

## 2017-2019 Public Charter School Program Start-Up Grant

<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; display: inline-block; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEXAS EDUCATION AGENCY  2017 07 15 11:11:00  Place date stamp here </div>
<b>Grant Period</b>	May 1, 2017, to July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 15, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> : (512) 463-9575	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Zion Schools Corporation	043802	Lone Star Language Academy	
Vendor ID #	ESCRRegion #	DUNS #	
	10	08-029-2611	
Mailing address	City	State	ZIP Code
5301 Democracy Drive	Dallas	TX	75024-3539

#### Primary Contact

First name	M.I.	Last name	Title
Barbara		Hirsch	Grant Facilitator
Telephone #	Email address		FAX #
210-378-0718	bhirsch40@gmail.com		

#### Secondary Contact

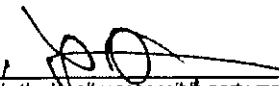
First name	M.I.	Last name	Title
Robert		Lavie	Director
Telephone #	Email address		FAX #
214-953-0100 ext. 105	robert.lavie@interstable.com		

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Robert		Lavie	Director
Telephone #	Email address		FAX #
214-953-0100 ext. 105	robert.lavie@interstable.com		
Signature (blue ink preferred)		Date signed	

  
Only the legally responsible party may sign this application.

12/12/2016

701-16-101-030

**Schedule #1—General Information**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input 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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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>• A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>• A copy of the district's charter application for the authorized campus charter; <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 (TEC §12.052, §12.053) OR</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).</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 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;</li> <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> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**Part 2: Acceptance and Compliance**

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

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

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and</li> </ol>

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	<p>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 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 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> <li>e. 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.</li> </ul>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

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

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

**Part 3: Revised Budget**

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

Zion Schools Corporation requests funds from the 2017 – 2019 Charter School Start Up Grant in support of initial implementation of the Lone Star Language Academy (LSLA), a TEA-approved charter school focused upon developing students who possess the knowledge and skills necessary to be successful within the 21st century global economy. Such skills include but are not limited to the ability to professionally collaborate and interact with people in different geographical locations and across different languages and cultures (Stewart, 2010). The funds will be used in support of the development and initial implementation of a high quality charter school that emphasizes and successfully puts into practice strategies that lead to academic success for all students and sub populations within the served populations through: 1) development and retention of high quality staff trained and certified to meet the emotional, developmental, and academic needs of a diverse student body, 2) data and research driven practices to support the process of continuous school improvement on each campus within the LSLA model, and 3) unique design of curricula and active learning environments to facilitate increased metacognitive and critical thinking processes of dual language students.

LSLA will use grant funds to ensure the development of standards - based (TEKS and college and career readiness standards) curricula characterized by the implementation of 21st century skills, student investigation, STEM and liberal arts career pathways aligned with student interests, and differentiated individual educational plans geared towards college readiness, career readiness, and global readiness. Instructional staff will be trained to maximize the academic achievement of each student through the provision of mediated learning experiences and specially designed instruments to emphasize cognitive development within active learning environments. Through the use of grant funds, LSLA instructors will be provided training and resources/supplies in support of implementation of the Feuerstein method, which focuses upon the principles that every child can learn through an emphasis on individualized instruction focused on growth mindset, metacognition, critical thinking, and differentiated instruction. The Feuerstein Method is a proven educational model that requires educators to first understand how each individual student learns, and second to utilize that information to properly challenge and engage each student's specific cognitive needs. The method has been demonstrated to improve students' performance regardless of unique challenges or gifts. It has demonstrated success with student populations in special education, students with disabilities, gifted and talented, and mainstream student populations. It presumes that intelligence is flexible and can be improved with effort, and that learning is a transformative experience, even to the being of the person. Such a program increases both student confidence and teacher investment in the student, focusing on the student's individual capabilities instead of their limitations and teaching them to study and learn in the way that best fits their individual strengths. Scientific researchers have repeatedly proven that the Feuerstein method is capable of actually enhancing the children's IQ especially when implemented at a young age such as K-3. Grant funds will also be used to furnish classroom with equipment, supplies, furniture, and technological resources consistent with and complementary to the successful implementation of the Feuerstein model and a dual language program within school (Maxcy, 1991).

