

# Texas Education Agency Standard Application System (SAS)

<b>2018-2020 Public Charter School Program Start-Up Grant</b>		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> Write NOGA ID here:   Place date stamp here.
<b>Grant Period:</b>	March 15, 2018, to July 31, 2020	
<b>Application deadline:</b>	5:00 p.m. Central Time, January 30, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> : (512) 463-9575	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
LONE STAR LANGUAGE ACADEMY	043802	LONE STAR LANGUAGE ACADEMY	
Vendor ID #	ESC Region #	DUNS #	
	REGION 10	004340599	
Mailing address		City	State ZIP Code
4802 VANCE JACKSON		SAN ANTONIO	TX 78230
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
STACI		WEAVER	SUPERINTENDENT
Telephone #	Email address		FAX #
972-244-7220	SWEAVER@lonestartx.org		
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
ROSD		MAURCRONA	BUSINESS OFFICER
Telephone #	Email address		FAX #
210-3880288	r.malmcrona@acadsw.com		

### Part 2: Certification and Incorporation

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name <b>STACIE</b>	M.I. <b>L</b>	Last name <b>WEAVER</b>	Title <b>SUPERINTENDENT</b>
Telephone # <b>972-244-7220</b>	Email address <b>sweaver@lonestartx.org</b>		FAX #
Signature (blue ink preferred)	Date signed		

*[Handwritten Signature: Stacie Weaver]*

Only the legally responsible party may sign this application.

*[Handwritten Date: 4/27/2018]*

**701-18-104-009**

**Schedule #1—General Information**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); <b>AND</b></li> <li>A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>Either of the following:               <ul style="list-style-type: none"> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); <b>OR</b></li> <li>A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); <b>OR</b></li> <li>A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); <b>OR</b></li> <li>A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with</li> </ul>
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		<p>regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</p> <ul style="list-style-type: none"> <li>• A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> <li>• The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>• A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
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.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; 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 PCSP Start-Up Grant funds.
5.	The public charter school 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 public charter school will provide such copy immediately
6.	<p>According to Title V, Part B, of NCLB, 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 Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below 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.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> </ol>

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (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.</li> </ul> <p>The campus charter will 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 <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lone Star Language Academy (LSLA) requests funds from the 2018 – 2020 Charter School Start Up Grant in support of initial implementation of its TEA-approved charter school focused upon developing students who possess the knowledge and skills necessary to be successful within the 21st century global economy. Such skills include but are not limited to the ability to professionally collaborate and interact with people in different geographical locations and across different languages and cultures (Stewart, 2010). LSLA is currently in its first year of implementation for the 2017 – 2018 school year. LSLA serves a diverse community of approximately 130 students with the following demographics: 13% At Risk, 13% ELL, and 5% SPED. LSLA was developed to fill a niche in the Plano area geared for families interested in the dual language model coupled with the Feuerstein Method of learning; this approach fulfills the need in the local, national, and global economies for personnel who demonstrate the skills and global awareness to be successful interacting with diverse clientele. Research shows that the American economy now more than ever needs workers who are bilingual or have been exposed to a dual language (The American Economy, 2017). According to a recent survey, roughly 70% of 572 international company executives report a positive correlation between innovation of the members of their teams and exposure to dual language or immersive cultural differences throughout their life. LSLA was chartered to meet that need, to address this growing gap in the job market and to enhance the understanding of global cultures. In accordance with this mission, the proposed funds from the grant program will be used in support of the initial implementation of a high quality charter school that emphasizes and successfully puts into practice strategies that lead to academic success for all students and sub populations within the served populations through: 1) curricular resources and programs aligned to the unique mission and vision of the school program and 2) unique design of active learning environments to facilitate increased metacognitive and critical thinking processes of dual language students.

