



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

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):

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

Authorized Official Name Title

Email Phone

Signature Date

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

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

Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Overall student retention at Fox Tech High School (HS) has been slowly slipping, with an overall decrease of 6% over the past 3 years. To improve retention, the school will offer updated student facilities, 21st Century Learning resources, and SEL supports.	To improve student retention, Fox Tech HS will update its student spaces, both physically and technologically; provide 21st Century learning resources, i.e. instructional technology; as well as a Social-Emotional Learning (SEL) curriculum and staff training to increase the sense of community at Fox Tech HS, building upon existing school strengths of its strong students-teacher relationships.
Fox Tech HS students are increasingly economically disadvantaged (ED) with an increase of 22% over the past 3 years. To overcome the digital divide, support is needed to increase students' future college careers.	To support students' college education, Fox Tech HS will provide additional college preparatory efforts; technology for family use to address the existing barriers to college financial assistance information; as well as engaging enhancements to its community-campus communication technology.
Over the past 3 years, Fox Tech's students are increasingly economically disadvantaged (+22%). Typically, these students are significantly below grade level and require additional support and intervention.	To support students who are behind grade level, Fox Tech will purchase high-quality, specialized curriculum as well as train its teachers through consistent professional development to both deliver the new curricular content with fidelity as well as support those struggling students to meet or exceed grade level.

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, Fox Tech High School will: stabilize its student retention rate from school year 2019-2020; offer college preparatory support to 100% of at-risk students; and offer newly-formed educational offerings to all of its approximate 453 Fox Tech High School students.

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

Fox Tech HS will complete the following objectives in the first grant quarter (Jul. 2020 - Sep. 2020): Objective (OBJ) 1.1. Begin purchasing and integrating one-time campus start up items (i.e. instructional materials, equipment, and other allowable educational supplements); OBJ 1.2. Host student leadership camp, as supported by teacher leaders; OBJ 1.3. Hire a social worker to identify and address the social-emotional needs of at-risk Fox Tech students and their families; OBJ 1.4. Establish a crisis intervention team comprised of highly-trained campus counselors and staff; and OBJ 1.5. Contract SEL consultant to implement staff SEL professional development (PD); OBJ 1.6. Teacher leaders and administrative team will research and train to implement the Ron Clark Academy House System; OBJ. 1.7. Teacher leaders will train student leaders to model exemplary behavior; and OBJ 1.8. H-TECH Design Team will plan programming with IHE and industry partners and recruit students to the pathway program.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Fox Tech HS will complete the following objectives in the second grant quarter (Sep. 2020 - Nov. 2020): OBJ 2.1. Continue purchasing and integrating/disseminating one-time campus start up items, as appropriate; OBJ 2.2. Teachers will implement curriculum across all grade levels in U-PREP college preparatory curriculum; OBJ 2.3. Fox Tech administrative team will monitor progress of SEL plan and make changes as needed; OBJ 2.4. Host a student "sorting" ceremony to foster student leadership and academic excellence; OBJ 2.5. Teachers and administrators will implement BE methodology in all classes which will be assessed and adjusted, as necessary; OBJ 2.6. School leaders will identify integration needs and gaps related to technology for targeted teacher training; and OBJ 2.7. H-TECH program will begin to serve students and H-TECH core and CTE teachers will undergo ongoing training related to the health careers pathway.

Third-Quarter Benchmark

Fox Tech HS will complete the following objectives in the third grant quarter (Nov. 2020 - Jan. 2021):

OBJ 3.1. Finalize purchasing and continue integrating/disseminating one-time campus start up items, as appropriate; OBJ 3.2. Contracted SEL consultant will continue to implement SEL professional development; OBJ 3.3. Faculty will conduct student SEAD survey to gather data on program effectiveness; OBJ 3.4. Fox Tech Administrators will assess program data and re-evaluate strategies for implementation, as appropriate; OBJ. 3.5. Fox Tech campus operations coordinator will collaborate with the librarian to monitor technology use and establish responsible stewardship of student-used devices; OBJ 3.6. H-TECH coordinator will analyze the 2020 recruitment and intake process to make adjustments for the coming year; and OBJ 3.7. H-TECH coordinator will finalize the IHE coursework for the 2021-2022 cohort and monitor students' grades.

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.

Using its needs assessment process, Fox Tech HS identifies campus needs and their root causes to create effective campus goals in its Campus Improvement Plan (CIP). From the CIP, performance objectives are designed and addressed by the Campus-based Leadership Team (CLT). Fox Tech's CLT is comprised of administrators, teacher leaders, counselors, family and community engagement specialist, community members, parents, and students. Further, Fox Tech will develop a campus advisory board as well as an H-TECH design team to address the various magnet program components. Department heads regularly meet with administration to implement strategies that prioritize CIP goals and objectives. The CLT will meet regularly according to the Professional Learning Community (PLC) plan, or more often if needed, and will create corrective action plans that will address students that do not show progress in benchmarks.