The development of high quality school systems requires commitment to the process of continuous school improvement. The six themes that characterize cultures of continuous improvement within schools are leadership & strategy, communication & engagement, organizational infrastructure, methodology, data collection and analysis, and capacity building (Park, Hironaka, Carver & Nordstrum, 2013). LSLA will develop and maintain a culture of high expectations for students and staff through the strategic use of data to ensure each student performs successfully on assessments. This process will be facilitated through a "classroom level instructional improvement" strategy, which focuses upon a "bottom-up" approach in which student data is primarily used to provide insight into classroom and instructional practices to improve teaching and learning throughout the campus(es). Through the grant program, administrative staff and instructional leaders will receive training from local ESCs and TEA regarding the effective use of data. LSLA plans to utilize grants funds in support of the development and implementation of a Plan- Do- Study- Act (PDSA) cycle to guide its teachers in experimenting with learning strategies that best facilitate successful mastery of the TEKS learning objectives by students, especially traditionally underserved and underrepresented populations within the school. This approach treats each classroom as a micro-study platform in which the teachers and students work collectively to establish learning goals. Data will be collected from each classroom and analyzed by several different sublevels and groups to track individual and subgroup student performance. Data will be collected using a variety of formative and

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

summative assessments, such as pre- and post- assessments, CogAT, MAP and WoodcockMunoz to determine the effectiveness of instructional strategies. Over the two-year period, grants funds will be used to assist LSLA in the collection of data over time to determine a core set of strategies that work, so a large portion of the school's resources are allocated for determining how to more quickly and efficiently collect data in real time. Grant funds will also be used to build the capacity of the instructors and administrators to collect and analyze data to inform changes to their instruction through the purchase of systems such as Eduphoria and participation within ESC co-ops to better facilitate the use of such systems.

Using grants funds, LSLA will develop and maintain highly qualified teachers who are trained to meet the emotional, social, and academic needs of students in a dual language setting. Based upon a data analysis review of surrounding districts, LSLA will recruit its student populations from districts which performs very well academically; However, LSLA anticipates that its biggest opportunities for improvement will be within the realm of improving educational outcomes for traditionally underserved and underrepresented groups – specifically ELL student populations, low socioeconomic students, students with disabilities, special education populations, and racial and ethnic minority groups. Grants funds will be used to ensure that 100% of instructors are ESL and bilingual education certified (as recognized by the state of Texas) by the end of their first academic year teaching with LSLA. Grants funds will also be used to supplement costs for special certifications or trainings, such as other appropriate dual language trainings/certifications, multicultural awareness, or Gifted/Talented certifications for teachers, when appropriate. In addition, teacher retention and development will be supported through the development of a strong instructional culture at LSLA. Grant funds will be used to provide training and certifications in the latest teacher evaluation systems, Texas Teacher Evaluation and Support System (T-TESS). Through the implementation of this system, LSLA will establish and maintain a culture of continuous improvement and support for its teachers.

Last, grants funds will be used in support of the fulfillment of LSLA's mission and vision to develop global citizens who are fluent in a second language and culture. Grants funds will be used to purchase curricula, resources, capital outlay (computers, laptops, tablets, smart boards, projectors, 3-D printers, etc.) and services (e.g. participation in ESC bilingual co-op) in support of the dual language model, specified in the school's charter. Through the Middlebury Language Acquisition System in a partial immersion model, LSLA will stimulate and engage student learning. Multilingual instruction is empirically proven to enhance cognitive, social, and economic benefits for students and their communities. In addition, through the grant program, LSLA will design and implement the classroom layouts in manners that best support individual and group learning within active, multicultural, partial immersion learning environments.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 043802			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12					
Grant period: May 1, 2017, to July 31, 2019			Fund code: 258		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$64750	\$64750
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$232850	\$232850
Schedule #9	Supplies and Materials (6300)	6300	\$	\$41700	\$41700
Schedule #10	Other Operating Costs (6400)	6400	\$	\$31350	\$31350
Schedule #11	Capital Outlay (6600)	6600	\$	\$429350	\$429350
Grand total of budgeted costs (add all entries in each column):			\$	\$800000	\$800000

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)].

