



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

NOGA ID

Authorizing Legislation

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

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

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

☒ Pre-award costs are not permitted.

**Required Attachments**

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

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

- |   |   |
|---|---|
| <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  Digitally signed by SULLIVAN, HANNAH MARIE Date

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

RFA # **701-20-122** SAS # **423-21**

**2020–2021 PCSP Start-Up Grant (Subchapter C)**

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**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
Despite major gains and a TEA Distinction Designation in Mathematics, Cotton Academy students struggle to "Meet" writing (24%) performance level, which is currently 14 percentage points below the state (38%).	To improve its writing performance level, Agnes Cotton Academy will provide teachers with professional development on research based reading and writing instructional practices that vertically-align and curriculum to develop teacher's skill set in the development and delivery of high quality reading instruction that meets the needs of struggling and high performing students.
Since SY 2016-17, Cotton Academy has added a grade level each SY up to 8th. Still, Cotton's average enrollment dropped by 7% over 3 SY. Also, student attendance has hovered 1% below its goal of 96%.	To remedy enrollment and attendance issues, Cotton Academy must increase its ability to communicate with parents as well as provide the essential social-emotional learning (SEL) and leadership development (Leader in Me) to help students feel a sense of community and stay until their 8th grade year.
Over the past 3 years, Cotton teachers have lacked consistent professional development and resources to improve state accountability in student achievement, growth, and special populations.	To advance all of its students, Cotton Academy seeks to bolster its teachers' ongoing professional development, enriching its extracurricular offers, providing technology for family-use that increase computer literacy, and a blended learning rotational model that benefit all levels of Cotton students.

**SMART Goal**

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

By February 28, 2021, Agnes Cotton Academy will train 100% of its teachers in vertically-aligned professional development (PD) with a focus on literacy practices; and achieve the 100% implementation of a social-emotional learning (SEL) model and student leadership curriculum.

**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

Cotton Academy will complete the following objectives in the first grant quarter (Jul. 2020 - Sep. 2020): Objective (OBJ) 1.1. Begin purchasing and integrating one-time campus start up items (i.e. curriculum and instructional materials, equipment technology, and other allowable educational supplements); OBJ 1.2. Provide PD (i.e. Reading Reconsidered, Fountas and Pinnell, Leader in Me, TLAC, and Apple technology applications) to Cotton teachers with the opportunity to practice and refine methods; OBJ 1.3. Resume parent and community engagement through media, campus virtual news platform with recorded parent meetings, brochures and newsletters, block walking, and governance board recruitment; OBJ 1.4. Develop criteria and standardize language around Student Council; OBJ 1.5. Create data binders for students; OBJ 1.6. Teacher will implement assessments, pacing calendars, and individualized action plans; OBJ 1.7. Host Charter Parent Events; and OBJ 1.8. Establish baseline academic data from prior school year and monitor comparative data.

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

Cotton Academy will complete the following objectives in the second grant quarter (Sep. 2020 - Nov. 2020): OBJ 2.1. Continue purchasing and integrating one-time campus start up items, as appropriate; OBJ 2.2. Continue providing PD to Cotton teachers on using Apple technology, Haggerty Phonics Interventions, and Blended Learning strategies, as appropriate; OBJ 2.3. Continue parent and community engagement efforts through consistent, timely communication via newsletters, parent meetings, and other outreach; OBJ 2.4. Complete the governing board selection process; OBJ 2.5. Establish Student Leadership Councils for primary and intermediate students as well as student bulletins; OBJ 2.6. Continually guide students' updates to their data binders with learning goals, in the SMART format; OBJ 2.7. Compile student achievement data to determine progress in implementation and make adjustments, as needed; and OBJ 2.8. Continue grade level action planning to identify individual student needs based on students' data.

