

## 2018–2020 Public Charter School Program Start-Up Grant

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## Part 1: Applicant Information

## Part 2: Certification and Incorporation

**Authorized Official:**

Signature (blue ink preferred)

Only the legally responsible party may sign this application.

RFA #701-18-104; SAS #275-18  
2018–2020 Public Charter School Program Start-Up Grant

**Schedule #1—General Information**

County-district number or vendor ID: 101874

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 checked="" 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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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101874

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.)
<b>Part 2: Acceptance and Compliance</b>		

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 <a href="#">General and Fiscal Guidelines</a> .
<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 <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> 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 <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.

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

County-district number or vendor ID: 101874

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.	The charter school's financial accounting system adheres to the following requirements: <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><i>*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.</i></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.	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. A charter school means a public school that: <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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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101874

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: 101874

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: 101874

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.

**APPLICANT BACKGROUND:** Legacy the School of Sport Sciences (Legacy), through its non profit governing body, Legacy Collegiate Middle and High School for Careers in Health and Wellness requests funding via the 2018-2020 Public Charter School Program Grant to fund a large portion of the start up expenses for the Fall of 2018. Legacy, a newly designated open enrollment 6<sup>th</sup>- 12<sup>th</sup> grade charter school approved by the Texas Education Agency Commissioner will provide a thematic learning environment, tied together with an inquiry-based instruction, linked learning, and project-based curriculum focused on specific areas: athletic administration, coaching, sports media, and sports medicine. Students will see and learn about the connection between education, athletics, science, and business. This learning style will enhance the student's ability to explore and solve real-world problems. Legacy will also provide a College Credit Program that is designed to provide students with an opportunity to earn either an associate's degree or up to sixty college credit hours paired with a high school diploma. Student's will learn about the professions in sports all while building an extensive network of athletic industry experts.

Through middle school (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>), students will work towards declaring a career path by mastering rigorous academic material in a way that helps them develop all of the executive functioning skills needed for success in college and to have a career in an athletic-related field. Our approach an educational program will include comprehensive field lessons (on-campus site visits) and activity-based investigations, which will encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. For example, we will enhance students' math education by attending a baseball practice that is held on campus. Students will time the players running the distance around the bases; selected students use timers to collect the data, while other students record the data and calculate the class averages. Each student will then formulate questions, design studies, and collect data about a characteristic shared by two populations or examine different characteristics within one population. These data will be used to analyze ratios and proportions to represent quantitative relationships. The resulting data will be archived for the students for future research. Most lessons at Legacy will have an athletic component that will provide relevant vertical and horizontal alignment to their content and professional course work. The board and administrative staff agree with the research of Carol Ann Tomlinson from, "Differentiated Classroom: Responding to the Needs of All Learners", that when instruction matches students' needs in a differentiated environment, learners are more likely to achieve higher outcomes.

The instructional design at Legacy is a comprehensive model of 6 through 14 plus 4. This model expands the Pre-K-16 (P-16) system to entail a middle and high school-college-career continuum that helps students understand the direct links between what they are learning today and the connection between college, postgraduate work and professions. Legacy will emulate the arrangement of the proven and successful program, Pathways in Technology Early College High School (P-Tech). Similar to P-Tech, Legacy anticipates a fundamental partnership with a college administration and faculty, a nine-year scope and sequence of college courses leading to an associate degree, and partnership with industry leaders. Legacy's unique concept sets itself apart from other schools by focusing on the professions within the athletic industry. Legacy's innovative rigorous curriculum is specifically designed to meet the needs of its diverse student population. Students engage in reading and writing across the curriculum. Technology is integrated as an educational tool for students and faculty. Athletic professions are integrated to enhance academic learning, and will also be studied as a career path. The following courses will be offered in year 1: Athletic Administration (Endorsement: Business and Industry), Coaching (Endorsement: Public Service), Sports Media (Endorsement: Public Service, STEM), and Sports Medicine (Endorsement: STEM). Teachers collaborate to create cross-curricular interactive projects throughout the school day. The curriculum is developed at each level using the Texas state standards, the Texas Essential Knowledge and Skills (TEKS), latest findings in child and adolescent development, brain-based research, and accepted best practices. This model will meet the need of our target student population due to its integrated approach to learning, which will be both active and personalized. All students are matched with industry expert mentors to participate in project-based learning activities, meet guest speakers, participate in workplace visits, and tackle skills based, real-world projects through internships and apprenticeships.