LSLA will use grant funds to ensure the development of standards - based (TEKS and college and career readiness standards) instruction characterized by curricula emphasizing the implementation of 21st century skills, student investigation, STEM and liberal arts career pathways aligned with student interests, and differentiated individual educational plans geared towards college readiness, career readiness, and global readiness. In support of this goal, LSLA will utilize grant funds to purchase curricular resources consistent with and aligned to the continuous development and application of 21<sup>st</sup> century skills through known instructional strategies such as project based learning (PBL). The premise of LSLA is based upon implementation of the Feuerstein method, which focuses upon the principles that every child can learn through an emphasis on individualized instruction focused on growth mindset, metacognition, critical thinking, and differentiated instruction. The Feuerstein Method is a proven educational model that requires educators to first understand how each individual student learns, and second to utilize that information to properly challenge and engage each student's specific cognitive needs. The method has been demonstrated to improve students' performance regardless of unique challenges or gifts. It has demonstrated success with student populations in special education, students with disabilities, gifted and talented, and mainstream student populations. It presumes that intelligence is flexible and can be improved with effort, and that learning is a transformative experience, even to the being of the person. Such a program increases both student confidence and teacher investment in the student, focusing on the student's individual capabilities instead of their limitations and teaching them to study and learn in the way that best fits their individual strengths. Scientific researchers have repeatedly proven that the Feuerstein method is capable of enhancing the children's IQ especially when implemented at a young age such as K-3 students. Coupled with school funded staff trainings through the Feuerstein Institute and the local ESC focusing on advanced academics with emphasis on critical thinking and problem solving, LSLA plans to utilize grant funds to purchase renowned Writing, Reading, Social Studies, Math, and Science curricular programs and necessary resources, manipulatives, and materials that are consistent with and complementary to the philosophy of the Feuerstein method. These curricula programs include the Gretchen Bernabai's Trail of Breadcrumbs writing program (complete with training), Pearson webinars and training support for Reading and Social Studies, Singapore Mathematics (complete with training and necessary manipulatives), and Discovery Education (complete with training) for Science. Through the use of these items as well as school funded training consistent with the school's premise and educational best practices, LSLA will develop and deliver an academically sound and linguistically diverse educational program to ensure the success of each of its students.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In addition to curricula purchased for the core subjects, LSLA plans to utilize grant funds to purchase resources for the development of a comprehensive STEM program. LSLA's mission and vision is to prepare global citizens who have the knowledge and skills necessary to successfully navigate the global challenges they will undoubtedly face in our future. To do so requires students to not only demonstrate enough competency in the global market to form and maintain international partnerships, but also sufficiently competent in the STEM disciplines to continually develop new technologies. LSLA acknowledges the importance of the development of curriculum programs with an emphasis on providing students with authentic, work based, experiential, standards based learning experiences that support the development of STEM Literacy and 21st century competencies, such as collaboration, communication, innovation, critical thinking and problem solving. STEM literacy is defined as "the ability to identify and apply concepts and content from science, technology, engineering, and mathematics to understand and solve global challenges or problems that cannot be resolved by any one disciplinary approach." (Bybee, 2013). Therefore, STEM Education and STEM literacy directly tie into the purpose of increasing STEM literate students who not only understand and pursue the STEM disciplines thereby increasing the number of STEM graduates from U.S. schools, but also increasing the number of students who can interface on a global level about pertinent issues, thus supporting LSLA's mission. To that end, LSLA acknowledges the need for the inclusion of a comprehensive STEM program in its learning environment. Using grant funds, LSLA plans to purchase both the Globaloria STEM curricula (complete with trainings and necessary equipment and software) and Sphero Educational STEM & Robotics. Globaloria is an online learning platform oriented to K-12 curricula to teach students to design, prototype, and code educational web/mobile games and simulations with industry-standard technology whereas Sphero will be utilized to introduce the students to robotics, and technology with an emphasis on the 21st century skills of collaboration, creativity, and critical thinking. Both programs will offer students a unique lens into as well as opportunity to gain skills in the job market that is expected to dominate much of the current century. In addition to the purchase of the curriculum, LSLA will utilize grant funds to purchase the equipment and software necessary to successfully support Globaloria, such as computers for STEM Class that meet the minimum requirements to support the program and software, headphones with microphones, Storage carts (COWS), as well as puzzles, Legos and other activities for STEM in primary grades.

Last, in support of the fulfillment of LSLA's mission and vision to develop global citizens who are fluent in a second language and culture, grant funds will also be used to furnish classrooms (including the school library) with equipment, books, supplies, furniture, and technological resources consistent with and complementary to the successful implementation of the Feuerstein model and a dual language program within school (Maxcy, 1991). Grants funds will be used to purchase curricula, resources, capital outlay (computers, laptops, tablets, smart boards, projector, printers, etc.) and services in support of the dual language model, specified in the school's charter. The school plans to offer students opportunities to learn Hebrew and Spanish. Hebrew is an ancient language while Spanish is a modern language. Besides classroom learning, students celebrate the multiple cultures in the Plano area with festivals, musical programs and arts fairs. Through a partial immersion model, LSLA will stimulate and engage student learning. Multilingual instruction is empirically proven to enhance cognitive, social, and economic benefits for students and their communities. In addition, through the grant program, LSLA will design and implement the classroom layouts in manners that best support individual and group learning within active, multicultural, partial immersion learning environments.

