



**2022-2024 Charter School Program Grant (Subchapter C and D)**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, March 31, 2022**

NOGA ID

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

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**3. Shared Services Arrangements**

Shared services arrangements (SSAs) **are/are not** permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. 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
Low academic performance. Less than 50% of Graebner Elementary students demonstrated a mastery of on grade level content in the 2021 STAAR assessment. 40% of student population identified as emerging bilingual students.	Existing school will be redesigned as a new in-district charter with a Community School Model with a SB 1882 partnership to implement culturally responsive curriculum to close achievement gaps. Extensive professional development in Culturally Responsive and Sustaining Pedagogy, Social Emotional Learning strategies, and increased planning time will be provided for teachers and staff.
Low attendance rate. Daily attendance rate for Graebner Elementary students is 86% well below the district goal of 95%.	Integration of Cultural Arts. Focused art curation and performance supplies for the development of an innovative Mariachi & Ballet Folklórico program accessed by all PK-5 students will support re-engagement with academics and lead to higher attendance by empowering students with culturally responsive pedagogy.
High number of students identified as low socio-economic status (SES). 94% of Graebner Elementary students qualify for low SES designation.	Engaging indoor and outdoor academic and community spaces will be created. The school will be redesigned using a Community School Model to develop beyond a space for education and become a pillar of the community to support basic needs of low socio-economic students and their families. A re-branding of the school will require marketing and recruitment materials.

**5. 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 May 2024, Charles Graebner Elementary school will achieve “B” rating as measured by STAAR data.

**6. 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 (June 1, 2022 through December 31, 2022) Graebner Elementary School will complete the following: Objective 1.1 Finalize logistics and begin providing teacher/staff culturally responsive, dual language, and SEL professional development and coaching; Objective 1.2 Incorporate culturally responsive and sustaining pedagogy into academic program; Objective 1.3 Monitor and evaluate student enrollment, attendance, and academic indicators (grades, assessments, and MAP) and, develop and provide corrective action plans; Objective 1.4 Finalize logistics and begin providing families/parents with professional development and family engagement opportunities; Objective 1.5 Finalize design for community engagement spaces; Objective 1.6: Design and purchase marketing and student recruitment materials

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

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

By the end of the second quarter (January 01, 2023 through June 30, 2023) Graebner Elementary School will complete the following: Objective 2.1 Continue providing teacher/staff culturally responsive, dual language, and SEL professional development and coaching; Objective 2.2 Continue to incorporate culturally responsive and sustaining pedagogy into academic program; Objective 2.3 Continue to monitor and evaluate student enrollment, attendance, and academic indicators (grades, assessments, and MAP) and, develop and provide corrective action plans; Objective 2.4 Continue providing families/parents with professional development and family engagement opportunities; Objective 2.5 Purchase materials and furniture for community engagement spaces

**Third-Quarter Benchmark**

By the end of the third quarter (July 1, 2023 through December 2023) Graebner Elementary School will complete the following: Objective 3.1 Continue providing teacher/staff culturally responsive, dual language, and SEL professional development and coaching; Objective 3.2 Continue to incorporate culturally responsive and sustaining pedagogy into academic program; Objective 3.3 Continue to monitor and evaluate student enrollment, attendance, and academic indicators (grades, assessments, and MAP) and, develop and provide corrective action plans; Objective 3.4 Continue providing families/parents with professional development and family engagement opportunities; Objective 3.5 Deliver and install material and furniture for community engagement spaces; Objective 3.6 Sustain instructional best practices provided via professional development to continue curriculum implementation with fidelity