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 043802				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Business Manager		1	\$	\$9395	\$9395
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
<b>Other Employee Positions</b>						
15	Superintendent/Head of School		1	\$	\$22265	\$22265
16	Assistant Principal		1	\$	\$15250	\$15250
17	PEIMS/HR/Payroll Staff		1	\$	\$9395	\$9395
18	Subtotal employee costs:			\$	\$56305	\$56305
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$	\$8445	\$8445
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$8445	\$8445
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$64750	\$64750

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

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>				
County-district number or vendor ID: 043802			Amendment # (for amendments only):	
<b>NOTE:</b> 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.				
<b>Professional and Contracted Services</b>				
#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	Curriculum Development Consultant	\$	\$17000	\$17000
2	Accelerated Reader/Math 360	\$	\$36000	\$36000
3	TxEIS Student/Financial System	\$	\$43400	\$43400
4	Nutrikids	\$	\$8000	\$8000
5	Feuerstein Training	\$	\$12000	\$12000
6	Hebrew Language Curriculum	\$	\$8500	\$8500
7	Middlebury Interactive Language Curriculum	\$	\$35280	\$35280
8	Digital ELL Curriculum	\$	\$23520	\$23520
9	Cognitive Abilities Test (CogAT)	\$	\$6000	\$6000
10	Measure of Academic Progress (MAP)	\$	\$14000	\$14000
11	Woodcock Munoz language assessment	\$	\$3000	\$3000
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$206700	\$206700
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$26150	\$26150
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$232850	\$232850

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 #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 043802		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$	\$41700	\$41700
<b>Grand total:</b>		<b>\$</b>	<b>\$41700</b>	<b>\$41700</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 #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 043802		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
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 must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$31350	\$31350
<b>Grand total:</b>		<b>\$</b>	<b>\$31350</b>	<b>\$31350</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: 043802

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2	Laptops – Student/Faculty (est qty)	64	\$1750	\$	\$112000	\$112000
3	Laptop Storage Carts	2	\$1500	\$	\$3000	\$3000
4	Desktop/Monitor w/accessories (est qty)	49	\$1750	\$	\$85750	\$85750
5	Tablet Devices (est qty)	185	200	\$	\$37000	\$37000
6	Faculty/Admin printers (est qty)	20	\$500	\$	\$10000	\$10000
7	SmartBoard or similar (est qty)	3	\$2000	\$	\$6000	\$6000
8	ELMO or similar (est qty)	9	\$650	\$	\$5850	\$5850
9	LCD projector and screen	1	\$1000	\$	\$1000	\$1000
10	Basic 3D printer/scanner w/accessories (est qty)	2	\$5500	\$	\$11000	\$11000
11	Information Technology Services		\$	\$	\$45000	\$45000
<b>66XX—Software, capitalized</b>						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19	Computer tables (est qty)	50	\$300	\$	\$15000	\$15000
20	Computer table chairs (est qty)	100	\$75	\$	\$7500	\$7500
21	Coat racks/cubicles (est qty)	21	\$450	\$	\$9450	\$9450
22	PE Equipment (various items)		\$	\$	\$20000	\$20000
23	Laminating/Binding machine	1	3500	\$	\$3500	\$3500
24	High volume multi-function printer	1	\$15000	\$	\$15000	\$15000
25	Lunch tables (est qty)	17	\$1000	\$	\$17000	\$17000
26	Student desks/chairs (est qty)	185	\$100	\$	\$18500	\$18500
27	Faculty desks/chairs (est qty)	16	\$425	\$	\$6800	\$6800
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$429350</b>	<b>\$429350</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: 043802

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process consisted of a multi-dimensional analysis of various data sources, including but not limited to the 2013 – 2014, 2014 – 2015, & 2015 - 2016 Texas Academic Performance Reports (TAPR) of the surrounding districts and charter schools in which LSLA plans to locate ( e.g. Allen, Carrollton Farmers Branch, Frisco, Plano, Lewisville, and Richardson ISD), the LSLA charter application, mission, & vision, interviews with parents from the surrounding community, and research regarding the characteristics of high quality public charter schools as defined by the Texas Education Agency (TEA). In accordance with the needs assessment process outlined in the Texas Academic Intervention System (TAIS) resource documents (TEC §39.106 and P.L. 1114 (b)), the LSLA team worked collaboratively to review existing data regarding the gap LSLA seeks to fill. Needs were then prioritized based upon the goals and objectives that would have the largest impact upon the academic success of the targeted student populations. The LSLA team realizes that needs assessment is a process rather than a onetime event and is currently putting policies and practices into place that will allow this process to continue as part of continuous improvement planning within the campus(es).