The instructional strategies that will be used by Legacy teachers include, but are not limited to: direct whole group instruction, indirect whole group instruction, discovery learning, project-based learning, instruction incorporating various

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learning modalities, educational and motivational field lessons, cooperative learning, teacher-directed small group instruction, instruction adapted to multiple intelligences.

High expectations of the students, staff, and administrations are embedded in each component of Legacy's academic model. We believe for our model to be successful we must allow teachers to teach in an environment that supports their meaningful practices and strategies while having the freedom to try innovative new techniques.

The stated purpose of this federal Public Charter School Program grant is to provide "financial assistance for the planning, program design, and initial implementation of charter schools and expand the number of the high-quality charter schools available to students." Legacy the School of Sport Sciences will provide families of Houston a high quality charter school option that features a proven, yet also innovative curriculum. A curriculum that will provide stimulation and inspiration to students who have a particular interest in the school's focus: sports careers. Our intention is that this level of specific interest will inspire each student to perform at a level leading to successful matriculation at a four-year institution, or post secondary training, leading to a rewarding career. Our purpose is to create a mode of education that is relevant to all Legacy students.

The needs assessment process was developed by a committee comprised of Legacy board and advisory board members, the Executive Director, and one community volunteer who have all been heavily involved as members of the Charter Launch Team. This committee determined the efficacy of the process with heavy input from the Executive Director and the Board President. In the future, they and the Legacy board will determine if and when the process should be updated or changed based on enrollment and financial projections.

The Legacy board will be legally and ethically responsible for the governance of the school and will be held accountable by the Texas Education Agency for the financial, legal, and academic operation of the school. The Executive Director reports to the board monthly, on all financial compliance and all academic and programmatic components using a dashboard with relevant and agreed upon data points. The board sets goals and defines expectations; the Executive Director implements and manages daily operations and reports directly to the board. All other staff members report directly to the Executive Director. The Board will ensure that Legacy successfully executes its mission to prepare all students for admission to college, graduation from college, and life beyond college. The Board will also ensure that Legacy is fiscally responsible by adhering to the school's charter agreement with the authorizer and that it complies with all applicable local, state, and federal laws.

The management of the grant program will be directed by the Federal Grant Manager with oversight by the Executive Director and in partnership with the Business Manager with input from the PEIMS Coordinator and the Lead Teachers. The Treasurer of the Board of Directors will also provide governing oversight to the process. The Federal Grant Manager and the Business Manager will both receive training and guidance in federal grant management and reporting from the Texas Education Agency.

Financial evaluation will be designed to ensure that all grant funds are spent as appropriate on approved grant activities as outlined in the document provided to TEA. The Business Manager will direct all aspects of the business and financial operations of the school including tracking and monitoring grant fund expenditures and working with the Federal Grant Manager to ensure proper compliance with oversight from the Board of Directors, particularly the Treasurer.

The primary source of revenue to support Legacy the School of Sport Sciences will be based on average student attendance (ADA). The requested grant expires (July 2020), we anticipate a student enrollment of 750 students (200 students in 6th Grade, 100 students in each grade 7-11<sup>th</sup> and 50 students in Grade 12<sup>th</sup>) which will generate an estimated revenue of \$4,262,406 (assuming ADA of 95% and per pupil revenue of \$5,700). By year 3, we will have successfully completed the objectives identified in this grant application, which will serve as a strong foundation for our projected growth as we build to full capacity at Legacy the School of Sport Sciences.

This grant application demonstrates, along with the Generation 22 Charter Application, that Legacy the School of Sport Sciences has answered all statutory requirements as well as the requirements of TEA to operate an open-enrollment charter school. Legacy the School of Sport Sciences does not plan to submit waiver requests pertaining to federal, state, or local statutory provisions.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101874			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		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	<b>\$182,001</b>	<b>\$6,250</b>	<b>\$188,251</b>
Schedule #8	Professional and Contracted Services (6200)	6200	<b>\$31,500</b>	<b>\$0</b>	<b>\$31,500</b>
Schedule #9	Supplies and Materials (6300)	6300	<b>\$100,000</b>	<b>\$400,000</b>	<b>\$500,000</b>
Schedule #10	Other Operating Costs (6400)	6400	<b>\$40,000</b>	<b>\$40,249</b>	<b>\$80,249</b>
Schedule #11	Capital Outlay (6600)	6600	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Grand total of budgeted costs (add all entries in each column):			<b>\$353,501</b>	<b>\$446,499</b>	<b>\$800,000</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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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101874