Because LSLA is already in its first year of implementation, the campus is requesting implementation funds the amount of \$148,750 to enable the campus to purchase curricula, equipment, supplies, materials and capital outlay essential to the successful execution of its identified mission and vision in a unique, high quality charter school environment.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: March 15, 2018, to July 31, 2020

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$73250	73250
Schedule #10	Other Operating Costs (6400)	6400	\$	37000	37000
Schedule #11	Capital Outlay (6600)	6600	\$	\$38500	38500
Grand total of budgeted costs (add all entries in each column):			\$	\$ 148750	<b>148750</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>						
County-district number or vendor ID: 043802				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$0
2	Educational aide			\$	\$	0
3	Tutor			\$	\$	0
<b>Program Management and Administration</b>						
4	Project director			\$	\$	0
5	Project coordinator			\$	\$	0
6	Teacher facilitator			\$	\$	0
7	Teacher supervisor			\$	\$	0
8	Secretary/administrative assistant			\$	\$	0
9	Data entry clerk			\$	\$	0
10	Grant accountant/bookkeeper			\$	\$	0
11	Evaluator/evaluation specialist			\$	\$	0
<b>Auxiliary</b>						
12	Counselor			\$	\$	0
13	Social worker			\$	\$	0
14	Community liaison/parent coordinator			\$	\$	0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	Title			\$	\$	\$
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$	\$ 0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay		\$	\$	\$
26	6119	Professional staff extra-duty pay		\$	\$	\$
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits		\$	\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$	\$	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1		\$	\$	\$
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$	\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$ 0.00	0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>				
County-District Number or Vendor ID: 043802			Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>				
#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Maps	\$	4000	4000
2	Dictionaries	\$	\$2000	2000
3	Scantron reader machine	\$	1100	1100
4	Robotics kits/tools	\$	9000	9000
5	Graphing Calculators	\$	2650	2650
6	Thesaurus	\$	600	600
7	Spanish,Hebrew teaching & learning software	\$	2000	2000
8	Headphones with microphone	\$	2750	2750
9	Two in one student PCs	\$	22500	22500
10	Online Advanced learning platforms	\$	\$19500	19500
11	Literacy tiles	\$	\$350	350
12	Graphic organizers	\$	\$350	350
13	Globes	\$	\$1000	1000
14	Rulers and Meter Sticks	\$	\$250	250
15	Microscopes and lab trays	\$	\$2500	2500
16	Leveled Readers	\$	\$2000	2000
17	Pocket holders	\$	\$200	200
18	Pattern blocks and boards	\$	\$500	500
19		\$		
20		\$	\$	\$
<b>Grand total</b>		<b>\$</b>	<b>\$73250</b>	<b>73250</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 043802		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$37000	37000
Subtotal other operating costs requiring specific approval:		\$	\$37000	37000
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$37000</b>	<b>37000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>						
County-District Number or Vendor ID: 043802				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1	Library books and Media for Library	N/A	N/A	\$	20000	20000
<b>66XX—Computing Devices, capitalized</b>						
2	Laptops for teachers	5	1200	\$	6000	6000
3	Computer storage cart for students	3	1500	\$	4500	4500
4	Smartboard and technology	2	3000	\$	6000	6000
5	Printer/Copier	2	1000	\$	2000	2000
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				\$	<b>\$38500</b>	<b>38500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process consisted of a multi-dimensional analysis of various data sources, including but not limited to the 2015 – 2016, & 2016 – 2017 Texas Academic Performance Reports (TAPR) of the surrounding districts and charter schools in which LSLA is located (e.g. Allen, Carrollton Farmers Branch, Frisco, Plano, Lewisville, and Richardson ISD), the LSLA charter application, mission, & vision, current student testing MAP testing data, survey data from currently served parents, and research regarding the characteristics of high quality public charter schools as defined by the Texas Education Agency (TEA). In accordance with the needs assessment process outlined in the Texas Academic Intervention System (TAIS) resource documents (TEC §39.106 and P.L. 1114 (b)), the LSLA team worked collaboratively to review existing data regarding the gap LSLA seeks to fill. Needs were then prioritized based upon the goals and objectives that would have the largest impact upon the academic success of the targeted student populations. The LSLA team realizes that needs assessment is a process rather than a onetime event and is currently putting policies and practices into place that will allow this process to continue as part of continuous improvement planning within the campus.