Plano, the city in which the first LSLA campus will be located, is the 4th most diverse city in Texas, with a population consisting of 58% White, 18% Asian, 13% Hispanic, 8% Black, and 3% Other. Of that population, 24% of residents are foreign born, with most coming from Asia (57%) and Latin America (27%). About 32% of the population are non-English speakers at home [American Community Survey, 2014]. In addition to its diversity, Plano boasts a large number of corporate and international businesses. Already home to major global businesses such as Toyota, Legacy West, Hewlett Packard, Nokia, and Samsung, Plano has been ranked as the top U.S. city with the best job market (PlanoTexas.Org, 2016). With the projected increase in businesses (domestic and international), there is increased need for citizens who can fluently engage in the other languages and cultures. LSLA plans to offer Hebrew, Spanish and Mandarin Chinese – all of which serve as foundational languages or actual spoken languages of the surrounding communities.

Current educational research indicates that the academic content for the future will be largely influenced by the needs of the global market and student interest. To prepare students for global citizenship requires that students are able to think critically and empathetically about themselves and their beliefs in the context of their community and the global community (Nussbaum, 2007). Schools must rise up and meet the needs of a global society (Stewart, 2010; Nussbaum, 2007) and that schools need to educate students to be successful in the world by giving students the right global experiences, such as the need for world languages for students (Stewart, 2010). In addition to research that demonstrates the enhanced student outcomes leading to significant short-and long term cognitive, social, and economic benefits for multilingual students and their communities. (NEA White Paper, 2007), leaders in business, politics, and academia (e.g. former U.S. Secretary of Education Arne Duncan) agree that foreign language proficiency and multicultural awareness are critical to the continued viability of American prosperity in today's globalized society.

Through exposure to metacognitive strategies and immersion within language and culture in active learning environments, LSLA will be one of few schools in the Plano area and Texas that specifically focuses upon developing global citizens through the unique blend of a focus on student mastery of dual language and cultures and the use of the research-driven Feuerstein Method, a proven method that uses intervention and assessment techniques to both identify the child's learning potential and then teaches the child to tap into that learning potential to problem solve and learn.

Critical analysis of the academic results of the surrounding districts show that the ELL population makes up almost 18% of the entire student populations of the districts; this subpopulation is consistently among the lowest performing subpopulations on STAAR test results for these districts. Although 91% of the student population of Plano ISD meet the STAAR phase in satisfactory standard for the 2015 – 2016 school year, only about 60% of the total ELL population met the standard for any STAAR subject. Given the LSLA model's dedication to meeting the needs of students in dual language program, LSLA model will appeal to ELL students. LSLA will ensure it is prepared to meet the needs of all subpopulations by facilitating the ESL certification of 100% of its teachers to ensure knowledge of oral language development, support of academic language, and cultural sensitivity to the backgrounds of all students. Research shows that the aforementioned areas of knowledge can be purposefully and explicitly integrated into academic settings to improve outcomes for English language learners (Samson & Collins, 2012).

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	To maximize the academic achievement of each student through a rigorous, standards based curriculum that focuses on the provision of mediated learning experiences and specially designed instruments to emphasize cognitive development within active learning environments (e.g. Feuerstein method)	Through the grant program, each LSLA instructor will be trained in the Feuerstein method as well as other supporting theories such as growth mindset, metacognition, critical thinking, and differentiated instruction. Grant funds will be used to provide services, resources and supplies for the development of specialized curricula and purchase of resources and supplies that not only aligns with the aforementioned theories and other research driven strategies, but are also TEKS aligned.
2.	To develop and maintain a culture of high expectations for all students and staff through the strategic use of data to ensure each student performs successfully on assessments.	Through the grant program, administrative staff and instructional leaders will participate in training from local ESCs and TEA regarding the effective use of data to ensure success for all students and subpopulations. Formative and summative assessments will be purchased to provide baseline and ongoing data measurements for each student enrolled in LSLA.
3.	To develop and maintain highly qualified teachers who are trained to meet the emotional, social, and academic needs of all students in a dual language program.	Grants funds will be used to ensure that 100% of instructors are ESL certified (as recognized by the state of Texas) by the end of their first academic year teaching with LSLA. Grants funds will also be used to supplement costs for special certifications, such as SPED or Gifted/Talented certifications for teachers when appropriate, as well as specialized trainings in dual language, multicultural awareness, and growth mindset.
4.	To develop global citizens who are fluent in a second language and culture	Through the Middlebury Language Acquisition System in a partial immersion model, LSLA will stimulate and engage student learning. LSLA will design and implement the classroom layouts in manners that best support individual and group learning within active, multicultural, partial immersion learning environments. Grant funds will also be used to support parent language academies and culture events to increase parental and community involvement in the dual Language model as well as increase community awareness and support of the school.
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Previous project/grant management experience; Bachelor's Degree required; Preferred: Master's degree; 5 years' experience in K – 12 educational leadership, operations, and/or management.
2.	CEO/Superintendent	At least 10 years' experience in education leadership, operations, and management; Master's degree required; Principal certification and/or superintendent certification required or in process; Supervisory experience of at least five years, with progressive increase of duties and oversight; Demonstrated commitment to providing equitable education to USPs
3.	Instructional Staff	Meets HQ standards, as defined by NCLB and Texas; Bachelor's degree & certification required. Demonstrated commitment to mission, vision, and values of LSLA.
4.	Curriculum Consultant(s)	Previous curriculum writing experience for K – 8 grade levels. Knowledge of the TEKS Current Texas teaching certification for appropriate grades and subjects; Ability to guide and instruct adults. Familiarity with the education theories aligned with LSLA mission