**Third-Quarter Benchmark**

Cotton Academy will complete the following objectives in the third grant quarter (Nov. 2020 - Jan. 2021): OBJ 3.1. Finalize purchasing and continue integrating one-time campus start up items, as appropriate; OBJ 3.2. Continue providing PD to Cotton teachers, as appropriate; OBJ 3.3. Continue parent and community engagement efforts through consistent, timely communication via parent meetings, newsletters, and other outreach; OBJ 3.4. Host first quarterly governance board meeting; OBJ 3.5. Provide communication surveys to all Cotton Academy stakeholders; OBJ 3.6. Conduct student-led parent conferences and continue observing student bulletins; OBJ 3.7. Continually guide students' updates to their data binders with learning goals, in the SMART format; OBJ 3.8. Continue to guide students' goal tracking through data binders; and OBJ 3.9. Continue grade level action planning to identify individual student needs based on students' data.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The Campus-based Leadership Team (CLT) has developed and implemented campus-wide structures and procedures for the use of data to drive continuous improvement. At Cotton Academy data is utilized on a daily basis to monitor and adjust instruction and ensure that we meet the needs of individual students. In addition, data is utilized to monitor and adjust on weekly, four- and nine-week intervals. The systematic use of data throughout the year ensures that campus and individual student goals are closely monitored to determine if adjustments must be made to ensure that the campus is on track to attaining end of year goals. At Cotton Academy data is utilized on a daily basis to inform instruction and ensure that we meet the needs of individual students. Cotton has made significant gains in student success rates by collecting, analyzing, and utilizing data to plan rigorous lessons that are aligned to the TEKS and by leveraging a multitude of resources to ensure that all specificities of the TEKS are taught. Data is visible throughout our campus and is posted in all classrooms. The leadership team, teachers and students continuously use the data to reflect, set goals, and document progress.

The CLT 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. Teachers meet with the principal, instructional coaches, and/or the assistant principal for weekly Professional Learning Communities (PLCs) to review individual student data, student work, identify misconceptions, how misconceptions will be addressed and when they will be addressed. The four questions of the PLC are also utilized to guide the discussion of upcoming content and ensure that there is alignment to the standards. Teachers and the leadership team engage in "Dress Rehearsals" to model how they will teach upcoming content or clarify misconceptions. During this process, feedback is provided by all stakeholders. 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. 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 2020–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
  - a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

**Statutory Requirements**

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

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

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

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

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

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

To ensure financial sustainability, the District will: 1) Scale campus-based budget and staffing autonomies to allow for flexible staffing models and the most efficient and strategic use of existing resources; 2) Ensure that curriculum and staffing models implemented with grant funding are sustainable on per-pupil allotments once grant funds are exhausted; 3) Continue to explore, develop, and execute Senate Bill 1882-based partnerships, as appropriate, with mission-aligned nonprofit school design partners and operators; and 4) Continuously leverage the SAISD Foundation and local philanthropic partners to annually raise a school design fund to support the District's in-district charter school strategy.

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

To ensure successful implementation of the charter, the school requested waivers over District policies pertaining to the use of talent, time, and resources. The Cotton Academy charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school.

The Campus-based Leadership Team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school.

Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached In-District Charter Application and District Charter School Authorizing Policy.



**Statutory Requirements**

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

Grant funds requested are necessary to implement Cotton Academy's rigorous, blended academic model which will serve approximately 454 Cotton students in school year 2020-21. Grant funds will support the project purpose, goals and objectives fall into several categories: Curriculum and Technology, including Fountas & Pinnell (F&P) and Heggarty Phonemic (HP) curriculum, classroom devices, printers, poster maker, and software; Facility & Recruitment Materials, including an outdoor student space, furniture, and non-consumable marketing materials; as well as Professional Development (PD) for campus teachers and staff. Funding will be used to purchase supplemental curriculum, such as: vertically-aligned F&P curriculum for PK-3rd which supports consistent reading through rich and engaging texts, lessons, and approaches; HP Awareness in both English and Spanish; an intervention program to provide struggling readers and advanced learners with focused, vertically-aligned lessons, teacher resources, and take-home readers; as well as various academic resources for teachers' lesson development and content deepening to ensure alignment and development of students' conceptual understanding of classroom content. To create a 21st Century Learning environment, Cotton will purchase technology such as devices, peripherals, and other items that will be used in blended learning assignments, to include both individual and collaborative learning options. Cotton Academy will purchase items to create an outdoor student space, including pre-fabricated outdoor furniture, shade structures, seating, and basketball hoop which provides a separate space for older students. Further, Cotton will purchase furniture, vinyl decals, inspirational messaging, and other reasonable, non-consumable supplies that will improve students' and families' perception/pride of the campus. Finally, teachers & staff will be trained in, but not limited to: Leader In Me; coaching; research-based, best practices for effective, engaging classroom instruction & reading supports; and F&P PD to ensure the program's fidelity in implementation.