Plano, the city in which the first LSLA campus is located, is the 4th most diverse city in Texas. Based upon a comprehensive analysis of current Plano population demographics (58% White, 18% Asian, 13% Hispanic, 8% Black, and 3% Other with 24% of residents identifying as foreign born and 32% of the population are non-English speakers at home) as well as Plano business demographics (i.e. Plano is home to major global businesses such as Toyota, Legacy West, Hewlett Packard, Nokia, and Samsung, Plano has been ranked as the top U.S. city with the best job market), there was a clear need for a campus program that focused upon a comprehensive language program to increase student mastery of more than one language in an increasingly diverse areas such as Plano. LSLA plans to offer Hebrew and Spanish – both of which serve as foundational languages or actual spoken languages of the surrounding communities. Current educational research indicates that the academic content for the future will be largely influenced by the needs of the global market and student interest. To prepare students for global citizenship requires that students are able to think critically and empathetically about themselves and their beliefs in the context of their community and the global community (Nussbaum, 2007). Schools must meet the needs of a global society as well as educate students to be successful in the world by giving students the right global experiences, such as the need for world languages for students (Stewart, 2010). In addition to research that demonstrates the enhanced student outcomes leading to significant short-and long term cognitive, social, and economic benefits for multilingual students and their communities. (NEA White Paper, 2007), leaders in business, politics, and academia (e.g. former U.S. Secretary of Education Arne Duncan) agree that foreign language proficiency and multicultural awareness are critical to the continued viability of American prosperity in today's globalized society. Through exposure to metacognitive strategies and immersion within language and culture in active learning environments, LSLA will be one of few schools in the Plano area and Texas that specifically focuses upon developing global citizens through the unique blend of a focus on student mastery of dual language and cultures and the use of the research-driven Feuerstein Method, a proven method that uses intervention and assessment techniques to both identify the child's learning potential and then teaches the child to tap into that learning potential to problem solve and learn.

Critical analysis of the academic results of the surrounding districts show that the ELL population makes up almost 15% of the entire student populations of the districts; this subpopulation is consistently among the lowest performing subpopulations on STAAR test results for these districts. For example, although 85% of the student population of Plano ISD met the STAAR criteria for Approaching Grade Level for the 2016 – 2017 school year, only about 55% (on average) of the total ELL population met the standard for any STAAR subject. Given the LSLA model's dedication to meeting the needs of students in dual language program, LSLA model will appeal to ELL students. LSLA will ensure it is prepared to meet the needs of all subpopulations by facilitating the ESL certification of 100% of its teachers to ensure knowledge of oral language development, support of academic language, and cultural sensitivity to the backgrounds of all students. Research shows that the aforementioned areas of knowledge can be purposefully and explicitly integrated into academic settings to improve outcomes for English language learners (Samson & Collins, 2012).

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To develop global citizens who are fluent in a second language and culture	LSLA will stimulate and engage student learning. LSLA will design and implement the classroom layouts in manners that best support individual and group learning within active, multicultural, partial immersion learning environments. Grant funds will be used to purchase curricula in support of a Spanish and Hebrew languages offered at the school.
2.	To maximize the academic achievement of each student through a rigorous, standards based curriculum that focuses on the provision of mediated learning experiences and specially designed instruments to emphasize cognitive development within active learning environments (e.g. Feuerstein method)	Grant funds will be used to provide services, resources and supplies for the development and purchase of specialized curricula, resources and supplies that not only align with the theories consistent with the school model as well as other research driven strategies, but are also TEKS aligned.
3.	To develop global citizens who have demonstrated competency in STEM literacy	LSLA will utilize funds to develop a comprehensive STEM program at the school, including the purchase of STEM curricula, capital outlay, equipment and supplies in alignment with the theories consistent with the school model as well as other research driven strategies, but are also TEKS aligned.
4.	To develop and enhance soft skills necessary for success in 21 <sup>st</sup> century workforce	Using grant funds, LSLA will develop and purchase curricular resources that teach content, knowledge, and skills through methodology (PBL) that focuses upon development of 21 <sup>st</sup> century skills, such as collaboration, critical thinking, creativity, and presentation.
5.	To lessen the digital divide by enhancing STEM and computer literacy of each student	Multiple platforms through which instruction is delivered allow children from Kindergarten on to become proficient with software. Using grant funds, LSLA will purchase equipment and resources necessary to build a comprehensive, scaffolded learning environment focused upon building the technological literacy of each student.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	At least ten years' experience in education leadership, operations, and management; Master's degree required; Principal certification and/or superintendent certification required or in process; Supervisory experience of at least five years, with progressive increase of duties and oversight; Demonstrated commitment to providing equitable education to USPs
2.	Instructional Staff	Meets HQ standards, as defined by NCLB and Texas; Bachelor's degree & certification required. Demonstrated commitment to mission, vision, and values of LSLA.
3.	Curriculum Consultant(s)	Previous curriculum writing experience for K – 8 grade levels. Knowledge of the TEKS. Current Texas teaching certification for appropriate grades and subjects; Ability to guide and instruct adults. Familiarity with the education theories aligned with LSLA mission/vision