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 Teachers		13	\$35,458	\$3,250	\$38,708
2					
3					
<b>Program Management and Administration</b>					
4 Project director		1	\$10,000	\$250	\$10,250
5 Project coordinator- Lead Teacher		5	\$45,834	\$1,250	\$47,084
6 Teacher supervisor- Principal		1	\$16,845	\$750	\$17,595
7					
8					
9					
10					
11					
<b>Auxiliary</b>					
12 Counselor		1	\$10,000	\$250	\$10,250
13 Community liaison/parent coordinator- 28 hrs a week (March-August)		2	\$13,440	\$500	\$13,940
14					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21 Executive Director		1	\$32,217	\$	\$32,217
22 Facility Manager		1	\$4,167	\$	\$4,167
23					
24	Subtotal employee costs:		167,961	\$6,250	\$174,211
<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- Coaches Hourly			\$14,040		\$14,040
28 6140 Employee benefits					
29 61XX Tuition remission (IHEs only)					
30	Subtotal substitute, extra-duty, benefits costs		\$14,040		\$14,040
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$182,001	\$6,250	\$188,251

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

County-district number or vendor ID: 101874

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	Curriculum Consultant	\$5,000	\$	\$5,000
2	PD: Interactive Student Notebooks	\$5,000	\$	\$5,000
3	PD: Project Based Learning Buck Institute for Education structure	\$3,500	\$	\$3,500
4	Design and printing of marketing and recruitment materials	\$5,000	\$	\$5,000
5	Technology Planning and Implementation	\$5,000	\$	\$5,000
6	Training on Instructional and Administrative Technology	\$3,000	\$	\$3,000
7		\$	\$	
8		\$	\$	
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		<b>\$26,500</b>	<b>\$</b>	<b>\$26,500</b>
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$5,000</b>	<b>\$</b>	<b>\$5,000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$31,500</b>	<b>\$</b>	<b>\$31,500</b>

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

**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101874		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
6300	Total supplies and materials that do not require specific approval	\$100,000	\$400,000	\$500,000
<b>Grand total</b>		<b>\$100,000</b>	<b>400,000</b>	<b>\$500,000</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 #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 101874		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.	\$0	\$0	\$0
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.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$40,000	\$40,249	\$80,249
<b>Grand total:</b>		<b>\$40,000</b>	<b>\$40,249</b>	<b>\$80,249</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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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101874

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		N/A	N/A	\$	\$	\$
2						\$
<b>66XX—Computing Devices, capitalized</b>						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
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			\$	\$	\$	\$
			\$	\$		\$
29				\$		\$
<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>\$0</b>	<b>\$0</b>	<b>\$0</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:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101874

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.

**EDUCATIONAL NEED**

As mentioned, Legacy's innovative rigorous curriculum is specifically designed to meet the needs of its diverse student population. Students engage in reading and writing across the curriculum. Technology is integrated as an educational tool for students and faculty. Athletic professions are integrated to enhance academic learning, and will also be studied as a career path. The following courses will be offered in year 1: Athletic Administration (Endorsement: Business and Industry), Coaching (Endorsement: Public Service), Sports Media (Endorsement: Public Service, STEM), and Sports Medicine (Endorsement: STEM). Teachers collaborate to create cross-curricular interactive projects throughout the school day. The curriculum is developed at each level using the Texas state standards, the Texas Essential Knowledge and Skills (TEKS), latest findings in child and adolescent development, brain-based research, and accepted best practices.

Using some of the funds from this grant, we will design our extended Summer Retreat for teachers to align with the needs of our students, and build our instructional program around the strengths of our staff. This will be a major priority of our efforts during the planning period and the first year of operation. We will also augment our outreach efforts, as needed to attract competent teaching staff.

**System Capacity:** Legacy will be a thematic learning environment, as all or many parts of our curriculum will be centered around one specific topic (professions within athletics). It is an exciting opportunity for students to discover the connection between education, athletics, and professions. We have tied together thematic and project-based learning, thus creating a curriculum centered around specific topics- athletic administration, coaching, sports medicine, and sports media, combining these learning styles this further enhances students' ability to explore and solve real-world problems. In order to have a successful curriculum, we must invest in competent and capable teachers. Legacy will hire and train the best teachers, and use evidence-based programs and interventions to address the learning needs of students. We also need to establish a strong reputation as a competent guardian of public funds and the privacy and confidentiality of student information. We need to build the foundation on which we plan to add more campuses over time. To these ends, we will use grant resources to purchase a student information system, and a financial management system, that meets the reporting requirements of state and federal funding programs. In addition, we will purchase other support services and resources for Special Education, and for integrated student services to address student needs beyond their academics.