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 Cotton Academy in order to ensure that all SpEd students receive high quality services and supports. Cotton 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.

Cotton Academy's academic model is to provide a rigorous, high quality and challenging instructional program using a student-centered approach. Our current academic offerings include Dual Language at grades PreK through 4th grade, Bilingual Education in 5th grade, Gifted and Talented services, English as a Second Language, and Special Education services for eligible students. Dual Language will continue to be phased into other grade levels. Cotton faculty and staff currently engages in 5 core practices to ensure that we provide a rigorous instructional program, meeting the individual needs of students and builds capacity throughout the campus: 1) Backwards Design Planning, 2) Data Driven Instruction, 3) Professional Learning Communities (PLCs), 4) Observation Feedback, and 5) Implementation of Research Based Practices that stem from the work of Paul Bambrick-Santoyo and Doug Lemov. Please see In-District Charter Application, p. 13-20.

**Statutory Requirements**

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

A Governing Board, comprised of a diverse group of members with varied expertise, will be responsible for the governance and decision-making of the charter in collaboration with the campus-based leadership team and shall be accountable to the SAISD Board of Trustees. The Governing Board will examine practices outlined in the school's Campus Improvement Plan (CIP) and the mission described by the charter. The school's Governing Board will also review its core charter initiatives and strategies to ensure quality implementation as well as plan professional development in collaboration with the school's leadership team necessary to achieve the campus' goals. Meetings will be held quarterly, and the assessment of student achievement will be a constant focus. Discretionary funds will be managed by the principal with input from the school's Governing Board as part of the decision-making process. The campus will have authority to select its staff, adopt curriculum and instructional materials; establish the school calendar, day, and schedule, and implement customized professional development for its teachers and administrators. Refer to pages 24-28 & 34-37 of the In-District Charter Application.

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Performance measures and methods are codified in the attached Performance Contract. They are grouped under three categories: Academic Excellence, Organizational Strength, and Financial Health. Academic Excellence will measure growth and performance on State assessments (subject to TEA's A-F accountability rules). Organizational Strength will measure teacher satisfaction based on a district-wide teacher survey, parent confidence in the school model based on parent satisfaction rate that meets or exceeds the district average on a district-wide parent survey, and average daily attendance. Metrics used for Financial Health are designed to ensure financial sustainability and unqualified audit requirements in order to maintain a balanced budget and a stable cash flow. See attached Performance Contract and District Policy for Charter School Accountability.

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

Cotton 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. 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.

Cotton Academy will participate in the SAISD's unified enrollment system regulated by the Office of Access and Enrollment Services. Cotton will be included in all District student recruitment initiatives such as in-district charter fairs held throughout the city. The school will be open to all students, regardless of their academic abilities and where they live. The campus will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Campus staff will also support District efforts by canvassing, holding open houses, attending District recruiting events and community meetings, mailing acceptance and wait list letters and making calls to families to help with enrollment decisions, sending follow-up letters to admitted students, conducting on-campus enrollment meetings, calling wait listed students, and monitoring attendance during the first weeks of school to call students from the wait list, as needed. Cotton will continue to prioritize serving its neighborhood attendance zone.