Fox Tech focuses on using MAP data to determine a baseline for student needs and student grouping for small group instruction as well as utilizing the learning continuum to identify the needs for those students who are below grade level and to guide teachers on TEKS necessary to intervene. Also, Fox Tech HS implemented a data tracking software, All In Learning, that provides immediate feedback to students and allows teachers to aggregate data and sort by standards. This tool has revolutionized how we gather data and use it to drive instruction and for reteaching efforts. Lead4ward is also being implemented in grouping students by their educational needs in order to close learning gaps. In addition, teachers have designed their own student tracking system to engage each learner in the ownership of learning. 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, Fox Tech HS 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, Fox Tech HS 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 Fox Tech 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 Fox Tech's academic model including a health careers and a law careers pathway. Funding will be used to implement the charter school in school year 2020-21 and impact approximately 453 Fox Tech High School students.

Grant funds being requested in support of the project purpose, goals and objectives fall into several categories: Supplies and Materials, including classroom furniture, curriculum, and recruitment materials; Technology, including devices and interactive displays; and Professional Development for campus teachers and staff, including contracted professional services and travel, as necessary and reasonable. Fox Tech will purchase classroom furniture including flexible student tables, desks and seating; teaching podiums; glass dry-erase boards; and other necessary furniture that will create innovative and collaborative learning spaces that can be moved to accommodate specific needs of the teachers and students. Grant-funded curriculum will provide supplemental software programs for special populations for added support. To bolster student enrollment, Fox Tech will use funds to create non-consumable, Fox Tech promotional materials such as banners, commercials, marketing packages, as well as informational campaigns aimed at rising 9th grade students. Grant funds will be used to close the campus' electronic device gap by providing additional technology necessary for dual credit and dual enrolled Fox Tech students. Further, the campus will purchase and install interactive displays to enhance teachers' classroom instruction and enrich teachers' ability to engage students in meaningful ways. Campus teachers and staff will be trained in social-emotional learning (SEL), emotional intelligence, and other nationally-recognized programs in content areas related to health or law careers. Trained teachers will improve performance as well as increase student retention.

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 Fox Tech HS in order to ensure that all SpEd) students receive high quality services and supports. Fox Tech HS 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.

The Fox Tech academic model includes a health magnet pathway, a law magnet pathway, college and career exploration, individualized learning via rigorous curriculum and academic and college support systems. Our model directly aligns to our campus mission and specifically addresses our need for SEL supports. The Health Professions Magnet challenges students with a rigorous academic curriculum that includes learning through innovative practices, lab activities, interactive classrooms, visits to professional settings and senior clinical rotations. The Fox Tech Law Magnet provides students with a rigorous curriculum that is infused with current political events and public policies that impact our daily lives. Students are given opportunities to earn health certifications in Certified Nursing Aide (CNA) and Certified Medical Assistant (CMA). All students enroll in the University Preparatory course to prepare students for their college courses. See Application, p. 12-14.

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 16-21 & 33-35 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.

Fox Tech HS 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 charter school program 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.

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

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 Fox Tech 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 Fox Tech's charter authorization. Fox Tech'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 Fox Tech 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	0	0	0	0	0	0	0	0	0	0	138	135	96	84	453
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="50"/>	Total Parents		<input type="text" value="725"/>	Total Families		<input type="text" value="340"/>	Total Campuses				<input type="text" value="1"/>			

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	0	0	0	0	0	0	0	0	0	0	145	122	96	82	445
Total Staff	<input type="text" value="52"/>	Total Parents		<input type="text" value="712"/>	Total Families		<input type="text" value="334"/>	Total Campuses				<input type="text" value="1"/>			

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	0	0	0	0	0	0	0	0	0	0	9	0	0	0	9
Not Applicable - No students will be served during the 2020–2021 school year. <input type="checkbox"/>															
Total Staff	<input type="text" value="0"/>	Total Parents		<input type="text" value="14"/>	Total Families		<input type="text" value="7"/>	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.	San Antonio ISD	Cooper Academy at Navarro	15-907-024
2.	San Antonio ISD	Texans CAN Academy at Highlands	15-907-030
3.			
4.			
5.			
6.			
7.			
8.			

Not Applicable - No students will be served during the 2019–2020 school year.

Equitable Access and Participation

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

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

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

PNP Equitable Services

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

Request for Grant Funds

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

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

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

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

PAYROLL COSTS (6100)

BUDGET

Professional Staff Extra-Duty Pay (i.e. Professional Development)	\$23,620
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Contracted Professional Development Services (i.e. SEL, BE, Software/Technology, AVID, PBL, RCA, etc.)	\$126,380
Interactive Display Installation	\$30,000
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Classroom Furniture (i.e. flex seating, etc.)	\$295,000
Technology & Interactive Displays	\$220,000
Curriculum & Recruitment Materials	\$55,000

OTHER OPERATING COSTS (6400)

In-State Travel (i.e. conferences, workshops, trainings, etc.)	\$20,000
Out-of-State Travel (i.e. conferences, workshops, trainings, etc.)	\$30,000
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

TOTAL BUDGET REQUEST

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
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