**Curriculum and Instructional Program:** Through in-depth conversations, the Founding Team, external experts, and community members along with local stakeholders have identified the components of our instructional programs. To support students and their learning needs, Legacy must build a strong school technology system that is secure and accessible by teachers and students. Grants resources will be used to purchase a full range of instructional materials to support our curriculum and the learning needs of our students.

**PROCESS DESCRIPTION**

In order to determine the needs for funding during the startup period and the first year of operation, the Founding Team has gathered data from surrounding districts about students and their needs, and researched and evidence on best practices in curriculum and instruction, and the capacity needed by our instructional and leadership teams to design an effective school.

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

County-district number or vendor ID: 101874

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.	Teachers need intensive professional development in their core content areas, on effective use of student data, and on program specific curriculum instruction;	<p>Legacy the School of Sport Sciences will ensure that all teachers have the tools they need to effectively instruct students in the TEKS-aligned curriculum, diagnose and assess student learning, communicate student academic progress to students and parents, remediate identified student weakness, and accelerate learning so that all students experience one or more years in academic growth each year.</p> <p><b>Grant funds will provide</b> teacher training in Project Based Learning, Linked Learning, Interactive Student Notebooks, STAAR Benchmarks, I-Ready, TSI, ACT Aspire, and student academic diagnosis and assessment (NWEA MAP testing)</p>
2.	Students and teachers need access to high-quality curriculum and instructional materials that have proven to be effective	<p>Legacy the School of Sport Science will develop a carefully crafted curriculum that is aligned with TEKS and college readiness standards. High-quality instructional materials will be purchased during this grant period and will include teacher and student materials.</p> <p><b>Grant funds will provide</b> curriculum materials in the core content areas, such as books, software and software subscriptions, videos, workbooks, and Renaissance site licenses, PE/recreation equipment, classroom libraries, and teacher training/professional development</p>
3.	Students and teachers need to effectively integrate technology into their full learning/teaching experience;	<p>Legacy the School of Sport Sciences will use technology to remediate student deficiencies and weaknesses and accelerate academic growth and achievement, as well as to access online instructional materials and develop students 21<sup>st</sup> Century skills.</p> <p><b>Grant funds will provide</b> internet-based resources that will require a robust and secure local area network, as well as solid broad band width internet access, through both Ethernet and wireless connections. This infrastructure will ensure our students to have the access and bandwidth needed to access relevant and secure content made available to them, which promotes their academic achievement and technical skill development.</p>
4.	A robust, complaint student Information and Financial System	<p>Legacy the School of Sport Sciences will contract with a Student Service Provider system for student and financial services. These systems will enable our staff to monitor student achievement and take early action, as needed to support them; prepare curriculum and instructional plans to meet the needs of all students, and to ensure the sustainability of the school through strong fiscal control and compliance.</p>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101874

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.	Executive Director	At least 5 years experience in public and/or private education leadership, operations, and management; Master's degree required; demonstrated ability to lead/manage others and improve student achievement.
2.	Principal/Head of School	Experience in education and managing a successful school; experience in academic leadership, financial management, and supervision; and commitment to maintaining the integrity of the school through compliance with state and federal requirements.
3.	Project Director	At least 3 years experience in financial management and generally accepted accounting principles (GAAP); familiarity with TEA financial procedures and processes. Experience in operational procedures and policies; skill in communication with staff and external service providers knowledge of sound operational policies and procedures.
4.	Federal Grant Manager	Experience managing federal and state grants, discipline system, and positive incentive programs; experience developing and implementing school culture building events, and delivering PD.
5.	Lead Teachers	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required (as appropriate to the position); demonstrated competence in teaching

