-907-112
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)

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
Professional Development (i.e. curriculum and instructional supports)	<input type="text" value="\$50,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Non-Consumable Instructional Supplies & Materials	<input type="text" value="\$222,000"/>
Technology Additions & Upgrades	<input type="text" value="\$390,000"/>
Furniture (i.e. flexible, collaborative classroom furniture)	<input type="text" value="\$100,000"/>

OTHER OPERATING COSTS (6400)	BUDGET
Marketing (i.e. student and staff recruitment, community outreach, etc.)	<input type="text" value="\$8,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)	BUDGET
Signage	<input type="text" value="\$30,000"/>
<input type="text"/>	<input type="text"/>

TOTAL BUDGET REQUEST