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By Spring 2020, 90% of all students will achieve acceptable standard on all STAAR exams.	1. Create LSLA curricula and district assessments	08/31/2018	07/31/2019
		2. Assessments administered to students	08/31/2018	05/30/2019
		3. Disaggregate data & adapt strategies	10/15/2018	05/30/2019
		4. Disaggregate year 1 STAAR data	05/01/2019	10/01/2020
		5. CLT trained in Improvement Planning process	05/02/2019	07/31/2020
2.	By Spring 2020, 100% of students exhibit grade level proficiency in language.	1. Purchase dual language curricula & training	08/31/2018	12/15/2018
		2. Teachers implement dual language programs in school	08/31/2018	07/31/2020
		3. Students complete formative/summative assessment	10/01/2018	06/30/2020
		4. Analyze student data in dual language mastery	10/30/2018	07/31/2020
		5. CLT trained in Improvement Planning process	05/02/2019	07/31/2020
3.	By Spring 2020, 70% of ELL students will meet passing standard on STAAR exams.	1. Collect and analyze ESL student baseline data	08/31/2018	10/15/2018
		2. Assessments administered to students	08/31/2018	05/30/2019
		3. Disaggregate data & adapt strategies	10/15/2018	05/30/2019
		4. Disaggregate year 1 STAAR data	05/01/2019	10/01/2020
		5. CLT trained in Improvement Planning process	05/02/2019	07/31/2020
4.	By Spring 2020, 100% of students demonstrate STEM proficiency for grade level	1. Purchase STEM curricula, resources & training	08/31/2018	12/15/2018
		2. Teachers implement STEM programs in school	08/31/2018	07/31/2020
		3. Students complete ongoing formative/summative assessment	10/01/2018	06/30/2020
		4. Analyze student data in STEM proficiency	10/30/2018	07/31/2020
		5. CLT trained in Improvement Planning process	05/02/2019	07/31/2020
5.	N/A	1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current model of LSLA allows for flexible and adjustment to the plans based upon data driven decisions. In accordance with Texas Education Code, §11.253, the LSLA principal/superintendent works collaboratively with SBDM to develop, review, and revise the campus improvement plan (CIP) for the purpose of improving student performance for all student populations. LSLA develops annual goals on the CIP, and then breaks down the annual goals into comprehensive, specific, measurable quarterly goals. The process calls for each quarterly goal to be associated with various indicators for success and data sources that can be used to monitor progress towards stated goals. Annual goals and project goals are determined based upon a common vision developed by the LSLA site based decision making (SBDM) committee. Goals are selected based upon a comprehensive review of data regarding relevant factors, such as student academic achievement, attendance, course completion, graduation rate, as well as factors related to teachers such as retention rates and years of experience. If formative data reveal strategies to meet goals and objectives to be ineffective, then newly adapted strategies are developed using a collaborative process between various stakeholders. Parents, students, community members, teachers, and other relevant stakeholders are encouraged to provide regular feedback to the school leaders through annual surveys, requested appointments, public meetings, school partnerships, and other venues as appropriate. The analysis of progress towards achieving program objectives and goals will be facilitated through regularly scheduled meetings to review progress and make any recommendations needed to correct any identified deficiencies. The development of goals and objectives is intended to be as collaborative as possible to ensure maximum support and buy-in from all parties, therefore any needed changes to goals and objectives will be communicated with transparency through venues such as inter-organizational message systems, school websites, newsletters, and public meetings-PTO, Business and Education advisory boards, board meetings, etc.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the date of submission of this grant, LSLA is not involved with any ongoing or existing efforts similar to the related project, as this is the first public charter LSLA has opened in Texas. However, there are at least 10 identified dual language programs in Dallas and surrounding cities, with which LSLA can collaborate to ensure the use of effective, research driven instructional strategies. Additionally, there is one other identified school in San Antonio, TX that offers Hebrew Language, the initial dual language offered by LSLA. Prior to opening, the leadership team at LSLA established contact with and visited the school in hopes of building mutual support networks between instructors. Participation within such a network has the potential to strengthen the instructional effectiveness of our staff, which in turn will positively impact student academic achievement.

Commitment to LSLA's success, values, mission, and vision is one of the critical factors expected of potential hires. Though charter schools in Texas hire employees via an at-will arrangement, LSLA plans to recruit and retain its staff through the collaborative establishment and implementation of a common LSLA vision and by building a strong, supportive and inclusive instructional culture – factors proven by research to be positively associated with retention of educational staff. LSLA will spend critical time at the beginning of each year and semester as well as throughout defining expectations of what effective teaching and leadership looks like at LSLA. The Project Director and Superintendent will maintain communication with all stakeholders with regards to progress in meeting grant goals and objectives as well as advancements in student academic achievement, as evidenced by student data. At the beginning of each year, LSLA's Superintendent will meet with instructional staff to develop individual goals that align with project goals as well as overarching goals of LSLA. Progress towards achievement will be monitored through regularly scheduled meetings and data analyses.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analysis of Overall Student Academic Achievement (Quantitative & Qualitative)	1.	Percentage of students meeting acceptable rating on 2019 & 2020 STAAR
		2.	Percentage of students meeting Advanced level III rating on STAAR exams
		3.	District comparison of students meeting postsecondary readiness standard
2.	Analysis of ELL Student Academic Achievement (Quantitative & Qualitative)	1.	Percentage of ELL students meeting acceptable rating on 2019 & 2020 STAAR
		2.	Percentage of ELL students meeting Advanced level III rating on STAAR exams
		3.	District comparison of ELL students meeting postsecondary readiness standard
3.	Analysis of effectiveness of teachers to meet needs of dual language students (Quantitative & Qualitative)	1.	Percentage of teachers trained/certified in curricular resources
		2.	Use of strategies during formal and informal observations
		3.	School community feedback in Teacher, Parent, and student surveys
4.	Analysis of student fluency and engagement in bilingual language and culture (Quantitative & Qualitative)	1.	Percentage of students passing grade level proficiency in dual language
		2.	Percentage of parents satisfied with DL program on parent surveys
		3.	Student mobility and attendance rates