**7. Project Evaluation and Modification**

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

To ensure that Graebner Elementary is adhering to and meeting performance measures outlined in the In-District Charter Application, the principal and Campus Leadership Team will track and review data through a structured Professional Learning Network (PLN). Teachers will use multiple ongoing formative assessments throughout the scholastic year to track student progress and identify on-level and at-risk students. Formative assessments will include daily exit tickets at the end of each lesson to identify how instruction needs to be modified/differentiated in order to meet all learner needs. Teachers will utilize and analyze summative data from monthly Isolation reports, Imagine Math, ST Math, Reading A-Z, and quarterly Reading MAP Growth/Fluency. This data will be used to regroup and restructure student groups for targeted small instruction. Data will be reviewed at monthly half day planning sessions or weekly PLNs where teachers collaborate and share effective instructional strategies currently working in their respective classrooms. STAAR data is critical to monitoring student growth and progress through a student's academic journey. STAAR Interim Assessments will be utilized to monitor progress towards our goals with a fall and spring administration that aligns with the STAAR May administration. We will utilize data from all three assessments to track student progress through the year and adjust interventions accordingly. To improve and maintain a high rate of attendance, Graebner will conduct frequent home visits throughout each semester through the use of our Family and Community Liaison. Graebner will also utilize the attendance clerk to maintain a record through the use of daily attendance cards to maintain and collect data of student absences and tardies. The Campus Leadership Team will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. Further, an online grant management system will be used to store all grant-related information for enhanced communication an efficiency. Taken together, these evaluation tools will allow for Graebner to adjust interventions as needed to ensure the campus achieves our goal to become a "B" rated school as measured by STAAR data.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**8. 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 2022–2024 Charter School Program Grant (Subchapter C and D) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 6. 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.
- 7. 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.
- 8. 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.
- 9. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



8. Statutory/Program Assurances (Cont.)

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

11. Charters established under TEC Chapter 12, Subchapter C: The applicant provides assurance that the campus charter school will:
a. Maintain documentation which clearly demonstrates the supplementary nature of these funds;
b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter, and
d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

12. Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.

13. Charters established under TEC Chapter 12, Subchapter C, for the purpose of replicating an existing high-quality charter school, must also comply with the following: The applicant provides assurance that the school district will:
a. participate in the Texas Authorizer Leadership Academy (TALA) program;
b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application (Model District Authorizing Policy and Model Local Campus Partner Application can be found at https://txpartnerships.org/tools/);
c. annually publish its authorizer policies;
d. submit its updated authorizer policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2022;
e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

4. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements

5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

For TEA Use Only: Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

9. Statutory Requirements

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

Graebner Elementary School will operate as an in-district charter under the auspices of the San Antonio Independent School District (SAISD) Board of Trustees. The in-district charter application and performance contract approved by the Board of Trustees on March 21, 2022 formalized the relationship between the school, the SAISD Board of Trustees, and SB 1882 partnership with University of Texas at San Antonio (UTSA). UTSA’s responsibilities include but are not limited to create dual-language model lab school network that will advance the preparation of teachers and staff dedicated to educating bilingual students. The school’s responsibilities include but are not limited to ensuring students receive a complete educational program; assuming responsibility for the educational, management, and operational processes subject to transparent accountability requirements; successfully meeting and maintaining the performance contract objectives governed by SAISD charter policy. SAISD’s core responsibilities will include providing the same opportunities, support, and services provided to any other charter located in the District; remaining the contracting entity and school food authority; retaining sufficient personnel to meet educational goals; providing disciplinary alternative education programs; providing related services for special education, Section 504, and other disabilities; providing technology infrastructure, maintenance and software licenses; and monitoring and regulating charter school accountability procedures.

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

The Superintendent of designee will monitor, evaluate, and publish charter school performance annually and present a summary of charter school performance to the Board during a scheduled meeting. On a 3- to 5- year cycle, the Board will review whether all the in-district charters have met the expectations set forth in their performance contract and shall renew, revoke, or place on probation all charters in accordance with Applicable Law. Graebner will adhere to the approved Performance Contracts. SAISD may terminate the Performance Contract prior to expiration if the school: fails to meet generally accepted accounting standards for fiscal management, following written notice and 60-day opportunity to cure; fails to meet the metrics set forth in performance contracts after a 3 or 5 year review; or, after the 2nd school year in operation, are rated as “IR” or fail to meet state accountability or are bottom 5% in comparison to all SAISD campuses.