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

#	Objective	Milestone	Begin Activity	End Activity
1.	By Spring 2018, 90% of all students will achieve acceptable standard on all STAAR exams.	1. Create LSLA curricula and district assessments	08/31/2017	07/31/2018
		2. Assessments administered to students	08/31/2017	05/30/2018
		3. Disaggregate data & adapt strategies	10/15/2017	05/30/2018
		4. Disaggregate year 1 STAAR data	05/01/2018	10/01/2019
		5. CLT trained in Improvement Planning process	05/02/2018	07/31/2019
2.	By Spring 2018, 100% of teachers will be HQ with ESL language endorsements	1. Year 1 teachers pass ESL certification exams	08/31/2017	06/30/2018
		2. Staff attend ESC 20 Dual Language PD	11/02/2017	11/04/2018
		3. Staff Evaluations –bilingual ed. strategies	09/15/2017	05/30/2019
		4. Year 2 hired teachers pass ESL cert. exam	08/24/2018	07/31/2019
		5.		
3.	By Spring 2018, 100% of students exhibit grade level proficiency in language.	1. Purchase dual language curricula & training	08/31/2017	12/15/2017
		2. Teachers receive training and pass ESL cert.	08/31/2017	07/31/2019
		3. Hold and Evaluate Parent Language Academies	10/01/2017	06/30/2019
		4. Analyze student data in dual language mastery	10/30/2017	07/31/2019
		5. CLT lead Campus Improvement (CI) planning	11/01/2017	07/31/2019
4.	By Spring 2018, 70% of ELL students will meet Level II Standard on STAAR exams.	1. Collect and analyze ESL student baseline data	08/31/2017	10/15/2017
		2. Teachers receive training & pass ESL cert.	08/31/2017	07/31/2019
		3. Teacher training in effective use of data	11/01/2017	09/01/2018
		4. Aggregate 2018 STAAR results	04/30/2018	12/15/2019
		5. CI planning to address discrepancies	11/01/2017	07/31/2019
5.	By Spring 2018, 70% of SPED students will meet Level II Standard on STAAR exams.	1. Collect/analyze SPED student baseline data	08/31/2017	10/15/2017
		2. Teachers receive training & pass SPED cert.	08/31/2017	07/31/2019
		3. Teacher training in effective use of data	11/01/2017	09/01/2018
		4. Aggregate 2018 STAAR results	04/30/2018	12/15/2018
		5. CI planning to address discrepancies	11/01/2017	07/31/2019

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

The current model of LSLA allows for flexible and adjustment to the plans based upon data driven decisions. In accordance with Texas Education Code, §11.253, the LSLA principal/superintendent works collaboratively with SBDM to develop, review, and revise the campus improvement plan (CIP) for the purpose of improving student performance for all student populations. LSLA develops annual goals on the CIP, and then breaks down the annual goals into comprehensive, specific, measurable quarterly goals. The process calls for each quarterly goal to be associated with various indicators for success and data sources that can be used to monitor progress towards stated goals. Annuals goals and project goals are determined based upon a common vision developed by the LSLA site based decision making (SBDM) committee. Goals are selected based upon a comprehensive review of data regarding relevant factors, such as student academic achievement, attendance, course completion, graduation rate, as well as factors related to teachers such as retention rates and years of experience. If formative data reveal strategies to meet goals and objectives to be ineffective, then newly adapted strategies are developed using a collaborative process between various stakeholders. Parents, students, community members, teachers, and other relevant stakeholders are encouraged to provide regular feedback to the school leaders through annual surveys, requested appointments, public meetings, school partnerships, and other venues as appropriate.