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actual and expected STAAR performance data for all students and targeted subpopulations will be collected from student results of baseline, formative and summative assessments, such as MAP, CogAT, district benchmarks, formal/informal classroom assessments, and STAAR exams. LSLA purchases or develops baseline, progressive, and summative assessments to assist in the monitoring of individual students. Interventions are implemented and analyzed for effectiveness based upon student learning. Continuous increase in student achievement will be facilitated through comprehensive root cause analyses regarding identified obstacles to achievements. The purpose of the root cause analysis is to ensure that any identified strategies will lead to progression towards the goal because strategies address the core underlying issue. If strategies are found to be ineffective in establishing progress towards project goals and objectives, then additional root-cause analyses will be conducted during which additional data sources will be reviewed such as district, state and national reporting data, district benchmark assessments, campus data, discipline data, differentiation of instruction, student engagement survey, and community feedback. The campus leadership teams will lead the process of building the data capacity of the staff members, using the essential questions approach in which staff members work collaboratively to analyze data regarding a specific topic of interest (Ronka et. al, 2008). By focusing on a specific question of interest, the process and the data become more relevant and understandable for staff. Once the data has been disaggregated, the next step will be to formulate ideas on how to address the underlying issue. This should be a collaborative process because the teachers have the most power to effect change with the students in the classroom. If the teachers are involved with the development of strategies, then they are more likely to support new policies and procedures that align with the goals of improving student academic achievement (Fridell, 2006). The data PLCs will be yearlong initiatives in which the teachers continue to analyze data pertinent to their question of interest.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lone Star Language Academy is the charter holder for LSLA. LSLA is the charter school applying for this grant. The Texas Education Agency (TEA) is the authorized public chartering agency, pursuant to Chapter 12, Subchapter D, of the Texas Education Code. LSLA was granted an open enrollment charter by the State of Texas on June 17, 2015.

The Commissioner of Education is the designee of the State of Texas that LSLA reports to, specifically through the departments and employees of the TEA that oversee open-enrollment charter schools. The governing document that directs and defines Lone Star Language Academy's (the LSLA charter holder) charter school operations is the "Contract For Open-Enrollment Charter" (Charter Contract). The Charter Contract incorporates all law and rules applicable to open-enrollment charter schools, and also requires Lone Star Language Academy to comply with any changes to the Charter Contract adopted or accepted by the Commissioner of Education and/or statutory and regulatory updates passed into law or regulation by the Texas Legislature, TEA and/or the Commissioner, or other state body such as the State Board of Education. The Charter Contract also incorporates all requirements and obligations of Lone Star Language Academy (the LSLA charter holder) noted in the Charter Application submitted to the TEA by Lone Star Language Academy.

Specifically, pursuant to the Charter Contract, Lone Star Language Academy must insure that:

- LSLA operates as an open-enrollment charter school
- LSLA complies with the Individual with Disabilities Education Improvement Act of 2004
- LSLA complies with the specific educational requirements described in the Charter Application and other requirements of the Texas Education Code
- LSLA may not conduct religious instruction or activity
- LSLA meets the public school accountability standards and requirements under Subchapters B, C, D, F, G, and J, Chapter 39 of the Texas Education Code; and Chapter 39A of the Texas Education Code
- LSLA must satisfy the financial management requirements of Subchapter D, Chapter 39 of the Texas Education Code, as well as Sections 12.104, 12.106, 12.1061, 12.107, 12.1071, and 12.111 of the Texas Education Code.

The TEA and Commissioner of Education exercise oversight over charter school accountability through the accountability standards and regulations found in Chapters 39 and 39A of the Texas Education Code and Subchapter AA, Chapter 100, Title 19 of the Texas Administrative Code.