**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 May 2020, 100% of teachers will be hired/trained on 6 <sup>th</sup> -12 <sup>th</sup> curriculum	1. Develop PD modules	03/15/2018	08/01/2018
		2. Identify additional outreach to teachers	03/15/2018	08/01/2018
		3. Conduct interviews and hire	03/15/2018	08/01/2018
		4. Schedule training dates	03/15/2018	08/01/2018
		5. Conduct PD with teachers	05/01/2018	08/01/2018
2.	By August 2020, 100% of the Legacy curriculum will be developed and support materials will be purchased.	1. Develop curriculum that is aligned with TEKS, IHE standards, and industry partners	03/15/2018	08/01/2018
		2. Develop needed materials	03/15/2018	08/01/2018
		3. Select final items and prepare contracts	05/01/2018	08/01/2018
		4. Receive materials and verify	05/01/2018	08/01/2018
		5. Distribute materials	03/15/2018	08/01/2018
3.	By August 2020, 100% of the school technology infrastructure will be implemented	1. Determine technology needs	03/15/2018	08/01/2018
		2. Determine technology placement in classroom	05/01/2018	08/01/2018
		3. Select a vendor to implement plan	03/15/2018	08/01/2018
		4. Install broad-band technology	05/01/2018	08/01/2018
		5. Install LAN and internet equipment	07/01/2018	08/01/2018
4.	By August 2020, 100% of Student Information/Financial Systems Implemented	1. Evaluate comparative analysis	03/15/2018	08/01/2018
		2. Select vendor(s) to supply products	03/15/2018	08/01/2018
		3. Install and configure applications	05/01/2018	08/01/2018
		4. Train office staff and teachers	05/01/2018	08/01/2018
		5. Conduct small pilot then rollout	05/01/2018	08/01/2018
5.	By August 2020, 100% of students with support needs served.	1. Development assessment of student needs	09/01/2018	06/30/2020
		2. Develop service delivery plan	09/01/2018	06/30/2020
		3. Identify needed services	09/01/2018	06/30/2020
		4. Develop service programs	09/01/2018	06/30/2020

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

County-district number or vendor ID: 101874

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.

At Legacy, we believe that accountability drives student achievement. In order to assess the degree to which our students are learning we will frequently measure their progress. Our academic goals and measures are based on the (TEKS) standards, the State of Texas Assessment of Academic Readiness (STAAR) assessment system and the requirements of our local community college partner. Legacy has created specific measurable indicators (academic and financial) that will allow us to benchmark and attain high levels of student achievement with regard to progress over time, engagement, and readiness for post secondary success. Please review the possible specific measurable indicators below:

<u>NAME</u>	<u>TYPE</u>	<u>PURPOSE</u>	<u>TIMELINE</u>
MAP Assessment  (or Renaissance Star 360 Reports)	Diagnostic, Formative Summative	To measure progress against a national standard to ensure college and career readiness	Beginning of the year Middle of year End of year
STAAR Benchmarks	Diagnostic, Formative	To gauge students' ability to translate their mastery of the TEKS into application on the STAAR	Beginning of year Middle of year
ACT Aspire	Classroom, Interim	Monitor students' academic growth over time	Beginning of year Middle of year
STAAR	Summative	To measure mastery of the TEKS	End of year

The Legacy Leadership team will conduct weekly meetings during which the financial, academic, and human resource needs are discussed, monitored, and adjusted according to ongoing data reviews.

Through the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule:

- **Weekly-** The Leadership Team (Executive Director/Principal/ Business Manager, and others) and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate;
- **Monthly-** The Leadership Team will meet with school board and business/community partners as appropriate to communicate updates and monitor and adjust project activities and management; Executive Director/Principal schedules teachers and support staff to attend and participate in professional development;
- **Semi-annually-** Executive Director/ Principal (as supported by teachers, data personnel, and others) completes evaluation reports as required by TEA and reports results to the Legacy the School of Sport Sciences learning community via board meetings.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101874

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.	<b>QUANTITATIVE: Review of student achievement data</b> (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion-and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Teachers demonstrate ability to adjust instruction or intervention
2.	Review results of interventions	1.	All teachers have received PD on implementing and monitor interventions
		2.	Teachers document implementation fidelity
		3.	Teachers demonstrate proficiency in implementing interventions
3.	<b>QUANTITATIVE &amp; QUALITATIVE: Review of staffing</b> (open/filled positions, teacher/staff attendance)	1.	All instructional and support staff positions filled by 08/01/2018
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals for 2018-2019
		3.	Teacher retention is 85% or higher by 08/01/2019
4.	Review teacher portfolios of classroom data that has been compiled	1.	All teachers have received PD on implementing and monitor interventions
		2.	Teachers demonstration proficiency in implement interventions
		3.	Teachers document implementation fidelity
5.	Student transcripts, # of students earning credits including TSI scores.	1.	95% of students passing core classes
		2.	95% of students passing required classes
		3.	90% of students enrolled in dual credit classes.

**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.

Legacy the School of Sport Sciences will continuously use data to assess the effectiveness of their overall mission. To measure individual and cohort academic achievement and progress year to year and across the course of one school year, Legacy students will take the nationally known Northwest Education Association Measure of Academic Progress (NWEA MAP) or Renaissance Star 360 Reports- assessments in reading and math in grade 6 through 8, three times per year, to ensure we are on track to meeting our academic goal of each Legacy student making significant growth each year. As a school-wide commitment to data-driven instruction, Legacy will have a minimum of three dedicated data days throughout the school year, during which the entire staff analyzes assessment results, attendance data, and other student data, to create action plans for students, including specific tutoring and approaches based on gaps that may appear in the data.