3. Describe how the autonomy and flexibility granted to the proposed charter school or high-quality charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school or high-quality charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

In accordance with Applicable Law, the Graebner Campus Leadership Team will have autonomy to run all aspects of Graebner Elementary School in accordance with federal, state, local law, and the performance contract and campus charter. The charter school application ensures that the Campus Leadership team will have autonomy over the use of talent, time, and resources. For example, the Campus Leadership Team will have the sole discretion concerning the mission, vision, and core values of the school; authority over strategic planning decisions (i.e. calendars, staffing structures and model, budgeting); autonomy over implementing academic programs and strategies (i.e. curriculum, assessments, design of school day, course offerings); opt out of District professional development mandates; and deploying parent/family engagement strategies. In accordance with the Partnership Agreement, UTSA acknowledges it will have initial, sole, and final autonomy regarding all of the critical academic and operational aspects of the schools. However, UTSA will exercise its autonomy in coordination with the district and campus staff to ensure alignment of goals and the efficient allocation of resources. UTSA may terminate this agreement for cause, or without cause upon mutual consent.

For TEA Use Only: Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory Requirements (Cont.)**

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

The applicant leadership team will develop structures to engage and collect input from families, students, and staff through authentic engagement. Campus leadership team will analyze campus data through administrative team meetings and professional learning networks comprised of teachers and staff and with parents at campus events. Information from stakeholders (i.e. parents, families, students, staff and community members) will be carefully collected through surveys and group discussions and synthesized by the leadership team. All relevant data will be shared with the campus community. This measured process of soliciting information, collecting data, identifying trends and areas of growth, and then shared findings enables the Graebner community to move towards consensus concerning key challenges around key challenges facing the campus and community. Finally, surveys are conducted at the district level on an annual basis to determine family engagement and overall satisfaction with the school. Graebner will send out additional surveys throughout the year to have continuous feedback from parents and families. Survey results will drive further implementation and operations.

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

Graebner will be redesigned as a charter school with two distinguishing features: (1) culturally centric and SEL-focused instruction and (2) in-school community resources. To achieve this change, grant funds will be used for the following: (A) Provide professional development, hire consultants to provide coaching, and award supplemental pay to teachers and staff participating in professional development to enable culturally responsive pedagogy, dual-language instruction, and SEL methods known to enhance academic performance. (B) Fill academic gaps by implementing new instructional practices including project-based learning, dual-language, and motor-labs. (C) Integrate Cultural Arts (Mariachi & Ballet Folklórico) into daily learning and add spaces where student art, reflecting educational concepts, can be highlighted. (D) Change the school environment and family and student expectations by providing culturally responsive curriculum, fine arts focused furnishings, new outdoor activity areas and exercise equipment, and redesigned learning and family engagement spaces. (E) Increase family engagement by offering professional development to parents, including strategies for dual-language learners and socio-emotional health. (F) Promote health and wellness and address the needs of low SES students by adding an exercise track, parent space, curriculum-based kitchen, and community garden. (G) Upgrade student recruitment materials including a new logo, pop-up tent, banners, etc. to bolster school pride and increase enrollment. Local and SB 1882 funds will be used for ongoing costs. All supplies will be non-consumable. Together these activities will enhance student engagement and attendance to foster academic achievement, as well as stabilize and support low SES families and build a community focused on excellence in education.

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

To engage the community, Graebner will offer parents the opportunity to participate in a Community Learning Exchange (CLE). CLE is a research-based practice and strategy used for parent engagement and is designed to create space for parents to interact with the campus community through authentic experiences. Graebner’s CLE will create a physical space for parents to feel welcomed at any point in time, to support teacher work, and to get additional services as needed. The CLE will provide opportunities for parents to take on leadership roles at the campus. Additionally, parents will be invited to participate in campus committees focused on a variety of needs (i.e. hospitality or attendance) to help support campus activities and gather feedback on policy and procedure. Finally, parents and family members will be invited to participate in “Funds of Knowledge”, a research-based practice geared towards family engagement strategies. The "Funds of Knowledge" initiative creates space for shared power dynamic through the exchange of knowledge and ideas with the idea that anyone can be a teacher or student. This practice allows for parents or students to step into the teacher role to share a lesson on something they have experience in or knowledge about. This initiative sets up role-modeling for students to see their parents and family members as teachers and students thereby reinforcing the value in life-long learning.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**9. Statutory Requirements (Cont.)**