The analysis of progress towards achieving program objective and goals will be facilitated through regularly scheduled meetings to review progress and make any recommendations needed to correct any identified deficiencies. The development of goals and objectives are intended to be as collaborative as possible to ensure maximum support and buy-in from all parties, therefore any needed changes to goals and objectives will be communicated with transparency through venues such as inter-organizational message systems, school websites, newsletters, and public meetings (PTO, Business and Education advisory boards, board meetings, etc.)

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

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

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

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analysis of Overall Student Academic Achievement (Quantitative & Qualitative)	1.	Percentage of students meeting acceptable rating on 2018 & 2019 STAAR
		2.	Percentage of students meeting advanced level III rating on STAAR exams
		3.	District comparison of students meeting postsecondary readiness standard
2.	Analysis of ELL Student Academic Achievement (Quantitative & Qualitative)	1.	Percentage of ELL students meeting acceptable rating on 2018 & 2019 STAAR
		2.	Percentage of ELL students meeting advanced level III rating on STAAR exams
		3.	District comparison of ELL students meeting postsecondary readiness standard
3.	Analysis of SPED Student academic achievement (Quantitative & Qualitative)	1.	Percentage of students meeting acceptable & advanced rating on 2018 & 2019 STAAR
		2.	Student mobility and attendance rates
		3.	District comparison of students meeting postsecondary readiness standard
4.	Analysis of effectiveness of teachers to meet needs of dual language students (Quantative & Qualitative)	1.	Percentage of teachers ESL, bilingual, and Feuerstein trained/certified
		2.	Use of strategies during formal and informal observations
		3.	School community feedback in Teacher, Parent, and student surveys
5.	Analysis of student fluency and engagement in bilingual language and culture (Quantitative & Qualitative)	1.	Percentage of students passing grade level proficiency in dual language
		2.	Percentage of parents satisfied with DL program on parent surveys
		3.	Student mobility and attendance rates

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

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement1:** 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 Zion Schools Corporation is the charter holder of Lone Star Language Academy. Lone Star Language Academy (LSLA) is the charter school applying for this grant. The Texas Education Agency (TEA) is the authorized public chartering agency, pursuant to Chapter 12, Subchapter D, of the Texas Education Code. The charter holder was granted an open enrollment charter by the State of Texas on June 17, 2015.

The Commissioner of Education is the designee of the state of Texas and the charter holder and the charter school report to the Commissioner, specifically through the departments and employees of the Texas Education Agency that oversee charter schools. The lead TEA division is the Division of Charter School Administration. The governing document that directs and defines charter school operations is the "Contract For Open-Enrollment Charter School that every not-for-profit entity that operates a charter school must sign. This contract incorporates all law and rules applicable to charters and also requires conformance with any changes to the contract adopted or accepted by the Commissioner of Education and/or changes applicable to charters passed into law by the legislature or other state body such as the State Board of Education. In addition, all requirements and obligations of the charter holder noted in the charter application are incorporated by reference. Two primary sources of applicable law and rules for the operation of charter schools are Subchapter D of Chapter 12 of the Texas Education Code and Title 19 TAC, Chapter 100 of the Texas Administrative Code.

Specifically, pursuant to the Contract For Open-Enrollment Charter School, LSLA must insure that it:

- Operates as an open-enrollment campus
- Complies with the Individual with Disabilities Education Improvement Act of 2004
- Complies with the specific educational requirements described in the Charter Application and other requirements of the Texas Education Code
- Does not conduct religious instruction or activity
- Meets the student performance requirements under Chapter 39, Subchapters B, C, D, E, F, G, and J of the Texas Education Code
- Meets the financial management requirements of Chapter 39 Subchapter D; and (b) Chapter 12, Sections 12.104, 12.106, 12.107 and 12.111 of the Texas Education Code.

The charter holder board, and other chief administrative and campus officials are required to comply with applicable law and rules and such compliance is periodically monitored via the weekly, monthly or other periodic reporting that charter holders and charter schools are required to submit on a timely basis. Charter holder and charter school officials attended the recent Charter School training in Austin to become more familiar with all of the current and upcoming compliance requirements pursuant to applicable federal and state law.