In high school, students will take standards-based interim exams, mid-year, and comprehensive exams in order to measure progress and performance. Students will take the state-mandated STAAR end-of-course exams in Algebra I, Biology, English, and US History. Students will take the ACT or SAT college admissions test in either their 9<sup>th</sup> or 10<sup>th</sup> grade year in alignment with our college preparatory mission.

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

County-district number or vendor ID: 101874

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.

The Board of Directors will oversee the mission and purpose of Legacy to ensure that the values and ideals on which this school is founded have meaningful and long-lasting success, and that Legacy meets all statutory and regulatory requirements as set forth by Texas law. The Board will set compensation for hire, oversee, and evaluate the Executive Director. The board will focus on policies and procedures that encourage excellence in education, student achievement, and a positive learning environment. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state, and federal laws. The board will participate in orientation, training, and development programs, which improve board quality, performance, and outcome.

The board has the following non delegable duties:

- Define and refine the organization's mission, vision, and direction;
- Determine, monitor, and strengthen the organization's programs and services;
- Directing the safekeeping and disposition of public records
- Adopting the policies of charter school operations
- Adopting or amending budgets
- Approving audit reports
- Initial and final authority to hire or terminate the Head of School
- Hearing grievances

By ensuring the board accurately represents and reflects the people of Houston, Texas and though having a broad based group of individuals with particular skills and knowledge, we will be make certain that the board can adequately and appropriately provide for the needs of our students. The founding board and advisory committee is composed of members with over 100 years of experience with all of the requisite skills to create and sustain an effective, innovative and inclusive charter school. This applies not only to education but to leadership as well. A diverse board with talents across various fields and disciplines provides a solid foundation for the school and the education of our students.

Board meetings will be held at Legacy every month in order to provide board members with a view of the school from the students' and teachers' perspective. These meetings will be rotated through various locations within the school so that board members observe the entire campus during their tenure on the board. Board members will also be encouraged to visit the school and attend extra-curricular activities to ensure that the school's mission and values are implemented consistent with board direction. This process will enable the board to routinely evaluate the success of Legacy.

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

County-district number or vendor ID: 101874

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 2018-2020 Public Charter School Program Start-Up Grant funding will assist in the purchase of educational materials, technology, and additional items necessary to fulfill the vision of the Legacy campus. The campus will rely on local, state, and federal funding once the Federal grant funds have expired.

Legacy will continue to use all available funding sources provided for the operation of the campus. Funding from average daily attendance calculations, Foundation School Program, will be combined with Title Funds and state grants. Additionally, Legacy will apply for all available federal funding. The charter will investigate additional grant opportunities available through USDE, TEA or private sources.

When the requested grant expires the primary source of revenue to support Legacy will be based on student enrollment. In the 2018-2019 school year, this will be based on an enrollment of at 550 students in grades 6<sup>th</sup>-11<sup>th</sup> and at least 750 students in grades 6<sup>th</sup>-12<sup>th</sup> in 2019-2020. Enrollment is projected to be 1,100 in grades 6<sup>th</sup>-12<sup>th</sup> by 2020-2021.

While the bulk of the funds from the grant will be used in the start-up year and Year 1, the Board will ensure that any program or operations still receiving funds through Year 2 will be covered by the per-student allotment from the state and other means of fundraising.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

The Legacy Board President and Treasurer will work with the Business Manager and the Principal to ensure proper financial record keeping, reporting, budgeting, and spending by Legacy staff. The school will purchase a comprehensive financial management software package that ensures compliance with all TEA and federal guidelines.

Furthermore, the school plans to pursue additional grant funding and implement an annual giving program once the school opens. The Board has a fundraising committee to research, cultivate, prepare, and carry out fundraising activities to support the ongoing operations of the school and the creation of a capital fund for long-term expansion. This committee will be responsible for ensuring that the school creates and maintains relationships with community supporters and investors both through individual networking and business solicitation. The committee will also work with school staff in pursuing grant funds from private and public sources for new and ongoing operations. The Board has already established relationships with local and state organizations that are interested in supporting the school once students are enrolled.

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

County-district number or vendor ID: 101874

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.

Legacy the School of Sport Sciences does not plan to submit waiver requests pertaining to federal, state, or local statutory provisions.

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

County-district number or vendor ID: 101874

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.