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

All students, including subgroups, attending all SAISD in-district charter schools like Graebner Elementary will receive transportation. The SAISD Transportation Department operates its own fleet of buses that fulfills students’ transportation needs throughout the city, including daily student pick up and drop off and special occasion events such as field trips. The routing of school buses and assigned stops for students follow Texas Education Agency guidelines and is subject to Board approval of school attendance zones and budgets, as well as Superintendent directed school feeder patterns. Routes are designed so that students arrive at the school at least 15 minutes prior the start of school, allowing them time to participate in the district provided breakfast program. Drop-off time are approximated so students return to their designated stop 20-60 minutes after the bell, pending traffic. Routes and pick-up and drop-off times are provided to all parents at least two weeks prior to the start of the school year. Parent are required to annually share their transportation plans with the school and Transportation Department so students can be accounted for at all times. The budget for in-district charter school transportation is part of the overall district Transportation Services budget.

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

To ensure successful implementation of the Graebner Elementary School charter, the school requested local waivers pertaining to the use of talent, time, resources, and academic programming. As such, the charter was granted full autonomy over its staffing model, including the selection, management, evaluation tools, work hours and assignment, job description, and duties at the school. The Campus Leadership Team was given authority over the implementation of the school’s core academic programming 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, parent engagement strategies, and summer school. Furthermore, Graebner is empowered to opt out of District professional development (PD) mandates and select and design PD for its teachers based on its needs. Finally, the school will retain sole discretion of how it distributes and spends within the school’s budget in accordance with state and federal policies and guidelines.

**9. Statutory Requirements, Subchapter C Applicants ONLY**

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

9. Describe the educational program\* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. \*If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

Graebner Elementary School will serve Pre-Kindergarten through 5th grade students with an educational program that leverages the core components of culturally responsive pedagogy, dual-language instruction, and social emotional learning (SEL) to drive teaching and learning. The academic model will include an alignment of Culturally Responsive Pedagogy and the SAISD Curriculum Management Plan. The four pillars of the traditional Community School Model are Integrated Student Supports, Expanded and Enriched Learning Times and Opportunities, Active Family and Community Engagement, and Collaborative Leadership and Practices. In our proposed model, we would maintain the same pillars and laser focus the strategies utilized within each pillar to be responsive to our students’ identities, interests, and community. Classrooms will be built on student agency and learners will work creatively and collaboratively through project-based coursework. A strong culture of trust will be built through SEL practice under the guidance of SAISD’s Social Emotional Academic Development competencies.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**9. Statutory Requirements Subchapter C Applicants ONLY (Cont.)**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

The SAISD Office of Access and Enrollment Services will meet annually with Graebner’s leadership team to review admissions criteria and establish the number of seats available for enrollment in each grade level. Graebner will provide a free public education, equal educational opportunities, and ensure procedural safeguards and due process to enrolled students. In accordance with federal, state, local, and District enrollment regulations, Graebner will be designed as a Choice School with a priority zone; participate in the District’s unified enrollment system; follow district policies and administrative procedures for the enrollment and withdrawal of all students; enroll students based on interest and through a lottery process for its open enrollment seats; and prohibit the discriminatory admission or expulsion of students. Graebner will implement an inclusion model for special education students in accordance with all applicable state and/or federal laws.

11. 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 that is separate and apart from the district's annual financial audit.

SAISD will hire a Texas certified or public accountant, holding a permit from the State Board of Public Accountability, 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 manner 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. The first audit will commence after completion of the 2022-2023 fiscal year.

12. 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 public education information systems (PEIMS).