The Lone Star Language Academy Board of Directors and officers of the charter school are required to comply with applicable law and rules; compliance is periodically monitored via the weekly, monthly or other periodic reporting that charter schools are required to submit on a timely basis. LSLA school officials recently attended the TEA's Charter School training in Austin to become more familiar with current and upcoming compliance requirements pursuant to applicable federal and state law. LSLA will continue to attend such trainings with will seek out additional training via the local education service center to keep abreast of Federal and state law and regulations. In addition, it will also seek out the assistance of the Texas Charter School Association, as needed. The TEA has been a good resource to date and we will continue to tap into their resources as we grow to insure we meet the needs of our students in the manner described in the charter application. The description above defines the basis and overall governance of the administrative relationship with the TEA.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The startup grant is intended to support the implementation of start-up operations that are not part of the ongoing operations of LSLA. Once the grant ends and those funds have been expended, LSLA will be able to support its operations utilizing the state revenues that are allocated on a per pupil basis. Such funds are initially determined on an annual basis in the summer planning months based upon enrollment and other factors. An estimate of aid template is issued by state officials in June or July of each year which charter schools use to estimate revenues and build their budget for the upcoming year.

LSLA's aim is to maximum its utilization as outlined in the charter application and per state law, and to determine how to build a "rainy day" fund of at least 60 days of expenses. So planning for the future, without start up grant funding, begins now.

LSLA is currently following projected enrollments closely. LSLA currently serves 113 students in the 2017 – 2018 school year, which is its first year of implementation. We anticipate being within five percent of our projected enrollment target in the following years. The information learned from what is happening today will allow us to have a good basis for determining future enrollment, attendance and attrition. We will also be able to accumulate data regarding the instructional needs of students, and well as the needs of parents as partners in the instructional delivery of services.

Attrition will be one area on which we will need to focus. LSLA would never want to lose a student but that is not something that is entirely within the control of the campus and its representatives. Students and families move or sometimes schools open closer to home so attrition is a fact. We will maintain data to determine if adjustments are needed to address perceived student and family needs that may be affecting attrition.

In addition to attrition, unforeseen needs arise that require making unplanned expenditures. This can range from the purchase of specialized instructional material to the provision of more staff development. In such instances budgets need to be adjusted. We will have a plan in place to address such contingency fundraising or contingency reductions.

The first three to five years of operation are our implementation, analysis and growth period. The data gathered and analyzed each year with respect to student performance, staff development, performance on state testing, etc. will provide the basis for how we improve student performance, staff retention and administrative operations. These three things are essential for the operation of a successful school. We are utilizing the staff services of a number of individuals experienced in helping charter schools build small reserves, implement good audit and financial practices and maximize the expenditure of revenues.

The practices put in place that are described above and the use of longitudinal data gathered and analyzed from the first years of operation will be the foundation for good administrative and operational practices. The data will be used to support the submission of applications for other federal and state grant opportunities as well as private sources of funding to support the educational program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 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.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LSLA does not intend to request, any waivers of federal, state or local laws or rules generally applicable to public schools to ensure its successful operation.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/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.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the Public Charter School Start-Up Grant (PCSP) 2018 – 2020 is to provide financial assistance for the planning, program design, and initial implementation of charter schools and ultimately to expand the number of high-quality charter schools available to students in Texas. High quality charter schools are schools that perform successfully on local, state, and national reporting documents with respect to student academic performance, postsecondary readiness, graduation and dropout rates, student attendance, and dual credit rates for all students and subpopulations. Lone Star Language Academy (LSLA) is an approved open enrollment public charter that plans to become one of the first schools to improve academic achievement of all students through a dual language instructional program that also utilizes the Feuerstein Method. Grant goals and objectives establish high expectations for students and staff – specifically 90% of all students and 70% of targeted subpopulations meeting acceptable standard on 2019 STAAR exams, 100% of LSLA meeting grade level proficiency standards in dual language instruction, and planned training activities for staff. Grant funds will be used to support the infrastructural set up of research driven practice of highly effective schools, such as development, implementation, and improvement of standards-based curricula, data driven needs assessments and improvement planning processes. Grants funds will be used to provide curricular resources, professional development, furniture, and software in support of the Feuerstein Method and dual language model. By using grant funds, the anticipated outcome is that LSLA will develop an innovative school with a strong instructional culture characterized by high expectations for all and a strong demonstrated belief that every student can learn and improve.

LSLA does anticipate receiving funds from several federal Title programs, based upon its Fall Snapshot data during the first year of the grant. Any anticipated Title I funds will be used in accordance with the program's purpose to provide services on children who are failing, or most at risk of failing, to meet state academic standards. PCSP funds specifically will be used to assist with academic achievement of ELL and SPED population by facilitating the ESL and bilingual education certification (as recognized by the state of Texas) of instructors by the end of their first academic year teaching with LSLA. Grants funds will also be used to supplement costs for special certifications or trainings, such as dual language trainings/certifications, multicultural awareness, SPED or Gifted/Talented certifications for teachers when appropriate. However, as previously noted, LSLA anticipates that its biggest opportunities for improvement will be within the realm of improving educational outcomes for traditionally underserved and underrepresented groups – specifically ELL student populations, low socioeconomic students, students with disabilities, Special education populations, and racial and ethnic minority groups. Title I funds will allow additional strategies to be provided to address any other critical needs groups.