Legacy understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Legacy the School of Sport Sciences is requesting \$800,000, in start-up funding to provide salaries during the planning period, as well as furniture and fixtures, technology, curriculum, instructional materials, and operational support. One of the purposes of Legacy is to prepare students who have an interest in athletics to garner professional skills within the athletic industry. In conjunction with other federal programs the CSP grant funds will be used to help accomplish the purpose behind Legacy.

The Legacy Federal Grant/ HR Manager and Business Manager will be responsible for managing all grant activities alongside the other grants the school participates in to ensure there is no duplication of activities. The CSP grant will be carried out in the most efficient way possible, and the major grant activities will include:

- **Supplement Salaries and Benefits.** This grant will support pay for teachers, instructional aides, Executive Director, Principal, counselor, athletic director, lead teachers, teachers, coaches, and substitutes during the start-up/ implementation period. Excellent, well-trained teachers will deliver a robust educational experience, aligned with TEKS, that provides our students with the academic skills they need to be successful
- **Supplement for training of highly qualified teachers.** This grant will support training for teachers, instructional aides, secretary/admin, Executive Director, Principal, counselor, athletic director, lead teachers, teachers, coaches, substitutes. Excellent, well-trained teachers will deliver a robust curriculum educational experience, aligned with TEKS, that provides our students with the academic skills they need to be successful.
- **Supplement curriculum development and instructional materials.** The grant funds will be utilized to provide instructional materials and personalized technology devices to enhance instruction in the core academic areas. Academic support will be provided through tutorials to assist students in academic need.
- **Supplement school technology infrastructure.** As a SPORT STEM school, Legacy will need a robust technology infrastructure to ensure our students have access to a technology-rich curriculum that will prepare them for college and the careers of their future. We will seek out additional resources, such as E-rate to assist in this build out.
- **Supplement student and financial systems.** This grant will allow Legacy to contract with an information system provider for student and financial system services. These systems are well-constructed and allow for greater certainty that we are tracking student data and school finances appropriately, and that it is compatible with state PEIMS reporting requirements and FASRG guidelines.
- **Supplement programs for special populations.** While we will participate in IDEA (B) Special Education Grant, CSP grant money will be used to support programs for special populations by ensuring we are able to access external support systems for our students who need them the most. We anticipate that 4% of students will need other services, such as attendance counseling, mentoring, tutoring, and other community- based services.
- **Other Operating.** This grant will fund travel related to in-state staff recruitment (mileage/airfare, hotel/lodging, per diem, etc.)

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

County-district number or vendor ID: 101874

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.

**Funding**

Legacy the School of Sport Sciences will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Legacy will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of students; train teachers in appropriate intervention, remediation, instruction, and acceleration of students; and provide for the appropriate level of administration case management.

**Special Need Learners.** Legacy is committed to successfully addressing the needs of all students by providing students with disabilities a high quality education in the least restrictive environment possible. Legacy will ensure that students are able to successfully meet the mission of the organization, specifically: to be accepted into a four-year college or university and to develop the nonacademic skills that will ensure success in college, career, and in life. The curriculum at Legacy is ideally suited for inclusion and meeting students, including at-risk students, academic needs. As is included at Texas Education Agency, teachers' instructional strategies provide opportunities for individualized and small group instruction, continual monitoring and assessment, and remediation as necessary. Professional development for teachers and staff will enhance and enrich academic, social, emotional, and highly innovative educational programs to all children and their families. This will encourage a lifelong love of learning and active participation in their communities and the world. The Legacy school board of directors and staff will work tirelessly to maintain high expectations and continuous school improvement in order to serve every child and their family.

Legacy will be a welcoming, inclusive community committed to serving all students. Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a)(1), each charter school must be on file with the Texas Education Agency (TEA) a plan that provides assurances that has effect policies, procedures, and programs consistent with state policies and procedures governing special education. Charter schools are required to develop plans using the online Legacy Framework for the Child-Centered Process following this guidance: Posting plans on the Legacy Framework is not required, but is strongly encouraged.