Graebner Elementary Schools' students will be listed on the District’s student information system. SAISD will perform the same PEIMS functions, including all reporting to TEA, that it performs for all current District campuses. Graebner (and its employees and staff with an educational need to know) shall be designated as an authorized agent of the LEA for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information. The District shall be responsible for maintenance and custody of student records and shall grant Graebner Elementary School permission to use the student records in a manner that is consistent with Applicable Law including student privacy laws. Graebner shall maintain the confidentiality of student records in accordance with FERPA and the District Policy.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide.

Annually SAISD, in collaboration with Graebner, will determine eligibility and allocation of federal funds including, but not limited to: Title I, Part A; Title II, Part A; and Title III, Part A. SAISD will prepare and submit federal grant application 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. SAISD shall provide funds from the State's Foundation School Program that all SAISD students receive and administrative support for compliance services, the unified enrollment system platform, police & campus security services, and operation & maintenance of facilities. Graebner will utilize SAISD Financial Reporting policies & procedures to ensure state, federal, & local compliance. Per the SB 1882 partnership, UTSA will receive a management fee paid exclusively from SB 1882 Funds received by the District. All other SB 1882 Funds will all go to Graebner for their operation and management. Finally, Graebner received Bond 2020 funding to support building renovations in 2022-2023.

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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 2022–2023.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	88	114	109	81	121	92	95								700

**Not Applicable - No students will be served during the 2022–2023 school year.**

**Total Staff**  **Total Parents**  **Total Families**  **Total Campuses**

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2023–2024.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	95	121	117	82	131	101	103								750

**Total Staff**  **Total Parents**  **Total Families**  **Total Campuses**

3. Provide the number of students to be served in 2022 -2023 who would otherwise attend an F-rated campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the [All Campuses by Rating](#) for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
New District-Authorized	2	4	1	3	3	4	1								18

**Not Applicable - No students will be served during the 2022–2023 school year.**

**Total Staff**  **Total Parents**  **Total Families**  **Total Campuses**

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	Bowden Academy	15-907-147
2.	San Antonio ISD	Ogden Elementary School	15-907-157
3.	San Antonio ISD	Storm Elementary School	15-907-169
4.			
5.			
6.			

**Not Applicable - No students will be served during the 2021–2022 school year.**

5. Qualified Opportunity Zone: Provide the census tract number if the proposed campus will be located in a [Qualified Opportunity Zone](#).

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**10. 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"/>

**11. PNP Equitable Services**

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

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**12. 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.

**Payroll Costs**

1.	Supplemental pay for staff to attend PD (\$225/day x 277 days for 2 years)	\$125,000
2.	Substitute coverage for staff attending PD (\$225/day x 111 days for 2 years)	\$50,000
3.	Substitute coverage for planning (\$225/day x 111 days for 2 years)	\$50,000
4.		
<b>Payroll Subtotal:</b>		<b>\$225,000</b>

**Professional and Contracted Services**

6.	Consultation services for job-embedded coaching for teachers and staff	\$150,000
7.	Consultation services for leadership development for staff	\$50,000
8.	Contracted architectural services for outdoor learning and engagement space design	\$80,000
9.	Contracted marketing services (logo, banners, mailers, signs, etc.)	\$70,000
<b>Professional and Contracted Services Subtotal:</b>		<b>\$350,000</b>

**Supplies and Materials**

11.	Supplies for Community Model materials (i.e. community garden, parent space & kitchen)	\$50,000
12.	Supplies for Cultural Arts materials (i.e. instruments & uniforms, performance curation)	\$50,000
13.	Supplies for instructional material (i.e. PD material, manipulatives, technology)	\$25,000
<b>Supplies and Materials Subtotal:</b>		<b>\$125,000</b>

**Other Operating Costs**

15.	Travel expenses for staff to attend PD	\$80,000
16.	Travel expenses for parents to attend symposiums	\$20,000
<b>Other Operating Costs Subtotal:</b>		<b>\$100,000</b>

**Capital Outlay**

18.	Outdoor learning & engagement space (i.e. playground, ninja course, shade coverings)	\$70,000
19.	Cultural Arts performance & presentation spaces (i.e. speaker equipment, AV, stage lighting)	\$30,000
<b>Capital Outlay Subtotal:</b>		<b>\$100,000</b>

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



**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.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.