



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

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

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Application stamp-in date and time

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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.

RFA # **701-19-103** SAS # **423-19**

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

701-19-103-011

1019-110591

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
Tynan is experiencing a shortage of alternative, structured learning spaces that allow for running, jumping, climbing, and other sensory enrichment. More alternative learning spaces are required to develop students' executive motor function skills.	With significant emphasis on child-centered learning, Tynan ECEC will treat students' physical space as a "third teacher" that enables safe and enriching tactile exploration such as playground equipment, shade structures, and natural landscaping to develop gross motor development that include whole body movement and hand-eye coordination skills used to write and draw.
Student behavioral incidents have increased 8% over 5 years. Proper social-emotional skill (SEL) development (e.g. self-regulation, impulse control) is vital to the future academic success of all learners.	Through a "school-as-family" approach, Tynan ECEC will supplement its trauma-informed, whole-school social and emotional learning tools with Conscious Discipline techniques, and "Learning Stories" to highlight SEL development and support students struggling with managing emotions and behaviors at school.
Teachers receive less-than-adequate, inconsistent professional development leading to diminished student-adult interaction & instruction. Teachers' instructional support must be enhanced.	Tynan will provide necessary staff professional development and certifications to tailor instruction to each student and enable high-quality interactions between students & adults. Adding diverse, engaging educational materials (e.g. books) will provide students with opportunities for self-directed learning & exploration.

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, Tynan Early Childhood Education Center (Tynan ECEC) will ensure: 100% of Tynan staff trained will demonstrate growth in at least 4 of 9 domains, as measured by the Classroom Assessment Scoring System (CLASS); and decrease behavioral incidents by 2% as a result of the HighScope framework and outdoor classroom expansions, as measured by PEIMS, MTSS behavioral referrals, and Requests for Assistance (RFAs).

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, Tynan Early Childhood Education Center will:

- Objective 1.1. Begin purchase and installation of outdoor classroom expansions;
- Objective 1.2. Purchase K-1 instructional supplies and materials;
- Objective 1.3. Plan Social and Emotional Learning curriculum and instruction scaffolding;
- Objective 1.4. Conduct summer professional development for Tynan staff;
- Objective 1.5. Design and create parent and community surveys to continue soliciting stakeholders input and engagement;
- and Objective 1.6. Plan parent and family communications around Tynan's campus updates as a result of project activities.

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

By the end of the second quarter of the grant period, Tynan Early Childhood Education Center will:

- Objective 2.1. Continue the installation of outdoor classroom expansions;
- Objective 2.2. Implement Social and Emotional Learning curriculum and instruction scaffolding;
- Objective 2.3. Conduct school year professional development for Tynan staff;
- Objective 2.4. Collect parent and community surveys for continued stakeholder input solicitation and engagement; and
- Objective 2.5. Actively communicate plans for and progress of campus updates to Tynan parents and family.

Third-Quarter Benchmark

By the end of the third quarter of the grant period, Tynan Early Childhood Education Center will:

- Objective 3.1. Continue and/or finalize the installation of outdoor classroom expansions;
- Objective 3.2. Refine Social and Emotional Learning curriculum and instruction scaffolding;
- Objective 3.3. Support Tynan staff's professional development as identified through program data and evaluations;
- Objective 3.4. Address data collected from parent and community surveys for continued stakeholder engagement; and
- Objective 3.5. Continue communication of campus updates to Tynan parents and family.

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.

Tynan ECEC's Campus-based Leadership Team (CLT) and administration have ongoing conversations to identify needs for Professional Development (PD) after analyzing campus data. It also allows Tynan leadership to identify patterns as a campus and develop PD to meet the needs of the teachers. Campus administration also uses our district platform, Performance Matters, to document walk-throughs and provide teachers with feedback. Tynan ECEC utilizes diagnostic and holistic evaluation measures throughout the school year to ensure progress towards program and project goals and objectives.

Campus data is used to inform any adjustments that need to be made to the curriculum, identify individual students in need of additional instruction, and identify PD needs. Assessment data is analyzed and classroom instruction is immediately adjusted according to the findings in order to have the desired effect of a positive impact in the classroom. PD time (faculty meetings and Professional Learning Communities) is allotted for each grade level team to review data. For assessing students' skill development and acquisition, PK students are tracked via LAP-3 and MAP is used with K-1 students. Students are assessed with the same standardized assessment in both English and Spanish (LAP-3/MAP). Data is reviewed and analyzed at the closing of the assessment window (BOY, MOY, EOY). Based on data, teachers form small groups to provide interventions for both ELA, Math, and other subjects. Further, each student's data is discussed individually, twice per year, in Multi-Disciplinary Staffings (MDS) including a campus administrator, teacher, and family support worker utilizing the District's Teacher Dashboard for assessment scores to attendance records. It is the goal of the MDS to identify a minimum of 5 students in need of additional support. Tynan ECEC utilizes the Classroom Assessment Scoring System (CLASS) in 100% of the classrooms to identify areas of strength and areas of potential growth. Teachers' CLASS data informs planning of PD and individual teacher goal setting. CLASS helps educators nurture children's early learning while responding to their needs. CLASS data is collected once a year and every teacher is observed by a third party. The language we use when gathering evidence during the observation and providing feedback to teachers is aligned to the language used in CLASS. This helps teachers make connections between their daily instructional practices and the CLASS tool in order to improve on their techniques, strategies, classroom environment, and overall instruction.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

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

Tynan Early Childhood Education Center (ECEC) will operate as a Senate Bill (SB) 1882-based in-charter, managed by the HighScope Education Research Foundation (HighScope), a 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 HighScope as a nonprofit school operator for Tynan ECEC.