Allocated Title II funds will be used in support of ongoing efforts to ensure HQ teachers and principals at the LSLA campus. Grant funds are strictly to be used to provide Feuerstein training, ESL, SPED, and bilingual certifications to teachers. However, Title II can be used to recruit HQ teachers and provide supplemental trainings and other courses as needed by instructors to adequately meet student needs.

LSLA may access funding from other federal programs, but those programs do not have an overlap with the purposes for which LSLA intends to use the PCSP Grant. Those programs include but are not limited to Title IV and Title V programs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) 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.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A charter school is a "local educational agency" as defined by federal law and LSLA will comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400, et seq., and its implementing regulations and other applicable federal and state laws and regulations.

LSLA will comply with the requirements of sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act to ensure equal access to services for students with identified disabilities. LSLA will further comply with special education program laws described in Chapter 29 of the Texas Education Code and implementing rules and regulations.

LSLA will also comply with the Americans with Disabilities Act (ADA), 42 USC Sections 12131-12165, as amended, and its implementing regulations, and implementing rules and any other such laws and rules that require equal access.

LSLA's mission is to provide an exceptional education to each student that to prepare for lifelong success in high school, college, and the workforce. LSLA intends to accomplish its mission by creating and providing an educational environment that will enable each student to reach his or her individual level, increasing knowledge, building confidence, and preparing students for meaningful contribution to their communities and success in a global workforce. The per student allocation funding parsed out by the state will be allocated to serve the needs of students with disabilities in proportion to need and location to insure full and equal access.

To accomplish our mission, vision and goals, LSLA students will develop fluency in a second language through a partial immersion program using the Feuerstein Method of education, specific software and qualified language teachers. Students with disabilities that attend LSLA will receive such services in the same manner, including the provision of supplementary and related services to the same extent, on site.

In addition, tracking of expenditures using the selected financial tracking software will be used to ensure that there is proportionate allocation of federal and state funding at all campuses for students with disabilities because such data will be analyzed in conjunction with actual enrollment data of students with disabilities at a particular campus.

To properly serve students, a student with a potential disability identified via "child find" will be referred to an admission, review, and dismissal (ARD) committee within the applicable time frame so that the evaluation process may begin. Students who enroll from another campus will have their Individualized Education Program (IEP) implemented as it exists. It will be LSLA's duty to ensure that the student receives a Free and Appropriate Public Education (FAPE) and Equal Educational Opportunity as dictated by federal and state law. Students who need an accommodation will be served per their IEP and receive assistive services or technology as specified. The ARD Committee, which will include parents, will be required to inform all ARD Committee members and parents of decisions made by the ARD Committee. Credentialed/certified special education teachers and professionals will ensure that students with IEP plans have their plans properly implemented in compliance with the law and that FAPE is available and provided.

Students who are Limited English Proficient (LEP), will be provide instruction to achieve proficiency in the English language and exiting as the goal is reached. LSLA will meet all applicable federal and state mandates including Title VI of the Federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 and other applicable state law and regulations.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A. LSLA is a Subchapter D Charter School.

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Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) 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. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A. LSLA is a Subchapter D Charter School.

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County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 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.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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N/A. LSLA is a Subchapter D Charter School.

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Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. 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;
4. 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.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 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.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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N/A. LSLA is a Subchapter D Charter School.

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County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school 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. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A. LSLA is a Subchapter D Charter School.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 14:** 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.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 15:** 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.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A. LSLA is a Subchapter D Charter School.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2018-2019.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		50	50	50	35	15	10								210
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		50	50	50	35	15	10								210

Not Applicable – No students will be served during the 2018-2019 school year. ☐

Total Staff 11

Total Parents 216

Total Families 135

Total Campuses 1

**TEA Program Requirement 2: Population to Be Served in 2019-2020.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2019-2020 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School		50	50	50	50	50	50								250
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		50	50	50	50	50	50								250
<b>Total Staff</b>															15
<b>Total Parents</b>															256
<b>Total Families</b>															160
<b>Total Campuses</b>															1

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students To Be Served in 2018-2019 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)		5	5	5	2	1	1								14
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		5	5	5	2	1	1								14

Not Applicable – No students will be served during the 2018-2019 school year.

☐**TEA Program Requirement 4: For 2018-2019, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	Lewisville ISD	Central Elementary	061902101
2.	Evolution Academy Charter School	Evolution Academy Charter School	057834001
3.	Legacy Preparatory	Legacy Preparatory Charter Academy	057846002
4.			
5.			
6.			

Not Applicable – No students will be served during the 2018-2019 school year.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 043802		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 043802

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 043802

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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