**Statutory Requirements**

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The Cotton charter was developed according to SAISD policies and procedures to promote high academic standards and innovative instructional practices. The campus participated in the District's comprehensive Annual Call for Quality School 2.0 as a proposed, startup open enrollment new school model. The process included; 1) applicant teams consisting of three to five people, including at least three people who will be working at the campus full-time; 2) extensive school design support from the Office of Innovation; 3) engagement with school staff, parents and community; and 4) a rigorous evaluation process with an in-depth application review and in-person interview by a team of qualified reviewers, including existing in-district charter principals, district staff, and external professionals. The charter plan was presented and discussed at a public forum. SAISD's internal audit department reviewed and confirmed petitions demonstrating a majority (2/3) of parents' and classroom teachers' approval of Cotton's charter authorization.

Cotton's charter application met the requirements of the Annual Call 2.0, District policy, and relevant state laws and regulations and was approved by the school board. As an in-district charter, the school will be held to the academic and operational targets outlined in the performance contract which is above and beyond that of a regular district campus. In exchange for meeting the performance measures, the school-based staff was granted full autonomy over the use of talent, time, and resources as permitted by law and TEA rules. For additional information, refer to the local District's policy for authorizing campus charter schools attachment.

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

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

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

The SAISD will hire a Texas certified or public accountant to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. The scope of the audit will be limited since many of the examinations are already covered by the District's annual independent financial audit.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Annually the SAISD, in collaboration with Cotton Academy and its Campus-based Leadership Team, will determine eligibility and allocation of federal funds including, but not limited to: Title grants, IDEA, and the School Lunch Program. The District administration will prepare and submit federal grant applications no later than June 30 and the SAISD Board of Trustees approved budgets will be made available to the campus in early July of each year.



**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	41	37	47	37	58	57	44	46	43	44	0	0	0	0	454
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	43	Total Parents			726	Total Families			341	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 2021–2022.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	40	33	46	45	53	52	45	48	46	51	0	0	0	0	459
Total Staff	44	Total Parents			734	Total Families			344	Total Campuses				1	

3. Provide the number of students to be served in 2020-2021 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) link for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	0	1	2	4	4	2	5	2	0	0	0	0	0	0	20
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	0	Total Parents			32	Total Families			15	Total Campuses				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.	San Antonio ISD	Beacon Hill Academy	15-907-106
2.	San Antonio ISD	Bowden Academy	15-907-147
3.	San Antonio ISD	Douglass Academy	15-907-119
4.	San Antonio ISD	Herff Academy	15-907-132
5.	San Antonio ISD	Longfellow Middle School	15-907-050
6.	San Antonio ISD	Ogden Academy	15-907-157
7.	San Antonio ISD	Storm Academy	15-907-169
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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X

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.

<b>Total Planning Activity Costs</b> (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)	\$113,349
<b>Total Implementation Activity Costs</b> (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)	\$686,651
<b>Total Planning Activity Costs + Total Implementation Activity Costs</b> (This amount should match TOTAL BUDGET REQUEST)	\$800,000

PAYROLL COSTS (6100)	BUDGET
Professional Staff Extra-Duty Pay (i.e. Professional Development)	\$60,349
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
Contracted Professional Development Services (i.e. Leader In Me, Fountas & Pinnell, etc.)	\$53,000
<b>SUPPLIES AND MATERIALS (6300)</b>	
Technology (i.e. devices, printers, desktops, software, etc.)	\$407,818
Curriculum & Supplemental Resources (i.e. Fountas & Pinnell PK-3, intervention program materials, etc.)	\$158,180
Facility & Recruitment Materials (i.e. outdoor student spaces, furniture, vinyl decals, marketing, etc.)	\$120,653
<b>OTHER OPERATING COSTS (6400)</b>	
<b>CAPITAL OUTLAY (6600)</b>	

TOTAL BUDGETREQUEST

\$800,000

**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](mailto: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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