Under the agreement, HighScope will ensure that students of Tynan ECEC receive a complete educational program based on the requirements of the charter and the applicable Texas law consistent with HighScope's mission to ensure every child receives a high-quality, equitable early education. HighScope will assume responsibility for the educational processes, and the management and operation of the school in collaboration with the SAISD. Further, HighScope will devote the necessary time and effort and the SAISD will retain and allocate sufficient personnel to meet the educational goals of Tynan ECEC.

Finally, the District will retain an administrative support fee of the state revenue generated by students at Tynan ECEC 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 HighScope at Tynan ECEC, 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, HighScope' Board will be responsible for preserving, protecting, and nurturing Tynan ECEC'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 Early Childhood Education Center. To ensure the sustainability of the HighScope 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 HighScope charter was granted full autonomy over its staffing model, including the selection, management, work hours and assignment, job description, and duties at the school. The Campus-based Leadership Team was also given authority over its academic program and strategies (subject to state standards and federal regulations), including, but not limited to, curriculum, length and design of the school day, the academic calendar, course offerings, professional development, and summer school. Additionally, the campus will be able to opt out of District professional development (PD) mandates and select the type of PD for its staff based on its needs. Finally, the school will retain sole discretion of how it distributes the funds within the school's budget in accordance with state and federal policies, laws, and guidelines. See attached In-District Charter Application, Management Agreement, and District Charter School Authorizing Policy.

Statutory Requirements

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

Grant funds will be used to plan and initially implement a high-quality student-centered early childhood education charter school program at Tynan ECEC with HighScope. To accomplish the purpose and goals of this grant, Tynan ECEC will use funds to provide extensive professional development (PD), non-consumable educational supplies and materials, as well as outdoor classroom expansions. These funds will supplement other federal funding sources.

- Professional Development - Tynan staff will be professionally supported (i.e. extra-duty pay, substitute pay, contracted services, conferences, certifications, and travel for site visits) to provide HighScope's high-quality, equitable early education to young students. Campus leadership will visit sites, regionally and nationally, where the HighScope model is currently implemented.
- Non-Consumable Educational Supplies & Materials - Increased and diversified educational offers (e.g. engaging, age-appropriate books in both English and Spanish) will capture greater student interest in learning and allow agency in choosing what to read or learn, whether it is content-based or as part of the dual language program.
- Outdoor Classroom Expansions - As a cornerstone for the HighScope early education model, children's freedom to move and speak develops students' agency in what and how they learn. Using play as a learning vehicle develops executive brain functions, especially highly physical activities such as "big body" play. Essential for gross motor development and "big body" play, outdoor classroom expansions include playscapes, shade structures, natural landscaping, and tricycle tracks.

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. Tynan 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.

Tynan ECEC will implement HighScope's educational program that is research-based, play-centered, and hands-on learning oriented. Learning is focused on real-world, hands-on experiences with bountiful opportunities to play and discover. Students are given opportunities to explore materials and learn new vocabulary while working with learning tools and interacting with peers rather than relying on worksheets or journal entries. Lessons are tailored to follow the Texas Prekindergarten Guidelines for our youngest students and the Texas Essential Knowledge and Skills (TEKS) for Kindergarten and up. The HighScope curriculum, focused on quality adult-child interactions and family partnerships, includes opportunities for children to practice "life skills" and problem solve with peers and adults. Refer to page 7 of In-District Charter Application.

Statutory Requirements

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

As a SB 1882-based in-district charter, HighScope is authorized to manage and operate Tynan ECEC 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, 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, & management of comprehensive school quality. HighScope 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 student achievement (proficiency) and student improvement as measured by LAP-3 and MAP 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 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.

Tynan ECEC 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 Tynan families as new offerings 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 Tynan ECEC.

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

Tynan ECEC will participate in SAISD's unified enrollment system, regulated by Office of Access and Enrollment Services. Also, Tynan 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. Tynan ECEC will drive the student recruitment and enrollment process through the lottery (if applicants outnumber seats available) and other key enrollment phases (i.e. registration). Tynan 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. Tynan ECEC will continue to prioritize serving its neighborhood attendance zone students.

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 Tynan ECEC 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 Tynan's charter authorization.

Tynan'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 Tynan ECEC 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	241	0	0	0	0	0	0	0	0	0	0	0	0	0	241	
Not Applicable - No students will be served during the 2019–2020 school year. ☐																
Total Staff	46	Total Parents	386	Total Families	182	Total Campuses										1

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

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Subchapter C	241	0	0	0	0	0	0	0	0	0	0	0	0	0	241	
Total Staff	46	Total Parents	386	Total Families	182	Total Campuses										1

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Subchapter C	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3	
Not Applicable - No students will be served during the 2019–2020 school year. ☐																
Total Staff	0	Total Parents	0	Total Families	0	Total Campuses										0

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD (SAISD)	Hirsch Elementary School	15-907-137
2.	San Antonio ISD (SAISD)	Washington Elementary School	15-907-172
3.	San Antonio ISD (SAISD)	Douglass Academy	15-907-119
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 Barrier

Group Barrier

Group Barrier

Group Barrier

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

PCSP Extra-Duty Pay (i.e. Teacher PD)	\$50,000
PCSP Substitute Pay (i.e. for Teacher PD Pull Out Days)	\$20,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

PCSP Professional Development (PD) Services and Certifications	\$45,000

SUPPLIES AND MATERIALS (6300)

Non-Consumable Educational Supplies and Materials (Books)	\$40,000

OTHER OPERATING COSTS (6400)

PCSP Conferences and Site Visits (i.e. travel, entrance fees, etc.)	\$45,000

CAPITAL OUTLAY (6600)

Structured Outdoor Learning Spaces (i.e. Playscapes, Shade Structures, Track, Landscaping, etc.)	\$600,000

TOTAL BUDGET REQUEST