The Legacy classroom structure provides a learning environment that is ideal for delivery of Special Education services. Each student is a unique learner with specific goals for every lesson and every subject. Frequently, teachers visit individually with students for lesson instruction or assessment. The Legacy instructional environment makes it advantageous for Special Education teachers to work inclusively with students who have Individualized Education Plans (IEP)

If teaches and/or the parents of a student enrolled in the school determine that a student is in need of an evaluation of a possible disability, the student will be referred to the Intervention Assistance Team (IAT). The school will also provide information and evaluations to the IAT to assist them in determining the needs of the student. If a full and individual initial evaluation is completed, the ARD (admission, review, and dismissal) committee will then meet to determine eligibility for special education services and, if eligible, develop an individual (IEP) and behavior intervention plan (BIP) when appropriate. If a student IEP requires the provision of specialized services not available at the school (i.e. occupational or physical therapy), the school will contract with individual providers on a per diem fee-for a service plan for tri-annual reevaluations. Legacy will meet the requirements mandated within students' individual (IEP) and behavior intervention (BIP) for any student entering with pre-existing disability requirements. The school will offer an inclusion program for all students with disabilities; however, if the student's IEP requires a program other than inclusion, Legacy will meet those needs with existing staff or contracted services.

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

County-district number or vendor ID: 101874

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.

**Not applicable.**

**Legacy the School of Sport Sciences is not a Subchapter C Campus Charter School.**

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101874

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.

Not applicable.

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

County-district number or vendor ID: 101874

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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**Not applicable.**

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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.**  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Not applicable.****Legacy the School of Sport Sciences is not a Subchapter C Campus Charter School.****For TEA Use Only**

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County-district number or vendor ID: 101874

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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**Not applicable.**

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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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**Not applicable.****Legacy the School of Sport Sciences is not a Subchapter C Campus Charter School.****For TEA Use Only**

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

County-district number or vendor ID: 101874

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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Not applicable.

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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.

**Not applicable.**

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

County-district number or vendor ID: 101874

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

**Not applicable.**

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

County-district number or vendor ID: 101874

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.

**Not applicable.**

**Legacy the School of Sport Sciences is not a Subchapter C Campus Charter School.**

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By TEA staff person:

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

County-district number or vendor ID: 101874

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								100	100	100	100	100	50		550
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>								100	100	100	100	100	50		550

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

Total Staff 32

Total Parents 550

Total Families 550

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								200	100	100	100	100	100	50	750
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>								200	100	100	100	100	100	50	750

Total Staff 42

Total Parents 750

Total Families 750

Total Campuses 1

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

County-district number or vendor ID: 101874

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)								50	50	50	50	50	25		275
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															275

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.	Spring ISD	TWIN CREEKS MIDDLE	101919045
2.	Spring ISD	BAMMEL MIDDLE SCHOOL	101919046
3.	Klein ISD	WUNDERLICH INT	101915043
4.	Aldine ISD	NIMITZ HS	101902005
5.	Aldine ISD	TEAGUE MIDDLE SCHOOL	101902045
6.	Spring ISD	RICKEY C BAILEY MIDDLE SCHOOL	101919048

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

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101874

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101874

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" 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: 101874

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

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

County-District Number or Vendor ID: 101874

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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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## Appendix 2: Federal Definition of a Public Charter School

### Title V, Part B, Subpart 1, Section 5210 of the No Child Left Behind Act

The term charter school means a public school that—

- (A) in accordance with TEC, Chapter 12, is exempt 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 of this section;
- (B) 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;
- (C) 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;
- (D) provides a program of elementary or secondary education, or both;
- (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- (F) does not charge tuition;
- (G) 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;
- (H) 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;
- (I) 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;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law; and
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance 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.

I have read the federal definition of a charter school and assure TEA that the campus charter identified in Attachment 4 is in compliance with this definition in order to apply for and receive federal start-up funds.

Name of District	Legacy Collegiate Middle and High School for Careers in Health and Wellness	CDN	101874
Name of Charter	Legacy the School of Sport Sciences		
Superintendent	Kerrie Patterson-Brown		(Typed)
			(Signature)

## Appendix 3: Campus Charter Information Form

The authorization to charter, *approved* minutes from the local board of trustees granting the charter (OR a 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), and this Campus Charter Information Form (one form per campus) must be included with other required documentation submitted to TEA via the 2018-2020 Public Charter School Program Start-Up Grant application.

Name of District	Legacy Collegiate Middle and High School for Careers in Health and Wellness
County-District-Campus Number	101874
Name of Campus Charter School	Legacy the School of Sport Sciences
Grade Levels Served by Campus Charter School	6 <sup>th</sup> -12 <sup>th</sup> grade
Name of Primary Contact	Kerrie Patterson-Brown
Title of Primary Contact	Executive Director
Daytime Phone Number of Primary Contact	512.203.3747
Fax Number of Primary Contact	888.875.4940
Email Address of Primary Contact	<a href="mailto:Kerrie.pbrown@legacymhs.org">Kerrie.pbrown@legacymhs.org</a>
Complete Mailing Address of Primary Contact	4301 Roseneath Drive Houston, Texas 77021