LSLA staff will continue to attend such trainings with state officials and will seek out additional training via Education Service Center 10 to keep abreast of Federal and state law and regulations. In addition, it will receive the assistance of the Texas Charter School Association, as needed. TEA has been a good resource to date and we will continue to tap into their expertise as we grow to insure we meet the needs of our students in the manner described in the charter application. The description above defines the basis and overall governance of the administrative relationship with TEA.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

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

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

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

As we begin to work with the template and factor in other potential funding sources, the aim will be to maximum their utilization as described in the charter application and per state law, and to determine how to build a reserve fund of at least 60 days of expenses. Therefore, planning for a future without start up grant funding, begins now to ensure the integration of appropriate oversight and fiscal practices. We are currently tracking projected enrollments closely. We anticipate that we will be within five to seven percent of our projected enrollment. The information gathered in the past six months and the upcoming three months, from December, 2016 to February, 2017 will provide a set of data that we can use to determine future enrollment, attendance and attrition by grade level and other demographic indicators. We will also be able to gather and analyze data regarding the instructional needs of students, the needs of parents as partners in the instructional delivery of services and the training needs of potential faculty and administrators.

Attrition will be one area on which we will focus. LSLA never wants to lose a student due to factors within our control. While some attrition is inevitable, LSLA will maintain data to determine if adjustments are needed to address actual and perceived student and family needs that may affect the rate of attrition.

In addition to attrition, needs arise that require making unplanned expenditures, which can range from the purchase of specialized instructional material to the provision of staff development in specialized areas. In such instances budgets need to be adjusted. LSLA will have a plan in place to address such budget reallocations, fundraising initiatives and/or reductions. We will be utilizing the state's financial management software for use as we are familiar with its functionality, in particular purchase order tracking and financial reporting. This will help to ensure that we are spending funds per the budget adopted by the board and allow periodic reports to be submitted to the board and superintendent. Our intent is to train all staff in how the budget works so that funds are spent pursuant educational plan described in the Charter, the TEKS, and the requirements of the financial accountability system resource guide (FASRG). Goods and services will be procured in a competitive manner utilizing Education Service Center cooperative purchasing agreements and similar options as provided for by Texas law and rules. The systems offer outstanding resources from processes that have already been vetted for quality and competitiveness.

The data gathered and analyzed each year with respect to student performance, staff development, performance on state testing, fiscal prudence, etc. will provide the basis for how we improve student performance, staff retention and administrative operations. These four things are essential for the operation of a successful school. We are utilizing the staff services of a number of individuals experienced in helping charter schools build financial reserves, implement sound audit and financial practices that conform to FASRG and maximize the expenditure of revenues in a manner that supports the education mission of LSLA. The practices put in place that are described above and the gathering and analysis of longitudinal data from the first years of operation will be the foundation for good educational, administrative and operational practices. Such information will assist the Board, the Superintendent and other campus officers in making sound decisions about the delivery of an educational program in a manner that will lead to good outcomes for students, parents and staff, within a framework that is fiscally responsible.

In addition, the data will be used to support the submission of applications for other federal and state grant opportunities as well as private sources of funding to support the educational program.

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

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

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

LSLA has not requested, nor does it intend to request, any waivers of federal, state or local laws or rules generally applicable to public schools to ensure its successful operation.

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

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

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

The purpose of the Public Charter School Start-Up Grant (PCSSG) 2017 – 2019 is to provide financial assistance for the planning, program design, and initial implementation of charter schools and ultimately to expand the number of high-quality charter schools available to students in Texas. High quality charter schools must perform successfully on local, state, and national reporting documents with respect to student academic performance, postsecondary readiness, graduation and dropout rates, student attendance, and dual credit rates for all students and subpopulations. Lone Star Lone Star Language Academy (LSLA) is an approved open enrollment public charter that plans to become one of the first schools to improve academic achievement of all students through a dual language instructional program that also utilizes the Feuerstein Method. Grant goals and objectives establish high expectations for students and staff – specifically 90% of all students and 70% of targeted subpopulations meeting acceptable standard on 2019 STAAR exams, 100% of LSLA meeting grade level proficiency standards in dual language instruction, and 100% of HQ trained ESL and bilingual instructors. Grant funds will be used to support the infrastructure for research driven practices of highly effective schools, such as development, implementation, and improvement of standards-based curricula, data driven needs assessments and improvement planning processes, teacher training and support, and community and parent support events to increase support and awareness of school mission. Grants funds will also be used to provide curricular resources, professional development, furniture, and software in support of the Feuerstein Method and the Middlebury Language Acquisition Model. In addition, grants funds will be used to build the data capacity of staff through the purchase of data sources, data training, and continuous data monitoring activities. By using grant funds, the anticipated outcome is that LSLA will develop an innovative school with a strong, data driven, instructional culture characterized by high expectations for all and a strong demonstrated belief that every student can learn and improve.

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

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

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

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

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

A charter school is a "local educational agency" as defined by federal law and LSLA will comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1401, et seq., and implementing regulations and other applicable federal and state laws and regulations.

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

In particular, LSLA will comply with the requirements of sections 613(a) (5) and 613(e) (1) (B) of the Individuals with Disabilities Act to ensure equal access to services for students with identified disabilities.

It will also comply with the Americans with Disabilities Act (ADA), 42 USC Sections 12131-12165, as amended and implementing regulations and with Charter 29, Texas Education Code, and implementing rules and any other such laws and rules that require equal access.

To accomplish our mission, vision and goals, LSLA students will develop fluency in a second language through a partial immersion program using the Feuerstein Method of education and the Middlebury system of language acquisition. Students with disabilities that attend a LSLA school, will receive such services in the same manner, including the provision of supplementary and related services to the same extent and at the same location they receive other educational services. In addition, we will track expenditures using the selected financial tracking software to ensure that there is proportionate allocation of federal and state funding at all campuses for students with disabilities. Such data will be analyzed in conjunction with actual enrollment data of students with disabilities at a particular campus to ensure this proportionate allocation of funding.

To properly serve students, a student with a potential disability identified via "child find" will be referred to an admission, review, and dismissal (ARD) committee within 10 days and the student's records will be reviewed and the evaluation process will commence. Students who enroll from another campus will initially have their IEP implemented as it exists. It will be the ARD Committee's duty to ensure that the student receives a Free and Appropriate Public Education (FAPE) and Equal Educational Opportunity as dictated by federal and state law. This process commences within 30 days and if it is determined that services are mandated or need to be modified pursuant to IDEA, an Individual Education Plan (IEP) or other appropriate plan (504) will be created or modified. Students who need an accommodation will be served per their Individual Education Plan and receive assistive services or technology as specified. The ARD Committee, which will include parents, will be required to inform all ARD Committee members and parents of decisions made by the ARD Committee. Credentialed Special education teachers and professionals will ensure that students with IEP plans have their plans properly implemented in compliance with the law and that FAPE is available and provided.

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

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

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

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

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

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County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

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

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

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County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

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

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

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

County-district number or vendor ID: 043802

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.

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Amendment # (for amendments only):

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

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

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Amendment # (for amendments only):

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

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 12:** Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

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

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 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.**

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

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

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

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

County-district number or vendor ID: 043802

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2017-2018.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 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		44	44	22	20	20	20	15							185
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		44	44	22	20	20	20	15							185

Not Applicable – No students will be served during the 2017-2018 school year. ☐

Total Staff 15.5

Total Parents 200

Total Families 100

Total Campuses 1

**TEA Program Requirement 2: 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.

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	0	44	44	42	35	20	20	20	15						240
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	0	44	44	42	35	20	20	20	15						240

Total Staff 20.5

Total Parents 340

Total Families 170

Total Campuses 1

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Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 043802										Amendment # (for amendments only):					
<b>TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.</b>															
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)		14	14	14	10	10	7	0							69
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		14	14	14	10	10	7	0							69
Not Applicable – No students will be served during the 2017-2018 school year.															<input type="checkbox"/>

<b>TEA Program Requirement 4: For 2017-2018, 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.</b>			
	District Name	Campus Name	9 Digit CDC Number
1.	Lewisville ISD	Central Elementary	061902101
2.	Lewisville ISD	College St Elementary	061902102
3.	Lewisville ISD	Hedrick Elementary	061902105
4.	Lewisville ISD	Rockbrook Elementary	061902139
5.	Texas Education Centers	The Education Center in Lewisville	061802003
6.	Lewisville ISD	Central Elementary	061902101
Not Applicable – No students will be served during the 2017-2018 school year.			<input type="checkbox"/>

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

County-District Number or Vendor ID: 043802

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 043802

Amendment number (for amendments only):

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

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

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County-District Number or Vendor ID: 043802

Amendment number (for amendments only):

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

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

**Barrier: Other Barriers**

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

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